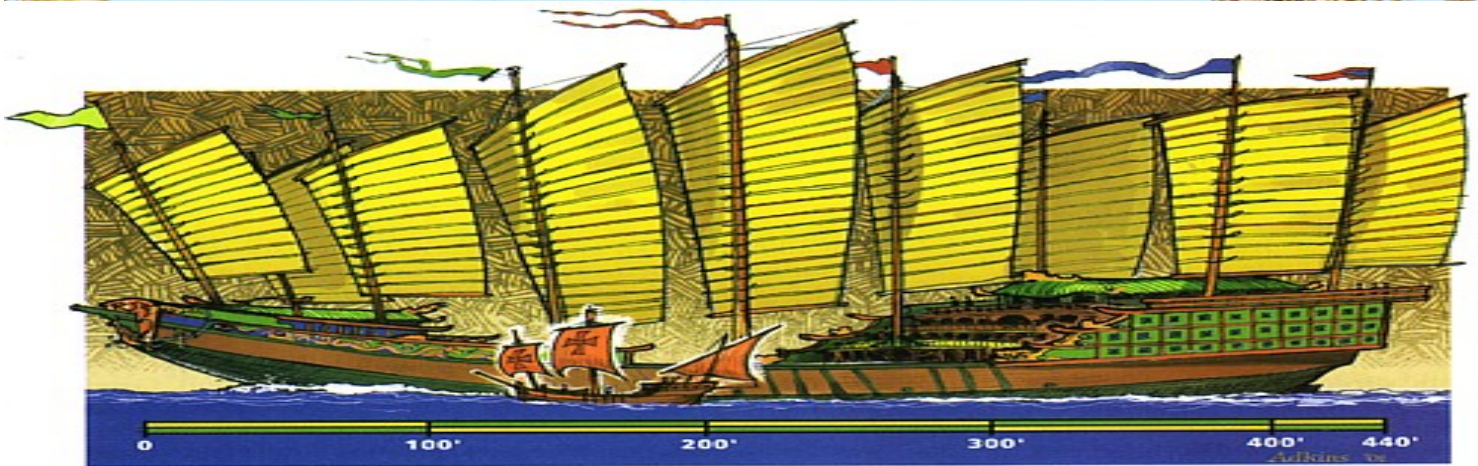
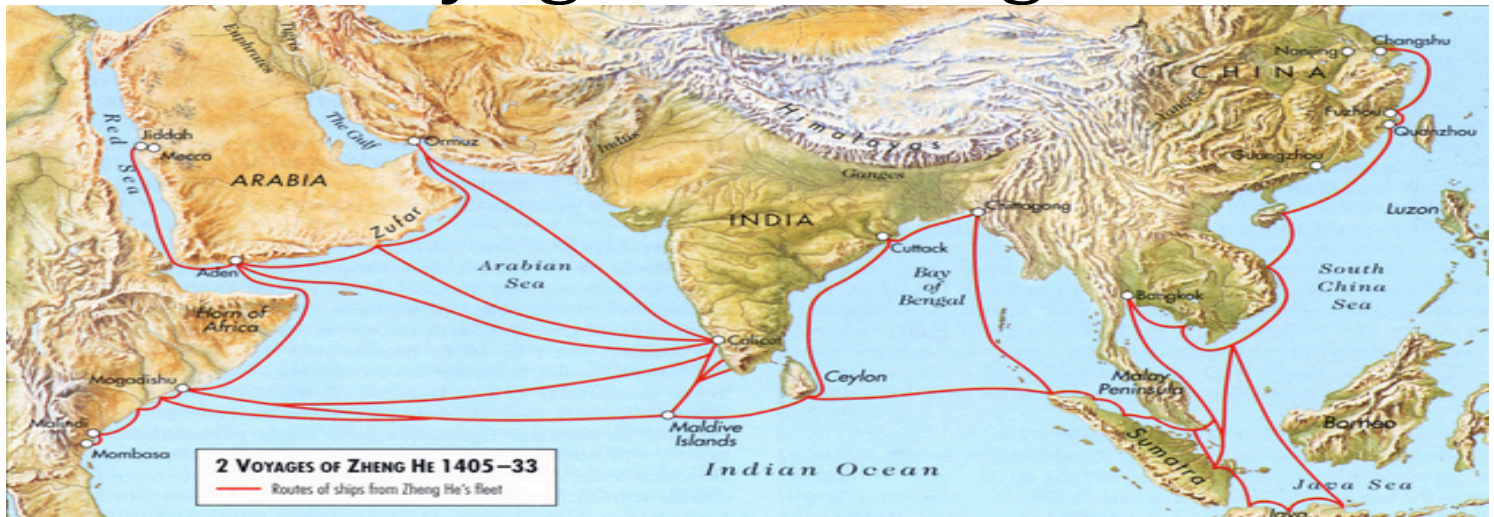


