



**Great  
Books  
Foundation**

Inspiring ideas,  
dialogue, and lives

## Shenzen Nanshan Great Books Teaching Training

深圳南山伟大原著教学法培训

### Great Books K-12 Programs

伟大原著K-12项目

### Introduction to Shared Inquiry Learning

分享质疑学习法介绍



# The Shenzhen Nanshan Education Bureau Partnership with the Great Books Foundation

## Listening, Wondering and Sharing

In 2010, the leadership of the Yucai Education Group and the Shenzhen Nanshan Education Bureau envisioned a model for 21st-century learning in China. To achieve this vision, they established a partnership with The Great Books Foundation to incorporate Shared Inquiry™ into Chinese English-language classrooms. Due to the success in Yucai, the Bureau expanded the program throughout the District in 2013 and incorporated formal Great Books teacher training.

## Partnership Impact

Over the past six years, the Great Books Foundation Shared Inquiry™ method of teaching and learning has been a featured training for teachers of English in Shenzhen Schools. A cadre of teachers has now advanced through three levels of Great Books training. As more teachers practice the method in their classrooms, their role transforms from teacher-centered lecturing to student-centered leading.

“When teachers know how to lead discussions, the students give us the magic!”

~ Shadow Chen, Lihu Middle School

The training has accelerated the process of learning English through student engagement in the Great Books model. In addition to accomplishments inside the classroom, the Bureau promotes the Shared Inquiry™ method at its annual Dragon & Eagle Dialogues, with 2020 marking the event’s tenth year. The event provides a forum for public schools and regional International Schools to share in the excitement of collaborative teaching and learning.

## Future Vision

Nanshan’s *Star Teachers* are Great Books leaders who will mentor other teachers to increase student success. Mastering Shared Inquiry will galvanize 21st Century education in China.

“With the new China standards, the Great Books process is a perfect fit! It equips students with skills for global citizenship.”

~ Kathy Chen, Nanshan Foreign Language School



Shared Inquiry™ is a trademark of the Great Books Foundation.

# 深圳南山教育局与伟大原著基金会的 合作伙伴关系

## 聆听, 好奇与分享

2010年, 育才教育集团和深圳南山教育局领导为中国的21世纪学习设想了一个模型。为实现这一愿景, 他们与伟大原著基金会建立了合作关系, 将分享质疑教学法融入中英课堂。由于育才教育集团的成功, 教育局于2013年在全区推广了该项目, 并将正式的伟大原著教师培训纳入其中。

## 合作关系影响

六年来, 伟大原著基金会分享质疑教学法培训一直是一项以深圳英语教师为对象的特色培训。一只教师队伍现已通过伟大原著的三个不同等级的培训。随着越来越多的教师在课堂中践行分享质疑教学法, 他们的角色也从以教师为中心的讲授转变成了以学生为中心的引导。

“当老师学会了如何引导讨论, 学生们会回馈我们意想不到的惊喜!”

——陈文影, 丽湖中学

伟大原著分享质疑法培训有助于学生通过伟大原著教学法的模式加快英语学习进程。除了在课堂中的成就, 南山区教育局还在一年一度的龙鹰对话中推广了分享质疑教学法, 2020年将是龙鹰对话的第十周年。龙鹰对话为公立学校和地区国际学校提供了一个平台, 让他们能共享合作学习的乐趣。

## 未来愿景

南山的明星教师是伟大原著领导者, 他们将指导其他教师一起助力学生的成功。掌握分享质疑法将为中国的21世纪教育锦上添花。

“伟大原著很好的契合了中国的新标准, 它使我们的学生具备了全球公民的素质。”

——陈璇, 南山外国语学校(集团)高级中学



Shared Inquiry是伟大原著基金会的注册商标。  
伟大原著基金会 探究型学习介绍

# Great Books and Shared Inquiry

## What Is Shared Inquiry?

Shared Inquiry™ is an active and collaborative search for answers to questions of meaning about a text. It is a research-supported method of learning that promotes deeper thinking through reading, discussion, and writing.

## Great Books K–12 Programs

The Great Books Foundation provides outstanding classroom materials and inspiring professional development to help teachers become proficient at using the Shared Inquiry method in their classrooms. In our programs, students—guided by their teachers—explore fiction and nonfiction texts by discussing open-ended questions and sharing responses and insights. In schools that use our classroom materials and method of teaching and learning, students consider important ideas, discover how these ideas have shaped events of the past, and learn the critical thinking skills that will prepare them for the future.

**Teachers** who use Great Books learn to:

- Use great questions to spur deep thinking
- Engage students through interpretive activities and Shared Inquiry discussion
- Use inquiry-based instruction throughout the curriculum

**Students** who participate in Great Books learn to:

- Read and understand texts more completely
- Listen, respond, and discuss with others
- State their own opinions and back them up with evidence from the text
- Express ideas in writing

**When you implement our programs, you will:**

- Put to use a research-based method widely known to increase student learning in elementary, middle, and high school grades\*
- Have access to highly developed and customizable professional development plans to build teacher mastery over time
- Witness tangible learning in classrooms as students engage in Great Books activities
- Enable both teachers and students to practice skills that transfer across subject areas

\*Visit [greatbooks.org/research](http://greatbooks.org/research) to see a variety of studies that support the effectiveness of Shared Inquiry in the classroom.

