

## 兩漢的政治發展

### The Political Development of the Han Dynasty

#### 一. 建議教節：3-4 節

#### 二. 預期學習成果：

完成本課題後，學生能：

1. 認識兩漢的概略政治發展概況。(知識內容)
2. 了解漢代士人政府的特徵，如選用讀書人、重視儒家經學教育等，並進而討論儒家思想成為中國主流思想對治國方針的影響。(知識內容)
3. 透過在香港發現的李鄭屋漢墓文物，了解漢代華南地區在文化上與香港的關係。(知識內容)
4. 透過閱讀文字資料、地圖、圖像等，分析史事。(知識內容、技能)
5. 學習尊重不同的文化。(情意、態度)

#### 三. 教學建議：

1. 因應非華語學生的中文能力，工作紙較多圖像，部分題目輔以英文，協助學生理解內容。
2. 題型包括選擇、圈示、短答等，思考題可以口語回答。
3. 教師可按學生學習情況加入討論環節，以增加學生之間的互動。
4. 教師教授課題時，除教授相關史實外，亦須指導學生認識中國的文明和文化，促進他們認識中國的文化特質。
5. 教師可因應學生的程度而選取適合的部分或教學活動施教。

#### 四. 教學方案：

| 內容重點                              | 流程   |
|-----------------------------------|--|
| 課節一 (1-2 節)：<br>漢代的政治發展概況及士人政府的特徵 | 1. 講解關鍵詞；<br>2. 透過地圖及其他資料，帶出以下重點： <ul style="list-style-type: none"><li>- 漢代的疆域、勢力範圍及政治發展概況；</li><li>- 漢代士人政府的特徵及其對管治所帶來的影響。</li></ul> |
| 課節二 (1-2 節)：<br>漢代華南地區在文化上與香港的關係  | 1. 透過李鄭屋漢墓的文物，讓學生了解漢代華南地區人民的生活文化特徵及該地區與香港的緊密文化   |

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|--|--|
|  | <p>聯繫；</p> <p>2. 教師可藉著博物館參觀，讓學生對漢代的歷史發展有更深入的認識，並提升他們學習中國歷史的興趣。</p> |
|--|--|

#教師可透過口語發揮或手作設計活動評核學生的表現，並著學生輔以簡單的文字說明(字數視乎學生的能力而定)。

**備註：**

1. 學校可參考本教學計劃以調適課程，以配合學生的需要；
2. 可因應學生的中文程度而刪去或減少當中的英文句子或詞彙；
3. 可同時參考課程發展處所出版的其他教材或為本課綱準備的其他示例；
4. 可考慮向學生提供更多全方位學習的經驗如到內地考察、參觀博物館等等。

XXX 中學  
中一級 中國歷史科課堂工作紙  
兩漢的政治發展  
(The Political Development of the Han Dynasty)

姓名 Name :

成績 Grade :

班別 Class :

批改日期 Date of Marking :

\_\_\_\_\_ ( )

\_\_\_\_\_

學習重點：

1. 認識兩漢的概略政治發展概況 (The general political development of the Han Dynasty)
2. 認識漢代士人政府的特徵及其對管治所帶來的影響 (The characteristics of the government of scholar-officials in the Han Dynasty and its impacts on the administration)
3. 透過李鄭屋漢墓(Lei Cheng Uk Han Tomb)的文物，認識漢代華南地區在文化上與香港的緊密聯繫 (The close cultural connection between the south China regions and Hong Kong in the Han Dynasty)

一. 本節關鍵詞 (Key Terms)

|    |                                     |                             |
|----|-------------------------------------|-----------------------------|
| 1  | The Western Han Dynasty             | 西漢(sai1 hon3)               |
| 2  | The Eastern Han Dynasty             | 東漢(dung1 hon3)              |
| 3  | The government of scholar-officials | 士人政府(si6 jan4 zing3 fu2)    |
| 4  | Confucianism                        | 儒家(jyu4 gaa1)               |
| 5  | The National University             | 太學(taa13 hok6)              |
| 6  | To venerate the Confucians          | 獨尊儒術(duk6 zyun1 jyu4 seot6) |
| 7  | a great unity                       | 大一統(daai6 jat1 tung2)       |
| 8  | patriot and loyal to the throne     | 忠君愛國(zung1 gwan1 oi3 gwok3) |
| 9  | Emperor Wu of the Han Dynasty       | 漢武帝(hon3 mou5 dai3)         |
| 10 | Dong Zhongshu                       | 董仲舒(dung2 zung6 syu1)       |

二. 本節概要 (Key Points of the Chapter)

|                        |   |
|------------------------|---|
| 1. 漢代開拓疆土，國力強大，促進中外交流。 | 1. The Han Dynasty expanded its territory and its power strengthened. This enhanced the cultural exchanges between China and other foreign countries. |
| 2. 漢武帝獨尊儒術，建立士人政府。     | 2. Emperor Wu of the Han Dynasty  |

|  |   |
|--|---|
|  | venerated the Confucians. The government of scholar-officials was established.  |
| 3. 儒家思想強調忠君愛國的思想。                                  | 3. Confucianism emphasized the philosophy of patriotism and loyalty to the throne.  |
| 4. 李鄭屋漢墓的結構與文物與華南地區發現的東漢墓相似，這顯示漢代華南地區在文化上與香港的關係密切。 | 4. The structure of Lei Cheng Uk Han Tomb and its artefacts are similar with those tombs of the Eastern Han Dynasty discovered in the south China regions. This illustrated the close cultural connection between the south China regions and Hong Kong in the Han Dynasty. |

課節一：漢代的政治發展概況及士人政府的特徵 (The general political development of the Han Dynasty and the characteristics of the government of scholar-officials in the Han Dynasty)

### 三.漢代的政治發展 (The political development of the Han Dynasty)

1. 秦朝滅亡後，漢高祖劉邦於公元前 206 年統一天下，建立漢朝。請在圖 1 及圖 2 以不同顏色標示秦朝及漢朝的疆域。哪個朝代的疆土較大？請圈出當中不同的地方。(After the decline of the Qin Dynasty, Liu Bang, Emperor Gaozu of the Han Dynasty, united different regions in China and established the Han Dynasty in 206 BC. Please use different colours to indicate the territories of the Qin Dynasty and the Han Dynasty in Figure 1 and Figure 2. Which dynasty's territory is larger? Please circle the differences.)
  - 漢代的領土較秦代為大 (以紅圈標示)。(The territory of the Han Dynasty is larger than the Qin Dynasty (indicated in red circle).)
2. 秦漢時期，中國皆面對來自北方的一個邊疆民族的威脅。試在圖 1 及圖 2 以相同的顏色圈出該邊疆民族的名稱。(During the period of the Qin and Han Dynasty, China faced the threat from one frontier tribe in the north. Please circle the name of the frontier tribe with the same colour in Figure 1 and Figure 2.)
  - 匈奴(以藍圈標示) (Xiongnu (indicated in blue circle))



