

A LEVEL

Delivery Guide

H505

Accredited

HISTORY A

Theme: Genghis Khan and the
Explosion from the Steppes
c.1167-1405

November 2014



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

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KEY



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AS Level content only



Curriculum Content

This topic focuses on the rise and development of the Mongol Empire across a period of more than two hundred years, thus enabling learners to gain sufficient chronological range to provide for the study of continuity and change. It is sufficiently broad and balanced to ensure both coherence and variety, giving opportunity to study political and military developments as well those which are cultural, social, religious and economic. A key element of the topic is to understand the motives of the Mongols for their expansion beyond the Steppes, their methods of rule, reasons for successful conquest and impact on other peoples. Although gaining a holistic view across the period, learners will be able to address key issues in relation to transition and change within more defined chronological ranges and across several regions. Depth of knowledge can be gained through the study of the role of key individuals, events, characteristics or reactions to the Mongols.

An essential aspect of this non-British period study is an appreciation of the scale of the impact of the Mongol conquests in terms of transnational and intercultural exchange. The focus is not merely on war but also on the development of trade along the Silk Road which provided a mode of interaction between East and West. It will be important for learners to consider the assimilation of beliefs, customs and practices from the perspective of the Mongols as well as other peoples. Learners will be able to engage in the study of specific regions beyond the steppes, such as China, Persia and Russia, thereby providing a gateway for deepening their contextual knowledge of the medieval period and a platform from which to extend their studies further in a variety of directions. AS learners will be able to develop their knowledge of historical interpretations contained within two key topics; others will have the opportunity to pursue topic-based research for coursework.

With a study of the Mongols, learners have a unique opportunity to study a lesser known historical topic but one which will engage them with the narrative of the life of Genghis Khan and the exotic stories of medieval travellers to the East. An overview of developments ranging from the Far East to Europe and from the Middle East to Central Asia will provide an insight into cultural and religious assimilation and tolerance. A study of the Mongols will enable learners to progress to a variety of Themes topics whether medieval, early modern or modern. Conceptual or regional links could be considered such as aspects of the history of the Middle East or British foreign policy, modern Russia or China, the changing nature of warfare, the medieval Church, the Viking Age or the Renaissance.



Curriculum Content

As a summary, learners should have studied the following:

- The creation of the Mongol Empire to 1264: the rise of Genghis Khan and reasons for Mongol expansion; military tactics, aims, organisation, leadership; the strengths and weaknesses of Mongol rule; key victories and areas of invasion during the period from Genghis to Mongke; the role of Subedei, Batu, Hulegu, Khubilai and Berke.
- The reign of Khubilai Khan 1264–1294: consolidation of Mongol rule and control of China; the nature and extent of economic, political, administrative, religious and cultural policies; military success and failure in China and South East Asia; the extent of Mongol rule in the Golden Horde, Chagatai Khanate and Ilkhanate by 1294.
- The Khanates 1294–1405: the changing nature of Mongol rule and growing disunity; the role of Islam; the impact of Ghazan, Uzbek, Tokhtamysh and Tamerlane; areas of control and invasion.
- The impact of the Mongol invasions and interaction between East and West: the effect on Christian, Muslim and Mongol culture, medicine, science, and technology; the influence of Persia and China; bubonic plague; the role of trade, the Silk Road and Pax Mongolica; travellers and tales from the East.
- Detailed specification content can be viewed in the Expanded Content Resource.



Thinking Conceptually

The Period Studies unit requires learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. Learners will be required to recall, select and deploy appropriate knowledge and communicate this clearly and effectively within focussed and essay-based questions. They will also be expected to demonstrate an ability to explain, evaluate and analyse the relationships between key features of the period studied in order to reach substantiated judgements. At times, this will involve the need to identify elements of progression and stagnation or the need to focus on key individuals and turning-points. A learner's ability to achieve this will be greatly enhanced by exposure to a variety of resources: primary sources in accessible translation, secondary extracts and historical interpretations.

