

Education in China

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Kompetenz(en)/ relevante Standards	
Leseverstehen	<p>Grundlegendes Niveau Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> ▪ Texte unterschiedlicher Textsorten [...] erschließen (Teilaufgaben 1 und 2) ▪ explizite und implizite Aussagen von Texten sowie deren Wirkungspotenzial erkennen und einschätzen (Teilaufgabe 1) ▪ die Hauptaussagen und deren unterstützende sprachliche und/oder inhaltliche Einzelinformationen erfassen (Teilaufgaben 1 und 2) ▪ die Absicht und Wirkung von Texten in deren zielkulturellen Zusammenhängen erkennen (Teilaufgabe 1)
Interkulturelle kommunikative Kompetenz	<p>Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> ▪ ihr Orientierungswissen über die Zielkulturen in vielfältigen Situationen anwenden: Aspekte der Alltagskultur [...], gegenwärtige politische und soziale Bedingungen, historische und kulturelle Entwicklungen [...] (Teilaufgaben 1, 4-6) ▪ ihre Wahrnehmungen und (Vor-)Urteile erkennen, hinterfragen, relativieren und ggf. revidieren (Teilaufgaben 1, 4 und 5) ▪ fremde und eigene Werte, Haltungen und Einstellungen im Hinblick auf international gültige Konventionen (z. B. die Menschenrechte) einordnen (Teilaufgaben 4-6)
Text- und Medienkompetenz	<p>Grundlegendes Niveau Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> ▪ sprachlich und inhaltlich komplexe, [...] nicht-literarische Texte verstehen (Teilaufgabe 1) ▪ mithilfe sprachlichen, inhaltlichen sowie textsortenspezifischen und ggf. stilistisch-rhetorischen Wissens [...] nicht-literarische Texte aufgabenbezogen analysieren, deuten und die gewonnenen Aussagen am Text belegen (Teilaufgaben 1 und 3) ▪ sich mit den Perspektiven und Handlungsmustern von Akteuren, Charakteren und Figuren auseinandersetzen [...] (Teilaufgaben 1, 4-6) ▪ ihr Erstverstehen kritisch reflektieren, relativieren und ggf. revidieren (Teilaufgabe 1) ▪ Hilfsmittel zum vertieften sprachlichen, inhaltlichen und textuellen Verstehen und Produzieren von Texten selbstständig verwenden (Teilaufgaben 1 und 3) <p>Erhöhtes Niveau Die Schülerinnen und Schüler können darüber hinaus</p> <ul style="list-style-type: none"> ▪ Textvorlagen unter Berücksichtigung von Hintergrundwissen in ihrem historischen und sozialen Kontext interpretieren (Teilaufgaben 1 und 4-6)

Sprachlernkompetenz	Grundlegendes Niveau Die Schülerinnen und Schüler können <ul style="list-style-type: none"> ▪ ihre rezeptiven und produktiven Kompetenzen prüfen und gezielt erweitern, z. B. durch die Nutzung geeigneter Strategien und Hilfsmittel (u. a. Nachschlagewerke, gezielte Nutzung des Internets) (Teilaufgaben 1 und 3)
Sprachbewusstheit	Grundlegendes Niveau Die Schülerinnen und Schüler können <ul style="list-style-type: none"> ▪ grundlegende Ausprägungen des fremdsprachigen Systems an Beispielen erkennen und benennen, Hypothesen im Bereich sprachlicher Regelmäßigkeiten formulieren und Ausdrucksvarianten einschätzen (Teilaufgaben 1 und 3) ▪ aufgrund ihrer Einsichten in die Elemente, Regelmäßigkeiten und Ausdrucksvarianten der Fremdsprache den eigenen Sprachgebrauch steuern (Teilaufgaben 4-6)
GeR-Niveau	B2
Rahmenthema	Cross-cultural relations between Asia and the Western World
Textvorlagen/ Materialien	<p>Teil eines Aufsatzes aus einer Buch-Dokumentation über die Situation und Chancen von Frauen weltweit. (780 Wörter)</p> <p>Der Text beschreibt die schlechte Ausgangslage von einem Mädchen, das in ärmlichen Verhältnissen im ländlichen China aufwächst. Erst mit Hilfe einer fälschlicherweise angewiesenen großen Geldspende aus den USA wird ihr der Zugang zu Bildung und beruflichem Aufstieg ermöglicht. Hier wird jenseits von jeder politisch-ideologisch motivierten Diskussion aufgezeigt, wie die Hilfsbereitschaft Einzelner das Los von Menschen in schwach entwickelten Gebieten verbessern kann. Die Amerikaner erscheinen in der Perspektive der einfachen chinesischen Bevölkerung als unglaublich reich, großzügig und sorglos im Umgang mit ihrem Reichtum.</p> <p>Teilaufgaben 1-3: Text: <i>Half the Sky</i></p> <p>Teilaufgabe 3: Task support: <i>Additional supportive Material</i></p>
Bearbeitungszeit	zwei Unterrichtsstunden
Hilfsmittel	einsprachiges und zweisprachiges Wörterbuch
Quellenangaben	Kristof, Nicholas und WuDunn, Sheryl (2010): <i>Half the Sky. Turning oppression into opportunity for women worldwide</i> . New York: Vintage Books (Hrsg.), S. 167-169.
Lernvoraussetzungen	Die Kenntnis von Fachvokabular ist nicht erforderlich, wenngleich der Text sprachlich anspruchsvoll ist.