## In the Shenzhen Nanshan Education Bureau, the Great Books Foundation has . . .



Trained **1,000** teachers



Impacted more than **40,000** students



Had more than **80** schools use our materials or training (international and private schools included)

# 伟大原著和分享质疑

## 分享质疑是什么？

分享质疑是一种主动的、合作的寻找文章含义的探究型学习方式。它是一种基于文本研究的学习方式，通过阅读、讨论和写作促进深入思考。

## 伟大原著K-12课程项目

伟大原著基金会提供优秀的课堂教学材料和鼓舞人心的教师培训，从而让教师能够在他们的课堂上熟练地使用分享质疑方法。我们的课程项目让学生在老师的引导下通过探讨开放式的问题、分享彼此的答案和见解的方式探索小说和非小说体裁的文本。在使用我们教学材料和教学方法的学校，学生思考重要的观点，发现这些观点对过去的影响，学习批判性思维能力从而对未来做好准备。

### 使用伟大原著教学的教师将：

- 运用出色的问题刺激学生进行深入思考
- 开展文本解读活动和分享质疑讨论吸引学生
- 在课堂上实践探究式教学

### 参与伟大原著学习的学生将：

- 更深入地阅读和理解文章
- 会倾听同学的答案、回答他人的提问、探讨彼此的观点
- 阐述自己的意见并且引用文本内容作为支撑
- 在写作中表达自己的观点

### 当你开展我们的课程项目时，你将：

- 利用有名的探究型学习方式提高小学、初中和高中学生的学习能力
- 有机会借助发展完善的个性化的培训方式打造一支优秀的师资队伍
- 见证学生参与伟大原著活动的真实课堂场景
- 能够让教师和学生练习跨学科的能力

点击[greatbooks.org/research](http://greatbooks.org/research)了解大量关于伟大原著课堂实践效果的研究

## 通过与深圳南山教育局合作，伟大原著基金会已经……



培训近千名老师



影响逾4万名学生



使用我们的教材或教学法的学校已达80多所  
(包含国际学校和部分民办学校)

# Professional Development

## Learn, Practice, Master

All Great Books professional development is designed to help educators learn, practice, and master the Shared Inquiry method of teaching and learning.

### Shared Inquiry Training—Learn

This training prepares teachers to begin using the Great Books Foundation's Shared Inquiry method of learning through reading and discussion with students at all levels. In this hands-on, interactive training, educators learn:

- The importance of selecting complex texts
- What types of questions support each Shared Inquiry objective
- Close-reading activities
- How to lead a student-driven Shared Inquiry discussion
- How to assess student performance with our critical thinking rubric
- How to plan an effective implementation

### Advanced Training—Master

Great Books level 200 and 300 advanced trainings are designed to strengthen teachers' questioning skills and maximize Shared Inquiry's impact on student learning. All advanced trainings can be customized to address particular concerns, issues, and questions with in-person and online training options available.

Choose one or more of the focus areas to design a professional learning experience. Some of the most popular topics include:

- Supporting Reading Comprehension
- The Power of Student Questions
- Assessing Student Progress
- Asking Questions: Going Deeper

### Video Coaching—Practice

Give teachers the personalized, specific feedback they need to apply what they have learned. Great Books Video Coaching is an effective way to provide the tailored individual support your teachers need to deliver the full benefits of Great Books programs and make the Shared Inquiry method of learning part of the culture in every classroom. Video Coaching features:

- Expert support and feedback
- Options to optimize practice and growth including self-reflection, peer collaboration, and video coaching
- Our easy to use digital platform
- Shared Inquiry framework

### Inquiry In Action—a leadership program of the Great Books Foundation

With Inquiry In Action we are taking our Shared Inquiry method a step further to build stronger, more innovative working and thinking communities within the educational landscape. Featuring workshops on:

- **Educational Leadership:** designed for school, district, and other educational leaders, these workshops explore the benefits of inquiry-centered leadership.
- **Youth Leadership:** these workshops are designed to empower young people to become effective leaders of tomorrow with a focus on building the foundational skills of inquiry leadership.

**Contact us to discuss next steps!**  
**[gbfconsultant@greatbooks.org](mailto:gbfconsultant@greatbooks.org)**

# 专业培训

## 学习、实践、掌握

伟大原著的专业培训项目是为了帮助教育工作者在教学中学习、实践和掌握分享质疑方法而设计的。

### 分享质疑培训——学习

这个培训可以让教师开始带领各个年级水平的学生通过阅读和讨论的方式使用伟大原著分享质疑学习方法。在这个亲身实践的互动的培训中，教育工作者可以学到：

- 选择复杂的文本的重要性
- 什么样的问题可以达到分享质疑的目标
- 精读文章的活动
- 如何引导一场学生为主导的分享质疑讨论
- 如何使用我们的批判性思维评价标准考核学生的表现
- 如何计划一场有效的伟大原著教学实践

### 进阶培训——掌握

伟大原著T200和T300进阶培训是为了提高教师的提问技巧和最大化分享质疑法对学生学习的影响。所有的进阶培训可以根据学员的特定的具体的需求进行个性定制。进阶培训可以选择线下面对面开展，也可以通过线上培训进行。

选择一个或者多个关注点设计一次专业的学习体验。一些最受欢迎的主题包括：

- 支持阅读理解
- 学生问题的力量
- 评估学生的进步
- 更深层次的提问

### 视频培训——实践

就教师在实践所学技能的过程中给出他们所需的针对个人的具体的反馈。伟大原著视频培训是给教师提供最优化开展伟大原著项目和把伟大原著融入课堂学习文化的私人订制式支持的有效方式。视频培训的特点有：

- 专家支持和给予反馈
- 提供实践和个人成长的最优化选项，包括自我总结、同行合作以及视频辅导
- 便捷的数字平台工具
- 分享质疑方法的框架

### “践行分享质疑”工作坊——伟大原著基金会领导力培养项目

我们通过“践行分享质疑”工作坊项目把分享质疑方法在教育领域进一步推广，旨在建立一个更加强大的更加创新的社区。工作坊特点有：

- 教育领袖：针对学校、地区和其他教育领域的领导，工作坊将探索以分享质疑为中心的领导力的好处。
- 青年领袖：工作坊聚焦在构建青少年分享质疑的基础能力把他们培养成未来的具有分享质疑领导力的领袖。



更多详情请联系

中国: 13530423224 或 [greatbookschina@ycid.org](mailto:greatbookschina@ycid.org)

全球: [gbconsultant@greatbooks.org](mailto:gbconsultant@greatbooks.org)