An essential element in any approach to teaching the history of the Mongol Empire is to enable learners to acquire confidence in their recognition and use of geographical and historical concepts, names and places. It is likely to be the hardest step confronting learners as they begin their studies, but it need not be a gruelling or confusing process provided that new vocabulary is introduced gradually and progressively. Once the basic principles and reasons for alternative spellings are grasped, a consistent and 'common' usage should be established. Rather than providing extensive glossaries too early in the course, it is recommended that

a spirit of enquiry pervades the process of assimilating, understanding and using relevant terms. By taking ownership of their acquisition of terminology, learners will not only grasp the essential historical themes contained within the key topics but also a sound chronological basis. The use of visual and interactive resources, repetition and research-based exercises will provide enjoyable and reassuring methods for introducing, consolidating and challenging learners' abilities to recall knowledge. The vocabulary and concepts required for explaining and analysing the significance of events are more 'contained' than might be apparent at first when embarking on a study of the Mongols.

Although not an exhaustive list, the following terms may prove problematic:

Tartar medieval Christian and Muslim reference to the Mongols although originally the name for a steppe tribe conquered by Genghis.

Cathay reference to China (as used by Marco Polo) which derived from the pronunciation of Khitan (former rulers of north-west China).

Franks non-European term to refer to all western European Christians.



Thinking Conceptually

For teachers, the following recommended reading material contain useful glossaries or guidance:

Morgan, D. (2nd ed. 2007) The Mongols, Wiley

Weatherford, J. (2004) Genghis Khan and the Making of the Modern World, Broadway

Saunders, J.J. (1971) The History of the Mongol Conquests, Routledge and Kegan Paul

The Mongols in World History website
(M.Rossabi, Columbia University)

Useful website with regular updates, commentary and links

<http://afe.easia.columbia.edu/mongols/>



Thinking Contextually

ACTIVITIES

To differentiate between the aims of developing knowledge, explanation and analysis, teachers might consider 'how' reading material is used and 'when' specific terminology, events or arguments should be highlighted. The same reading material or resource can be used for different purposes in much the same way that linguists target scan, skim and depth reading. Resource Sheet 1 provides this opportunity to target knowledge, explanation or analysis when studying the **rise of Genghis Khan and the early Mongol Empire**. It might also be useful when studying the final key topic which requires a holistic approach in the latter stage of a scheme of work – **the Impact of the Mongols and Interaction between East and West**. This concluding key topic will consolidate and extend knowledge touched upon within previous analyses of Mongol conquests and rule, whilst requiring skills of comparative assessment across the full chronological period. In this respect, the final key issue provides opportunity for revision as well as an introduction to the style of assessment which will be required for the Themes topics.

The following suggested activities are centred on acquiring, consolidating and challenging learners' contextual understanding to develop their ability to **select and deploy knowledge** through **explanation** and **analysis**.

Prompt cards provide the means to introduce, discuss and assess selected factual details.

Diamond Ranking helps to develop skills of evaluation and analytical thinking.



Thinking Contextually

Activity 1: Prompt Cards – Knowledge

The following activities, based on the use of prompt cards, are designed to complement other learning methods and resources. They aim to encourage the acquisition or consolidation of knowledge for students of all abilities. The activities are graded according to the prior knowledge of students. The principles or methods contained within them can be applied to other topics. However, the example used here is the initial introduction to the topic aimed at facilitating the understanding of concepts, names, spellings and geography required to assess Genghis Khan's rise to power and the early Mongol conquests to 1227.

Resource Sheet 1 will be needed first. It is categorised in colours as follows:

Blue - geographical locations

Red – ethnic group, religion or lifestyle

Black – individuals, tribes or peoples (suggested 'common' spelling)

Italics - a matching term with alternative spelling (for black cards only)

Resource Sheet 2 provides additional prompt cards extending chronologically.



