

Teacher Instructions



This activity is designed to go over the basics of DBQ writing by examining the role of Central Asia in AP World History.

- The worksheet is designed to be given individually and the [slides \(link here\)](#) are designed to be used in real time.
- The worksheet and slides are heavily scaffolded and feature examples and attempts to model thinking for students.
- This activity also includes videos from the History-YouTuber Steve Heimler (and additional resources at the end of the slides) to help clarify points for students if they are confused. Use these at your own discretion.
- Feel free to remove some elements if you do not need them.

Background:

This activity assumes a teacher has already introduced students to the Silk Road trade routes, the rise and expansion of Islam, and/or the rise of, the administration of and fall of the Mongol States. For the AP World History course, this would be close to the end of Unit 2. Tamerlane (Temur) and the Timurid Empire are not listed in the learning objectives by name. However, they do qualify as a Mongol Successor State, and the founder of the Mughal Empire, Babur, was a Timurid Prince. In this way teachers can help make the connection to course content. Additionally, Tamerlane has his own fierce reputation, which rivals that of Genghis Khan, this could also be a topic of discussion.

Content and Writing Objectives:

This activity covers and helps students better understand the following content:

- Topics 1.2, 2.1, 2.2, and 2.5

This activity seeks to help students do the following:

- Students will know what a Document Based Question (DBQ) is.
- Students will be able to Plan and Analyze a DBQ Prompt.
- Students will be able to respond to a DBQ prompt (write a thesis).
- Students will be able to read and interpret primary and secondary source documents.
- Students will be able to source and analyze primary and secondary source documents.
- Students will be able to write a paragraph for a DBQ.

Time Frame:

This is designed to be done over three days but depending on your class/time schedule it may take more.

- The Background - 1 class period
- Part 1,2,3 - 1 class period
- Part 4,5 - 1 class period

Many parts of this activity include opportunities for students to work in groups or with partners you may adjust this as you see fit or if time doesn't allow it.

Documents and Writing:

- This activity will involve reading primary and secondary sources. If you have not gone over these yet, this activity can be an introduction, but you may need to take some time to explain this to students.
- Make sure to remind students to look at the source information first. Even when this is written on the slides, students often forget.
- Some of the documents include fairly advanced vocabulary you may need to have a word list.
- Give students a timeframe for reading documents, and explain they will only have about 15 minutes to read seven documents.
- Remind students about topic sentences.
- Notes for specific documents you can discuss with students:
 - Document 1 is a modern photo, ask students if this is a primary or secondary source. Consider that the tombs in the photo are the document, those tombs are primary sources, though the photo itself is secondary.
 - Document 2 contains a description of a trading city in Iran, under Timurid rule, but not strictly in Central Asia. This would be a time to ask students to make a wider connection to the Silk Road, which could also be a topic for “Context” sourcing argument.
 - Document 3 contains much information not directly related to Central Asia. It has 3 persons mentioned or speaking in it, only one is related to Central Asia. Take this as an opportunity to practice careful document reading and annotating with students.
 - Document 4 is also a photo. This one depicts grand architecture which rulers typically built to justify their rule. This can be an introduction to this topic.



Summative assessment:

Students will write/type a single paragraph in which students demonstrate their ability to make an argument and use documents, both supporting and sourcing. The amount of time dedicated to this is 20-30 minutes but adjust depending on your needs.

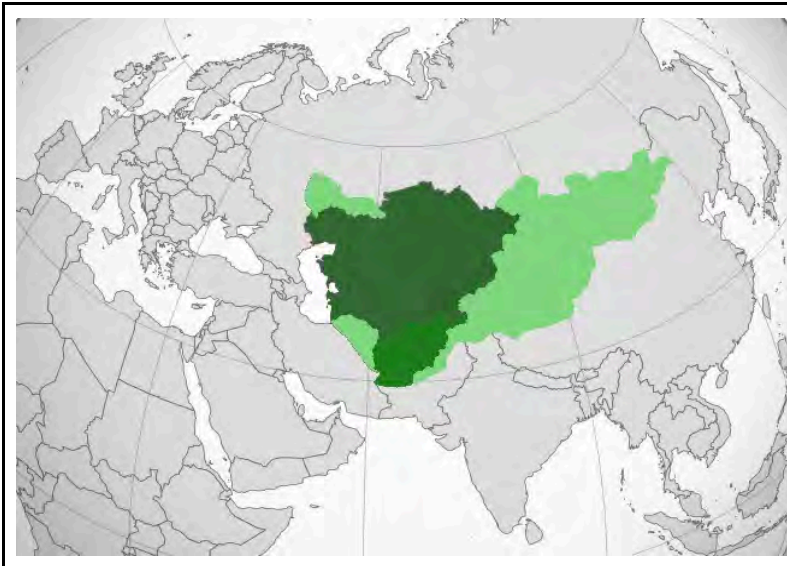
DBQ Overview: Central Asian Rulers and Islam

Background: Central Asia

Before we can work on the DBQ we need to better understand the region we are talking about. Examine the maps and do your best to answer the question for each map.

