



CHINESE DYNASTIES PROJECT (Part I): Compete on an Archaeological Expedition!

- **5-Paragraph Essay Directions:** Using the websites I provide, locate artifacts—remains left behind by past civilizations—of your assigned Chinese dynasty and record them in the provided graphic organizer! Artifacts can include: art, inventions, writing, and architecture. You will complete an outline and write a 5-paragraph essay in response to the following **PROMPT**: How do artifacts help historians and archaeologists to learn about and reconstruct the way of life of a particular Chinese dynasty? For your thesis statement, you **MUST** use three elements of **PERSIA** (Political, Economic, Religious, Social, Intellectual, Artistic) when addressing your civilization. You **MUST** complete the first draft of this essay by _____ and the final draft of this essay by the assigned due date of _____ in order to complete Part II—the fun PowerPoint/Poster Project!
- **Dynasties:**
 - Qin (Ch'in) 221-206 B.C.
 - Han Dynasty, 206 B.C.E.-220 C.E.
 - Sui Dynasty, 581-618 C.E.
 - Tang Dynasty, 618-907 C.E.
 - Song [Sung] Dynasty, 960-1279 C.E.
 - Yuan (Mongol) Dynasty, 1279-1368 C.E.
 - Ming Dynasty, 1368-1644 C.E.
 - Qing Dynasty, 1644-1911 A.D.

Graphic Organizer for PART I

Artifact discovered (Please be specific; Don't simply say "pottery."):	Why it's important to our understanding of the dynasty (Use complete sentences!)

EXPLAIN: How does your discovery of the above artifacts support your thesis statement for your 5 paragraph essay. (Remember, think PERSIA!)



Online Resources

- <http://members.aol.com/Donncclass/Chinalife.html#CONFU> - Daily Life in Ancient China; Wide range of topics in Chinese history.
- <http://www.penncharter.com/Student/china/index.html> - Ancient China
- <http://www-chaos.umd.edu/history/ancient1.html> - Ancient Chinese Dynasties
- <http://www-chaosumd.edu/history/toc.html> - History of China
- http://www.yahooligans.com/Around_the_World/Countries/China/History/Ancient_China/http://www.hanwei.com/culture/coin.htm
- <http://www.crystalinks.com/china.html> - Ancient China Index
- <http://www.cmi.k12.il.us/~kempeja/Anewchina.html> - Ancient Chinese Resources
- Note: If you need to use another website, please check with me to make sure that the site is reliable.



Thesis Statements: What are they?

A thesis statement is the main idea that your essay supports. It is similar to a topic sentence for a paragraph, only it speaks for the entire essay. A very complex thesis statement may take up a whole paragraph, but the standard freshman composition essay does the job in one concise sentence.

The thesis statement has 3 main parts: the limited subject, the precise opinion, and the blueprint.

1. Limited Subject

The limited subject tells the reader exactly on what, or whom the article focuses. The book title (*Black Elk Speaks*), from the example, is the limited subject of the thesis statement:

Black Elk Speaks accurately represents Indian lifestyle through its attention to cultural detail, its use of Indian words, and its direct quotes from Black Elk.

2. Precise Opinion

The precise opinion gives your answer to a question about the subject.

Black Elk Speaks accurately represents Indian lifestyle by its attention to cultural detail, its use of Indian words, and its direct quotes from Black Elk.

Note: a question without an answer is not an opinion: "Does *Black Elk Speaks* accurately represent Indian lifestyle?"

Below is an example of a different precise opinion. Either is acceptable, as long as the rest of the essay supports the opinion:

Black Elk Speaks fails to represent Indian lifestyle by its lack of attention to cultural detail, its misunderstanding of Indian words, and its lack of quotes from Black Elk himself.

A good precise opinion is vital to the reader's comprehension of the goal of the essay.