Thinking Contextually

Activities	Resources
<p>Stage 1 - Discover</p> <ol style="list-style-type: none">1. Establish a basic chronological overview of Mongol conquests with a labelled or interactive map whilst identifying geographic features and locations.2. Group students for the following categorisation exercises.3. Select 'nomadic' and 'sedentary' (red cards) and provide visual stimuli to match for each (Steppe life and medieval cities). Can they define the terms and point out likely locations on the map?4. Separate the remaining red cards into two lines; one for ethnic groups, one for religions. Discussion will undoubtedly develop, particularly in relation to defining Arab and Muslim. Consider which groups might have been nomadic.5. Remove all maps. Arrange the blue cards to create a 'rough' map. This is intended to challenge and reinforce geographical knowledge whilst introducing new terms (e.g. the Levant). Now place red cards near appropriate regions – this is designed to cause problems with definition and location leading to discussion.6. Extension: research Steppe life <p>Web references:</p> <p>Los Angeles County Museum of Art <i>Contains visual links for the Mongol period and detailed map</i> http://www.lacma.org/khan/map.htm</p> <p>Electronic Cultural Atlas Initiative (Berkeley University of California) Useful Interactive map (click on Mongol video link) http://ecai.org/silkroad/</p> <p>Silk Road Seattle (Prof. D Waugh, University of Washington) <i>Images of geographic features</i> http://depts.washington.edu/silkroad/geography/mongolia/mongolia.html</p> <p>Bridgeman Art Library <i>Place a search for Genghis Khan to obtain images of Mongol art</i> http://www.bridgemanimages.com/en-GB/</p>	



Thinking Contextually

Activities	Resources
<p>Stage 2 - Extend</p> <ol style="list-style-type: none"> 1. Students match names (bold) with alternative spellings (italics). Ensure they know some cards do not have a match, whilst others have more than two. Elicit recognition of common differences in spelling (e.g. 'kh' becoming 'q'). 2. Start compiling a vocabulary sheet for use with varied reading material. 3. Help students identify completely alternative name 'matches' (e.g. Temujin /Genghis). Separate 'individuals' from 'tribes/peoples' cards and provide a basic chronological narrative of Genghis' early life and campaigns. Can they create Genghis' family tree or a timeline? 4. Alternatively, challenge students by providing selected reading material and a labelled map so they 'discover' the story themselves. Resource sheet 3 provides opportunity to differentiate between 'tribes/peoples', discover locations and recognise spellings. 5. Repeat previous card activities (e.g.map, individuals) regularly to reinforce knowledge, either as lesson starters or plenaries. 6. Students can be directed to a useful timeline and commentary <p>Web references:</p> <p>Silk Road Seattle (Prof. D Waugh, University of Washington) <i>Links to timeline, commentary and objects</i> http://depts.washington.edu/silkroad/exhibit/timeline.html</p>	
<p>Stage 3 - Consolidate</p> <ol style="list-style-type: none"> 1. With some prior knowledge of Genghis' campaigns, students can be encouraged to repeat their creation of a 'rough' map with the blue cards, but then match regions and peoples by using the black 'tribes/peoples' cards only. Alternatively use a blank map on which to place 'tribes/peoples' cards. 2. Discussion: Can students identify religions for each group or whether they were nomadic or sedentary? How would they define ethnic group – e.g.Turk or Mongol? 3. Using a detailed map and relevant notes, complete Activity Sheet 1.1. Physically place 'tribes/peoples' cards on the chart before writing to help categorisation. Are there any patterns? How far did any of the three 'groups' play a part in the development of the Mongol Empire? 4. Complete Activity Sheet 1.2. Encourage further discussion of the relative motives for Mongol campaigns, methods of conquest or rule, and reasons for successful expansion. 	



Thinking Contextually

Activities	Resources
<p>Stage 4 – Challenge</p> <ol style="list-style-type: none">1. The following activities can be attempted at any stage to challenge students and deepen understanding.2. Extend knowledge beyond Genghis' life through using additional prompt cards (Resource Sheet 2) and an interactive map game.3. Divide students into small groups. Mix all prompt cards (excluding italics), placing the pile in the centre of the table face down. Turn two cards over. The objective is to encourage students to recall knowledge and explain events orally. It is based on the principle that verbal expression aids memory and the development of written explanation. The challenge, however, is that they must explain the connection between the two cards (whether tenuous or direct). If the explanation is good, they are allowed to keep one of the cards; if not, both cards are returned to the bottom of the pile. The aim is to win as many cards as possible until they run out. <p>Web references:</p> <p>Silk Road Seattle (Prof. D Waugh, University of Washington) <i>Direct link to the interactive map game</i> http://depts.washington.edu/silkroad/maps/mapquiz/cities.html</p>	