Figure 1:歐洲、非洲與亞洲(公元 2 世紀) (Europe, Africa and Asia)(2AD)



(Figure 2:秦帝國的疆域圖 (The territory of the Qin Empire)(資料來源：香港歷史博物館：《一統天下：秦始皇的永恆國度》，頁 118)

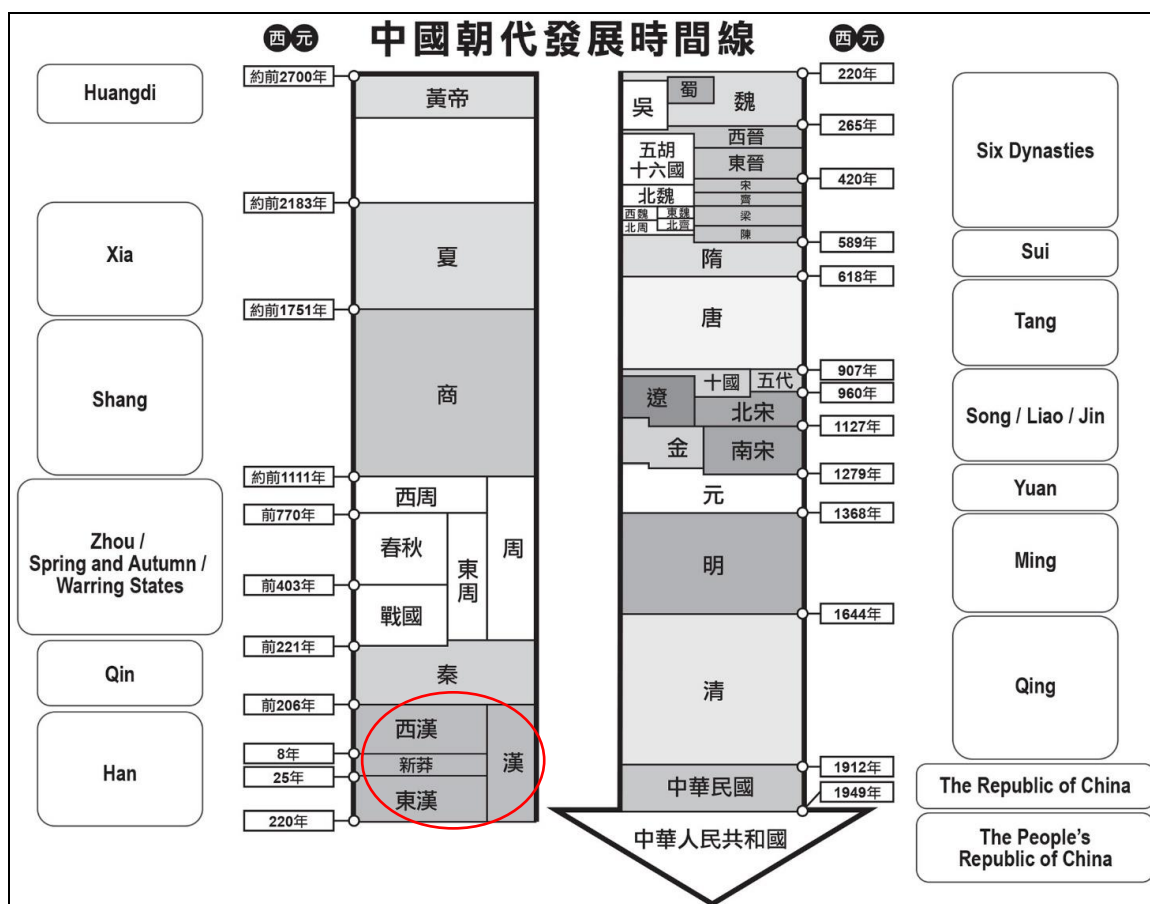
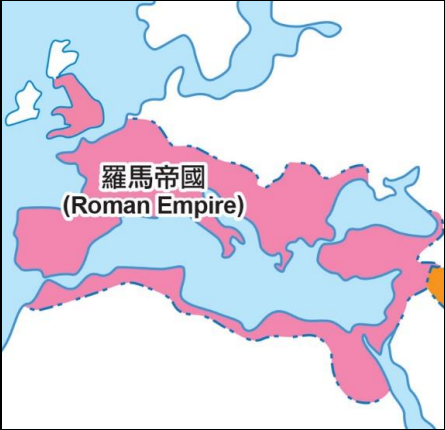




Figure 3: 中國朝代發展時間線—漢朝分為西漢(公元前 206 年—公元 8 年)及東漢(公元 25 年—公元 220 年)(The timeline of the dynasty's development in China: The Han Dynasty was divided into the Western Han Dynasty (206 BC- 8 AD) and the Eastern Han Dynasty (25-220 AD))

3. 漢朝維持了多少年，請參考圖 3，請計算漢朝的統治年期(寫出算式)。  
(With reference to Figure 3, please calculate the ruling period of the Han Dynasty (write down the equations).)
- $(206+8)+(220-25)=409$  (年/years)

4. 於漢朝管治中國期間，在現今歐洲、中亞及印度北部亦存在三個較強大的帝國。以下圖表顯示該些帝國的資料。(Whilst the Han Dynasty ruled over China, there were three large empires ruled over nowadays Europe, Central Asia and northern India. The following chart shows the information of those empires.)

| 地圖 (Map)  | 帝國資料 (Information of the empire)  |
|---|---|
|    | <ul style="list-style-type: none"> <li>● 羅馬帝國 (在古代中國稱為大秦) (The Roman Empire)</li> <li>● 羅馬帝國管治現今西歐、南歐、北非及近東一帶 (The empire ruled over nowadays west Europe, south Europe, north Africa and Near East)</li> <li>● 公元前 27 年—公元 1453 年 (27BC-1453AD)</li> </ul> |
|   | <ul style="list-style-type: none"> <li>● 安息帝國 (The Parthian Empire)</li> <li>● 安息帝國管治現今伊朗一帶 (The empire ruled over nowadays Iran)</li> <li>● 公元前 247—公元 226 年 (247BC-226 AD)</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● 貴霜帝國 (The Kushan Empire)</li> <li>● 貴霜帝國管治現今阿富汗及印度北部一帶 (The empire ruled over nowadays Afghanistan and northern India)</li> <li>● 公元 1 世紀—3 世紀 (1-3AD)</li> </ul>  |

