

感知与发现

美国课堂上的中国

LEARNING ENRICHMENT
CHINA IN AMERICAN CLASSROOMS



上海外语教育出版社

感知与发现

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LEARNING ENRICHMENT

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前言

感知与发现——美国课堂上的中国

LEARNING ENRICHMENT CHINA IN AMERICAN CLASSROOMS

◇ 景文

在青少年的认知过程中,课堂教学无疑是一个重要的环节。课堂教学离不开教材。在外国的教材中、课堂上,中国是一个什么形象呢?《感知与发现——美国课堂上的中国》为我们提供了一个视角。

《感知与发现——美国课堂上的中国》原为美国知识增补公司(Learning Enrichment, Inc.)组织编写的美国中小学有关中华文明、中国文化知识的系列辅助教材。该套系列教材共分七部分(辑),分别针对美国中小学不同年级和学科的教学特点和教学要求单独编排,各辑相互关联,但彼此相对独立。本书是在原教材基础上形成的中英对照汇编本。

本套教材的七个部分(辑)内容简明扼要,程度由浅到深,涉及中国地理、历史、传统文化及现代社会发展状况等各个方面,同时非常具有代表性。比如,在中国九大工程奇迹(高中自然科学教材)部分,“神舟五号”就被列为其中之一。这与询问在中国是否可以给家人打国际电话以及以为中国人还留着辫子的现象形成了鲜明对照。这种安排基本上把一个完整的中国形象展现在学生面前。尽管是一种粗线条式的勾勒,但反映的是一个真实的中国的形象,达到了传播者预期的传播效果。

本套教材适合不同阶段学生的阅读水平和接受能力,非常符合课堂教学需要。心理学研究表明,接受传播的受众自己通过探索得出的结论更为深刻、牢固。而要想达到这种效果,简单的灌输法显然不足为用。本套教材的设计抓住了青少年的心

理特点,从调动学生兴趣入手,在教学的每个环节都贯穿了启发性教育的理念。教材中为教师编写的教学指南提供了充分的背景信息和教学建议,为学生编写的阅读材料内容简明扼要、主题集中。不仅配备有生动、形象的教学挂图,而且为学生设计了丰富多样、紧扣教学内容的“探索性”学习活动。这种设计既避免了“填鸭式”教学的枯燥和乏味,也有助于提高学生继续学习的兴趣。学生通过阅读、课堂实践活动,自己可以根据教材所提供的事实得出正确的认识。更重要的是,尽管由于教材篇幅所限无法增加更多内容,学生得到的信息还不够丰富,但全套教材在七个阶段中展示的都是完整的中国,学生得到的是一个完整的中国形象。有了这种基本的认识,就为他们今后的进一步增强对中国的认识打下了必要的基础,并逐步使中国的真实形象在他们的认识中一步一步地清晰、丰满起来,由粗线条的“速写”变为细线条的、色彩艳丽的“工笔”。

作为专门为美国中小学学生编写的帮助他们了解中国的教材,这套教材显然具有跨文化的特点。例如,教材在讲解中国的古代科技发明时,要求学生对美国以及欧洲对应起来。无论编者是否是出于自觉,这都体现了一种跨文化传播角度的用心。编者还定时对教材内容进行更新。每辑教材所附的教师使用情况调查表,其中的问题更体现了出版者对传播效果的关心。跨文化虽然确实为交流增加了一定障碍,但从另一种意义说,也可以引起了解和认识对方的兴趣,使交流和沟通成为一种客观需要,并在某种程度上为交流和沟通提供了契机,甚至可能会比非跨文化的交流更有情趣和意味。在这方面其实有很多文章可作。

本书作为该系列教材各部分内容的汇编本,整体性地呈现了该教学系列内容,集中展示了有关课程的教学成果。

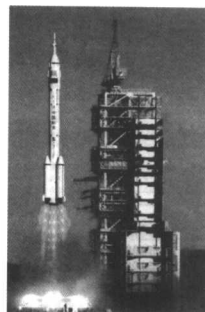
为适应不同读者的使用需要,本书各部分均以先英文、后中文的顺序排列。每部分(辑)材料均包括教学用挂图、文字材料以及教材使用情况调查表三种形式。每一部分在体例上基本相似,又分为背景简介和教学指南、学生阅读资料、教学活动安排和挂图赏析等几大板块。原有挂图插在各辑中英文部分之间,同时标注中、英两种文字,不仅便于查找,也避免了重复。

这套(本)教学材料由美国作者撰写,贴近美国读者的思维习惯和表达方式,很有特色,深受美国中小学教师、家长和学生的欢迎。该书不仅有助于我们了解国外如何去认识中国,而且也可作为国内中小学学生和广大英语爱好者学习标准、地道英语的材料。

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C O N T E N T S



Grades 1-2

Let's Visit **CHINA**





Chinese children count each stroke, learning to use numbers as they learn to write.