Thinking Contextually

Activity 2 - Diamond Ranking

The following activities aim to encourage analysis of the reasons for the success of the early Mongol conquests up to 1264. However, they may be applied similarly to other issues within the same key topic or can be adapted for use in other areas of the specification content. For example, the resources and methods suggested can be applied to an assessment of the Mongol conquests under Genghis only prior to assessing the similar issue for the whole period from Genghis to Mongke. This would aid students when analysing a variety of factors and help them to understand comparative importance at varying points in time. Therefore, the following activities are provided on the basis of students' prior knowledge and assessment of the reasons for Genghis' rise to power and uniting of the Steppe tribes as well as the reasons for his ability to expand the empire further by 1227.

Activities	Resources
Stage 1 <ol style="list-style-type: none">1. Introduce the key argument or hypothesis to be analysed eventually over a series of lessons - 'why' the Mongols were so successful in their campaigns in the 13th century. Students should be able to easily identify the 'factors' by this stage. Write them on the board to aid focus.2. Remind students of the need to 'explain' reasons, 'prove' them with factual support and 'analyse' their contribution.3. Provide short statements which revise over factual material and present key arguments which students can 'categorise' under factor headings. Alternatively, challenge students to complete the first column of Activity Sheet 2.1. The emphasis at this stage is on providing an initial argument relating to each factor or a 'big point'.4. Read Resource Sheet 4. Which factors are identified within these extracts? Which comments provide further detail to support the key arguments? Add these to relevant columns in Activity Sheet 2.1.	



Thinking Contextually

Activities	Resources
<p>Stage 2</p> <ol style="list-style-type: none"> 1. Provide 'factor' cards to each pair or small group of students (Resource Sheet 5). Students place them in a diamond reflecting the most important factor at the top and least important at the bottom. This should encourage debate and argument during whole class feedback. 2. Use a Powerpoint presentation or visual prompts to display examples of Mongol success. Ensure examples cover various regions across the full chronological period. Suggestions are: Bukhara, Samarkand, Nishapur, Kiev, Riazin, Leignitz, Mohi, Alamut and Baghdad. 3. Which of these examples support each group's argument for their 'most important' factor? 4. Recall knowledge by asking students to identify which examples occurred during the reign of Genghis. Students complete diamond ranking for this period. Has this changed their result? 5. Repeat the above for the period beyond 1227 and discuss any differences in results. 	
<p>Stage 3</p> <ol style="list-style-type: none"> 1. The following activities are designed to encourage students to be selective in their use of examples to support explanations and develop analysis in essays. 2. Using the previous visual images or Powerpoint display, take each example in turn as a whole class. This time, each group can only choose 4 factor cards to place in a diamond – the top card is the most important. Encourage whole class discussion and debate to aid explanation of relative influencing factors. 3. Which factors enabled submission or defeat for most examples? Which factor was more prominent in cases such as Bukhara as opposed to that of Samarkand? The key here is to encourage students to understand the interrelationship of factors and determine 'difference', regardless of the region conquered. 4. Consolidate knowledge: complete a copy of Activity Sheet 2.2. for each region or group of conquered peoples. A reference map might also be useful. 	



Thinking Contextually

Activities	Resources
<p>Stage 4</p> <ol style="list-style-type: none">1. Use Resource Sheet 4 again. Does either historian suggest there is a relationship between two factors? Can students recall specific examples which prove the arguments contained within the extracts?2. Using the completed Activity Sheet 2.2 and further discussion with 4-factor diamond ranking, place the most relevant examples in the remaining column of Activity Sheet 2.1.3. Highlight examples covering the period of Genghis. Which factor appears dominant? Now repeat the 9 card diamond ranking for this period. Has their previous assessment changed?4. Repeat the above with 9 cards for the period after Genghis and discuss any differences in assessment of overall importance. Consider which factors were important after 1227 but which were caused due to events beforehand.5. By this stage, students should be well-equipped to tackle the physical task of writing an essay and the focus can turn to paragraph construction and written style.	



