

The Teaching of “The Establishment of Qin Unified Multi-Ethnic Feudal State” With Historical Materialism

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Abstract: General High School History Curriculum Standards (2017 Edition) indicates that the development of core competencies for Chinese students is the concretization and refinement of the party’s education policy. The core literacy of disciplines is a concentrated embodiment of the value of discipline education, and is the correct values, necessary character and key abilities gradually formed by students through subject learning. Historical core literacy includes historical materialism, the concept of time and space, historical evidence, historical interpretation and feeling of family and country. The materialist view of history is the theoretical guarantee for the achievement of all qualities, the concept of time and space is the embodiment of the essence of disciplines in all literacy, historical evidence is a necessary way to achieve all kinds of literacy, historical interpretation is a requirement for historical thinking and expression ability, the feeling of family and country is the goal of value pursuit in all of it. The new curriculum standard points that the teaching goals of the establishment and consolidation of the unified state of the Qin and Han dynasties is to understand the significance of the multi-ethnic feudal state in Chinese history. A series of measures are worked out, such as expanding the territory, worshipping Confucian and weakening kingdoms. Through understanding the social contradictions and peasant uprisings of the Qin and Han dynasties, students can understand the reasons for the collapse of the Qin Dynasty and the decline of the Two Han Dynasties. This paper uses the core quality of materialist historical view to analyze the establishment of a unified multi-ethnic feudal state in Qin.

Keywords: Historical materialism; History teaching; The core literacy of disciplines

1. Interpretation of the materialist view of history

Materialist view of history as a part of Marx’s guiding ideology, so it is very important. The interaction between productive forces and production relations, economic base and superstructure is used to reveal the regularity of human history from low to high development. The specific content of various types of history textbooks under the guidance of the materialist view of history is different, but the general structure is basically the same, and they all reflect the general law of historical development. The objectives of the course are divided into knowledge and ability, process and method, emotional attitude and value in previous course standards (2013 Edition), it is proposed by Bruner. However, the new curriculum standards (2017) adds five subject core literacy and classifies them as curriculum objectives, besides, historical materialism is in the first place. Compared with the two versions, we can find it has a great improvement in the teaching view. Thus history teachers should always integrate the materialist view of history into the teaching. Cultivating students’ dialectical historical thinking, developing students’ ability to analyze, solving problems with a materialist view of history, and being able to face real life with a better attitude.

2. Analysis of the introduction

The introduction is the content at the top of each lesson, below the title of the text, above the first subheading. It plays the role of guiding the whole text, highlighting the main theme of the text, explaining the basic concepts, revealing the characteristics of the times, etc. It can be divided into two types: introductory and generalized. The lesson’s introduction as follows: In the middle and late Warring States period, unification gradually became the consensus of the people at that time. Mencius put forward the idea of “setting one”. “Lü’s Spring and Autumn” recorded that Chaos is greater than the Son of No Heaven, and without the Son of Heaven, the strong will prevail over the weak, and the many will be outnumbered, fighting each other with soldiers, and there will be no rest. The author

believes that reunification is the only way to end the war. The introduction belongs to introductory

The second lesson is the dispute between princes and the movement to change the law, which tells about the disputes and annexations of various countries and the dispute of a hundred schools of thought during the Spring and Autumn and Warring States periods. The introduction of the third lesson tells the story from the middle and late Warring States period, and mentions the ideas of thinkers such as Mencius, which plays a role in connecting the upper and lower. In teaching, teachers should pay attention to sorting out clues from this introduction, and let students discover and extract important information. For example:

Teacher: What can you find out in favor of unification through this introduction?

Students: Mencius and Lü's Spring and Autumn advocated unification.

Teacher: great, various thinkers all advocated unity.

Objective: let students understand the protracted war has caused serious damage to people's lives, they all desire peace. Many schools of thought propose solidarity.

3. Analysis of the first section

This section, named the unification of Qin, has five paragraphs, three provisos and 3 pictures. Every paragraph has a purpose. Specifically, the first paragraph is aimed at eagerness and requirement for unity. The second shows all kinds of benefit of Qin. The next shows the process and tactics. And the last shows the influence of unification. It's not hard to find this section is arranged by chronological order of the events, means from cause to process to result to effect. Therefore, the clue should be grasped tightly in history teaching. For example:

Teacher: what can you find from the first paragraph ?