History Lab: Ming China and the Voyages of Zheng He: Why end the voyages of Zheng He?



The picture above represents the size of one of admiral Zheng He's treasure ships compared to Christopher's Columbus' largest ship *The Santa Maria*
The Map above depicts two of the seven routes taken by Zheng He from 1405-1433

Wen and Wu (civil and military complexes)..Finding a balance between the two ensures an emperors Mandate of Heaven...under Ming leadership the emphasis focused heavily upon *wu* over *wen*.

Name: _____

Background Essay

In 1433 the European world was 59 years away from harnessing the technological advancements necessary for large scale maritime sailing. In Ming China however, emperor Zhu Di was devising what would become largest wooden fleet the world would ever see. The result would be a fleet of 317 ships, 27,870 men.

Zheng He, admiral of these expeditions was originally taken to Nanjing to be a servant after being captured by Ming forces in 1381. Zheng He would become a eunuch and servant to the emperor, eventually becoming one of his most trusted advisors. Since Zheng He was a Muslim and familiar with the western world, he was a natural pick for Zhu Di to head the western expeditions.

Zheng He conducted an exhaustive study of existing nautical charts, celestial navigation, maritime science, piloting and shipbuilding and repair prior to building his fleet. Zheng He used Ming technological advancement such as the magnetic compass, star charts, watertight compartments, three and four mast ship building technology. Upon completion Zheng He's fleet included *treasure ships* with 400 foot-long decks with 9 masts, the largest wooden ships ever built, dwarfing the ships of Vasco de-Gama, Ferdinand Magellan and Christopher Columbus. The remaining ships, numbering in the hundreds, carried food, water, troops, horses, cannons, silks, brocades, porcelain, lacquerware, tea, and ironworks that would impress leaders of far-flung nations. These gifts were dispensed to sultans in the Ottoman empire, Shahs in Mughal India and Safavid rulers in Persia. Ambassadors even returned to China aboard these ships from India, the Islamic world and Africa to hopefully conduct business and pay tribute with Ming China.

Zheng He traveled along centuries old trade route established along Arab and Chinese trade routes from the South China Sea to the Indian Ocean, Persian Gulf, Red Sea and the eastern coast of Africa. All total, the voyages covered over 10,000 miles (16,093 kilometers) between 1405-1433.

Historians generally agree that the primary reason for these great voyages was to show off Ming power and dominance of the seas thus solidifying China as the "Middle Kingdom." Zhu Di wanted to reestablish the tribute system. Under this system, countries regularly give gifts of tribute in exchange for certain benefits, like military posts and trade treaties. In this system, all benefited, with both peace and trade assured. The main threat to China was from the north (the Mongols), so the emperors military efforts focused heavily the north, while the voyages of Zheng He were primarily to show-off the extremely advanced technology and riches China had to offer. These lavish voyages would overwhelm foreign peoples and convince them beyond any doubt that Ming China was superior. Ming China reaped huge profits from the voyages and had been instrumental in the monetary ventures initiated by the emperor including the building of the Forbidden City and the constructed of the Grand Canal. These could not have been realized without the adventures of Zheng He.