請根據以上資料，完成以下配對練習 (Please complete the following matching exercise based on the above chart)：

| 地區 (Region)              | 帝國名稱 (Name of the Empire)     | 管治時期 (Year of the Rule)             |
|--------------------------|-------------------------------|-------------------------------------|
| 印度北部<br>(Northern India) | 羅馬帝國<br>(The Roman Empire)    | 公元 1 世紀—3 世紀<br>(1-3AD)             |
| 中亞<br>(Central Asia)     | 貴霜帝國<br>(The Kushan Empire)   | 公元前 247—公元 226 年<br>(247BC-226AD)   |
| 歐洲<br>(Europe)           | 安息帝國<br>(The Parthian Empire) | 公元前 27 年—公元 1453 年<br>(27BC-1453AD) |

5. 古時中國稱羅馬帝國為「大秦」，你知道原因嗎？(The Roman Empire was called “Daqin” (literally means “The Great Qin”) in ancient China. Do you know why?)
  - A. 當時中國認為羅馬帝國像秦帝國一樣擁有高度文明 (There was a common belief in contemporary China that the Roman Empire was highly civilized like the Qin Dynasty in ancient China)
  - B. 羅馬帝國由秦始皇的後裔建立 (The Roman Empire was established by the descendants of Qin Shi Huang)
  - C. 羅馬帝國與秦朝的聯繫頻繁 (The connection between the Roman Empire and the Qin Dynasty was frequent)
  - D. 很多中國人於羅馬帝國定居 (A lot of Chinese settled in the Roman Empire)
- 小總結：秦漢時期的領土拓展初步奠定現今中國的版圖。西漢至漢武帝時積極拓展領土，開通西域，國力強大，促進中外交流。(Summary: The territorial expansions of the Qin and Han Dynasty initially established the territory of nowadays China. In the Western Han Dynasty, Emperor Wu expanded the territory and cleared the path to the Western Territories. The power of the Western Han Dynasty was at its peak. This enhanced the cultural exchanges between China and the west.)
- 漢朝為中國歷史上其中一個統治年期較長的統一王朝，請在圖 3 圈出漢朝的統治時段。(The Han Dynasty was one of the unified empires that ruled China for a comparatively long period in the Chinese history. Please circle the ruling period of the Han Dynasty in Figure 3.)

#### 四.漢代士人政府的特徵及影響 (The characteristics of the government of scholar-officials in the Han Dynasty and its significance)

- 漢武帝除了拓展漢朝的領土外，還接納董仲舒「獨尊儒術」的建議，建立士人政府。(Apart from the expansions of territory, Emperor Wu of the Han Dynasty accepted the suggestion of Dong Zhongshu to venerate Confucians. The government of scholar-officials was established.)



Figure 4: 漢武帝 (Emperor Wu of the Han Dynasty)

- 讓我們看看一位漢朝儒生的生活。(Let us look at the life of a Confucian scholar in the Han Dynasty.)

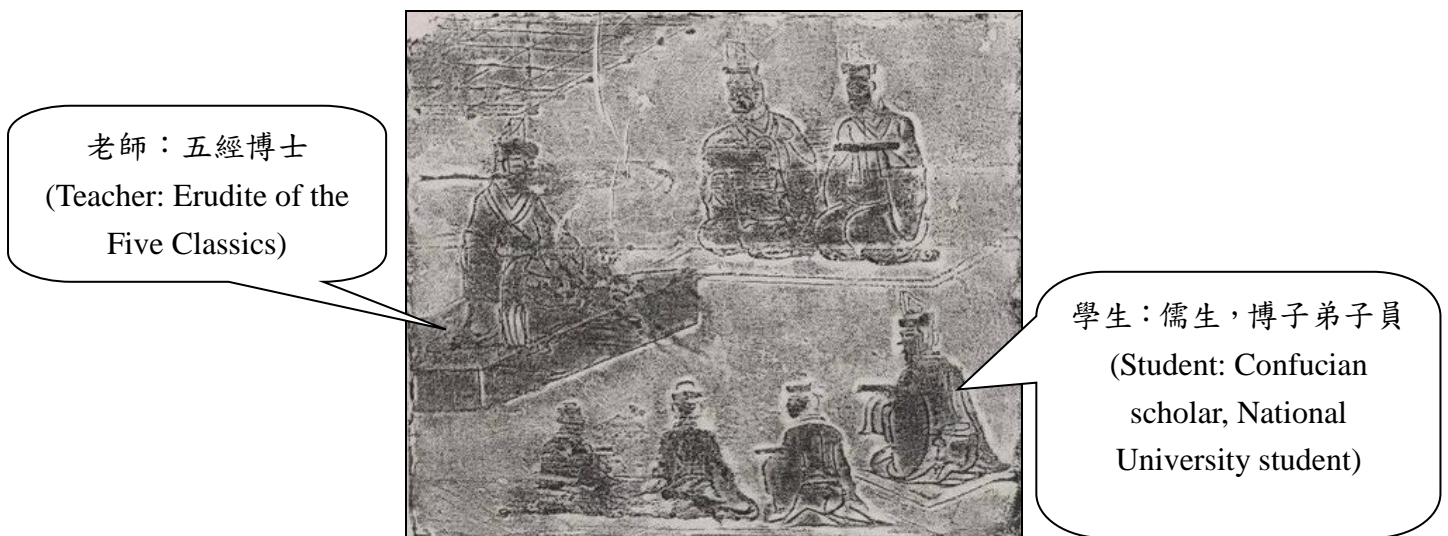


Figure 5: 漢代講學畫像磚—榻上先生憑几而座，弟子手奉簡冊環坐 (Jiangxue Huaxiang Zhuan (portrait brick) of the Han Dynasty: Seated on a low couch, the teacher leans on his desk, surrounded by students holding slip manuscripts) (圖片來源：教育局「微歷史」教材套 頁 36)