Map 1. Central Asia as a Region

The region in green refers to the widest cultural and geographic definition of Central Asia



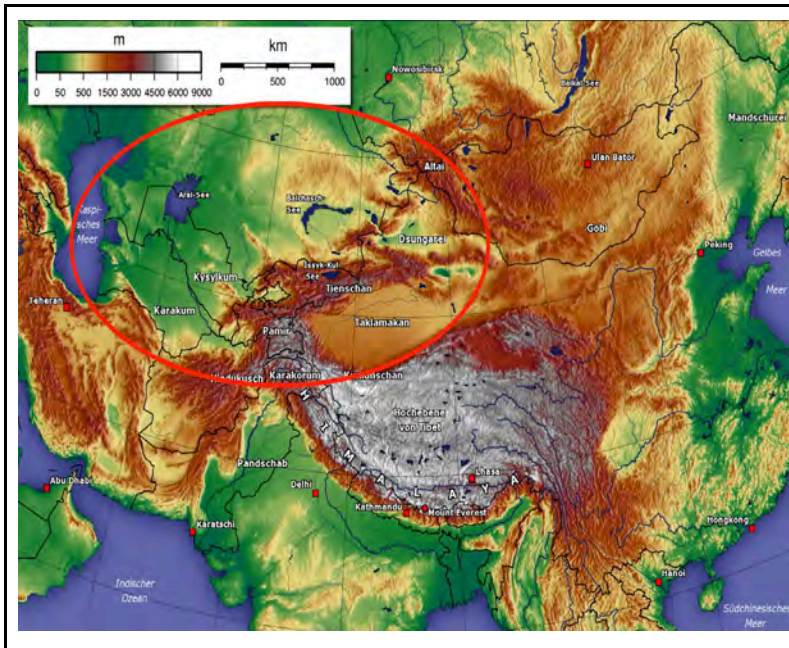
Do you recognize any of the countries shaded here? Why are some places only partially shaded?

Map 2. Political Boundaries of Central Asia



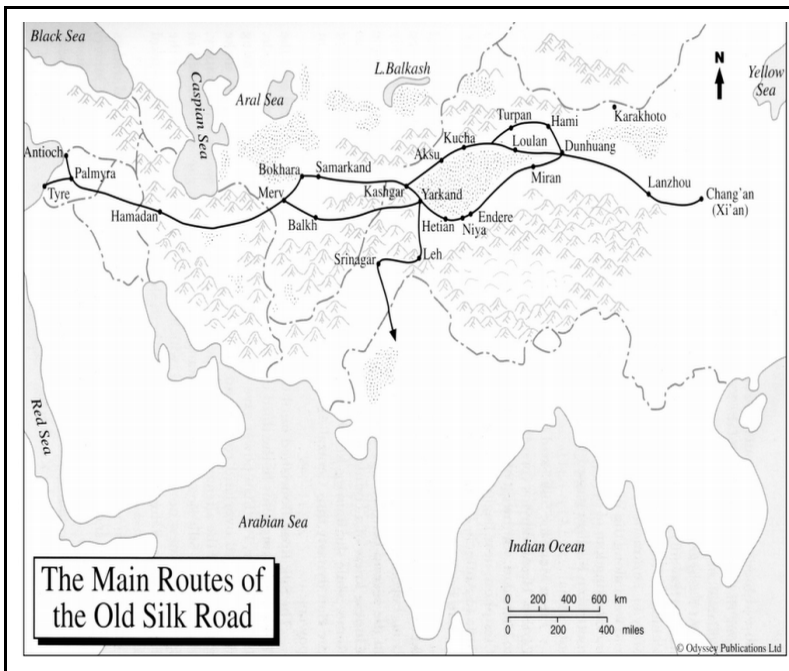
Describe one thing you notice about the borders of the Central Asian Nations.