# Curriculum Overview

## How Great Books helps teachers improve student learning

Features	Benefits
High-quality texts from a range of cultures, time periods, and genres	Support close reading and in-depth questioning; introduce students to a variety of texts
Sharing questions activities	Stimulate curiosity while building metacognitive and collaborative skills
Close-reading activities during Second Reading	Make textual analysis fun and accessible through a variety of learning modalities
Shared Inquiry discussion	Builds students' abilities to develop ideas, use textual evidence, listen, respond, and work with others
Vocabulary and Word Work activities	Allow students to learn new words and practice foundational skills (e.g., spelling or phonics) in a meaningful context
Written response activities	Enable students to build on ideas developed in discussion; provide an authentic context for writing
Assessment and reflection	Include formative and summative options to build a complete picture of students' progress

## 课程概述

### 伟大原著如何帮助老师提高学生的学习质量

特色	优点
来自不同文化、时期和流派的高质量文章	支持精读和深入提问；让学生接触各种各样的文章
分享问题活动	激发好奇心，同时培养元认知和协作技能
第二遍阅读时精读活动	通过各种学习方式使文章分析变得有趣和容易理解
分享质疑讨论	培养学生发展思想、使用文本证据、倾听他人、回应他人和与他人合作的能力
词汇活动	让学生在有意义的语境中学习新单词并练习基本技能（例如拼写或者拼读）
写作活动	使学生能够以讨论中的想法为基础进行写作；提供真实的写作背景
评估和反馈	包括形成性和总结性评价，以全面了解学生的进步



# Overview of Great Books Activities

Shared Inquiry activities are divided into **sessions**, which indicate the most effective way to divide a story unit throughout the week. Each session is 30 to 45 minutes.

分享质疑活动被分解成了很多环节来开展，这是在一周内完成一个故事单元最有效的方式。完成每个环节的时间为30到45分钟。

## Typical Activity Sessions

### SESSION 1

#### Prereading 5 MINUTES

Students explore a concept relevant to the story they will be reading.

#### First Reading with Sharing Questions

30–40 minutes

Students read along as the story is read aloud and share their questions about it.

### SESSION 2

#### Second Reading 30–40 MINUTES

Students read along as the story is reread, engaging in activities that help them explore the story more deeply.

### SESSION 3

#### Shared Inquiry Discussion 30–40 MINUTES

Students explore the story's meaning by discussing an interpretive question.

### SESSION 4 OPTIONS

#### Written and Creative Response TIMES VARY

Students write a brief expository essay or a piece of creative writing based on the story, or explore the story through another creative form.

### ADDITIONAL SESSIONS

#### Curriculum Connections TIMES VARY

Students engage in suggested activities that connect the text we read to the rest of your curriculum.

#### Unit Wrap-Up TIMES VARY

Students complete the unit with a theme connection activity, multiple choice test, portfolio assessment, or reflection on discussion.

## 经典的活动环节

### 环节一

#### 阅读前 5分钟

学生探索一个和将要阅读的文章有关的概念

#### 第一遍阅读并分享问题 30–40分钟

学生跟随老师一起开口朗读并分享对于文章的问题

### 环节二

#### 第二遍阅读 30–40分钟

学生再次跟随老师一起开口朗读，并参与有助于他们更深层次了解文章的活动

### 环节三

#### 分享质疑讨论 30–40分钟

学生通过讨论一个可阐释性问题探索文章的意义

### 环节四选择

#### 写作和创意回应 时间不定

学生在文章的基础上创作一篇简短的说明文或者一篇创意写作，或通过其它创造性的形式探索文章

### 附加环节

#### 课程关联 时间不定

学生参与活动，该活动能将文章和你剩余的课程联系起来

#### 单元总结 时间不定

学生通过主题相关活动，多项选择测试，综合评估或者讨论反思完成一个单元的学习

# Lion and Mouse

Aesop

1 It was a hot day, and Lion was sleeping under a  
2 rock. He was a big lion, very splendid and noble.  
3 in fact, as everyone knows, he was king of all  
4 animals. Now it so happened that Mouse had lost  
5 her way. Running hither and thither, she stumbled  
6 over Lion's very nose and woke him.

7 Instantly Lion put out a paw and held Mouse  
8 fast to the ground. Mice, as everyone knows, are  
9 very little animals, and this mouse was especially  
10 little. But she stuck her head out from under  
11 Lion's paw and began to speak piteously.

12 "Oh, Your Majesty," she squeaked, "please  
13 forgive me. I didn't mean to trip over Your  
14 Majesty's nose and wake Your Majesty, truly I  
15 didn't. Of course Your Majesty *could* squash me  
16 dead with one squash, but would it be worth it  
17 for such a noble and dignified animal as a lion  
18 to squash such a miserable little creature as a  
19 mouse?"

20 "Stop squeaking!" ordered Lion. "Tell me  
21 why I should be merciful to such an insignificant  
22 creature as you."

23 "Well," said Mouse, "it is a noble act for a king  
24 to be merciful. It shows how noble he is. Besides,  
25 Your Majesty, perhaps one day even a miserable  
26 little creature like me might be able to do Your  
27 Majesty a good turn. Who knows?"

28 "Ho, ho, ho!" laughed Lion, king of all animals,  
29 with a great roar that nearly terrified Mouse out  
30 of her small wits. "That's a good one—a mouse  
31 help a lion! Well, that's a good joke, upon my  
32 whiskers."

33 And he twiddled his whiskers to show what  
34 fine whiskers they were, and also how amused he  
35 was.

36 "Well, I didn't say it *would* happen," said  
37 Mouse, "I only said it *might*."

