

# Comparing Textbooks of Junior High School and Senior High School to Promote the Connection of History Teaching

## -- Taking Sui and Tang History as an Example

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### Abstract

History has been studied in middle school and high school, and there is even a lot of repetition in the content, but some students still encounter difficulties in the process of learning history in high school. What makes students unable to accept history teaching in senior high school, and how to face the connection between history teaching in junior high school and senior high school is an important issue. If the process of learning history is compared to building a skyscraper, junior high school history forms the foundation of the skyscraper, and senior high school history makes the building taller and stronger. Teachers can help students consolidate the basic knowledge of junior middle school and construct it under the system of original knowledge. They can also improve their thinking ability and cultivate their five core qualities of history. Based on textbooks and curriculum standards, this paper analyzes and compares history teaching in junior and senior high schools from the perspective of history discipline core accomplishment, and finally puts forward some suggestions on teaching connection, hoping to provide a contribution to practice history teaching.

### Keywords

Core Literacy of History Discipline; Comparison of Teaching Materials; Teaching Cohesion.

## 1. Comparison of Teaching Materials

For the history of junior high school, the Chinese History (Volume 2, Grade 7) reviewed in 2016 is selected, while the Outline of Chinese and Foreign History (Part 1) reviewed in 2019 is selected for senior high school, and the sui and Tang history stages are selected for detailed analysis. Ye Xiaobing pointed out that junior high school education is universal national education, while senior high school education is to prepare students for entering the society and import talents for colleges and universities [1]. Therefore, the compilation of textbooks for junior high school and senior high school is generally different. This paper first compares textbooks from the perspective of the core literacy of history.

### 1.1. Historical Materialism

Integrating historical materialism into history teaching is one of the distinctive features of socialism with Chinese characteristics. Under the guidance of Marxism and Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, it is necessary to train builders and successors of socialism. Middle school and high school history textbooks are consistent in this. The materialist view of history in middle and high schools emphasizes that productive forces determine the relations of production, economic base determines the superstructure, all social and historical factors interact with each other in the objective historical process, and the important role of the masses in the historical development process.

For example, in the textbooks of junior and senior high schools, the important position of the masses was emphasized in the historical lessons of emperor Yang of Sui Dynasty, and the historical experience of Emperor Taizong li Shimin of Tang Dynasty. The difference is how much space to occupy the problem, junior high school textbooks also specially set up the material reading part, cause students to think. And high school textbooks occupy less space, teachers need to raise some emphasis.

It is worth emphasizing that although the textbooks are written in the sui and Tang dynasties, they all emphasize the integrity of history in historical materialism. He emphasized that history is not the accumulation of history of nations, countries, regions or civilizations alone, but the result of their own regular vertical and horizontal development. For example, the invention of production tools such as the Quyuan plow, and middle and high school textbooks focus on the impact of the application of the Quyuan plow on productivity; Horizontally, it tells the national diplomatic relations and the connection between tang dynasty and the world.

### **1.2. Concept of Time and Space**

Time, from junior middle school to senior high school training is actually a process of repeated reinforcement. Junior high schools should focus on learning knowledge points, sort out knowledge clues, and take memorization as the basic level goal, so as to further strengthen the connection of sequential concepts in senior high schools, and help senior high school students to connect knowledge clues, weave knowledge networks, and form an overall understanding of history on the basis of historical knowledge. For example, middle and high school textbooks repeat the founding and collapse of the Sui and Tang dynasties. The difference is that junior high school scattered about: the first lesson about the unification and demise of the Sui Dynasty, which also interspersed with other content; The second lesson is divided into three sections (the establishment of the Tang Dynasty and the rule of Zhenguan, Empress Wu Zetian, Kaiyuan Heyday); The fifth lesson tells the decline and fall of the Tang Dynasty. The sixth lesson of the high school textbook focuses on the construction of historical development from the rise and fall of the Sui Dynasty to the rise and fall of the Tang Dynasty and the decline and fall of the Tang Dynasty.