In 1433, the voyages of Zheng He abruptly stopped and instead of praise and admiration for these voyages, Zheng He, the admiral of these ventures, watched his entire fleet of 317 vessels burned in 1433. Historians are now left with the fragmented pieces of history left from this time and the daunting question of why. Why did Ming China opt out of these voyages after putting so much time and money into them?

Background Essay Questions

1. Who are Zheng He and Zhu Di?
2. How large was Zheng He's fleet? How many people were aboard?
3. What were the dates in which Zheng He's voyages took place?
4. Where did the voyages travel?
5. According to the Ming, what was the reason behind these voyages?

YouTube Video Questions

<http://www.youtube.com/watch?v=UPxUZOUUMLI>

Teacher Note: In slightly under 6 min, the movie discusses Zheng He's rise to become admiral of Zhu Di's fleet. These questions could be used as exit tickets at the end of lesson #1 as well or simply reintroduced at the end of class to see if students can answer them more thoroughly.

What are the reasons behind the voyages?

Why would China create such large ships?

Why did they go?

Answer the Questions that pertain to each of the documents below:

Document 1

The countries beyond the horizon and from the ends of the earth have all become subjects and to the most western of the western or the most northern of the northern countries, however far they may be, the distance and the routes may be calculated. Thus the barbarians from beyond the seas, though their countries are truly distant, "with double translation" have come to audience bearing precious objects and presents. The Emperor, approving of their loyalty and sincerity, has ordered us (Zheng) He and others at the head of several tens of thousands of officers and flag-troops to ascend more than one hundred large ships to go and confer presents on them in order to make manifest the transforming power of the (imperial) virtue and to treat distant people with kindness. ...

*The inscription below was carved in 1431 on a new temple (for the Celestial Goddess) in the Fujian province (the southeastern coast of China--the mainland opposite Taiwan). Source: Teobaldo Filesi, trans. David Morison, *China and Africa in the Middle Ages* (London: Frank Cass, 1972), 57-61.*

Circle one:

Primary Source

Secondary Source

1. What is the author's point of view regarding China? (sourcing)
2. What claims does the author make regarding China? (close reading)
3. What words or phrases does the author use to make his/her point? (close reading)

Document 2

I promote the ways of the ancient Sagely Emperors and Perspicacious Kings, so as to accord with the will of Heaven and Earth. I wish all of the distant lands and foreign regions to have their proper places. Those who respond to the influences and move towards culture are not singular. It has long inclined towards Chinese culture and been accepting of civilizing influences. When the Imperial orders arrived, the people there went down on their hands and knees and were greatly excited. They loyally came to allegiance and then, looking to Heaven, they bowed and all said: `How fortunate we are that the civilizing influences of the Chinese sages should reach us. For the last several years, the country has had fertile soil, and the people have had houses in which to live, enough fish and turtles to eat, and enough cloth and silk to make clothes. Parents have looked after their children and the young have respected their elders.. Everything has been in bountiful supply, several times more bountiful than in ordinary times. There have been no destructive winds, and damaging rains have not occurred. Confusion has been eliminated and there is no evil to be found. This is all indeed the result of the civilizing influences of China

Selections from the Ming Shi-lu.

Source: Geoff Wade, translator, *Southeast Asia in the Ming Shi-lu: an open access resource*, Singapore: Asia Research Institute and the Singapore E-Press, National University of Singapore, <http://epress.nus.edu.sg/msl>

Circle One

Primary Source

Secondary Source

1. What is the author's point of view regarding the voyages? (sourcing)
2. 2. What claim does the author make about the voyages? (close reading)
3. What words or phrases does the author use to convince me of their argument? (close reading)

Document 3:

Riches and honors are what men desire. If it cannot be obtained in the proper way, they should not be held...

The superior man understands what is right; the inferior man understands what will sell...

The Superior Man is aware of Righteousness, the inferior man is aware of advantage...

The virtuous man is driven by responsibility, the non-virtuous man is driven by profit...

Note: Chinese emperors governed with the teachings of Confucius in their minds. One of the beliefs that many emperors had was that merchants were the lowest class in Chinese society, below peasants. The result was centuries of isolationism and a need to develop and maintain a society that was self-functioning. China was very successful in doing this, and the result was a merchant class that had to work under ground in China, but none-the-less brought wealth to the empire.