And *she* twiddled *her* whiskers, just to show 38  
that she too had whiskers, even though they were 39  
such little whiskers. 40

"Very well," said Lion. "Off you go, and leave 41  
me to my sleep. and in the future, mind where 42  
you're going." 43

"Oh, I will, Your Majesty," said Mouse. "Thank 44  
you so very much for sparing my life." 45

But Lion only snored. He was asleep again. 46

Well, a long time afterward, Lion was roaming 47  
through the jungle, not looking where he was 48  
going, because he was king of all animals and had 49  
become just a bit careless. And he fell right into 50  
a trap that some hunters had set for him. It was 51  
a deep pit covered over with a net covered over 52  
with leaves. Into the pit fell Lion with the net all 53  
around him, so that he got tangled up in it and 54  
couldn't free himself. So he let out a great roar, 55  
and the whole jungle shook with his roaring, and 56  
every creature in the jungle stopped what he was 57  
doing and trembled with fear. 58

Not far off the little mouse put down a 59  
cornstalk she was nibbling and said to herself, 60  
"now, where have I heard *that* noise before? Why, 61  
of course, it's King Lion, and it sounds as if he's in 62  
trouble." 63

So in less than one minute she had run to 64  
the place where Lion was caught in the net and 65  
began to bite through the strings of the net. Soon 66  
she had made a hole large enough for Lion to 67  
get through, so he was able to escape and wasn't 68  
caught by the hunters after all. 69

But I am sorry to say that he didn't thank 70  
Mouse quite so graciously as he ought to have 71  
done. But Mouse did not mind. She scampered 72  
away to look for the cornstalk she had put down 73  
when she heard King Lion's roar. 74

# 狮子和老鼠

伊索寓言

1 那是炎热的一天，狮子正在一块巨石下面睡觉。他是一只巨大的狮子，非常雄伟且高  
2 贵。众所周知，他实际上是万兽之王。无巧不成书，老鼠恰好迷路了。在她东奔西跑的时  
3 候，被狮子的鼻子绊倒了，这也惊醒了狮子。狮子立即伸出一个爪子将老鼠按到了地上。  
4 众所周知，老鼠是很渺小的动物，这只老鼠尤为渺小。老鼠把头从狮子的爪子缝里钻出来  
5 并可怜巴巴地开始说话。

6 “哦，陛下，”老鼠尖声说到，“请原谅我。我并不是有意绊到陛下的鼻子和惊醒您的，  
7 我真的不是故意的。当然了，陛下可以轻而易举地取我性命。但是对您这样高贵的狮子来  
8 说夺取一只可怜的小老鼠的性命是否值得呢？”

9 “闭嘴！”狮子命令道，“给我一个让我怜悯你这无足轻重的小东西的理由。”

10 “好吧，”老鼠说道，“对一个王来说，仁慈是高尚的行为。这可以彰显他的高贵。除此  
11 之外，也许某一天我这个可怜巴巴的小东西还可以报答您呢。谁知道呢？”

12 “哦呵呵！”狮子放声大笑，万兽之王发出的咆哮声把老鼠吓得魂不附体。“老鼠帮助狮  
13 子，这是一个很好的，嗯，很好的笑话，抬起头瞧瞧我的胡须。”

14 狮子被彻底逗乐了，边说他边捻起他的胡须炫耀它们是多么的美丽。

15 “好吧，我没有说它一定会发生，”老鼠补充道，“我只是说有可能。”

16 老鼠也捻起她的胡须，只是为了向狮子展示她也有胡须，虽然它们很渺小。

17 “说得不错，”狮子道，“滚吧，别打扰我睡觉。以后走路看着点儿。”

18 “哦，陛下！我一定会的，”老鼠道，“非常感谢您饶我一命。”

19 但是，狮子仅仅咆哮了一声就又睡着了。

20 很久很久之后的一天，狮子在丛林里漫游，仗着自己是万兽之王一点儿也不注意自己  
21 的脚下。因为自己的粗心，他恰好落入了猎人为他设置好的陷阱。那是一个布满了网的深  
22 坑，上面覆盖着树叶。当狮子跌入深坑后，就被牢牢地网住了，挣脱不了。因此，他只能  
23 放声咆哮，他的咆哮声让整个丛林为之颤抖，丛林里的动物都停下了正在进行的活动，因  
24 为恐惧而瑟瑟发抖。

25 不远处小老鼠放下正在啃着的玉米杆儿，自言自语道：“这个声音我之前在哪里听到  
26 过呢？没错，是万兽之王狮子，为何听起来他好像遇到了麻烦呢？”

27 不到一分钟，老鼠就跑到了狮子被网住的地方并开始撕咬网绳。很快老鼠就撕咬出了  
28 一个大到能够让狮子钻出来的洞。狮子从而脱险了，没有被猎人抓住。

29 很遗憾，狮子并没有那么客气地感谢老鼠，虽然他应该这样做。但是，老鼠一点儿都  
30 不在意。她早就跑开了，寻找听到狮子咆哮声时丢下的那根玉米杆儿去了。

# Rattlesnakes

John Muir

1 There are many snakes in the canyons and lower  
2 forests, but they are mostly handsome and  
3 harmless. Of all the tourists and travelers who  
4 have visited Yosemite and the adjacent mountains,  
5 not one has been bitten by a snake of any sort,  
6 while thousands have been charmed by them.  
7 Some of them vie with the lizards in beauty of  
8 color and dress patterns. Only the rattlesnake is  
9 venomous, and he carefully keeps his venom to  
10 himself as far as man is concerned, unless his life  
11 is threatened.