Map 3. Geography of Central Asia (see the red circle)



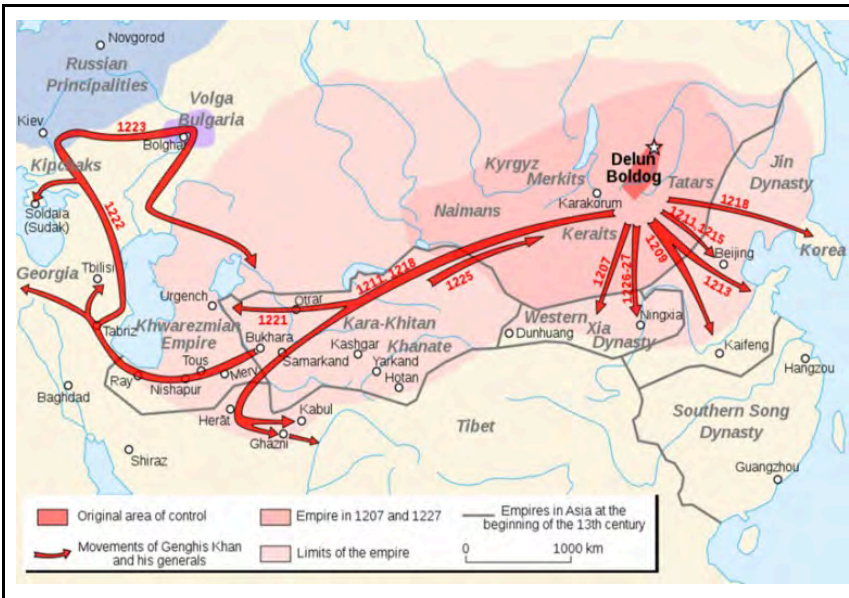
What do you notice about the geography of the nations of Central Asia?

Map 4. The Silk Road (a series of trade routes that crisscross Asia)



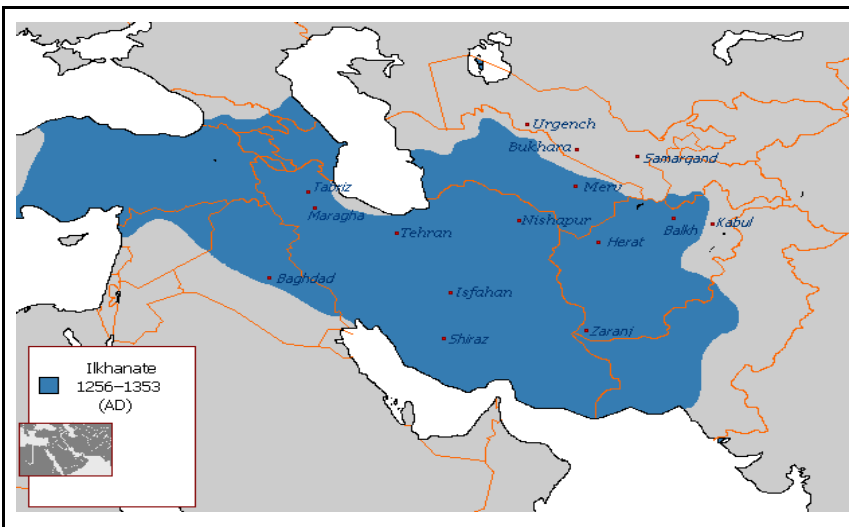
Compare this map to Map 3. What do you notice about where the trade routes go?

Map 5. Expansion of the Mongol Empire under Genghis Khan



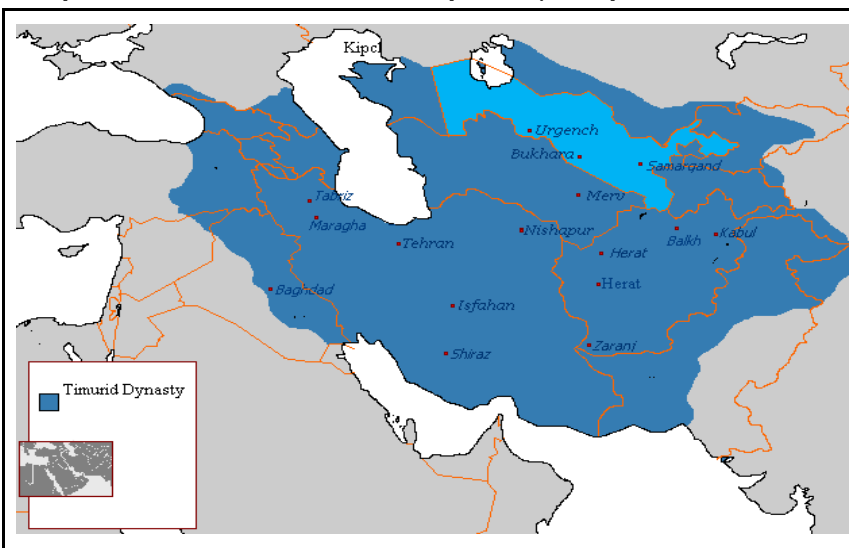
Did Genghis Khan conquer Central Asia (see Map 1 if you need to)?