3. Blueprint

A blueprint is a plan for the essay. Just like the blueprint of a building tells you what the finished product is supposed to look like, the blueprint of an essay permits you to see the whole shape of your ideas before you start churning out whole paragraphs.

Black Elk Speaks accurately represents Indian lifestyle by its attention to cultural detail, its use of Indian words, and its direct quotes from Black Elk.

In the blueprint, the author signals an intention to support the precise opinion. The author of the example above introduces three different kinds of evidence: cultural detail, Indian words, and quotes from Black Elk. Informed by this blueprint, the reader expects to encounter one section (a paragraph or more) devoted to each subtopic.

To emphasize the structure of your essay, repeat each phrase of the blueprint as you introduce the paragraph(s) in which you expand and support each point that you want to make. The way you introduce the supporting evidence is through topic sentences, miniature thesis statements that echo the main idea.

Note: If you repeat your blueprint phrases and your thesis statement robotically ("The third point I want to talk about is how *Black Elk Speaks* accurately represents the Indian lifestyle through its direct quotes from Black Elk."), your writing will be rather dry and lifeless.

Note: A thesis statement amounts to nothing if the paper is not completely focused on that main point.

Blueprinting helps create the coherency of the thesis throughout the entire essay, which makes it a necessary part of the thesis statement.

Nicci Jordan, UWEC Junior, and Professor Dennis Jerz, Seton Hill University.

Five Steps to a Phat Thesis

- Step 1
 - Read the Prompt
 - What are the key terms or phrases?
 - What is the prompt asking?
- Step 2
 - Brainstorm the Prompt
 - What information is necessary to answer the prompt?
 - What do I know about the subject?
 - What categories seem to work the best?
 - Use a Graphic Organizer
 - Outline, Web, T-chart, Double-Bubble, or Timeline
- Step 3
 - Write a preliminary thesis
 - Provide an answer to the Prompt
 - Provide areas of categorization
 - Provide similarities and differences (in comparison essay)
 - Provide change and continuity (in COT essay)
- Step 4
 - Reevaluate the Thesis and Recategorize
 - Do the categories accurately reflect your evidence?
- Step 5
 - Write

Thesis Musts

1. – AP
2. – Place/Time
3. – 3 Categories

[illegible]

Cultural Analysis

Categorization

What to look for:

PERSIAN

How to find it:

Which three will You choose?

1. Political: Who is in charge? What is power based on? Who gives that person or group power? Is there a contract? What's the government?
2. Economic: How do people earn their food? Is it based on agriculture, commerce, small trades or professions, or industry, like manufacturing or technology? Where's the money?
3. Religious: What is the meaning of life? Where did the group come from? What happens when they die? How do they spend their lives? Who talks to god(s)?
4. Social: How does the group relate to one another? How do people communicate? What do people do together? How is the group organized?
5. Intellectual: Who are the thinkers? What groups are given the chance to learn? How do people learn? Where does knowledge come from?
6. Artistic: How do they express themselves? What commitment to self-expression do they have? What technology or resources are given to art?
7. Near?: In what geographic region is this located? What geographic landscape makes up the region? How are the people/events effected by the geography?

Essay Outline

The basic essay structure for a 5-paragraph expository essay. Each CD would be followed by at least two CMs that analyze the CD and connect it to the Thesis.