Source: Confucius, *The Analects*, 500 B.C.E.

Excerpted from chapters Chapters 2 and 4

Circle One

Primary Source

Secondary Source

1. What is the authors point of view regarding merchants?
2. What claim does the author make about the voyages? (close reading)
3. What words or phrases does the author use to convince me of their argument? (close reading)

Document 4:

Alas, how easily money and profit can bewitch a person! With the exception of the righteous person, the true gentleman, and the sage, no one is able to avoid the temptation of money. ... during the final years of the Yuan dynasty, there were many ambitious men competing for power who did not treasure their sons and daughters but prized jade and silk, coveted fine horses and beautiful clothes, relished drunken singing and unrestrained pleasure, and enjoyed separating people from their parents, wives, and children. I also lived in that chaotic period. How did I avoid such snares? I was able to do so because I valued my reputation and wanted to preserve my life. Therefore I did not dare to do these evil things.

...

Translated by Lily Hwa

Speech by Emperor Zhu Yuanzhang: Imperial Edict encouraging the restrained from Evil 14th Century

Zhu Yuanzhang was a Ming Emperor and a follower of Confucianism

Circle One

Primary Source

Secondary Source

1. 1. What is the author's point of view regarding merchants?
2. What claim does the author make about the voyages? (close reading)
3. What words or phrases does the author use to convince me of their argument? (close reading)

Document 5:

Poem to be Sung to the Tune of “Full River Red”

By Yue Fei

My hair bristles in my helmet.
Standing by the balcony as the rain shower stops,
I look up to the sky and loudly let Heaven know
The strength of my passions.
My accomplishments over thirty years are mere dust.
I traveled eight thousand li with the clouds and the moon
Never taking time to rest,
For a young man’s hair grows white from despair. The humiliation of the Jingkang period
Has not yet been wiped away.
The indignation I feel as a subject
Has not yet been allayed.
Let me drive off in a chariot
To destroy their base at Helan Mountain.
My ambition as a warrior
Is to satisfy my hunger with the flesh of the barbarians,
Then, while enjoying a rest,
Slake my thirst with the blood of the tribesmen.
Give me the chance to try again
To recover our mountains and rivers
Then report to the emperor.

Yue Fei was an officer in the Song army from 1103-1142. He was arrested and executed on charges of rebellion in 1141. This poem was written during the Jinghang Period (1127) while the Song battled the Mongolian horde

Note: Ming rulers restarted construction of the Great Wall’s in 1474 in hopes of keeping the Mongols (Manchu) from getting into China. This was largely done to protect the new northern capital of Nanjing (Beijing).

Circle One

Primary Source

Secondary Source

1. What claim is the author making about Northern China? (close reading)
2. Why could this information be significant to emperor of China? (close reading)
3. What does the author leave out? (close reading)
4. Why was source was written? (close reading)

Document 6:

"...deceitful exaggerations of bizarre things far removed from the testimony of people's eyes and ears...the expeditions of San Bao [meaning "Three Jewels," as Zheng He was called] to the West Ocean wasted tens of myriads of money and grain and moreover the people who met their deaths may be counted in the myriads. Although he returned with wonderful precious things, what benefit was it to the state?"

Ministry of War to Emperor of China: 1477 Response to attempts by eunuch factions to begin more Chinese voyages

Note: The Ministry of War in China was also the one responsible for burning all of the Records of Zheng He's voyages

Circle one

Primary Source

Secondary Source

1. What is the author's point of view regarding the voyages of Zheng He? (sourcing)
2. What words or phrases does the author use to make his argument? (close reading)
3. How is the document supposed to make me feel? (close reading)

Document 7

The cost of maintaining these canals, which consist chiefly in keeping them navigable, mounts to a million a year, as mathematicians would express it. All this may seem rather strange to Europeans, who may judge from maps that one could take a shorter and less expensive route to Peking by sea. This may be true enough. But the fear of the sea and the pirates who infest the sea has so penetrated the Chinese mind that they believe the sea route would be far more hazardous for conveying provisions to royal court.