Map 6. The Il-Khanate (Mongol Iran) 1250-1330 CE



How much of the Il-Khanate was in Central Asia?

Map 7. The Timurid Empire (Empire of Tamerlane) 1370-1500 CE



Where do the territories of the Il-Khanate and the Timurid Empire overlap? Where do they differ?

Read the source and answer the questions below.

Tamerlane and the Timurids

The rapid collapse of the Mongol states left gaping power vacuums in China and Persia. While the native Ming dynasty filled the vacuum in China, a self-made Turkic-Mongol conqueror named Timur moved on Persia. Because he walked with a limp, contemporaries re-referred to him as Timur-i lang "Timur the lame," an appellation that made its way into English as Tamerlane.

Born about 1336 near Samarkand, Tamerlane took Chinggis Khan as his model. Like Chinggis Khan, Tamerlane came from a family of minor Mongol and Turkish elites, and had to make his own way to power. Like Chinggis Khan, too, he was a charismatic leader and a courageous warrior, and he attracted a band of loyal followers. During the 1360s he eliminated rivals to power, either by persuading them to join him as allies or by defeating their armies on the battlefield, and he won recognition as leader of his own tribe. By 1370 he had extended his authority throughout the Khanate of Chaghatai and begun to build a magnificent imperial capital in Samarkand. Tamerlane's Conquests For the rest of his life, Tamerlane led his armies on campaigns of conquest. He turned first to the region between Persia and Afghanistan, and he took special care to establish his authority in the rich cities so that he could levy taxes on trade and agricultural production.

In 1404 he began preparations for an invasion of China, and he was leading his army east when he fell ill and died in 1405. Like his model Chinggis Khan, Tamerlane was a conqueror, not a governor...He did not create an imperial administration but, rather, ruled through tribal leaders who were his allies. He appointed overlords in the territories he conquered, but they relied on existing bureaucratic structures and simply received taxes and tributes on his behalf.

Excerpt from the World History textbook *Traditions and Encounters*, page 378

1. Is this a primary or secondary source? Explain.

2. Explain how Tamerlane's Empire was similar to that of Genghis Khan.

Part 1

(Begins on Slide 32)

Brainstorm Box!

To start, let's break down the prompt, or the question you will be responding to.

Look at the prompt and identify some keywords.

Here is a sample prompt similar to how AP History prompts will be phrased. Please read it carefully.

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Before responding to the prompt, you need to parse it, or break it down. Look at these keywords in the prompt: **Islam**, **ruling practices*** and **Central Asia**. In any prompt begin the act of parsing the prompt by looking at the key words or proper nouns.

**Think about what you have learned so far about states and rulers at this point in the course*

The Brain Dump is the act of writing down what you know about the prompt BEFORE you try to respond to it or look at the documents. See the example below then fill in the rest.

1. Islam: Monotheistic (One God), Origins in the Middle East, and Spread by Merchants and Sufis on the Silk Road.

2. Ruling Practices: _____

3. Central Asia: _____

There is not guarantee you'll be able to use all of the materials you write down here, but this will help get the gears in your brain going on the topic.

Let's look at the prompt again.

Evaluate the extent to which, the religious practices of Islam shaped ruling practices in Central Asia in the period between 1250-1450?

Notice that initial phrasing. "Evaluate the extent to which." Don't panic! That is just a phrase that allows you to answer the prompt in many ways. Notice also that you can't just answer "yes" or "no" you'd have to phrase it differently.

Consider using one of the following phrases:

A little

Not very much

To a great extent

Very much

Somewhat

To a small extent

Try responding to the prompt now, don't worry if you don't know much about the specifics of the question.