12 Before I learned to respect rattlesnakes I killed  
13 two, the first on the san Joaquin plain. He was  
14 coiled comfortably around a tuft of bunch grass,  
15 and I discovered him when he was between my  
16 feet as I was stepping over him. He held his head  
17 down and did not attempt to strike, although in  
18 danger of being trampled. At that time, thirty  
19 years ago, I imagined that rattlesnakes should be  
20 killed wherever found. I had no weapon of any  
21 sort, and on the smooth plain there was not a  
22 stick or a stone within miles, so I crushed him  
23 by jumping on him, as the deer are said to do.  
24 Looking me in the face he saw I meant mischief  
25 and quickly cast himself into a coil, ready to  
26 strike in defense. I knew he could not strike  
27 when traveling, therefore I threw handfuls of dirt  
28 and grass sods at him to tease him out of coil.  
29 He held his ground a few minutes, threatening  
30 and striking, and then started off to get rid of  
31 me. I ran forward and jumped on him, but he  
32 drew back his head so quickly my heel missed,  
33 and he also missed his stroke at me. Persecuted,  
34 tormented, again and again he tried to get away,  
35 bravely striking out to protect himself, but at last  
36 my heel came squarely down, sorely wounding  
37 him, and a few more brutal stampings crushed  
38 him. I felt degraded by the killing business, farther  
39 from heaven, and I made up my mind to try to  
40 be at least as fair and charitable as the snakes

themselves and to kill no more save in self-defense. 41

The second killing might also, I think, have 42  
been avoided, and I have always felt somewhat 43  
sore and guilty about it. I had built a little cabin 44  
in Yosemite and for convenience in getting water, 45  
and for the sake of music and society, I led a small 46  
stream from Yosemite Creek into it. Running 47  
along the side of the wall it was not in the way, 48  
and it had just fall enough to ripple and sing in 49  
low, sweet tones, making delightful company, 50  
especially at night when I was lying awake. Then 51  
a few frogs came in and made merry with the 52  
stream—and one snake, I suppose to catch the 53  
frogs. 54

Returning from my long walks, I usually 55  
brought home a large handful of plants, partly 56  
for study, partly for ornament, and set them in 57  
a corner of the cabin, with their stems in the 58  
stream to keep them fresh. One day, when I 59  
picked up a handful that had begun to fade, I 60  
uncovered a large coiled rattler that had been 61  
hiding behind the flowers. Thus suddenly brought 62  
to light face-to-face with the rightful owner 63  
of the place, the poor reptile was desperately 64  
embarrassed, evidently realizing that he had no 65  
right in the cabin. It was not only fear that he 66  
showed, but a good deal of downright bashfulness 67  
and embarrassment, like that of a more than 68  
half-honest person caught under suspicious 69  
circumstances behind a door. Instead of striking 70  
or threatening to strike, though coiled and ready, 71  
he slowly drew his head down as far as he could, 72  
with awkward, confused kinks in his neck and a 73  
shamefaced expression, as if wishing the ground 74  
would open and hide him. I have looked into the 75  
eyes of so many wild animals that I feel sure I did 76  
not mistake the feelings of this unfortunate snake. 77  
I did not want to kill him, but I had many visitors, 78  
some of them children, and I oftentimes came in 79  
late at night, so I judged he must die. 80

# 响尾蛇

约翰·缪尔

1 在峡谷和低矮的森林里有许多蛇，但它们大多是漂亮且无害的。凡是参观过约塞米蒂和附近山脉的游客，没有一个人被蛇咬过，而且很多人被这些蛇给迷住了。在艳丽的  
2 色彩和美丽的图案方面，有些蛇可以与蜥蜴相媲美。只有响尾蛇是有毒的，人们认为它  
3 会小心翼翼地将自己的毒隐藏起来，除非自己的生命受到威胁。  
4

5 在我学会尊重响尾蛇之前，我杀死过两条，第一条是在圣华金平原。它舒适地盘绕  
6 在一草丛上，当我正要跨过它时，我便发现了它正在我两脚之间。尽管有被踩踏的风险，  
7 它却垂着头并没有试图袭击我。在那时，也就是 30 年前，我认为无论在哪里发现了响  
8 尾蛇都该杀掉。我没有任何武器，在平坦的平原上几英里内没有一根棍子或者一个石头，  
9 所以我就像鹿一样，跳起来踩死它。它看了看我的脸，知道我准备伤害它，便迅速把自  
10 己卷成一团准备进攻自卫。我知道它在行进的时候不能攻击人，于是我就向它扔了几把  
11 尘土和草皮使它解除盘绕的状态。它坚持了几分钟，一边威胁一边进攻，然后开始摆脱  
12 我。我跑上前踩向它，但它的头很迅速地缩回去了，我的脚跟没有踩到它，它也没有攻  
13 击到我。它受到了残害，折磨，一次又一次地试图逃跑，勇敢地进攻想保护自己，但最  
14 后我的脚跟还是正好狠狠地踩伤了它，几次残忍的踩踏后就把它给踩得粉碎了。因为杀  
15 了生，我觉得自己堕落了，离天堂更远了，于是我下定决心尽量像蛇一样公平和仁慈，  
16 不再因为自卫而去杀害其它生命。

17 第二次杀生在我看来也是可以避免的，因此我总是觉得痛心和内疚。我在约塞米蒂  
18 建了一个小屋，为了取水方便，也为了有音乐和社交，我从约塞米蒂河引了一条小溪进  
19 去。它沿着墙的一边流淌所以并不碍事，流下的细流刚好发出潺潺的低沉悦耳的声调，  
20 让我感到愉快，尤其是在晚上我躺在床上睡不着的时候。随后来了一些青蛙在小溪嬉戏，  
21 还有一条蛇，我猜是为抓那些青蛙而来的。

22 长途跋涉回来，我通常会带回一大把植物，部分用来学习，部分用来装饰，我把它  
23 们放在小屋的一个角落里，把它们的茎放在小溪里以维持它们的新鲜。一天，当我捡起  
24 一把已经开始凋谢的花时，我发现了一条巨大的盘绕着的响尾蛇，它一直躲在花的后面。  
25 于是突然之间，这可怜的响尾蛇就和这间小屋的合法主人碰面了，它非常尴尬，很明显  
26 它知道自己没有权力待在这间小屋里。它所显露出来的不只是恐惧，还有彻头彻尾的羞  
27 怯和尴尬，就像一个多半老实的人在可疑的情况下在门后被捉住了一样。尽管它已经盘  
28 绕和准备好了，但是它并没有袭击我，也没有威胁要袭击的意思，它尽可能地低着头，  
29 脖子上有尴尬困惑的扭结，脸上一副羞愧的表情，似乎在祈祷地上能裂个缝让它藏进去。  
30 我观察过无数野生动物的眼睛，因此我确定我没有理解错这条不幸的响尾蛇的感觉。我  
31 不想杀害它，但是我有许多访客，有些还是孩子，而且我时常晚上很晚才回来，所以我  
32 断定这条蛇必须得死。