Matteo Ricci (1552-1610)

The Grand Canal was originally begun by Emperor Yang of the Sui dynasty. China's main rivers ran west to east. The emperor needed a way to move rice from the fertile region around the Yangtze northwest to feed his court and armies in the south. When the Ming emperor moved the capital from Nanjing to Beijing, the canal needed to be expanded further north.

Ricci was an Italian Jesuit priest who spent many years in China

Circle One

Primary Source

Secondary Source

1. What is the author's point of view? (sourcing)
2. What phrases does the author use to make his argument? (close reading)
3. Why does the author mention pirates in the document? (close reading)
4. What role did the Grand Canal play in dealing with the pirates? (contextualization)

Document 8:

1401

In fear and dread, kneeling again and again, I respectfully state... Japan has always been known as a country of poems and books...

The King of Japan, Your Subject

Excerpted from a letter from Ashikaga Yoshimitsu, emperor of Japan in regards to a Chinese/Japanese spat over the Senkaku Islands near Japan (1401)

With the opening of the Grand Canal, the threat of Japanese piracy was drastically reduced

The emperor of China viewed the “your subject” as a kowtow (acknowledgement of Chinese authority; 3 kneelings follow by 9 head nods to the floor) and a tribute. The result was a relaxation in piracy and trade restrictions between China and Japan. These pirates were known as Wokou, although as many as 30% were believed to be

Circle One

Primary Source

Secondary Source

1. What was going on at the time that this document was written? (Cross-Checking)
2. How would China view the kow-towing of the Japanese emperor? (Contextualizing)
3. How would this effect the trade relationship between China and Japan? (Contextualizing)

Document 9

Watch the video below to see three huge financial undertakings of the Ming Dynasty during the 15th century.

Video Link: <http://www.youtube.com/watch?v=DJkE3zh6RE>

Circle One

Primary Source

Secondary Source

1. What were the economic costs of the voyages? (close listening)
2. What were the social costs of the voyages? (close listening)
3. What were the political motives behind the voyages? (close listening)
4. What information does the video leave out? (close listening)

Document 10:



Circle One: Primary Source Secondary Source

1. What was the purpose of the Grand Canal? (close reading)
2. How would the completion of the Grand Canal effect the economy of China? (cross checking)

Document 11:

Single Whip Tax System

A measure aimed primarily to simplify the complex fiscal code under Ming law, by commuting most obligations towards the central government - from land and poll taxes to the labour obligations of the peasantry and the tributes of prefectural and county officials - into a single silver payment, at a level based on the population and cultivated land in each town...tax collection was changed from rice to silver ...Ming taxation was light...taxes on commerce amounted to 1/30 or 1/50 but was later reduced to 1.5%. These low taxes spurred trade, but severely weakened the state.

Li Bo, Zheng Yin, "5000 years of Chinese history" Published in 2004

The emperor was against raising taxes to fund the building of the Forbidden City, so other ways of saving money needed to be found to fund the monumental task of finishing the Forbidden City

Circle One

Primary Source

Secondary Source

1. What is the author's point of view regarding the Single Whip Tax System? (sourcing)
2. What words/phrases does the author use to make his/he point? (close reading)
3. How does mercantilism in China fit into this tax system? (close reading)
4. What information about the Forbidden City would you still need? (cross checking)

Document 12:

Due to so many *unexplained difficulties* and bad omens), the Majesty is humbled and concerned... To alleviate the situation, all policies that cause the public inconvenience, if not urgent, should be stopped...policies *temporarily* stopped include the voyages to foreign countries, horse trading with the remote western and northern areas.

Excerpted from a Speech by Emperor Yong Le explaining the decision to stop the Voyages of Zheng He: 1433

Note-The halt of these voyages was lumped into a large number of policies to be curbed in order to solve a host of problems still waiting to be clarified and The Emperor did not say that sending fleets aboard was a wrong policy but indicates that there are other urgent issues at the same time he did stop the voyages.