Hinweise zur Durchführung

Die Aufgabe kann im ersten Lernjahr der Qualifikationsphase eingesetzt werden. Der Aufgabenfokus ist detailliertes Leseverstehen:

Teilaufgabe 1 dient als vorentlastende Sprechaufgabe (Partner- oder Gruppenarbeit): Ausgehend von Vorkenntnissen über China sowie die USA und Beziehungen der beiden Staaten/Kulturen zueinander werden Inhalte des Artikels antizipiert (vgl. *task support for part 1*).

Die standardisierte **Teilaufgabe 2** im MC-Format kann zum Zweck einer Selbstevaluation/Verständnissicherung eingesetzt werden (Einzelarbeit). Außerdem können die Schülerinnen und Schüler auf ein allgemeines aufgabenübergreifendes Arbeitsblatt (*skills page*) zurückgreifen (*Additional supportive Material*).

Im Anschluss an die Ergebnissicherung soll im Klassengespräch begründet werden, wie der Text im Hinblick auf seine textspezifischen Merkmale und die Autorenabsicht klassifiziert werden kann.

Weiterführende Aufgaben:

In **Teilaufgabe 3** soll zur Schulung der Sprachlernkompetenz an einem kurzen Abschnitt bewusst reflektiert werden, wie mit unbekanntem Vokabular umgegangen wird (vgl. *skills page*), wann ein Wörterbucheinsatz angebracht ist, welche Wendungen für die eigene Sprachproduktion genutzt werden können.

Schreibaufgaben: Folgend auf eine kritische Reflexion des Artikels wird in **Teilaufgabe 4** eine Antwort in Form eines Leserbriefs verfasst (Einzelarbeit). In der zweiten Schreibaufgabe (**Teilaufgabe 5**) wird in Partnerarbeit ein Flyer oder Poster entwickelt mit dem Ziel, Mitschüler für persönliches/privates Engagement in China zu motivieren.

Durch einen Rechercheauftrag in **Teilaufgabe 6** (optionale Zusatzaufgabe) sollen die Schülerinnen und Schüler angeleitet werden, mehr über die beiden Autoren der Dokumentation zu erfahren. Diese Aufgabe dient der Bewusstmachung, dass durch die nicht-politisch motivierte Arbeit von einzelnen Personen (den beiden Autoren) eine fruchtbare interkulturelle Zusammenarbeit entstehen kann, die nachahmenswert und förderungswürdig ist.

Target Task:

You are preparing a project day on cross-cultural relations between the USA and different Asian countries. Your task is to prepare a presentation on the depiction of these relations in various print media.

Focus on the following texts:

1. a letter to the editor published in an American small-town newspaper,
2. an article about China published in a documentary about the situation of women,
3. a film review published on an Indian website,
4. an excerpt from a novel by a Pakistani author,
5. statistical information on India.

Here your material to work on is an article about China, published in a book documentary about the situation of women (text 2).

Part 1

- a) Read the following text taken from a documentary about the situation of women worldwide. You should first **skim** the text to get an idea of what it is about and what aspects it contributes to the topic *cross-cultural relations between the USA and Asia*.
- b) Afterwards, reread the text. This time you should concentrate on details about the situation of girls in rural China and the image of Americans in that region.

HALF THE SKY. Turning oppression into opportunity for women worldwide.