Thesis _____

Body TS 1 _____

Body 1 CD A _____

Body 1 CD B _____

Body 1 CD C _____

Body TS 2 _____

Body 2 CD A _____

Body 2 CD B _____

Body 2 CD C _____

Body TS 3 _____

Body 3 CD A _____

Body 3 CD B _____

Body 3 CD C _____

HISTORY ESSAY RUBRIC

copy and attach to each essay submitted

1) Content and Concept	2) Argument/ Analysis	3) Organization	4) Evidence	5) Source Handling/Citation	6) Writing
5 – Shows insight, understanding, awareness of perspectives and historical contexts; develops reflective interpretation relating specific facts and situations to bigger patterns, ideas and dynamics.	5 – Contains an interesting central point, clearly asserted in the thesis, that is amply developed and persuasively supported with appropriate reasoning and evidence.	5 – Thesis and introduction are clear, concise and address the assignment. Each paragraph has a clear, focused purpose and coherent relation to the whole. Effective conclusion; logical and persuasive overall.	5 – Broad spectrum of appropriate sources visibly used. Accurate evidence directly and persuasively supports the argument. Sources are assessed for bias and placed in larger historical context.	5 – Every point and statement of fact is reliably attributed. Every fact, point, paraphrase and quotation derived from any other source is completely and helpfully documented.	5 – Reliably clear and correct. Reveals a mastery of appropriate vocabulary.
3 – Particular ideas or events are adequately described but poorly understood; OR broad perspective is attempted without adequate foundation in specifics.	3 – Formally adequate argument, but too much summary or assertion, too little supporting analysis or evidence to be fully persuasive.	3 – Structure is evident but inconsistent. A little difficult to follow; may be jumpy, clumpy, choppy, rambling.	3 – Contains relevant evidence but lacks breadth, context or persuasive focus.	3 – Citations are mostly complete, but some are sloppy. There is some confusion about the source of ideas or information.	3 – Writing is substantially technically correct. Occasional minor errors may be present, but prose is generally at college level.
1 – Simplistic; narrow; without context, perspective or interpretive depth.	1 – Lacks a clear point and coherent reasoning.	1 – Lacks logical structure and flow; random or disjointed; makes little sense.	1 – Lacks relevant evidence, reveals incomplete knowledge and contains inaccuracies.	1 – Elements of the paper meet the definition of plagiarism.	1 – Major pattern of errors or many sloppy errors.
Original					
Rewrite					



CHINESE DYNASTIES PROJECT (Part II): Compete on an Archaeological Expedition!

- **Directions:** Now, imagine that you are a famous, lead archaeologist of an excavation team. Using the websites I provided as well as the research and essay that you just completed, create a **poster or 8-10 slide PowerPoint** (30 points), which must include: 1) a creative title, 2) a one paragraph introductory explanation (with your original thesis statement) about what the artifacts reveal about the way of life of your dynasty and why your archaeological dig should continue to be funded, 3) photographs, paintings or your own illustrations of your findings (artifacts). Each picture or illustration should include a 1-2 sentence caption describing the artifact and the website from which you obtained it. Posters should be colorful and creative, since they will be presented and hung in class! On presentation day, you **WILL** teach the class and convince us to support the continued funding of your excavation! **DUE DATE:**
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- <http://www.penncharter.com/Student/china/index.html> – Ancient China
- <http://www-chaos.umd.edu/history/ancient1.html> – Ancient Chinese Dynasties
- <http://www-chaosumd.edu/history/toc.html> – History of China
- http://www.yahooligans.com/Around_the_World/Countries/China/History/Ancient_China/http://www.hanwei.com/culture/coin.htm
- <http://www.crystalinks.com/china.html> – Ancient China Index
- <http://www.cmi.k12.il.us/~kempeja/Anewchina.html> – Ancient Chinese Resources
- **Note:** If you need to use another website, please check with me to make sure that the site is reliable.



What your poster should look like!

- 1) Title of Dynasty with years it existed
--Example: **Ch'in Dynasty, 221-206 B.C.**
- 2) Using complete sentences, a description of:
 - A) The thesis statement and presentation of what the artifacts reveal.
 - B) The Dynasties' way of life and achievements—Ex. inventions, art, etc.
 - C) Your arguments for why your archaeological dig should continue to be funded
- 3) Several pictures of artifacts from your dynasty with captions explaining what they are:


A wooden Bodhisattva from the Song Dynasty (960-1279 AD)
- 4) Decorate your poster, make it colorful and prepare to present it to the class on Tuesday, next week.