33 打那以后我在这些山里见过的蛇可能有一百条甚至更多，但是我无意去打扰它们。

## Rattlesnakes, continued

81 Since then I have seen perhaps a hundred  
82 or more in these mountains, but I have never  
83 intentionally disturbed them, nor have they  
84 disturbed me to any great extent, even by  
85 accident, though in danger of being stepped  
86 on. Once, while I was on my knees kindling  
87 a fire, one glided under the arch made by my  
88 arm. He was only going away from the ground  
89 I had selected for a camp, and there was not the  
90 slightest danger, because I kept still and allowed  
91 him to go in peace. The only time I felt myself in  
92 serious danger was when I was coming out of the  
93 Tuolumne Canyon by a steep side canyon toward  
94 the head of Yosemite Creek. On an earthquake  
95 talus, a boulder in my way presented a front so  
96 high that I could just reach the upper edge of it  
97 while standing on the next below it. Drawing  
98 myself up, as soon as my head was above the flat  
99 top of it I caught sight of a coiled rattler. My  
100 hands had alarmed him, and he was ready for  
101 me, but even with this provocation, and when  
102 my head came in sight within a foot of him, he  
103 did not strike. the last time I sauntered through  
104 the big canyon I saw about two a day. One was  
105 not coiled, but neatly folded in a narrow space  
106 between two cobblestones on the side of the river,  
107 his head below the level of them, ready to shoot  
108 up like a jack-in-the-box for frogs or birds. My  
109 foot spanned the space above within an inch  
110 or two of his head, but he only held it lower. In  
111 making my way through a particularly tedious  
112 tangle of buckthorn, I parted the branches on  
113 the side of an open spot and threw my bundle of  
114 bread into it, and when with my arms free I was  
115 pushing through after it, I saw a small rattlesnake  
116 dragging his tail from beneath my bundle. When  
117 he caught sight of me he eyed me angrily, and  
118 with an air of righteous indignation seemed to

be asking why I had thrown that stuff on him. 119  
He was so small that I was inclined to slight him, 120  
but he struck out so angrily that I drew back and 121  
approached the opening from the other side. But 122  
he had been listening, and when I looked through 123  
the brush I found him confronting me, still with 124  
a come-in-if-you-dare expression. In vain I tried 125  
to explain that I only wanted my bread; he stoutly 126  
held the ground in front of it, so I went back a 127  
dozen rods and kept still for half an hour, and 128  
when I returned he had gone. 129

One evening, near sundown, in a very rough, 130  
boulder-choked portion of the canyon, I searched 131  
long for a level spot for a bed and at last was glad 132  
to find a patch of flood-sand on the riverbank 133  
and a lot of driftwood close by for a campfire. 134  
But when I threw down my bundle, I found two 135  
snakes in possession of the ground. I might have 136  
passed the night even in this snake den without 137  
danger, for I never knew a single instance of their 138  
coming into camp in the night, but fearing that 139  
in so small a space some latecomers not aware of 140  
my presence might get stepped on when I was 141  
replenishing the fire, to avoid possible crowding I 142  
encamped on one of the earthquake boulders. 143

There are two species of *Crotalus* in the park, 144  
and when I was exploring the basin of Yosemite 145  
Creek I thought I had discovered a new one. I 146  
saw a snake with curious divided appendages on 147  
its head. Going nearer, I found that the strange 148  
headgear was only the feet of a frog. Cutting 149  
a switch, I struck the snake lightly until he 150  
disgorged the poor frog, or rather allowed it to 151  
back out. On its return to the light from one 152  
of the very darkest of death valleys, it blinked a 153  
moment with a sort of dazed look, then plunged 154  
into a stream, apparently happy and well. 155

# 响尾蛇

34 即使偶然的会有被踩到的危险，在很大程度上他们也没有打扰到我。一次，当我跪在地  
35 上生火时，有一条蛇从我手臂形成的拱门下滑了过去。他只是从我选择的营地上离开，  
36 没有丝毫危险，因为我一动不动让它平静地过去了。仅有一次我感到处于严重的危险中  
37 是当我从图卢姆尼峡谷出来，经过一个陡峭的峡谷，朝着约塞米蒂河的源头走去的时候。  
38 在一块地震的乱石坡上，一块巨石挡住了我的去路，它的正面高得我只有站在它下面  
39 的另一块石头才能够到它的上边。我挺直身子，刚把头伸过巨石的平顶就看见一条盘绕  
40 着的响尾蛇。我的手吓到了它，甚至激怒了它，它已经准备随时对我展开进攻，但即便  
41 在这样被惊吓的情况下，当我的头离它只有一英尺的时候，它也还是没有攻击我。上次  
42 我徒步穿过大峡谷时，一天大约看到了两条蛇。其中一条没有盘绕，而是整齐地叠在河  
43 边两个鹅卵石之间的狭窄空间里，他的头低于鹅卵石的水平面，像一个玩偶匣一样，看  
44 到青蛙或者小鸟时立即一跃而起准备攻击。我的脚在它头上一两英寸的地方跨过，但它  
45 只把头垂低了。在穿过一片特别单调乏味的沙棘时，我把一个空地的树枝分开，将我的  
46 面包扔进了里面，当我手臂空下来之后我将面包往里面推，我看到在面包下露出了一条  
47 小响尾蛇尾巴。当这条小响尾蛇和我对视时，它很愤怒，带着义愤填膺的神情，似乎在  
48 质问我为什么把东西扔到它身上。它很小，我本想忽视它，但它怒气冲冲地挣脱了出来，  
49 我不得不往后退，从另一边走近入口。但它一直在听着，当我透过树丛看的时候，我发  
50 现它正对着我，仍然带着一种“如果你敢的话就进来”的表情。我徒劳地解释说，我只想  
51 取回我的面包；它仍坚决地占据着它面前的领地，于是我就往回走了一段距离（大约  
52 60米），一动不动地呆了半个小时，等我再次回去时，它已经走了。