As a newly married couple living in China almost twenty years ago, we came to know a scrawny thirteen-year-old girl in the hard-scrabble Dabie Mountains of central China. The girl, Dai Manju, lived with her mother, father, two brothers, and a great-aunt in a dilapidated wooden shack on a hillside, a two-hour hike from the nearest road. The family members had no electricity, no running
 5 water, no bicycle, no wristwatch, no clock, no radio - virtually no possessions of any kind - and they shared their home with a large pig. The family could afford to eat meat just once annually, to celebrate the Chinese New Year. There was almost no furniture in the dim shack except for a coffin that the father had made for the great-aunt. "I'm healthy now," the great-aunt explained cheerfully, "but it's best to be prepared."

- 10 Dai Manju's parents were elementary school dropouts and barely literate. They didn't see much point in girls getting an education. Why would a woman need to read or write when she was going to spend her days hoeing fields and darning socks? The school fee - \$ 13 a year for elementary school - seemed a waste of the family's tattered banknotes when the money could be used for something useful, like buying rice. So when Dai Manju was entering the sixth grade, they told her to drop out of
 15 school.

A short, thin girl with stringy black hair and a timid air, Dai Manju was a head shorter than an average American thirteen-year-old would be. She couldn't afford textbooks or even pencils and paper, but she was the star pupil in her grade, and she yearned to continue her education.

- 20 "My parents were ill, and they said they couldn't afford sending me to school," she said shyly, looking at her feet and speaking so quietly she was barely audible. "Since I am the oldest girl, my parents asked me to drop out and help with the housework." She was hanging around the school, hoping to learn something even if her parents wouldn't pay the fees, and she still dreamed of becoming the first person in her family to graduate from elementary school. The teachers doted on Dai Manju,

giving her old bits of pencils and scraps of paper, hoping to support her studies, and they introduced us to her when we first visited the school. On our next visit, Dai Manju led us on a four-mile hike up a foot trail to her shack to visit her parents.

We wrote an article about her in 1990, and a sympathetic reader in New York wired us \$ 10,000 to pay for her tuition, through his bank, the Morgan Guaranty Trust Company. We conveyed the donation to the school, which was exultant. “Now we can educate all the children here,” the principal declared. “We can even build a new school!”

The money was indeed used to construct a much-improved elementary school and to provide scholarships for girls in the area. When a fair amount of the money had already been spent, we called the donor to give him a report.

“You were very, very generous,” we said, genuinely enthused. “You wouldn’t believe how much difference ten thousand dollars will make in a Chinese village.”

There was a startled pause. “But I didn’t give ten thousand dollars,” he said. “I gave a hundred.” After some investigation, it turned out that Morgan Guaranty had erred. We called up a senior Morgan Guaranty executive and asked him on the record if he intended to dispatch bankers to force children to drop out of school to make up for the bank’s mistake.

“Under the circumstances,” he said, “we are happy to make a donation of the difference.”

The villagers were mightily impressed by American generosity - and carelessness. Since Dai Manju was the one who had inspired the gift, the authorities provided her with tuition-free schooling as long as she was able to pass exams. She finished elementary school, junior high school, high school, and then the equivalent of accounting school. She found work in Guangdong Province, as an accountant for local factories.

After she had worked there for a couple of years, she found jobs for friends and family members. She sent growing sums of money home to her family so that her parents became among the richest in the village. When we made a return visit a few years ago, Dai Manju’s parents were rattling around a six-room concrete house (the great-aunt had died). There was still a pig, but it lived in the old shack, which was now a barn. The family had electricity, a stove, a television and a fan.

(780 words)

Kristof, Nicholas und WuDunn, Sheryl (2010): *Half the Sky. Turning oppression into opportunity for women worldwide*. New York: Vintage Books (Hrsg.), S. 167-169.

Task support for part 1

Pre-reading activity - anticipating:

The topic of the text is education in China.

- What do you know about China?
- What do you expect the educational standard in China to be like?

The authors and their topic: The text was taken from a documentary about the situation of women worldwide.

- What do the names of the authors tell you? (see also part 6)
- What do you know about women's rights in China?

You want to find out how Western media depict Chinese-American relations.

- Which aspects might the article focus on?
- What do you know about Chinese-American relations?

While-reading activity:

- Confirm or revise your assumptions.

Dealing with the language

- Underline those words you do not know and try to guess their meaning by looking at the context, at their form and function in the sentence and at similar words you know in other languages. If you cannot guess the meaning, look those items up that are essential for understanding the text.

Post-reading activity:

- What does the text say about Chinese-American relations?

Part 2

Now do the following task to test your understanding of the text. Tick [✓] the correct statements a), b), c) or d). There is only one correct answer for items 1 to 9.