Let's Visit China

Take your students on a "field trip" to one of the most exciting and culturally diverse nations in the world.

Teacher's Guide

The Chinese seem to know more about Americans than the other way around.

—Yao Ming, Shanghai native, player
for the Houston Rockets basketball team

Welcome!

Imagine that you hold a key to helping your students increase their global awareness and their appreciation of cultural diversity. Picture yourself using this key to unlock the door to understanding, respect and tolerance.

This Teaching Unit is just such a key. Inside is a wealth of information, a poster, and classroom activities designed to introduce your students to China, a country whose culture can seem both familiar and foreign to us. This program is a way to celebrate the similarities and differences that exist among all the peoples on Earth.

So let's get started! Let's visit China!

In This Teaching Unit

Teacher's Guide

Play for students to perform

Three skills-based reproducible activity pages to enhance students' understanding of China

Two-sided poster:

Side 1: "We Are China's Children," photo montage

Side 2: "Let's Visit China," illustrated map

Curriculum Standards

This unit has been carefully aligned with the National Education Standards for grades



one and two:

- Appreciate the cultural diversity of other nations
- Become familiar with other people, places, and environments
- Compare and contrast
- Understand the world in spatial terms, such as identifying locations (cities), transportation routes (rivers and other waterways), and regions.

FYI: Fast Facts

China's Past

- China is possibly 6,000 years old, making it the world's oldest continuous civilization.
- For thousands of years, a succession of powerful families, called dynasties, ruled China. Some presided over times of awesome creativity, producing great sculptures and paintings and exquisite poetry.
- After the Ching Dynasty was overthrown in 1911, China was declared a republic in 1912.
- In 1949, China went through another enormous change. After years of wars and rebellions, the Communist Party, led by Mao Zedong (mow dzay- doong), took control. October 1, China's National Day, observes this momentous event.
- For the next 25 years, the People's Republic of China was isolated from much of the rest of the world. This lasted until the 1970s.
- In 1972, Richard M. Nixon met with both Mao Zedong and Zhou Enlai when he became the first President of the United States to visit China. Now more than 800,000 Americans visit China every year.
- From 1949 to 1978, decision-makers in Beijing kept a tight grip on agriculture, manufacturing, and other sectors of the nation's economy. The government began to encourage free enterprise in 1978. The result: China's economy has grown faster over the past 25 years than any other economy in history.

China Today

- With more than 1.3 billion people, China has the world's largest population. One of every five people in the world lives in China.
- At 3,705,410 square miles, China is larger in size than the United States.
- China has widespread mountainous areas. That leaves less than 15 percent of its land for farming.
- More than 93 percent of the people in China can read and write.
- More people speak Mandarin Chinese than any other language in the world.
- Six out of every 10 Chinese live in rural areas.
- China is the largest apple producer in the world.



LEARNING ENRICHMENT

China in American Classrooms

- The United States is the only nation that uses more energy than China.
- In 1949, China made almost no factory products. Today, China is a major manufacturer.
- China, whose athletes have excelled in many Olympic sports, will be the site of the Summer Olympic Games in 2008.
- In 2004, the United States and China exchanged about \$200 billion worth of goods and services.
- About 92 percent of all Chinese are Han, the nation's largest ethnic group. Ten minority groups each have a population of more than 2 million people.

Share the Poster

Side 1

- Display Side 1 of the poster. Invite individual students to view the poster in their free time. Then plan a class meeting time to discuss their observations. Prompt discussion with questions such as:
- What do you see on this poster?
- Where do you think the children in these photos live? How do you know?
- What are the children in the photos doing?
- What do these activities tell you about the children's interests? Do you ever do some of these same things?
- What kinds of different weather do you think these children are dressed for? How do you know? (Tell children that China has some places that are warm and some that are cold.)