Learner resource 1 The world of Genghis Khan

Resource Sheet 1 – The world of Genghis Khan

Merkid	Kereyid	Ongut	Tangut
Genghis	Ogodei	Tolui	Chagatai
Jochi	Subedei	Borte	Yesugei
Tartar	Kipchak	Khitan	Khara-Khitan
Ong Khan	Kuchlug	Khitan	Yeh-lu Ch'u-ts'ai
Naiman	Uighur	Temujin	Song
Jebe	Jin	Khwarazm	Buddhist
Nestorian Christian	Arab	Chinese	Shamanist
nomadic	sedentary	Seljuk	Turk
Mongol	Muslim	Merkid	Qara-Khitai
Cuman	Chin	Sung	Uyghur
Polovtsi	Jurchen	Hsi-Hsia	Jurched
Tohgrill	Yelu Chucai	Guchlug	Temuchin
Chinggis	Subodei	Kerait	Cathay
Xi-Xia	Jebei Noyon	India	Siberia
Central Asia	Persia	Inner Mongolia	Middle East
China	Southern Russia	the Levant	the Steppes



Learner resource 2 Extending Knowledge

Resource Sheet 2 – Extending Knowledge

Ariq-Boke	Tamerlane	Hulegu	Uzbek
Batu	Tokhtamish	William of Rubruck	John of Plano Carpini
Berke	Noghay	Toqta	Phags-pa Lama
Guyuk	Abu Said	Oljietu	Juvaini
Ghazan	Kitbuqa	Mongke Temur	Rabban Sauma
Mongke	Khubilai	Rashid al-Din	Alexander Nevsky
Jamal al-Din	Ismaili	Chormagun	Delhi
Kondurcha River	Antioch	Bahgdad	Bukhara
Ayn Jalut	Karakorum	Shangdu	Dadu
Golden Horde	Great Khanate	Chagatai Khanate	Ilkhanate
Samarkand	Kiev	Leignitz	Riazin
Mohi	Kugenlik	Caffa	Isfahan
Urgench	Kulikovo Polye	Toqtamysh	Cambaluc
Ozbek	Qaraqorum	Timur the Lame	Kipchak Khanate
Legnica	Xanadu	Shang--tu	Hulagu
the Assassins	Khanbalik	Tatu	Kuyuk
Franks	Abbasid	Mamluk	Slavs



Learner resource 3

Resource Sheet 3

A. The Qara-Khitai endured until the Mongol conquest. Like the Uighur lands that formed a part of its dependent territories, their empire fell into Mongol hands without a serious struggle; and its people can even be said to have welcomed the Mongols, a distinction that gives them some claim to uniqueness. This occurred in 1218, and it can be plausibly argued that the acquisition of the Qara-Khitai territory was one of the most significant steps in the establishment of the Mongol Empire. For if there is one group of people whose influence on the organisation and administration of the early Mongol Empire was even more pervasive than that of the Uighurs, it is the Khitans. Much of the Khitan influence may well have come from China, where many Khitans still in Chin service defected to the Mongols, or from the old Khitan homeland north of the 'Great Wall' frontier. But in the Qara-Khitai empire the Mongols had taken over, virtually intact, a major state that had been ruled by a people with strong affinities to the Mongols and with an illustrious imperial tradition. It would hardly be surprising if evidence were found of the continuance of Qara-Khitai institutions in a Mongol guise; and such institutional borrowing is indeed readily apparent. With the conquest of the Qara-Khitai following the employment of numbers of gifted and experienced Khitan officials from China, the Mongols had an institutional framework available on which they could and did draw. There is a sense in which the Mongol Empire was a successor state, on a much grander scale, to the Qara-Khitai empire.

Morgan, D. (2nd ed. 2007), The Mongols p.43-4

C. Westwards beyond the sub-Chinese empire of the Qara-Khitai lay the Dar al-Islam. The Empire of the Saljuk Turks had not, as a whole, long survived the death of Sanjar in 1157. In Persia the principal successors to the Saljuks were another Turkish family, the Khwarazm-Shahs. In 1200 the Khwarazm-shah, the ruler who had in due course to face, or rather to flee from the Mongol onslaught, was Ala al-Din Muhammed II. The Khwarazm-shahs had originally been obliged to accept a position of subordination to the rulers of the Qara-Khitai, but Mohammed embarked on an expansionist policy that allowed no place for subjection to any other ruler. Within 15 years he had seized control of most of Persia, and in 1210 he had taken Transoxiana from the Qara-Khitai, who as we shall see were much weakened in their last years by internal troubles. He then transferred his capital to Samarqand, the greatest city of his new province.