Consider this as well, what specific examples you can bring into your response. What specific Islamic practices? What specific ruling practices changed or did not change? We will come back to this.

Part 2

(Begins on Slide 46)

List 3 facts that describe the topics of the prompt during and before 1200-1450.

Part 3

(Begins on Slide 48)

Now that we parsed the prompt we can look at the documents. A real DBQ will have 7 documents, but this activity has only 4.

If you got a note with no information on it how would you try and figure out who wrote it?

When examining any new source of information a few things to ask yourself (an **informal** checklist).

- The Creator (who created this?)
- The Date (when was it created?)
- The Purpose (why was this created?)

Document 1 will be modeled for you, then you can do Documents-~~2~~ on your own. For each document examine and annotate the document, answering the thinking questions to help you get a better understanding of the text.

We will go over this as a class once everyone is done.

Document 1



The inside of the Tomb of Amir Temur (Tamerlane) (1336–1405 CE), founder of the Timurid Empire. Amir's tomb is in the center surrounded by his family. Facing out of the tomb (right side of the picture) is the tomb of Mir Said Baraka (1343–1403 CE), a Muslim spiritual teacher and friend of Temur. Picture taken by a scholar in 2022.

Take notes on what you see your teacher doing as they analyze this document.

Document 2

All the merchants who come from the land of the Christians, and the merchants of Turkey

and Syria, come every year, at this time, to the city of Sultanieh (*a city in western Iran*), to make their purchases. This city is situated in a plain, and many channels of water pass through it, and in it, there are many well-ordered streets, where the people sell their merchandise.

In this city there are several large inns, where the merchants lodge...The city of Sultanieh has great traffic, and yields a large yearly revenue to the lord; and this city, with Tabreez, and the empire of Persia, was formerly governed by Miran Meerza, the eldest son of (Tamerlane).

Excerpt from the account Narrative of the Embassy of Ruy Gonzalez de Clavijo to the Court of Timour by Ruy González de Clavijo, Spanish Ambassador to Tamerlane's capital in Samarkand sent in 1403 CE

4. Run down your informal checklist.

5. Does this Document discuss the Ill-Khanate or the Timurid Empire? How do you know?

6. Based on the author's name and who they work for, it can be reasonably inferred this author is from where?

7. How could this document support your Thesis? What information here might be helpful?

Document 3

Ananda (*a Mongol prince in northern China*) had believed in and practiced Islam from his childhood. He went to extremes in this when he heard that (Ghazan) had become a

Muslim..and that all the Mongols in Persia had become Muslims, breaking all the idols and destroying all the idol-temples. Then he too (Ananda), in imitation of him, strove to strengthen the faith of Islam...

He (Ananda) openly paraded his Islam, and the (Khan of China), having heard of the conversion of the Lord of Islam (Ghazan), expressed his approval and said: "In becoming a Muslim, Ananda has followed Ghazan. Let him practice Islam as his heart desires, for I have reflected [and found] that Islam is a good way and religion."

Except from Rashid al-Din's Compendium of Chronicles written in 1317 CE. The work is a history of the Mongols, their conquests and rule over much of Asia, commissioned and paid for by the Ill-Khanate ruler Ghazan, who was the first Mongol Khan to embrace Islam.

8. Run down your informal checklist.

9. Does this Document discuss the Ill-Khanate or the Timurid Empire? How do you know?

10. Do you notice anything about who paid for the Compendium of Chronicles and what it might tell us about that person?

11. How could this document support your Thesis? What information here might be helpful?



A photo of the Kok Gumbaz Mosque, in Shahrissabz, Uzbekistan. Shahrissabz is the hometown of Tamerlane and he commissioned the construction of the mosque in 1437 CE. It is recorded that Tamerlane prayed here before heading out on his campaigns, the arch below the dome has writing from the Quaran (Islamic Holy Book) on it. Picture taken by scholar, 2012.

9. Run down your informal checklist.

10. Does this Document discuss the Ill-Khanate or the Timurid Empire? How do you know?

11. How could this document support your Thesis? What information here might be helpful?

Use this box to take notes on the class discussion after everyone has looked at the documents.



Part 4

(Begins on Slide 63)

Sample Thesis: As the religion of Islam gained followers, rulers in Central Asia began to emphasize their connection to the faith as a means of legitimizing their rule, such as Ghazan in the Ill-Khanate, despite this change, rulers continued to support and tax trade on the Silk Road.

What is the *purpose* of Document 3?

Why is the *purpose* of Document 3 important/reliable?