Activities for Poster Side 1

"Children of the United States"

- Invite children to each bring to school a small photo of themselves.
- Use a piece of oaktag or craft paper to make a companion poster for your "Children of China" poster.
- Label this poster "Children of the United States."
- Divide a separate lined piece of chart paper into two columns. Label the first column, "Things We Can Tell About a Person from Looking at a Photo." Label the second column, "Things We Cannot Tell About a Person from a Photo."
- Look together at your two posters. Have children suggest items to list in each column. Prompt responses by asking questions, such as: Can you tell what color the children's eyes are? Can you tell if they like to swim? Can you tell if they are boys or girls? Can you tell if they can be trusted? Can you tell if they would be good friends for you?



- Include questions about the settings of each photo.
- Ask children to explain their answers.

List Places to Go, People to See

- Have children imagine a child from China is planning to visit your classroom. Help students brainstorm a list describing what they would like for such a visitor to do, see, hear, taste, and touch, and whom they would like such a visitor to meet.
- Explain what is meant by customs and culture. Encourage children to describe places of interest they might want their Chinese friend to experience in order to get a feel for local customs and culture.

Side 2

- Display Side 2 of the poster. This side introduces students to a map of China and some points of interest China has to offer.
- Look at the map and the map key with your class. Help children read the key and use it to locate China's capital city of Beijing, the mountainous areas, and the rivers as shown on the map.
- Explain what is meant by a capital city. Ask if any of the children know the name of their own state's capital or the capital of our country.
- Point out the four directions (north, east, south, and west) shown on the compass rose and use these directionality words as you walk students through the details of the map. (For example, "The Yangtze River is south of the capital city of Beijing.")
- Use the small world map (inset) to help children locate China and the United States, and to compare the land mass sizes of the two countries.
- Ask children to locate and describe the Chinese flag shown on the poster. Tell the children that the large star on China's flag stands for the government of the country and the small stars represent its people.
- Look at a U.S. flag. Compare the details on China's flag to those on our flag.

Activities for Poster Side 2

Display Items Made In China

- Bring to school a collection of items bearing a label or stamp reading, "Made in China." Tell children that these items were made in China and exported to the United States.
- Send a note home to families asking them to help the children each locate three to five additional items that were made in China. Set up a display table.
- Have children use folded index cards to make stand-up labels for their items.

Extension: Another time, share this list of Chinese inventions: paper, paper money, printing, the compass, the abacus, kites, fireworks, umbrellas, bicycle chains, india ink, and playing cards.

Have children work together to learn more about each of these inventions. Help them imagine how their lives would be different if these things had not been invented. You might, for example, spend one day going “paperless” to see how life would be without paper.

Read a Play

Use with Reproducible on pages 9–12

Use the play *How the Dragon Got His Sleep* as part of a Lunar New Year celebration or anytime. The play uses a misunderstood dragon to explore themes of stereotyping and fear. After enjoying the play with students taking turns reading out loud, ask: “When have you feared something that turned out not to be so scary?”

Make Lucky Red Envelopes

Every year, Chinese children and their families celebrate the Lunar New Year. This festival falls between January 21 and February 19, depending on the cycles of the moon on the lunar calendar. (In 2005, it will begin on February 9.) On New Year's Day, the first day of the festival, adults give children red envelopes filled with money to bring luck and prosperity. Have your children make their own red envelopes.

- Use chart paper to brainstorm a list of kindnesses children can perform as gifts for loved ones. Help children refer to the chart as they prepare promissory notes* (one promise per note) to put into their envelopes and present as gifts to relatives. Notes might say something like: “I will clean my room,” “I will help you fix breakfast next weekend,” “I will practice the piano,” and so on.
- Have students use red markers to color white envelopes. (In China, red is considered a lucky color.)
- Students can then place a promissory note into each red envelope and present the envelopes to friends and family.

(*Tip: index cards decorated with sparkly stickers can double as fine note cards.)

Explore the Chinese Zodiac

Every lunar year is represented by one of the 12 animals of the Chinese zodiac. Some people believe we take on the characteristics of the animal that represents the year we were born.

Use chart paper to list the following zodiac animals and their corresponding traits for the years 1996–1999. Ask students to place their initials next to the animal they believe best describes them.

Add the birth years to the list. Have students each use a different color marker to



place their initials next to the animal that actually does represent their birth year. How many students correctly guessed the year of their birth?