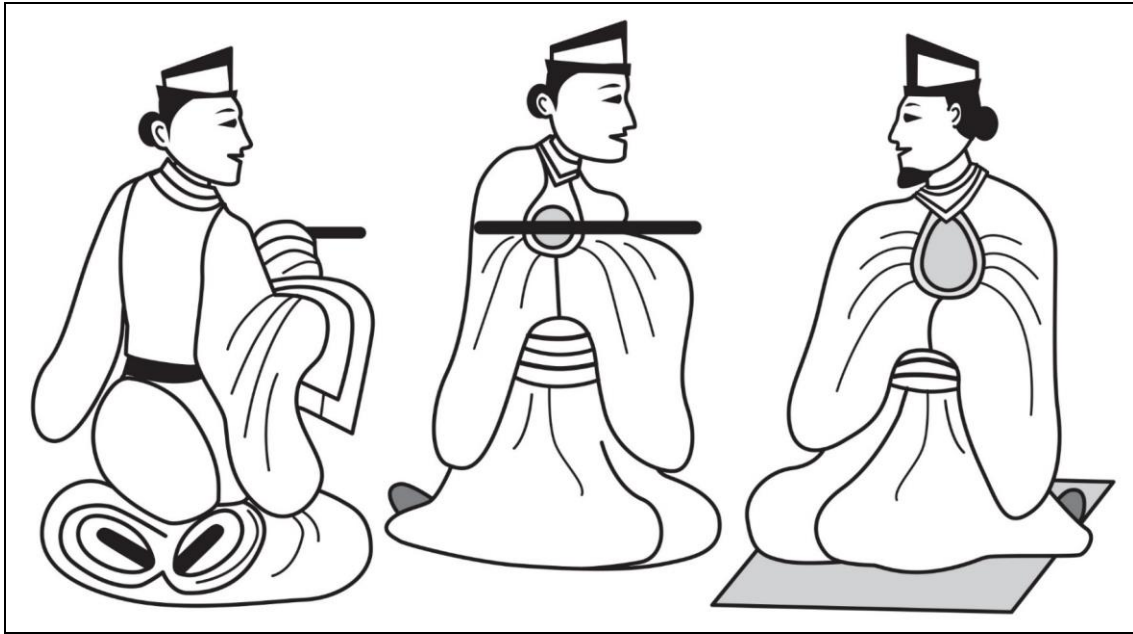


Figure 6: 漢代講學畫像磚—部分儒生手奉簡冊 (Jiangxue Huaxiang Zhuan (portrait brick) of the Han Dynasty: Some scholars holding slip manuscripts)

| XXX 太學成績表 (The Academic Report of XXX National University)           |  |            |
|--|--|------------|
| <b>1. 學生基本資料 (Basic Information of the Students):</b>                |  |            |
| ● 姓名 (Name): 陳大文 (Chan Tai Man)                                      |  |            |
| ● 家庭背景 (Family Background): 父母皆為農民 (The parents of Chan are farmers) |  |            |
| <b>2. 科目及等第 (Subject and Grade):</b>                                 |  |            |
| 科目 (Subject)   | 內容 (Content)   | 等第 (Grade) |
| 《詩經》<br>("The Classic of Poetry")                                    | 詩歌總集 (The collections of poems)  | A          |
| 《尚書》<br>("The Book of Documents")                                    | 古代臣下向君王的報告 (Reports from officials to the kings in ancient China)                    | A          |
| 《禮記》<br>("The Book of Rites")  | 社會規範、國家行政及儀式禮節的記錄 (The records of social norms, administrative and ceremonial rites) | A          |
| 《易經》<br>("Classics of Changes")                                      | 占卜手冊 (Divination manual)   | A          |
| 《春秋》<br>("The Spring and Autumn Annals")                             | 歷史記錄 (Historical record)   | A          |
| <b>3. 操行及等第 (Conduct and Grade):</b>                                 |  |            |
| 品行 (Conduct)   | 描述 (Description)   | 等第 (Grade) |
| 孝順<br>(Filial Piety)   | 該儒生是否一個孝子?<br>(Is the Confucian scholar a filial son?)                               | A          |
| 廉潔   | 該儒生是否廉潔?   | A          |

|   |                                       |  |
|---|---------------------------------------|--|
| (Incorruptibility)  | (Is the Confucian scholar incorrupt?) |  |
| <b>4. 整體表現 (Overall Performance) :</b><br>該儒生是否適合成為朝廷官員？(Is the Confucian scholar suitable to become an official of the imperial court?)<br><div style="text-align: center;"> <input checked="" type="checkbox"/> 是(Yes)      <input type="checkbox"/> 否(No)       </div> |                                       |  |

Figure 7: 儒生的成績表—當中可見儒生需學習的科目及其事業發展 (The academic report of a Confucian scholar: You can learn more about the subjects studied by a Confucian scholar and his career path)



Figure 8: 漢代謁見畫像磚—儒生成為官員 (A Han portrait brick that described the scene of audience: A Confucian scholar became a scholar-official)

1. 根據資料 5—6，畫像磚描述甚麼內容？線索？(According to Figure 6-7, what scenario did the portrait brick describe? Hint?)

- A. 上課 (Having a lesson)
- B. 飲宴 (Having a feast)
- C. 玩樂 (Having an entertainment)
- D. 祭祀 (Having a worship)

- 線索：畫像磚上的部分儒生手持 \*簡冊 / 佛經 (\*請圈出合適答案)，由教師作講解，內容與儒家內容有關。
- Hint: On the portrait brick, some scholars held \*slip manuscripts/ Buddhist texts (\*Please circle the correct answer). The teacher gave instructions to students. The content of slip manuscripts was related to Confucianism.

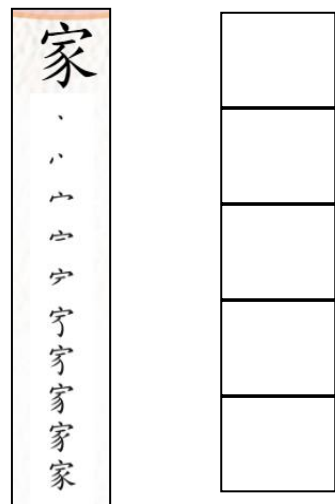
2. 試比較漢代的儒生及你的學習生活。請與你的同學作五分鐘的討論，並完成下表。(Please compare the learning routine of you and a Han Confucian scholar. Discuss with your classmates in five minutes and complete the following chart.)

|                              | 漢代儒生<br>(A Han Confucian scholar)   | 你<br>(You)  |
|------------------------------|---|---|
| 學習地點<br>(Learning location)  | 太學<br>(National University)   | XX 中學 (XX School)   |
| 任教老師<br>(Teacher)            | 五經博士<br>(Erudite of the Five Classics)  | 中國歷史科 X 老師<br>(Mr./Ms. X)   |
| 學生及班別<br>(Student and Class) | 博士弟子員<br>(National University student)  | 中一級甲班學生<br>(Student from F1A)                                     |
| 學習科目<br>(Subjects)           | 《詩經》、《尚書》、《禮記》、《易經》、《春秋》<br>(“The Book of Poetry”, “The Book of Documents”, “The Book of Rites”, “Classics of Changes”, “The Spring and Autumn Annals”) | 數學、中史、歷史、地理……(Mathematics, Chinese History, History, Geography……) |
| 未來路向<br>(Future paths)       | 官員<br>(Scholar-official)  | 自由作答 (Free answer)  |

