**高中名著阅读《红楼梦》中的薛宝钗**

**学习指南**

**学习目标：**

1．梳理、概括出薛宝钗形象的基本特点。

2．理解有关宝钗形象的争议，促进审辨式思维发展。

3．分析、整合人物性格的不同侧面，体会经典作品中人物形象的立体丰富。

**学 法 指 导：**

1.爬梳整理

“爬梳”的意识是“整治繁乱而使之有条理”。运用到读书上，就是要把书中相关内容分项整理出来。

2.审辨式思维

 “维基百科”中关于审辩式思维的介绍是：“审辩式思维是一种判断命题是否为真或部分为真的方式，审辩式思维是学习、掌握和使用特定技能的过程。审辩式思维是一种通过理性达到合理结论的过程，在这个过程中，包含着基于原则、实践和常识之上的热情和创造。”运用到读书中，是指经过审问、慎思、明辨，最终得出自己的判断的思维方式。

**学 习 任 务**

**学习任务一：**

**请用四个词语概括宝钗的形象，并阐明原因。**

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**学习任务二：**

**读下面两段《红楼梦》节选，分析其中的宝钗形象。**

选段一

宝钗又指她裙上一个碧玉佩，问道：“这是谁给你的？”岫烟道：“这是三姐姐给的。”宝钗点头笑道：“她见人人皆有，独你一个没有，怕人笑话，故此送你一个。这是他聪明细致之处。但还有一句话，你也要知道：这些妆饰原出于大官富贵之家的小姐，你看我从头至脚，可有这些富丽闲妆？然七八年之先，我也是这样来着，如今一时比不得一时了，所以我都自己该省的就省了。将来你这一到了我们家，这些没有用的东西，只怕还有一箱子。咱们如今比不得她们了，总要一色从实守分为主，不必比她们才是。”（第五十七回）

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选段二

宝钗笑道：“姨娘是慈善人，固然是这么想。据我看来，她并不是赌气投井。多半是她下去住着，或是在井跟前憨玩，失了脚掉下去的。她在上头拘束惯了，这一出去，自然要到各处去玩玩逛逛，岂有这样大气性的理！纵然有这样大气，也不过是个胡涂人，也不为可惜。”王夫人点头叹道：“这话虽然如此说，到底我于心不安。”宝钗笑道：“姨娘也不念念于兹，十分过不去，不过多赏她几两银子发送她，也就尽了主仆之情了。”（第三十二回）

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**学习任务三：**

**你如何评价宝钗劝宝玉读书科举的行为？请谈谈你的看法。要求：结合文本，有理有据，不少于200字。**

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