Circle One

Primary Source

Secondary Source

1. What is the author's point of view?
2. What claim does the author make about the voyages? (close reading)
3. What words or phrases does the author use to convince me of their argument? (close reading)
4. Do to the vagueness of the document, what reasons for a halt to the voyages do you think the writer is referring?

Document 13:

Merchants boast that their wisdom and ability are such as to give them a free hand in affairs. They believe that they know all the possible transformations in the universe and therefore can calculate all the changes in the human world, and that the rise and fall of prices are under their command. These merchants do not know how insignificant their wisdom and ability really are...If farmers do not work, there will be an insufficiency of food; if craftsmen do not work, there will be an insufficiency of tools; if merchants do not work, circulation of the three necessities will be cut off, which will cause food and materials to be insufficient...As to the foreigners in the Southeast, their goods are useful to us just as ours are to them. To use what one has to exchange for what one does not have is what trade is all about...Foreigners are recalcitrant and their greed knows no bounds.

Chang Han

15th Century

Patricia Buckley Ebrey, *Chinese Civilization and Society: A Sourcebook* (New York: The Free Press), 155 - 157.

Chang Han was a member of the Ming administration, which is higher in the social order than merchants. Chang Han followed Confucius beliefs that merchants were towards the bottom of society but believed in the values of trade.

Circle One

Primary Source

Secondary Source

1. What is the author's point of view regarding merchants?
2. What claim does the author make about the voyages? (close reading)
3. What words or phrases does the author use to convince me of their argument? (close reading)

Document 14:

The Chinese also welcomed the presence of foreign traders some coming from as far as Italy such as Marco Polo. Marco Polo craved Chinese goods but did not want to go through the Silk Road and their added prices to goods. This led him to going to China and acquiring the goods at wholesale prices. When he arrived in China Marco Polo was received warmly and marveled at China's culture.⁶ Yet the Chinese were still very xenophobic and feared influence and subjugation from any foreign power. China seems to have become a master of this practice doing whatever seems to benefit them at that specific time.

Patricia Buckley Ebrey, *Chinese Civilization and Society: A Sourcebook* (New York: The Free Press), 155 – 157

Note: Xenophobia--fear and hatred of strangers or foreigners or of anything that is strange or foreign

Circle One

Primary Source

Secondary Source

1. What is the author's claim about foreigners in China? (close reading)
2. What words or phrases does the author use to make her claim? (close reading)
3. How does Marco Polo reflect other countries regarding trade with China? (contextualizing)

Document 15:

After 1424 Important Dates:

1435 The Emperor dies.

1436 - 1449 Zhu Qizhen, the emperor's seven-year old son becomes Emperor, who is initially controlled by the eunuch Wang Zhen.

1449 Wang leads an expedition against the Mongols on the northwest frontier.

During this campaign, the Mongols capture the Emperor Zhu Qizhen and hold him prisoner.

1450 Emperor Zhu Qizhen escapes from the Mongols and is reinstated as Emperor. Tension and rivalry exist between Confucian scholars and other advisors, particularly the court eunuchs. Emperor Zhu Qizhen faces the urgent question: Should the court resume the voyages or end them?

Prentice Hall World History Textbook: 2012 pgs 350

Circle One

Primary Source

Secondary Source

1. What information from the timeline below supports or goes against continuing the sea voyages?
2. Who represents continuing the voyages? Who represents not continuing the voyages?

Documents List and Brief Explanation: TEACHERS ONLY

Document 1—

This document primarily flaunts Chinese superiority and belief that China is indeed the Middle Kingdom. Students tend to see the document is politically or economically motivated. However, students have also identified religious and social reasons. Religious and social reasons stems from a prior understanding of Confucianism which is further discussed in document 4.

Document 2—

This document primarily flaunts Chinese superiority and the belief that China needs to make sure other “barbarians” are following the Middle Kingdoms ways. This document is primarily politically and economically motivated, however, as in document 1, social and religious reasons may be plausible.

Document 3—

This documents highlights the reasons why mercantilism is frowned upon in China. It provides social, religious and economic reasons why merchants are bad for China and the voyages should end.