1. When the authors first met Dai Manju, life in her village was characterized by

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a) an absence of educational institutions. |
| <input type="checkbox"/> | b) an apparent shortage of food. |
| <input type="checkbox"/> | c) a severe lack of infrastructure. |
| <input type="checkbox"/> | d) insufficient hygiene causing diseases. |

2. Dai Manju's parents

- | | |
|--------------------------|---|
| <input type="checkbox"/> | a) wanted their daughter to leave school. |
| <input type="checkbox"/> | b) had no school education. |
| <input type="checkbox"/> | c) had enough money for school fees. |
| <input type="checkbox"/> | d) did not send their daughter to school. |

3. Dai Manju was backed by her

- | | |
|--------------------------|------------------|
| <input type="checkbox"/> | a) brothers. |
| <input type="checkbox"/> | b) great-aunt. |
| <input type="checkbox"/> | c) school mates. |
| <input type="checkbox"/> | d) teachers. |

4. An American citizen donated money after information about Dai Manju was

- a) broadcast on a TV show.
- b) included in American curriculums.
- c) published in a newspaper.
- d) spread by charity organizations.

5. With the money from the US

- a) tuition fees could be abolished.
- b) the chances of girls improved.
- c) many school books could be bought.
- d) children and adults could go to school.

6. Behind the generous donation was

- a) a committed American journalist.
- b) a mistake made by a bank.
- c) a public relations campaign.
- d) a sympathetic New Yorker.

7. In the rural Chinese community Americans are considered

- a) highly educated.
- b) immensely attentive.
- c) incredibly big-hearted.
- d) liberal-minded.

8. The text demonstrates that in China women in general

- a) are disadvantaged.
- b) can make a career.
- c) remain in overcome structures.
- d) need support.

9. The main purpose of the article is to show that

- a) it pays to be careful with money.
- b) China has changed in the last decade.
- c) China is an extremely backwards country.
- d) investing in education is worthwhile.

10. The text can be classified as (more than one option can be correct)

- a) appellative.
- b) descriptive.
- c) fictional.
- d) ideological.
- e) informative.
- f) manipulative.
- g) narrative.
- h) nonfictional.
- i) opinionated.
- j) persuasive.

Give reasons for your classifications and talk about the reasons with your classmates.

Part 3

Analyze the following paragraph concentrating on words that are hard to understand.

Explain the underlined words/phrases considering the following criteria:

- What do you associate with them? (What images come to your mind?)
- How can *intelligent guessing* help?
- What information do dictionaries offer?

She was hanging around the school, hoping to learn something even if her parents wouldn't pay the fees, and she still dreamed of becoming the first person in her family to graduate from elementary school. The teachers doted on Dai Manju, giving her old bits of pencils and scraps of paper, hoping to support her studies, and they introduced us to her when we first visited the school. On our next visit, Dai Manju led us on a four-mile hike up a foot trail to her shack to visit her parents. (ll. 21-26)

Part 4

Write a letter to the editor of an international student magazine commenting on the situation of Chinese girls and the impact financial support from Western countries may have on their personal developments.

Part 5

Together with a partner design a flyer/a poster trying to motivate your fellow students, teachers and parents to donate money for a school in a Chinese village.

Part 6 (optional)

- Do research on the internet to find out more about the authors of the documentary. Show how their lives and work can serve as a model of intercultural cooperation.
- Present your findings to your class.
- Afterwards, discuss in class what you have learned about chances and limits of cross-cultural projects.

The following links might be helpful

<http://www.pbs.org/independentlens/half-the-sky/authors/>

http://www.goodreads.com/interviews/show/407.Nicholas_D_Kristof

<http://www.halftheskymovement.org/>

<http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?pagewanted=all&r=0>

Mögliche Schülerantworten zu task support for part 1**Post-reading activity:**

What does the text say about Chinese-American relations?

In the eyes of the rural Chinese population the USA is an extremely rich country. Rural China - on the other hand - is described as having a lot to catch up on.

Some US-American citizens and institutions are shown as being very generous (as well as careless), as champions of mankind.

The authors seem to represent both the US (Nicholas Kristof) as well as China (Sheryl WuDunn). This might be the reason why the text does not emphasize ideological thinking (Communism vs Capitalism or democratic system vs authoritarian system). It does not cover cross-cultural relations between China and the US on a political level. It could be used to describe cross-cultural relations on a personal level.

Mögliche Schülerlösungen für Part 2

1 c), 2 a), 3 d), 4 c),

5 b), 6 b), 7 c), 8 b),

9 d), 10 a)/g)/g/e) depending on explanation