In terms of space, emphasis is placed on the spatial positioning of major historical events, the general scope of core areas, routes and tracks of communication, and the relationship between administrative divisions and territory [2]. In the teaching material is concentrated in the use of historical maps. First, middle school first lesson has "sui Dynasty grand Canal schematic diagram", but high school textbook does not have; Second, the distribution map of The Early Tang Dynasty territory and Border Ethnic Groups and The Situation Map of the Five Dynasties and Ten States in the middle school textbooks should be kept. Third, expand the diplomatic map. The map of Xuanzang's Journey to the West and His Return to China in junior high school and The Map of Tang Dynasty's Main Transportation Routes to The Outside World in senior high school are compared. The map of senior high school has a wider coverage and can better reflect the connection with the world.

### **1.3. Historical Evidence**

Based on high credibility, historical materials provided in junior high school textbooks pay more attention to being close to students' lives and activating their interests, rather than deliberately pursuing professional and comprehensive history. In high school "curriculum standard" academic level 2 (graduation qualification level), it is pointed out that students can understand different types of historical materials, such as documentary historical materials, oral historical materials, physical historical materials, and know their different values; Students are able to use historical data, demonstrate ideas, and analyze problems that occurred in the past or present. The diversification and specialization of historical materials are required.

For example, historical materials on the cause of the Sui Dynasty's demise. The first historical materials of junior high school, the ancient poem "Bianhe Nostalgic for the past" 4 sentences in the guide language, the poem commented on the Sui Dynasty emperor Yang Built the grand Canal, asked why the Sui dynasty was short life, so as to cause students to think about the problem as the starting point. The second historical data, in the related historical events and materials study module, reflects emperor Yang's tyranny with indirect historical data (easy to understand language and representative original sentence selection). The first historical materials in high school, in the window module of learning and thinking, also used "Bianhe Nostalgic for the past", but used 8 sentences. The second historical data, using the more professional historical data " History As A Mirror" original text, displays emperor Yang's luxurious life. In short, junior high school historical materials text is easy to understand, the length is small, draw materials to activate interest. High schools use historical materials, the length of a large, professional materials.

#### 1.4. Historical Interpretation

Historical interpretation refers to the attitude, ability and method of rational analysis and objective evaluation of historical things based on historical materials. [3]. Due to the enhancement of the integrity and logic of thinking in senior high school students, they pay more attention to the link between old knowledge and new knowledge in teaching, and put forward new explanations for historical events or historical figures.

First, according to Piaget's theory of cognitive development, junior high schools attach importance to the assimilation of knowledge, causing quantitative changes in cognitive structure. High school attaches importance to the adaptation of knowledge, which causes qualitative changes in cognitive structure. For example, the Sui Dynasty fell. In the middle school textbook, students directly ask "What was the cause of the Sui Dynasty's rapid demise?" in the middle school textbook, students ask "Analyze the cause of the Sui Dynasty's demise and how is it different from other dynasties?" Junior middle school students explain a historical issue separately and attach importance to the enrichment of knowledge. High schools are required to compare the different causes of the demise of different dynasties, and apply knowledge to form a new knowledge system.

Second, according to constructivism, students construct knowledge based on their own experience. It is the first time for junior high school students to contact the subject of history, and senior high school students have a certain historical framework and historical interpretation ability. Therefore, the demand for historical interpretation ability is further enhanced. For example, the influence of the imperial examination system. The middle school asked, "What impact did the establishment of the imperial examination system have on the society at that time?" ; the high school asked, "What impact did the imperial examination system have on the rule of successive Dynasties in China?" Middle school only focuses on the influence of "then", high school focuses on the influence of "dynasties", the difficulty of explaining history in middle school and high school is spiraling.