How is the *purpose* of Document 3 connected to the thesis?

Part 5

Lets put it all together. Either write a new thesis or modify your old one and use any two documents you have examined.

Thesis:

Topic Sentence (which part of the thesis is the paragraph about?):

Document (1) Description.

Document (1) Support.

Document (2) Description.

Document (2) Support.

Document (2) Sourcing.

Use this box to write down some final thoughts. (Slide 84)

Image And Video Bibliography

(Note: These are the sources of the images as found by the creator of the lesson, not necessarily the origin of the images themselves).

Images used in both Lesson Plan and Slides

Map of the Mongol Empire

(Epps, Henry. *A Concise History of the Rise and Fall of the Mongolian Empire: The Building of an Empire*. CreateSpace Independent Publishing Platform, 2013. Cover Art)

Painting of Mongol rulers Arghun and Abaqa:

(Din, Rachid al-. *Abaqa On Horse, Arghun Standing, Ghazan As A Child*. centurydate QS:P,+ -00-00T00:00:00Z/7 1350. Rachid al-Din, Djami al-Tawarikh, 14th century. Reproduction in Genghis Khan et l'Empire Mongol by Jean-Paul Roux, collection "Découvertes Gallimard"
<https://commons.wikimedia.org/wiki/File:AbaqaOnHorseArghunStandingGhazanAsAChild.jpg>.)

Statue of Amir Temur:

(Liddle, Evan A. *Amir Timur on a Horse*. 2022. June 15, 2022.)

Regional Map Central Asia:

(Casperti. *English: Definitions of "Central Asia."* May 28, 2020. Own work.
[https://commons.wikimedia.org/wiki/File:Central_Asia_definitions_\(orthographic\).png](https://commons.wikimedia.org/wiki/File:Central_Asia_definitions_(orthographic).png).)

Political Map Central Asia:

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https://commons.wikimedia.org/wiki/File:Zentralasien_topo.png.)

Trade Routes of the Old Silk Road:

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Expansion of Mongol Empire

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Timurid Empire Map

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Images used only in the Lesson Slides

Amir Temur bust

(Shakko. *Amir Timur (9333672292).Jpg*. August 2008. Own work. https://commons.wikimedia.org/wiki/File:Timur_reconstruction03.jpg.)

Caravan on the Silk Road

("Caravane_sur_la_Route_de_la_soie_-_Atlas_catalan.Jpg (1356x1144)." Accessed February 20th, 2022.
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Spore Creature Creator

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https://en.wikipedia.org/w/index.php?title=File:Civilization_IV_Print_Screen.png&oldid=989663001.

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Examining Document (Picture)

(Motiani, Preeti. "Mistakes in Filing Income Tax Returns That May Get You a Tax Notice." *The Economic Times*, August 23, 2018. <https://economictimes.indiatimes.com/wealth/tax/mistakes-in-filing-income-tax-returns-that-may-get-you-a-tax-notice/articleshow/59755306.cms?from=mdr>.)

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(All The Tropes. "Passing Notes in Class," February 25, 2015. https://allthetropes.org/wiki/Passing_Notes_in_Class.)

Examining Document (Drawn)

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Sick Kitty

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I Gotta Get Paid

(Imgflip. "Steve Harvey." Accessed February 20th, 2023. <https://i.imgflip.com/6tkqgh.jpg>.)

It's all coming together

("Oh Yeah, It's All Coming Together | Know Your Meme." Accessed February 20th, 2023. <https://knowyourmeme.com/memes/oh-yeah-its-all-coming-together>.)

Images used only in the Lesson Plan

Tomb of Amir Temur

(Liddle, Evan A. *Tomb of Amir Temur*. 2022. June 10, 2022.)

Kok Gumbaz Mosque

("File:Kok-Gumbaz Mosque Shahrissabz.Jpg - Wikimedia Commons." Accessed February 20th, 2023 https://commons.wikimedia.org/wiki/File:Kok-gumbaz_mosque_shahrissabz.jpg.)

Videos used in the Lesson Slides

How to Understand DBQ & LEQ

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How to Write a DBQ?

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Sourcing

(*How to Introduce SOURCING to Students*. 2022 <https://www.youtube.com/watch?v=iflp16i2Azo>.)

Three Tips

(*Three TIPS to Solve DOCUMENT SOURCING Problems (and a Resource to Help)*, 2021. <https://www.youtube.com/watch?v=lk517rTDqWg>.)