Student: People yearn for stability and reunification.

Objective: Let students understand that the great disasters for a long time have made stability and reunification become a common aspiration of the people from the first paragraph, so that they can realize social existence determines social consciousness.

Students know the reason of unity, but they have no idea why The State of Qin completed this task. So teachers should ask students to look for answers from the second paragraph. It describes lots of advantage of Qin, such as great location, abundant resources, strict laws and numerous talents. But several sentences are not enough, teachers should find more historical data to prove it. The subjective position of students should be respected, in contemporary education, inquiry-based teaching should be more used. Students are supposed to have their own opinion for history rather than recite ready-made conclusions. Therefore, in order to allow students to better understand the favorable conditions, teachers can add some historical materials to teaching. Besides, teachers cannot ignore provisos, it describes the king of Qin cherish talents. The Qin State became more and more powerful by these means. All of above illustrate the reaction of the superstructure to the economic base.

The third paragraph narrates a strategy adopted by Qin annihilated the six kingdoms. History teachers can make a map according to time and space, so that students understand it more intuitively with the help of teachers' explanation. So students can draw a conclusion Qin associate with the distant countries and attack the near ones. The next paragraph narrates a series of measures adopted by Qin consolidate centralization. Political measures occupy a large part of the space among them, which shows that they are the focus. They consist of emperor system, system of three councilors of state and nine cabinet ministers and the system of prefectures and counties. If teachers do not explain them, students will just add some nouns. They cannot understand the meaning, so that they maybe forget quickly and have a poor learning effect. Thus, history teachers should add some extracurricular data to help them comprehend.

Teachers: I am the first emperor, later generations will be counted, and the second and third generations will be passed on forever. What are the characteristics of it from the sentence?

Students: the throne is hereditary.

Objective: students learn about the political system of the Qin Dynasty through these historical resources, on the one hand, students can strengthen their memory, on the other hand, their ability to analyze and solve historical problems can be developed. Furthermore, history teachers also can ask them to classify other measures, it's helpful for them to memorize them.

The fifth paragraph as the last in the section, it not only tells the territory after Qin unified , but also tells its' impact. So teachers can make a summary that unification is the trend and objective law of historical development for human society. Letting students feel long history of the motherland and enhance the sense of Chinese identity.

4. Analysis of the second and third section

These two sections have less content and they have causal relationship, so they are analyzed together in the paper. The second

section named the tyranny of the Qin Dynasty have three paragraphs and three provisos. The first two paragraphs narrate some bad strategies, such as large-scale civil engineering, look for immortals and elixir, burn books and bury Confucian scholars alive, heavy tax, make people live a miserable life and society is full with various contradictions. There is a story that the first emperor of Qin was attacked during one of the parades, he survived luckily. But it indicates there is a serious political crisis in the Qin Dynasty. The next paragraph narrates the second emperor of Qin continues his tyranny cause social contradictions become more serious and the peasant uprising outbreak finally. The last section named peasant uprising and quick fall of Qin Dynasty. The first paragraph tells the Chen Sheng-Wu Guang Uprising and Anti-Qin forces led by Liu Bang and Xiang Yu, the Qin Dynasty collapsed. When it comes to it, teachers can lead students to analyze the reasons for Qin's demise in combination with the previous tyranny of the Qin. Before Qin unified the six kingdoms, the common people were suffering from wars and chaos, so the people yearned for peace, but after it, there were a lot of tyranny in the society, the people still lived a hard and unbearable life, so an uprising was held and the Qin Dynasty was overthrown. The last paragraph tells the battle between Chu and Han. The first is more important, so teachers should focus on the analysis of the peasant uprising and the collapse of the Qin Dynasty.

Throughout the whole text, the focus of analysis with historical materialism lies in the reasons for the unification of Qin Dynasty, and the lessons learned from the tyranny of the Qin Dynasty that led to the outbreak of peasant uprisings and their eventual demise. The conditions for Qin's unification have been analyzed from the political, economic, military, ideological and other aspects, so students need to realize the rule which is from decentralization to unification of society from this lesson, and it is the inevitable choice of mankind and history. What's more, the masses are the subject and creator of social history. As Mencius said, water can carry a boat, but it can also overturn it. Therefore, a country should strengthen the construction of material, political and spiritual civilization, and the enthusiasm and creativity of the people should be arose fully.

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