3. 成績優異的儒生能否成為官員？為甚麼？(Could a Confucian scholar become a scholar-official by attaining excellent academic results? Why?)
- 根據圖 7，成績優異的儒生 \*能 / 不能 (\*請圈出合適答案) 成為官員，因為他們還需要有良好的品行。
  - According to Figure 7, scholars with excellent academic results \*could / could not (\*Please circle the correct answer) become scholar-officials. This was because they also needed to have good conducts.
4. 試參考儒生的成績表，為甚麼漢武帝要求士人學習儒家典籍？(With reference to the academic report of the Confucian scholar, why did Emperor Wu of the Han Dynasty require those scholar-officials to study Confucian classics?)
- 儒家典籍能訓練士人治國之道 (The Confucian classics could train the administrative skills for scholar-officials)
  - 儒家典籍讓士人掌握營商之道 (The Confucian classics let the scholar-officials master the tactics of conducting businesses)
  - 儒家典籍著重訓練士人的科學思維 (The Confucian classics emphasized the trainings of scientific logics for scholar-officials)

- D. 儒家典籍讓士人掌握如何祭祀 (The Confucian classics let the scholar-officials know how to worship)
5. 成為官員的儒生是否須有顯赫的出身？ (Did the scholar-officials need to have a noble background?)
- 官員 \*須 / 不須 (\*請圈出合適答案) 有顯赫的出身，部分官員是平民。
  - The scholar-officials \*need to have / ~~needed not to have~~ (\*Please circle the correct answer) a noble background. Some scholar-officials were commoners.
6. 若你是當時的統治者，請在成績表上加多一項考核項目，並口頭解釋背後的理據。(If you were the contemporary ruler, please add one more assessment item in the academic report. Please explain the behind rationale verbally.)
- *例如：字體是否端正，因為官員須撰寫不同的文件。(e.g. Whether the handwritings of the scholar-officials were neat since they had to draft different documents.)*

- (圖片來源：<https://stroke-order.learningweb.moe.edu.tw/mobiles/menu.rbt>)



■ 小總結：

1. 漢武帝接納董仲舒「獨尊儒術」的建議，士人政府逐步確立。(Emperor Wu of the Han Dynasty accepted the suggestion of Dong Zhongshu to venerate the Confucians. The government of scholar-officials gradually established.)
2. 士人需熟讀儒家典籍，並擁有良好的品格，這有助他們忠心效力朝廷及為國家出謀獻策；部分士人來自平民階級，士人政府著重官員的知識及品行。(A scholar-official had to study Confucian classics. Besides, they needed to have good conducts. This could contribute to their obedient devotion to the imperial court and facilitate ruling of the state. Some scholar-officials were from civilian backgrounds. This illustrated that the government of scholar-officials put emphasis on officials' knowledge and conduct.)
3. 你可瀏覽以下香港歷史博物館的虛擬展覽「漢武盛世」，以加深對漢武帝時期中國的認識 (You can browse the following website which is related to the virtual exhibition of “The Rise of the Celestial Empire: Consolidation and Cultural Exchange during the Han Dynasty” of the HK Museum of History. You can get to know more about China during the reign of Emperor Wu of the Han Dynasty)：

[https://www.lcsd.gov.hk/CE/Museum/History/han\\_empire/introduction/index.html](https://www.lcsd.gov.hk/CE/Museum/History/han_empire/introduction/index.html)

## 五. 東西方的教育 (The education between the East and the West)

- 於漢朝管治中國期間，羅馬帝國(公元前 27 年—公元 476 年)亦於歐洲、北非及近東建立一個龐大的帝國。(During the rule of the Han Dynasty over China, the Roman Empire (27 BC-AD 476) conquered a large territory over Europe, North Africa and the Near East.)

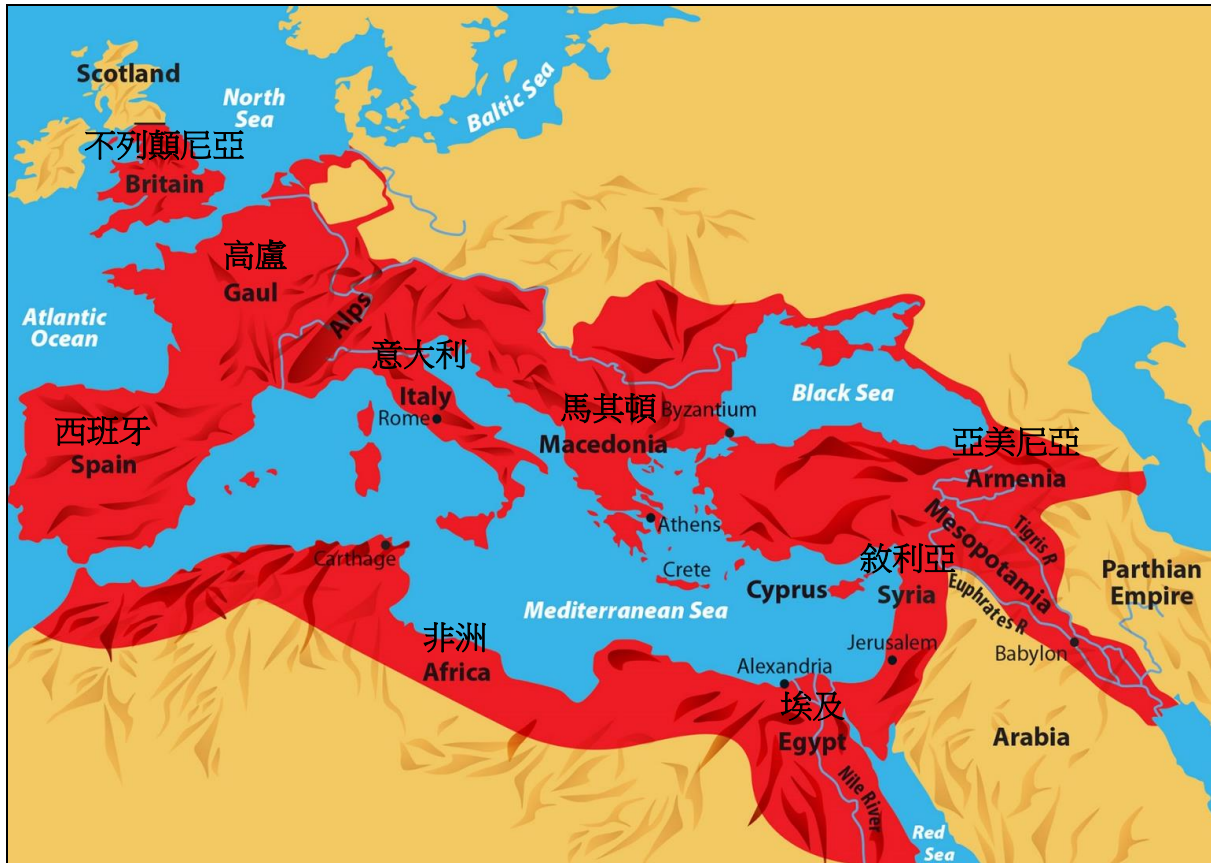


Figure 9: 羅馬帝國全盛時期的領土 (公元 117 年) (The Roman Empire at its greatest extent (117AD)) (圖片來源：教育局 個人、社會及人文教育組 歷史科教材)