53 一天晚上，临近日落，在峡谷中一个非常崎岖、布满巨石的地方，我找了很长时间  
54 想找一个平坦的地方做床，最后很高兴地在河岸上找到了一处河沙地带，附近有很多浮  
55 木可以生火。但当我放下面包时，我发现地上有两条蛇。即使是在这个蛇窝里，我也可  
56 以安然无恙地度过这一夜，因为我从没听说过他们会在夜里进入营地，但我担心在这么  
57 小的空间里，一些后来回来的蛇不知道我的存在可能会在我添加篝火时被踩到，为避  
58 免可能的拥挤，我就在一块地震巨石上扎营了。

59 公园里有两种响尾蛇，当我在约塞米蒂河流域探险时，我以为我发现了一种新的响  
60 尾蛇。我看见一条头上有奇怪的附肢的蛇。走近之后，我发现那奇怪的头饰只是青蛙的  
61 脚。我砍断一根树枝，轻轻地击打蛇，直到它吐出可怜的青蛙，或者更确切地说，让它  
62 退出来。当青蛙从一个非常黑暗的死亡山谷重回到光明中时，它眨了眨眼睛，带着一种  
63 茫然的神色，然后跳进一条小溪里，看起来开心而又安全了。

# Building Your Answer



The focus question: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your answer before discussion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A piece of evidence from the story that supports your answer:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Page: \_\_\_\_\_

Your answer after discussion (explain how you changed or added to your original answer):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# 答题纸

## 分享质疑讨论

中心问题： \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

讨论前你的答案： \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

文中可以支持你观点的证据： \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

页码 \_\_\_\_\_

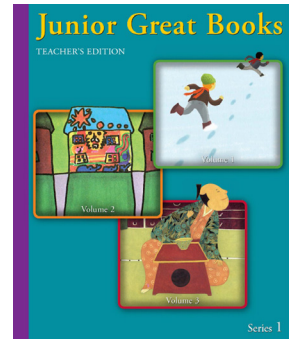
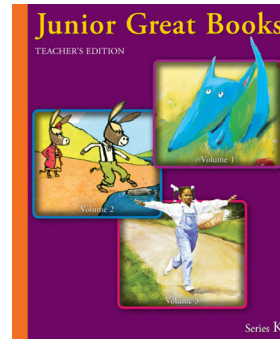
讨论后你的答案（解释你对你的原答案做了何种修改或添加）： \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Junior Great Books Series K & 1

These interactive read-aloud programs focus on helping young learners develop three key Shared Inquiry skills: listening, wondering, and sharing.

## Program Materials:

- Student Book
- Teacher's Edition including assessment and reflection tools

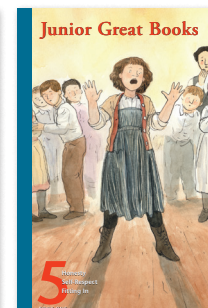
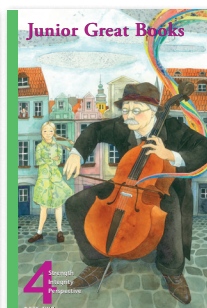
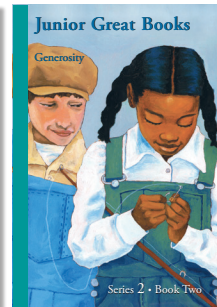
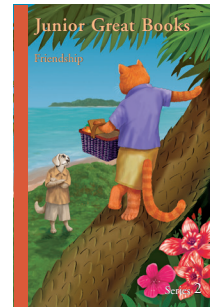


# Junior Great Books Series 2–5

Our Series 2–5 program brings high-quality literature and student-centered discussion to your classroom while providing a superb framework for practicing reading comprehension, critical thinking, and writing.

## Program Materials:

- Student Book
- Reader's Reflection Journal
- Teacher's Edition including assessment and reflection tools



# 伟大原著丛书系列K-1

这套互动式的大声朗读课程专注于帮助培养低龄儿童的三大分享质疑技巧：聆听，好奇和分享。

课程材料：

学生用书

教师用书（包括评价和反馈工具）



# 伟大原著丛书系列2-5

我们二至五年级的课程将为您的课堂带去高质量的文学和以学生为中心的讨论，与此同时提供一个出色的框架用于锻炼学生的阅读理解能力，批判性思维能力和写作能力。

课程材料：

学生用书

读者反思日志

教师用书（包括评价和反馈工具）

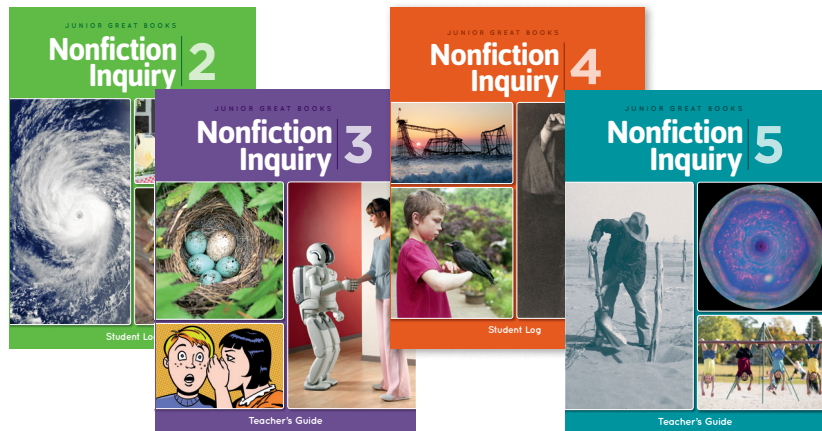


# Junior Great Books Nonfiction Inquiry 2–5

Nonfiction Inquiry for grades 2–5 features thought-provoking nonfiction texts that yield rich questions. Texts explore historical and contemporary issues and connect to Junior Great Books literature so that students can meaningfully compare texts across genres and curricular areas.

