

## 《高中英语（上外版）》选择性必修第二册 Unit 3 Charity

课时：第八课时 教学内容：Exploring charity traditions of ancient China

课型：Further Exploration 设计者：上海市七宝中学 许入月

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第七课时，核心目标为引导学生以中国古代名人慈善故事为依托进行小组合作探究，完成一则古代名人慈善故事的记叙文写作与分享；并结合当今慈善故事，探索中国古代与当下慈善传统，从不同角度学习慈善智慧与精神。

#### 2. 设计思路

本课为本单元的第七课时，旨在引导学生通过合作学习、补充阅读、图表制作、分析对比等方式学习中国古代名人做慈善的故事，从不同角度探索慈善精神与智慧。首先，教师请学生根据善举描述头脑风暴对应的慈善家，激活学生背景知识，引出本课主题；而后通过进行中国古代名人慈善故事梗概与人物的配对，并根据图表提示搜集中国古代名人慈善故事信息，完成一则慈善故事记叙文写作与分享；最后通过补充材料阅读，结合当下慈善故事与行为，分析中国古代与当下慈善传统，从不同角度概括慈善智慧与精神。作业要求学生结合课上所学，完成一则古代名人慈善故事记叙文写作，并选择音视频制作、海报制作、情景演绎等其中一种方式，通过小组合作介绍该位古代名人的慈善故事。

#### 3. 重点难点

教学重点：用较高质量的语言，完成一则中国古代名人慈善故事的记叙文写作与分享；

教学难点：结合当今慈善故事，从不同方面进行中国古代与当下慈善传统的比较，从不同角度学习慈善智慧与精神。

### Lesson Plan

By the end of this period, students will be able to:

1. to grasp the main idea and explore details of stories about charity work of celebrities in ancient China through matching and information gathering;
2. to write and share a narrative about charity work of one celebrity in ancient China through

narrative writing, story sharing and peer assessment;

3. to compare charity traditions of past and present and summarize the wisdom and spirit of charity work from different perspectives through group discussion and chart filling.

## Procedures:

### I. Pre-task

\*T: Give students brief introductions about the philanthropist's charity work and ask students to guess the person according to clues.

\*Ss: Choose the right person according to his/her charity work.

**Purpose: To stimulate students' background knowledge and elicit the topic: charity work of celebrities.**

#### Step 1: Warm-up

Guided question:

According to his/her charity work, who is he/she?

#### Step 2: Matching

\*T: Ask students to match celebrities in ancient China with their stories about charity work.

\*Ss: Finish matching exercises in Step 1.

**Purpose: To grasp the main idea of stories about charity work of celebrities in ancient China.**

Guided question:

What did Fan Li/Fan Zhongyan/Zhang Zhongjing/Liu Zai/Li Wu contribute?

### II. While-task

\*T: Guide students to find out more details about five stories in Step 1 based on their preview research, complete the chart and share findings in the class.

\*Ss: Fill in the chart and share with classmates.

**Purpose: To explore details of stories and prepare for the narrative writing.**

#### Step 1: Information Gathering

Guided question:

What else do you know about Fan Li's/Fan Zhongyan's/Zhang Zhongjing's/Liu Zai's/Li Wu's story?

Chart Filling-details of stories:

Name	Time	Place	Organization	Motivation/ Purpose	Charity Work	Lessons I Learned	Other Information
Fan Li			/				
Fan Zhongyan							
Zhang Zhongjing			/				
Liu Zai							
Li Wu			/				

## Step 2: Narrative Writing

\*T: Divide students into groups of five and guide students to write a narrative about charity work of one celebrity in ancient China through group work based on the information chart with reference to the given Fan Li's story.

\*Ss: Choose one celebrity's story and write a narrative (group work).

**Purpose: To write a narrative about charity work of one celebrity in ancient China.**

Guided instruction:

Choose one celebrity's story and write a narrative with your group members.

Sample-Fan Li's story:

Fan Li was a famous politician, strategist and businessman during the Spring and Autumn Period. As a politician in Yue, he assisted the King of Yue wholeheartedly and put forward the policy of controlling the price of crops by the government to save the famine and relieve poverty. To avoid the worsening political situation, he resigned and started business, giving all his fortune rewarded by the king to the poor. Having been engaged in the agriculture and business by the sea for years in Qi, he accumulated a great fortune and always helped the poor villagers. Before leaving for Tao, he donated all his fortune to the villagers and did business successfully there. However, he didn't leave money behind for his offspring to prevent extravagantly spending. He used all his money to build up infrastructure to benefit people. Fan's charity work demonstrates the spirit of giving and selfless caring for people's livelihood.

\*T: Ask students to share their narrative in class and assess other groups' work.

\*Ss: Share the narrative in class and evaluate others' work.

**Purpose: To share and assess narrative writing and practice speaking skills.**

### Step 3: Sharing and Peer Assessment

Guided questions:

1. Would you please share your work in class?
2. What do you think about other groups' work?

\*T: Lead students to read additional materials about today's charity work, discuss the comparison between charity traditions of past and present in groups and complete the chart.

\*Ss: Compare charity traditions in the past from five stories and those at present from additional materials and previous texts in this unit (group work).

**Purpose: To compare charity traditions of past and present and appreciate the wisdom and spirit of charity work from different perspectives.**

### III. Post-task: Comparing Charity Traditions of Past and Present

Guided question/instruction:

1. Compare charity traditions of past and present and complete the chart.
2. What can we learn from charity work of past and present?

<b>perspectives</b>	<b>past</b>	<b>present</b>
donator		
receiver		
donation/ service		
motivation/ purpose		
positive effects		

### IV. Assignments:

1. Write a narrative about charity work of one celebrity in ancient China (around 150 words).
2. Display the story in the form of video/ poster/ play/etc. (group work).