Document 4—

This document sets up the historical basis for why China frowns upon merchants. Confucius depicts merchants as wholly negative for China and reasons why the voyages should stop not only economically, but socially, religiously and politically.

Document 5—

This document, although during the period of the Song dynasty, shows the ever present Mongol threat to the north. This was something that any and every Chinese emperor had to be aware of. Under the Ming, the completion of the Great Wall occurred. The cost of manning the wall however was high and required a lot of money. Food, shelter and weapons for soldiers were needed. The Mongol threat in the north may have taken precedence over many other adventures, including those of Zheng He. This document is primarily politically motivated, although some may see the economic and social impacts of it as well.

Document 6—

This document again reflects the belief that China is the Middle Kingdom and that there is nothing the outside world has to offer China politically, socially, economically, or religiously.

Document 7—

This document discusses the need for the Grand Canal for two primary reasons. One being that it will allow the trade of Chinese goods throughout the country more easily; primarily from the old capital in the South to the new capital in the North. However, the author also mentions that the pirates of the coast of Japan are raiding several places in China and are a threat to Chinese ships. This could be used for economic and/or political reasons to stop the voyages.

Document 8—

This document briefly mentions an understanding between the Shogun of Japan and the Emperor of China. To the emperor it is taken as a sign of the Shogun kow-towing to the Middle Kingdom. It also represents the opening of trade negotiations between China and Japan. Although it does not outright go against the voyages, some students may find it to be a politically or economically motivator for halting these large voyages.

Document 9—

The video shows the economic, political and social impacts of the voyages on China including costs.

Document 10—

This map depicts the Grand Canal upon its completion. Many in China at the time believed that since the canal was complete that China could become utterly independent and that they did not need to venture outside of their own borders anymore. This document could be used for social, political and/or economic reasons for halting the voyages.

Document 11—

The single whip tax was an attempt by Ming China to put all taxes into one all-encompassing tax. However, the aristocracy did not see through on tax collections and as a result, it depleted the Ming treasury. The emperor also believed that taxes should not be used to fund the building of the Grand Canal or the Forbidden City. With such a lax tax collection system, merchants seeped into China and began to make money.

Document 12—

Although the reasons behind the stoppage of Zheng He's voyages are vague, this document is useful because it is from a very high official in the emperor's bureaucracy. Students could deduce that the reasons for a halt to the voyages were socially, politically, economically, or religiously motivated. At this point, students should be able to use this document coupled with another document to really begin to formulate a good thesis statement.

Document 13—

This document reflects the belief that mercantilism is bad for China, but also shows that people, Marco Polo specifically, enjoy trade with China, and want to reap the benefits of a good relationship with the Ming Empire. However, it does continue to reiterate the Middle Kingdoms stance that there is nothing that the outside world has to offer. This document has political, economic and religious reasons to halt the voyages. It can also be used as a counter-argument to continue the voyages, since Marco Polo seemingly represents eager foreigners who want to trade with China.

Document 14—

Timeline of events that took place after the stoppage of Zheng He's voyages. This document primarily shows how the eunuchs and Confucian conservatives would battle over the question of whether or not to re-launch a large Chinese sea exploration. This document has primarily as political and economic basis that can be used by students.

Bucketing Activity

Students will use the mnemonic device SPRITE to pre-bucket their ideas. SPRITE stands for SOCIAL, POLITICS, RELIGION, INTELLECTUAL, TECHNOLOGY and ECONOMICS. Using this mnemonic, students will make decisions about what documents go into what buckets. The buckets can be in the form of a graphic organizer or actual buckets that students place their ideas into. There should be at least 4 buckets: Social, Politics, Religion and Economics, although when the class is doing the thrash-it-out, other ideas may come to the surface in support of the other two possibilities.

Thrash-It-Out

Once students have made their pre-bucketing decisions, they will engage in a thrash-it-out. The thrash it out can work in one of two ways.