## Program Materials:

- Student Log
- Teacher’s Guide, including assessment and reflection tools



# Junior Great Books for Grades 6–8

This program brings high-quality fiction, nonfiction, and poetry to your discussion-based classroom and integrates the reading and writing process while building questioning and discussion-leading skills. Students strengthen their critical thinking skills and develop cognitive and social and emotional intelligence.

## Program Materials:

- Student Books
- Teacher’s Edition including assessment and reflection tools
- Expository and creative writing activities

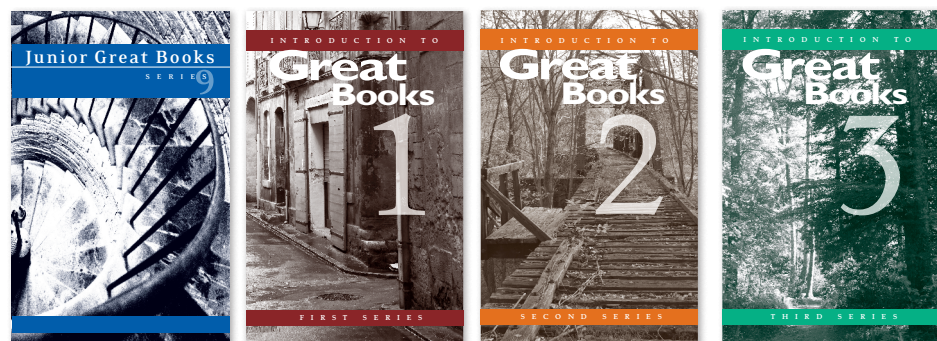


# Introduction to Great Books

This series combines outstanding fiction and nonfiction from classic and contemporary masters—all chosen for their ability to encourage the enjoyment of reading and interpretation of literature.

## Program Materials:

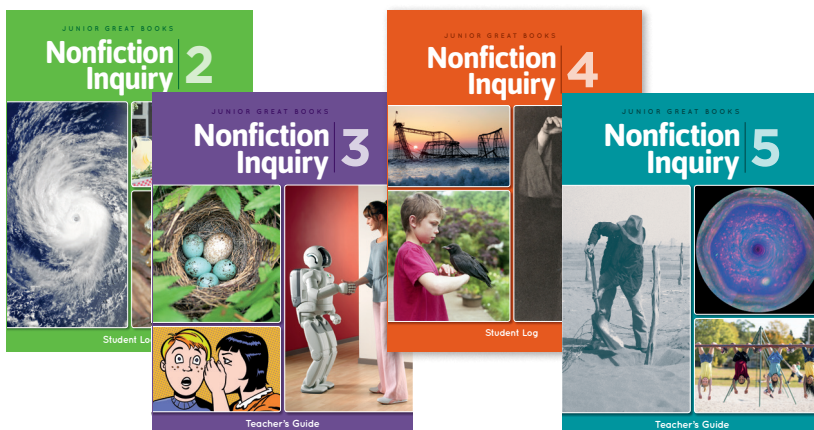
- Student Books
- Leader’s Guide



## 伟大原著丛书非小说系列2-5

针对二至五年级的非小说系列以发人深省的非小说文章为特色，从而激发读者提出各式各样的问题。文章内容涉及历史及当代问题并与伟大原著文学相联系，学生可以进行有意义的跨体裁和课程的文本比较。

课程材料：  
学生日志  
教师用书（包括评价和反馈工具）



## 伟大原著丛书系列6-8

这套课程将为您以讨论为本的课堂带去高质量的小说，非小说和诗歌，在培养学生提问技巧和引导讨论的技巧的同时整合阅读和写作。学生增强了他们的批判性思维技巧并且发展了他们的认知，社交和情绪智力。

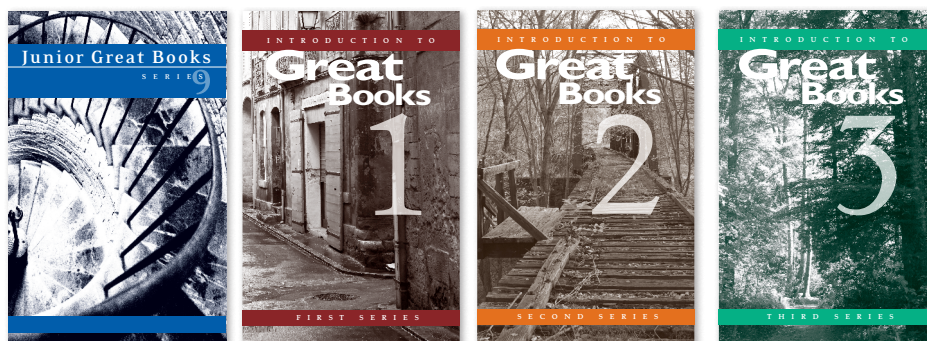
课程材料：  
学生用书  
教师用书（包括评价和反馈工具）  
说明性和创造性的写作活动



## 伟大原著介绍

这个系列结合了古今文学大师的优秀小说和非小说作品，因为他们能激励读者享受阅读和解读文学作品的乐趣。

课程材料：  
学生用书  
教师用书





Great  
Books  
Foundation

Inspiring ideas,  
dialogue, and lives

"A Great Books curriculum brings not only English linguistics skills but also teaches a new way of thinking: Shared Inquiry. Students reflect on their learning and thinking process, which changed the flow of our way of talking in the classroom. Students started to read more literature. In most public schools in China, that is what we need."

—Shentu Hong  
The Great Books Star Teacher

伟大原著带来的不仅是英语语言技能，更是教授一种新的思考方式：分享质疑。它让学生反思他们的学习和思考过程，改变我们在课堂上的说话方式，学生因而会开始阅读更多的文学作品。这正是大多数中国公立学校所需要的。

——申屠鸿  
伟大原著明星教师