- | | |
|-------------|---|
| 1996 | Rat-good at solving problems, imaginative |
| 1997 | Ox-gentle, strong, trusting |
| 1998 | Tiger-brave, short-tempered, independent |
| 1999 | Rabbit-talented, quick, straightforward |

Hello, Giant Panda

Use with Reproducible Activity on page 13

China is home to many rare and beautiful animals, including South China tigers, crowned cranes, deer, dolphins, golden monkeys, alligators, and snakes. China has the most giant pandas in the world.

- To acquaint children with giant pandas, read aloud books such as *Giant Pandas* by Gall Gibbons.
- Tell children that, in a spirit of friendship and cooperation, China has loaned pairs of pandas to four different U.S. zoos (Memphis, San Diego, Atlanta, and Washington, D.C.). That way, the zoologists here can more easily study the pandas in captivity and share their findings with Chinese scientists.
- Offer children copies of "Hello, Giant Panda," the poem on page 13. Talk about the poem's meaning (that pandas are peaceful animals who want to live and not become extinct). Help children read the poem, decide on an action verb to complete it, and draw a picture of a panda in the space provided. Share the resulting poems aloud or bind the pages into a book.

Count to 10 in Chinese

Use with Reproducible on page 14

The Chinese don't have ABCs similar to the English alphabet. They use characters instead. Each is a symbol that stands for an idea or object.

- Talk about how symbols or drawings can be used to mean an object. Ask each student to choose an object and, on a small piece of paper, create a symbol or character that illustrates it. For example: A triangle might be a tree. What could be a character for a book, a sneaker, or a toy? Students can challenge one another to guess what each illustration shows. Label and post the drawings.
- Make copies of the page titled "Count to 10 In Chinese" and offer it to children to do as homework. Challenge them to teach their families these words.



Meet a Chinese Boy

Use with Reproducible on pages 15–16

Distribute copies of pages 15-16 of this guide. These pages feature an interview with a Chinese boy named Li Chenghao (pictured in the lower right corner of the poster). Before reading, have children look at the poster and see if they can guess anything about the boy from his photo. After reading the interview, ask children what they learned about this boy.

Please Return the Survey Card!

*Learning Enrichment, inc., the producer of **Let's Visit China**, would like to thank the Embassy of the People's Republic of China for underwriting the program. The Learning Enrichment staff: Clayton Westland, Project Director; Stephanie Tevonian, Design Director; David Herring, Maps and Infographics; Eric Oatman, Editorial Director; Elaine Israel, Editor; Heidi Chang, Illustrator. We are eager to hear how well this Study Unit meets your classroom needs. Please fill out the postcard survey and drop it in the mail today!*



How the Dragon Got His Sleep

A Read-Aloud Play

Costumes (optional): Paper-plate dragon masks or water-soluble face paints and a sheet for a dragon costume.

Words to Know: argued, dragon, mayor, noise, rice paddy, village, water buffalo

Characters:

3 Storytellers

The Dragon (could be played by several children)

Ms. Wong, Ms. Ling,

Mr. Chen, Mr. Li

Mayor

Villagers 1, 2, and others

A boy, Lin Bin, and a girl,

Ji Pan

Police Officers

(non-speaking)

Storyteller 1: Do you believe in dragons?

All Villagers: Yes! They're scary! Oooooooh!

Storyteller 2: A very,very,very long time ago, there was a small village near a mountain in China.

Storyteller 3: As with any village, its people sometimes did not get along.

Mr. Chen: Mr. Li has taken one of my water buffalo.

Mr. Li: Hah! The animal ran away because you are nasty.

Ms. Wong: Ms. Ling stole laundry from my line.

Ms. Ling: Bah! What would I want with your old laundry?

Storyteller 1: And so it went, on and on for years. The villagers liked each other. But they did not agree on much.

Storyteller 2: The villagers did agree on one thing. They were all scared of a dragon that lived in a cave up in the hills.

Mr. Chen: The dragon is huge and green and roars when it rains.

Mr. Li: The dragon is small and purple and roars when it is hot and dry.

Ms. Ling: The dragon sends us floods.

Ms. Wong: The dragon sends us dry weather.

Storyteller 3: The dragon got blamed for everything. But had any of the villagers ever

seen him? No. No one had.

Villager 1: Our parents told us about him. Their parents told them.

Storyteller 1: The dragon was far away. But he could hear every word they said.

Storyteller 2: The noise kept him awake. He didn't like that at all.

Dragon: I never did anything to those people. How can they be afraid of me? They never even met me! And why won't they stop yelling? I haven't slept right for years.