1. Students can stand in the middle of the room with signs for each SPRITE word on the walls around the room. When the teacher says the document number, the students are to go to the part of the room that they believe the document represents. For example, if 4 students believe that document 1 supports political reasons for ending Zheng He's voyages, then they should go to the sign that says political. Once everyone has gone to a particular sign, students engage in the "thrash-it-out" where they defend their stance against other students' interpretations of the same document.
2. Teacher can go document by document giving students only 2 options for each document and have them pick one side of the room or the other to go to. Once on a chosen side, students engage in a thrash-it-out where they defend their stance against other students' interpretations of the same document.

NOTE—Option 2 is best for classes that need more classroom management.

NOTE 2—As students are debating the documents, they are free to change their minds and go to a different sign throughout the room, or change sides. This is the beauty of the thrash-it-out!

Rebucketing

After students have completed the "thrash-it-out", they will sit down and "re-bucket" their documents. Students are free to change their minds as they wish, but should understand that the teacher will be expecting them to support/justify any stance they make with factual data from the documents.

Chicken Footing Graphic Organizer

Students should use the chicken footing organizer to create their thesis statement. The single line of the chicken foot is called the "heel". The "heel" is the foundation for the essay, the beginning, the stance that the writer is going to take. For the purpose of this assignment, the "heel" is the student's stance whether or not it was a good idea to end the voyages of Zheng He. For most, a simple yes or no will suffice for this section.

The second part of the chicken footing relates to the three lines or "toes". The "toes" are supports for your "heel" claim. These supports should come from the Social, Political, Religious, Intellectual, Technological, Economic bucketing activity done earlier. Students should use the buckets that contain the most documents as they offer the most evidence to support their claim. Students should write three SPRITE ideas, one on each line, along with which document(s) support that claim.

NOTE—For lower level classes, students may only need to do one "toe" and work up to three "toes" later.

Responsibility Pie Assessment

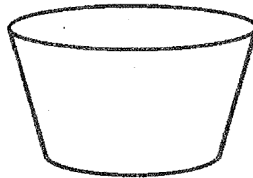
Students will "serve" a slice of responsibility pie justifying the reasons why they think the voyages of Zheng He ended. Students will have to make a "slice" of pie for each bucket they have. The total percentage of the pie should equal 100%. For example, students could conclude that 70% were political, 20% economic and 10% social reasons for ending the voyages. The key to the responsibility pie is that they must support their claim with data from the documents with their strongest arguments supporting the 70% slice.

Pre-Bucketing – Getting Ready to Write

Bucketing

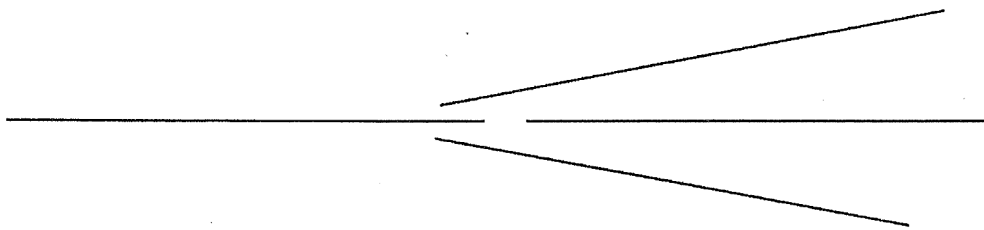
Look over the documents and organize them into your final buckets. Write labels under each bucket and place the letters of the documents in the buckets where they belong. Your bucket labels are going to become your body paragraphs.

EV



Thesis Development and Road Map

On the chicken foot below, write your thesis and your road map. Your thesis is always an opinion that answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

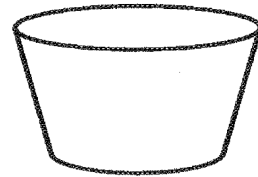


Re-Bucketing – Getting Ready to Write

Bucketing

Look over the documents and organize them into your final buckets. Write labels under each bucket and place the letters of the documents in the buckets where they belong. Your bucket labels are going to become your body paragraphs.

EV



Thesis Development and Road Map

On the chicken foot below, write your thesis and your road map. Your thesis is always an opinion that answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