#### 1.5. National Feelings

History is a humanities and social science. In the process of history teaching, we should carry out the fundamental task of moral education and cultivate students' core qualities of family and country feelings. Junior high school history and senior high school history textbooks reflect the cultivation elements of family and country feelings. For example, the feelings of family and country were permeated in the economy, nationality and culture of the Tang Dynasty. In the reference book for teachers in junior middle school, it is clearly pointed out that students should enhance their sense of identity with Chinese civilization and feel the friendship and unity among different ethnic groups [4]. In the economic prosperity section of senior high

school, students can enhance their confidence in Chinese culture through reading between the lines. In the part of ethnic communication and integration, I will experience the exchanges between Han and some northern ethnic minorities, and understand that the people of all ethnic groups have jointly written a glorious chapter of the development of Chinese civilization. In the cultural part, rich and colorful literature and art, scientific and technological innovation can shape students' cultural confidence and form correct emotions, attitudes and values. The difference is that the middle school has a broad understanding of economics, literature, science and technology, and ethnic relations, while the high school has added new areas of thought (Confucianism, Taoism, and the development of Buddhism) on this basis.

## 2. Cohesion Methods

### 2.1. Review the Old and Learn the New

In Yantai, Shandong province, where the author lives, the "May 4th system" is implemented in compulsory education. History is taught in the first grade of junior high school. After the history Examination of junior high school, history is taught in junior high school. This creates a gap of one year. According to the Ebbinghaus forgetting curve, if students do not revise after junior three, much of what they learn will be forgotten by the time they enter high school. But there is still a certain "trace" in the mind, students are not empty head into the history class, teachers should consider the knowledge background of students, help students recall old knowledge, promote the combination of new and old knowledge.

For example, about the system of three provinces and six ministries, junior high school only notes that "three provinces" (A province is a government department, not an administrative division) are Zhongshu province, Menxia province, Shangshu province, and "six ministries" are the Ministry of Official Personnel Affairs, the Ministry of Revenue, the Ministry of Rites, the Ministry of War, the Ministry of Punishments, the Ministry of Works in feudal China and there is no systematic explanation of its deacons. In the course of The Change and Innovation of The Sui and Tang Systems in high school, the concept of system changed from broad to specific, and the part of "three provinces and six ministries system" was specially set up, focusing on the functions of the three provinces [5]. When teaching this part, the teacher first let the students review the previous learning content, and then explain the division of labor and restrictions of the three provinces.

### 2.2. Deepen Students' Thinking

From middle school to high school, as students grow in knowledge and age, their intelligence is trained and improved through education. High school teachers should improve the difficulty and exercise students' thinking. First, improve the professional historical materials, select more professional, rigorous and difficult historical materials into history teaching, improve the language understanding ability of students and historical materials interpretation ability; Second, expand the scope of the problem, new knowledge and old knowledge, new problems and old problems, the construction of historical knowledge system. For example, when explaining the official selection system, ask the students what kind of official selection methods were used in China before the imperial examination, what are their characteristics, and why they changed to the imperial examination system again. The new knowledge is the imperial examination system, the old knowledge is the examination system, the nine-grade official system, students can construct the development and reform history of official selection system when thinking and answering questions.

### 2.3. Activate Students' Interest

In junior high school, more emphasis is placed on connecting with real life, and the learning content is less and scattered (Chinese history and world History are studied from grade one to

grade three in junior middle school). The learning difficulty is relatively low, and more attention is paid to cultivating students' interest in learning history, forming a historical framework and exercising their historical thinking ability. More emphasis on theory, from the history of high school requires students to read more professional, learning content increased obviously and concentration (It takes one year to complete compulsory courses in Chinese history and world history in high school) is a compulsory course, learning difficulty, pay more attention to training students' history five core quality, even with the "entrance" and "points" as the goal of learning, teachers prefer to look at students' scores. According to the theory of achievement goal, students can be divided into mastery goal and achievement goal. Achievement goal will narrow students' vision and only focus on "examination" and "points", weakening the internal motivation of learning. Teachers should combine the mastery goal with the achievement goal, give play to the role of internal and external motivation, so that students can activate their interest, master and understand history knowledge, develop core literacy and improve their own ability.

### 3. Conclusion

There is a relationship between middle school and high school history textbooks, and the relationship between them is spiraling upward. History study is divided into two stages, with different emphases, increasing content and gradually increasing difficulty. But the ultimate goal is to help students build a good history framework and cultivate the core literacy of history. Middle and high school history textbooks form an organic whole. Middle school teachers should cultivate students' interest in learning and lay a solid foundation. High school teachers should expand and deepen and improve students' historical thinking ability.

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