Adapted from Morgan, D. (2007), The Mongols p.45-6

B. The Uighurs had been forced out of their original domain in western Mongolia by the Khitans, another semi-nomadic people who conquered most of Mongolia and northern China. In the tradition of all conquerors of China, the Khitans were soon tamed by the resilience of Chinese civilization and absorbed into the great Chinese melting pot. To assume control of China it was expected that the invader would adopt a Chinese name and establish a new dynasty; this the Khitans did, calling themselves Liao. The Liao established a new frontier, forcing the remaining Turkish peoples and any others who would not submit further to the west. By the early twelfth century the Khitans themselves were forced out of northern China, displaced by yet another semi-nomadic invader the Jurchen from Manchuria. These new people were less interested in the lands beyond the traditional Chinese frontier, and left the eastern steppe to the tribes that had traditionally inhabited them. The Jurchen were more concerned with securing control over China proper, which they managed to do far more successfully than had the Khitans. But the Khitans, like the Uighurs, didn't simply disappear. One of the Khitan princes, together with a large group of his followers who were willing to submit to Jurchen rule, migrated westwards deep into Central Asia to establish a new empire called Qara Khitai. They settled even further west than had the Uighurs, near Lake Balkhash close to the eastern frontiers of the great Persian empire. Meanwhile the Jurchen, having conquered northern China, adopted the dynastic name Chin and it was this dynasty that was fated to encounter the Mongol empire.

Adapted from Marshall, R. (1993) Storm from the East p.21

D. In 1219 Genghis led his army westward, swatting minor tribes along the way. This was a different sort of army from the one that had swept across the Gobi into Xia-Xia and northern China; different also from the one led by Jebe in pursuit of Kuchlug. With something like 100,000-150,000 soldiers, each with two or three horses, it retained the fast-moving, hard-riding flexibility of long-established nomadic armies, able to destroy contingents that could cover 100 kilometres a day, cross deserts, swim rivers and materialize and vanish as if by magic. But there was now a hard core that was something entirely new. The sieges of Beijing and other Chinese cities had provided the Mongols with the best in siege technology and expertise.

Man, J. (revised ed. 2011) Genghis Khan p.190

Resource Sheet 4

Extract A

The Mongol Empire was the creation of military conquest, and it was military supremacy that sustained it. There may have been truth in the old Chinese saw that Yeh-lu Ch'u-ts'ai is said to have repeated to the Great Khan Ogodei: that although the empire had been conquered on horseback, it could not be ruled on horseback. But without the Mongol army, no amount of efficient administration would have kept the Mongol Empire in being. The army must therefore be regarded as the basic and most essential of imperial institutions. The nature of nomadic society on the steppe was such that to speak of the Mongol army is really no more than to speak of the Mongol people in one of its natural aspects. For the whole of life was a process of military training. The same techniques that were necessary for survival in a herding and hunting environment were, with very little adaptation, those used in warfare.

Morgan, D. (2nd ed. 2007) The Mongols p.74

Extract B

Genghis Khan recognized that warfare was not a sporting context or a mere match between rivals; it was a total commitment of one people against another. Victory did not come to the one who played by the rules; it came to the one who made the rules and imposed them on his enemy. Triumph could not be partial. It was complete, total and undeniable – or it was nothing. In battle, this meant the unbridled use of terror and surprise. In peace, it meant the steadfast adherence to a few basic but unwavering principles that created loyalty among the common people. Resistance would be met with death, loyalty with security. His attack on Bukhara ranked as a success, not merely because the people of that city surrendered, but because when word of the Mongol campaign reached the capital of Samarkand, that army surrendered as well. The sultan fled his kingdom, and the Mongol juggernaut pushed forward. Genghis Khan's ability to manipulate people and technology represented the experienced knowledge of more than four decades of nearly constant warfare. At no single, crucial moment in his life did he suddenly acquire his genius at warfare, his ability to inspire the loyalty of his followers, or his unprecedented skill for organizing on a global scale. These derived not from epiphanic enlightenment or formal schooling but from a persistent cycle of pragmatic learning, experimental adaptation, and constant revision driven by his uniquely disciplined mind and focused will.