Storyteller 3: One day, the dragon decided to visit the village. He went to ask the villagers to be quiet.

Storyteller 1: As he came near Mr. Chen's rice paddy, the dragon yawned.

Storyteller 2: He was so tired. He couldn't keep flames from coming out of his nose.

Mr. Chen: The dragon! The dragon! Help! Help!

Storyteller 3: The dragon yawned again. Mr. Chen screamed again.

Dragon: Ouch! This man's yelling hurts my ears. I'm going back to my cave!

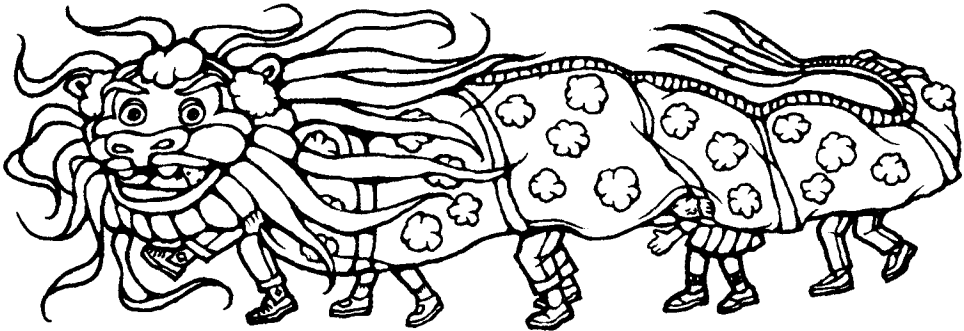
Mr. Li: Mr. Chen, what are you yelling about?

Mr. Chen: The dragon was here. Fire came out of his nose! He tried to eat me!

Mr. Li: Oh, sure. The dragon was here. Hah! You made that up so I'd be sorry for you.

Storyteller 1: The next day, Mr. Chen and Mr. Li argued again. The dragon went back to the village.

Storyteller 2: The dragon saw Mr. Li and yawned. Once again fire came out of his



nose.

Mr. Li: The dragon is after me. He is trying to step on me! Help! Help!

Storyteller 3: What was the dragon to do? Back to his cave he went, dragging his tail behind him.

Dragon: Maybe I should move to another village.

Storyteller 1: The next day, Ms. Ling and Ms. Wong argued again.

Storyteller 2: The dragon headed back to the village.



Dragon: I have to tell them that I can't sleep.

Storyteller 3: Ms. Ling and Ms. Wong saw him coming and hugged each other. They took turns screaming. The dragon went home.

Mayor: Something must be done about the dragon. We must have a village meeting.

Storyteller 1: The villagers met. But all anybody did was argue. Then a child spoke up.

Lin Bin: Maybe we could meet with the dragon.

Ji Pan: Maybe he won't be so scary if you meet him.

Villager 2: Well...

Ms. Ling and Mr. Chen: We're not afraid.

Storyteller 2: But they were.

All Villagers: Call the dragon!

Storyteller 3: The village sent the two children to the dragon's cave with a note. Police officers went along.

Storyteller 1: The dragon roared when they got there.

Lin Bin: Please don't hurt us, Mr. Dragon.

Ji Pan: Come with us. Show the villagers that you are not really scary.

Dragon: I will go to the village tomorrow. But please ask everyone to be very quiet tonight. Then I will be rested. If I'm not rested, I will yawn. Fire will come out of my nose. Everyone will run.

Storyteller 2: The next day, the dragon spoke to the mayor alone. Then the mayor called everyone to a meeting.

Mayor: I call this meeting to order. We would like to thank the dragon for coming.

Dragon: You are welcome.

Mayor: The dragon has told me about the noise. I have told him how he scares us.

Dragon: I am sorry.

Mayor: We have one more problem to solve. Ms. Wong?

Ms. Wong: All the villages around here know about the dragon. They think we have been very brave.

Mr. Li: If they hear the dragon is nice, they will laugh.

Mayor: What can we do to seem brave?

Lin Bin: Let's pretend to scare away the dragon.

Ji Pan: We can do it at a village parade.

di Pan: We will bang drums.

Lin Bin: We will make a lot of noise. We will pretend to scare away the dragon.

Ms. Ling: Will you act scared, Mr. Dragon? Please?

Dragon: OK. I will. But you must do something for me.

Mayor: What's that?