- 羅馬貴族亦重視教育，當時的貴族聘請教師教授其子女，並大致分為小學教育及中學教育。(The Roman nobility also emphasized education. Contemporary nobility would employ schoolmasters to educate their children and the education system was divided into primary education and secondary education.)
- 小學教育教授閱讀、寫作(包括希臘文及拉丁文)及算術。(Primary education included the teaching of reading, writing (Greek and Latin) and arithmetic.)
- 中學教育則教授文學、歷史、地理、哲學及數學。(Secondary education included the teaching of literature, history, geography, philosophy and mathematics.)
- 羅馬教育亦注重品德教育的培養，如男子對國家的忠誠、女子對家庭及丈夫的忠貞等。曾接受教育的人可於羅馬朝廷擔任官職。(Roman education also emphasized the nurturing of conduct and value education, e.g. devotion to the state for males, devotion to the family and husband for females. Literate persons could serve in the imperial court of the Roman Empire.)



Figure 10: 描繪羅馬時期教學片段的浮雕 (A relief that depicted a teaching scenario in the Roman period)

1. 漢朝的教育與羅馬帝國的教育有甚麼相似之處？你可選多於一項。(Are there any similarities between the education of the Han Dynasty and the Roman Empire? You can choose more than one option.)

- ☒ 兩者皆重視知識傳授 (*Both emphasized the delivery of knowledge*)
- ☒ 兩者皆重視品德培養 (*Both emphasized the nurturing of conduct and values*)
- ☐ 兩者皆重視家庭背景 (*Both emphasized the family background*)
- ☒ 受教育後能夠擔任政府官職 (*For the educated, they could become government officials*)
- ☐ 兩者皆重視體能的訓練 (*Both emphasized the training of physical strength*)
- ☐ 兩者皆重視科學邏輯的訓練 (*Both emphasized the training of scientific logic*)

2. 漢代的士人須熟讀儒家經典，羅馬的貴族亦須學習不同的科目。你的種族是否有一些必須學習的經典？內容關於甚麼？(While the scholar-officials of the Han Dynasty had to study Confucian classics, the nobles of the Roman Empire had to study different subjects. Are there any traditional classics from your place of origin that you need to study? What is it about?)

- 自羅馬帝國君主君士坦丁大帝信奉基督教後，基督教的影響力增加，教會向基督徒講解《聖經》，《聖經》成為西方文明的重要經典。(After Constantine the Great of the Roman Empire believed in Christianity, the influence of Christianity increased. Christian churches would explain bible to the believers. Bible becomes an important classic of the western civilization.)
- 《吠陀經》是古印度的重要典籍，內容有關古印度的宗教及社會。(Vedas is an important classic of ancient India. It is related to the religion and society of ancient India.)

3. 你可瀏覽以下與羅馬帝國教育制度有關的影片，以加深對課題的認識 (You can watch the following video clip which is related to the education system of the Roman Empire. You can get to know more of the topic):  
<https://www.youtube.com/watch?v=7w38PL4kg4A> (12:26-14:50)

課節二：漢代華南地區在文化上與香港的關係 (The cultural relationship between Hong Kong and the south China regions in the Han Dynasty)

六. 漢代的香港與中國 (Mainland China and Hong Kong in the Han Dynasty)

- 1955 年，政府於李鄭屋村計劃興建徙置大廈，無意間發現一座古墓。(In 1955, the government planned to build settlement buildings in Lei Cheng Uk village. An ancient tomb was discovered unexpectedly.)



Figure 11: 1955 年發現李鄭屋漢墓 (Lei Cheng Uk Han Tomb was discovered in 1955)  
(圖片來源：教育局 課程發展處 幼稚園及小學組 《歷史與文化系列》資源光碟)

- 古墓的結構和出土文物與中國華南地區發現的東漢墓一致，這顯示香港於二千年前已經受到華南文化的影響。現在李鄭屋漢墓已成為博物館。(The tomb's structure and its artefacts were quite similar with those found in the Eastern Han Dynasty's tombs of the south China regions. This showed that Hong Kong was influenced by the culture of south China two thousand years ago. Lei Cheng Uk Han Tomb is now a museum in Hong Kong.)