Adapted from Weatherford, J. (2004) Genghis Khan and the Making of the Modern World p.8-9



Learner resource 5

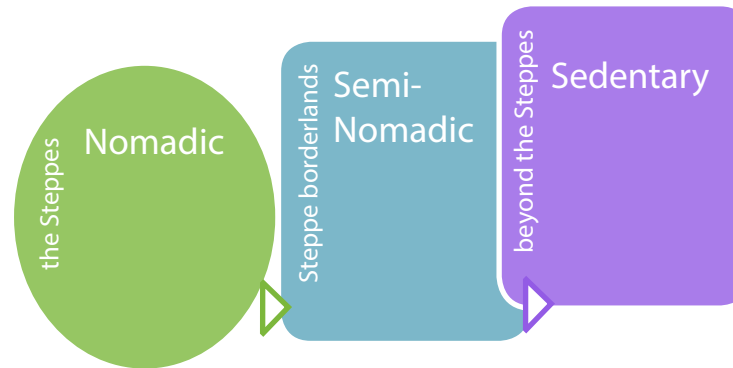
Resource Sheet 5 - Analysis - Diamond Ranking 'Factor' cards

Leadership Mongol Empire	Genghis Khan Mongol Empire
Weakness of the opposition Mongol Empire	Military power Mongol Empire
Strategy Mongol Empire	Administration Mongol Empire
Nomadic Life Mongol Empire	Religious tolerance Mongol Empire
Trade Mongol Empire	



Learner resource 6 Images and words

Activity Sheet 1.1 The Steppes and Beyond in the time of Genghis Khan



Close relations to the Mongols or willing allies			
Submission or merger with the Mongols due to conquest			
Annihilated or directly controlled by the Mongols			

Learner resource 7

Activity Sheet 1.2 – The Mongol Empire and its conquered peoples

Tribe, Peoples or Kingdom	Geographic Location	Ethnicity	Lifestyle	Predominant Religion	Key individuals or rulers	Date of alliance, or submission to the Mongols

Now number these in chronological order according to when a specific tribe, ruler or kingdom was allied with or submitted to the Mongols. Look at a map and see whether there is any pattern.



Learner resource 8

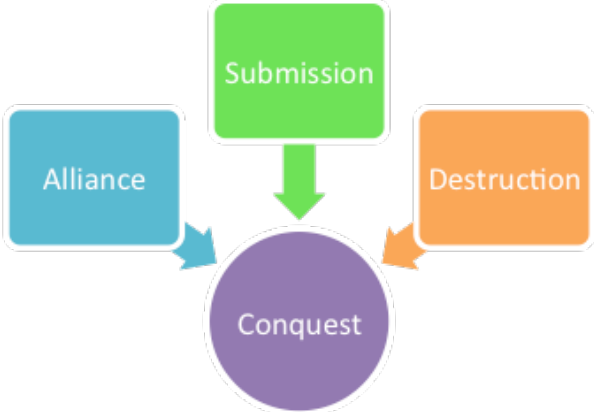
Activity Sheet 2.1 Explanation – Planning sheet to develop supported argument

Factor or Argument (the 'big point')	Detailed argument (the 'little points')	Supporting Examples



Learner resource 9

Activity 2.2 Explanation – The Process and Nature of Mongol Conquests

<p>Region:</p> <p>Period and/or date range:</p> <p>Rulers, peoples or kingdoms conquered:</p>	 <pre> graph TD Alliance[Alliance] --> Conquest((Conquest)) Submission[Submission] --> Conquest Destruction[Destruction] --> Conquest </pre>
<p>Alliance: (explain how and why an external or internal alliance contributed to conquest within the region)</p>	<p>Examples:</p>
<p>Submission: (explain how and why this occurred)</p>	<p>Examples:</p>
<p>Destruction: (explain how and why this occurred)</p>	<p>Examples:</p>



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General qualifications

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