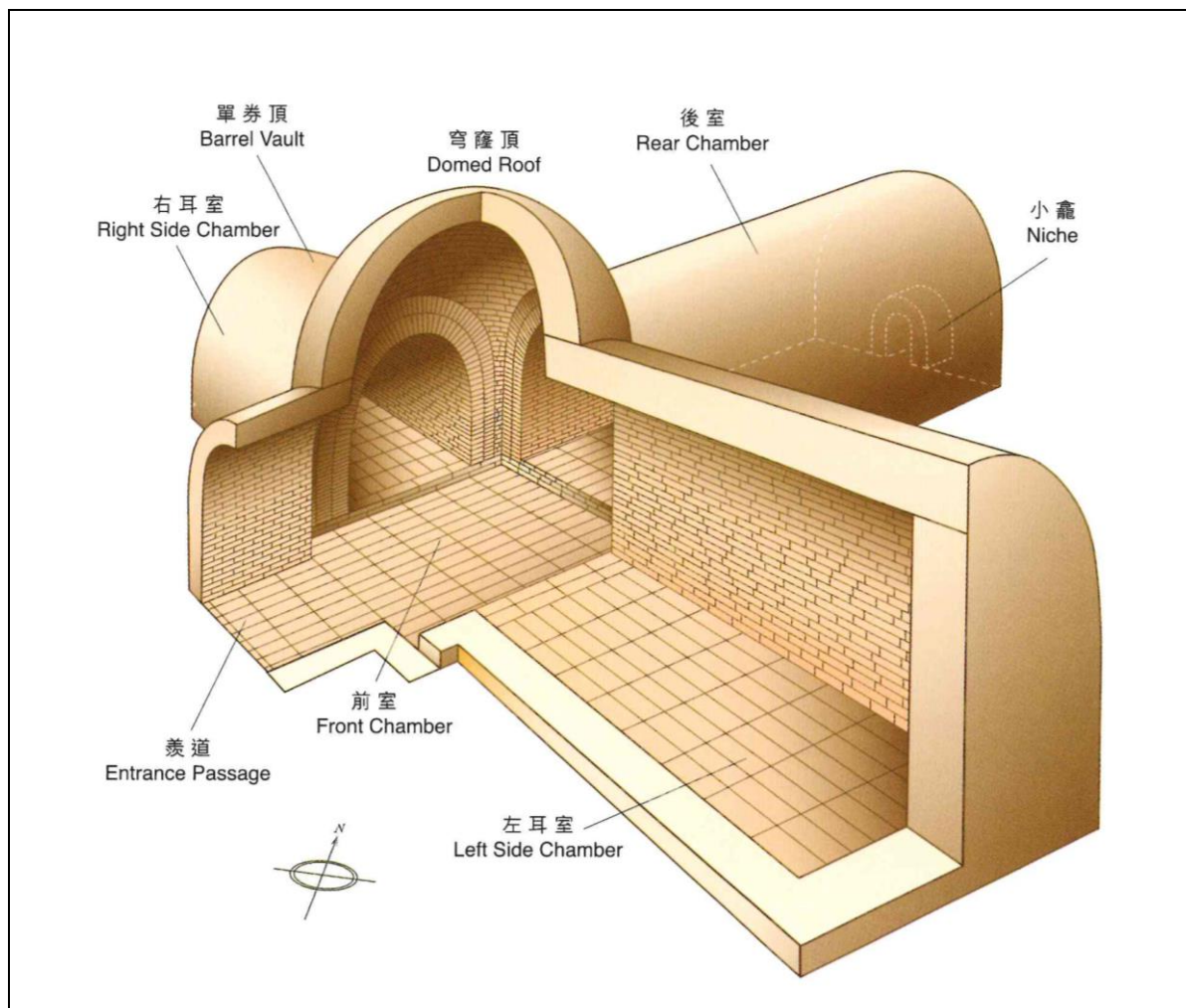


Figure 12: 李鄭屋漢墓的結構 (The structure of Lei Cheng Uk Han Tomb)  
(圖片來源：李鄭屋漢墓博物館小冊子)

- 李鄭屋漢墓的墓磚上刻有「番禺」等文字，而據史料所載，番禺是漢朝時代香港所屬的縣名，這顯示香港於東漢時期已被中國管治。(Written inscriptions like “Panyu” were discovered on the tomb bricks in Lei Cheng Uk Han Tomb. According to historical sources, “Panyu” was the name of county in which Hong Kong was situated at in the Han Dynasty. This showed that Hong Kong was under the rule of China in the Eastern Han period.)



Figure 13: 墓磚字刻 (Inscriptions of the tomb bricks)

(圖片來源：教育局 課程發展處 幼稚園及小學組 《歷史與文化系列》資源光碟)  
請圈出「番禺」的描述。(Please circle the description of “Panyu”.)

- 漢墓共發現 58 件文物，間接反映了漢代人民的生活面貌。(There were totally 58 artefacts discovered in the Han tomb and those artefacts indirectly reflected the livelihood of the Han people.)
  - 以下是李鄭屋漢墓出土的部分文物。(Here are some artefacts discovered in the tomb.)
1. 你能圈出它們的用途嗎？(The following artefacts are discovered in Lei Cheng Uk Han Tomb. Can you circle their usage?)



Figure 14



Figure 15



Figure 16

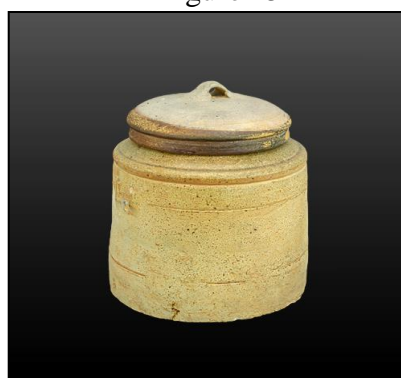


Figure 17

(圖片來源：教育局 課程發展處 幼稚園及小學組 《歷史與文化系列》資源光碟)

|           | 文物<br>(Artefact)            | 用途 (Usage)   |
|-----------|-----------------------------|--|
| Figure 14 | 陶鼎<br>(pottery ding tripod) | 炊煮器 / 盛食物器 / 盛酒器<br>(cooking vessel / food container / wine container) |
| Figure 15 | 陶罐<br>(pottery pot)         | 炊煮器 / 盛食物器 / 貯藏器<br>(cooking vessel / food container / storage vessel) |
| Figure 16 | 陶壺<br>(pottery vase)        | 炊煮器 / 盛食物器 / 盛酒器<br>(cooking vessel / food container / wine container) |
| Figure 17 | 陶罐<br>(pottery pot)         | 炊煮器 / 盛酒器 / 貯藏器<br>(cooking vessel / wine container / storage vessel)  |

2. 為甚麼要在墓穴放置這些東西？(Why did the tomb builders place these objects in the tomb?)
- A. 墓穴建造者希望已故的人在陰間仍能使用這些物件 (The tomb builders hoped that the deceased could use these objects in the afterworld)
- B. 墓穴建造者希望將物件留給後人 (The tomb builders hoped that these objects could be passed to descendent)
- C. 墓穴建造者希望展示其手藝 (The tomb builders hoped to demonstrate their craftsmanship)
- D. 墓穴建造者希望物品能夠作裝飾之用 (The tomb builders hoped that these objects could be used for decoration)
3. 在墓穴放置這些東西與現在的習俗有何相似之處？(What is the similarity of placing these objects in the tomb with the custom of modern society?)
- 現代人在拜祭祖先時會向先人 \*焚燒紙製物品 / 製作雕像 (\*請圈出合適答案)，期望祖先在陰間可以使用有關物件。
  - People in the modern society have the custom of \*burning paper offerings to their ancestors / making sculptures for their ancestors (\*Please circle the correct answer) when performing worship rituals so that their ancestors could use those objects in the afterworld.
- 李鄭屋漢墓還出土一些陶屋及陶倉模型 (There are some models of pottery house and warehouse discovered in the tomb) :



Figure 18: 陶屋模型

(Model of a pottery house)



Figure 19: 陶倉模型

(Model of a pottery warehouse)

(圖片來源：教育局 課程發展處 幼稚園及小學組 《歷史與文化系列》資源光碟)

- 以上的陶屋及陶倉模型與一些中國漢墓出土的文物相似。(Those pottery models found in Lei Cheng Uk Han Tomb are quite similar with those discovered in the Han tombs of mainland China.)



Figure 20: 漢墓出土的單層陶屋模型 (Models of one-storey pottery houses discovered in the Han tombs)

(圖片來源：香港歷史博物館 《戰爭與和平：秦漢文物精華展》 頁 122 / 香港歷史博物館 《李鄭屋漢墓》 頁 57)



Figure 21: 東漢廡殿頂陶樓 (Pottery building with hip roofs, Eastern Han)

(圖片來源：香港歷史博物館 《漢武盛世：帝國的鞏固和對外交流》 頁 104)



Figure 22: 出土的漢代動物陶俑  
(The excavations of Han pottery animals)

(圖片來源：香港歷史博物館 《漢武盛世：帝國的鞏固和對外交流》 頁 49-51)



Figure 23: 漢代綠釉陶豬圈  
(Green Glazed Pottery Model of a Pig Pen, Han Dynasty)

(圖片來源：香港歷史博物館 《戰爭與和平：秦漢文物精華展》 頁 121)

4. 透過圖 14—23，你能夠猜測漢代的人如何生活？試與同學作五分鐘的討論，並完成下表(每欄可選多於一項)。(With reference to Figure 14-23, can you guess how people lived in the Han Dynasty? Please discuss with your classmates in five minutes and complete the following chart (You can choose more than one option in each item).)

|                              | 描述 (Description)   |
|------------------------------|--|
| 建築<br>(Architecture)         | <input checked="" type="checkbox"/> 單層或雙層房屋 (one-storey or two- storey buildings)<br><input type="checkbox"/> 三層或以上房屋 (three-storey buildings or above)<br><input checked="" type="checkbox"/> 用途：居住及飼養動物 (Purpose: living and animal rearing)<br><input type="checkbox"/> 用途：宴樂及娛樂 (Purpose: feast and entertainment) |
| 經濟活動<br>(Economic activity)  | <input checked="" type="checkbox"/> 農業 (Agriculture)<br><input type="checkbox"/> 服務業 (Tertiary industry)<br><input checked="" type="checkbox"/> 圈養動物 (Animal rearing)<br><input type="checkbox"/> 製造業 (Manufacturing industry)   |
| 日常生活習慣<br>(Daily livelihood) | <input checked="" type="checkbox"/> 用火煮食 (Use fire to cook the food)<br><input checked="" type="checkbox"/> 飲酒 (Wine drinking)<br><input type="checkbox"/> 穿著華麗服飾 (Wearing extravagant clothings)<br><input type="checkbox"/> 使用紙幣作交易 (Using paper money for transactions)   |

5. 世界不同的地方皆發現不同的古墓穴，而這些古墓穴現在已成為旅遊勝地。你能指出地圖中的古墓穴名稱及其位處的國家嗎？試蒐集其中一個古墓穴的資料，並作簡單介紹。(There are many ancient tombs around the world and they now become famous tourist spots. Can you tell the names and locations of those ancient tombs on the map? Please collect some basic information of any one of the ancient tombs and have a brief introduction.)

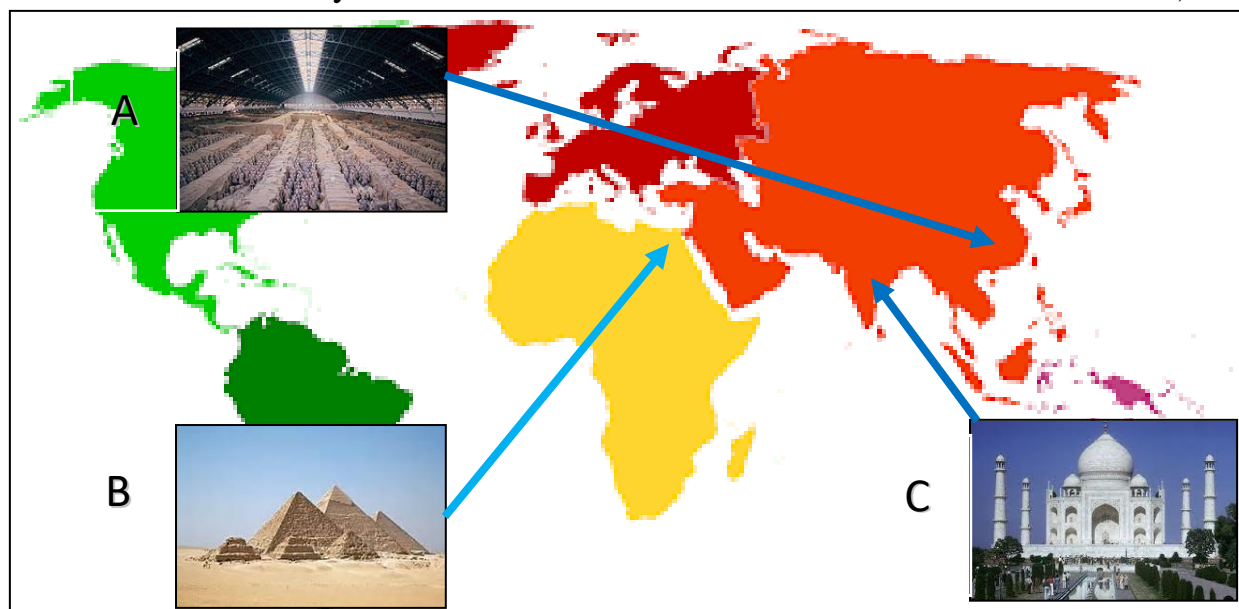


Figure 24：世界著名古墓穴 (Famous ancient tombs around the world)  
(圖片來源：教育局 課程發展處 幼稚園及小學組 《歷史與文化系列》資源光碟)

|   | 墓穴名稱 (Name of the Ancient Tomb)                                | 國家 (Country) |
|---|--|--------------|
| A | 秦始皇陵 (The Mausoleum of the First Chin Emperor (Qin Shi Huang)) | 中國 (China)   |
| B | 金字塔墓 (Pyramid)   | 埃及 (Egypt)   |
| C | 泰姬陵 (The Taj Mahal)  | 印度 (India)   |

6. 若你曾到訪李鄭屋漢墓博物館(若你沒有到訪李鄭屋漢墓博物館，亦可於網上瀏覽有關博物館的短片)，試簡單繪畫及介紹你印象最深刻的一件文物，並作 2 分鐘的介紹。於介紹後，請以 30 字描述你的感受。(If you have been to the museum of Lei Cheng Uk Han Tomb (If you have not been to the museum, you can also watch a clip about the museum on the web), please use simple drawings to record the artefact that you have the deepest impression and have a two-minute introduction. After the introduction, please use 30 words to describe your feeling.)

自由作答 (Free answer)

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

■ 小總結：

1. 在香港發現的李鄭屋漢墓，其結構及文物與南中國發現的漢墓相似，加上墓磚有關於「番禺」的描述，這顯示香港與中國華南地區在文化上有著緊密的聯繫。(The structure and artefacts of Lei Cheng Uk Han Tomb of Hong Kong are quite similar with those Han tombs discovered in the south China regions. In addition to the descriptions of “Panyu” on the tomb bricks, this showed a strong cultural connection between Hong Kong and the south China regions.)
2. 李鄭屋漢墓的出土文物能夠反映漢朝時期人民的生活面貌。(The artefacts of Lei Cheng Uk Han Tomb reflected the livelihood of people in the Han Dynasty.)

如對本教材有任何意見，可聯絡課程發展處個人、社會及人文教育組：  
黃浩明先生（[erichmwong@edb.gov.hk](mailto:erichmwong@edb.gov.hk); 35406829）或  
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