

# Summary of ancient Chinese historical figures in high school history textbooks —— Take the 2003, 2007, 2019 edition of the people's education society as an example

**Zhao Wei**

*Jilin Normal University, Siping, Jilin, 136000, China*

**Abstract:** *Along with the new round of college entrance examination reform, a new round of curriculum standards and textbooks came into being. The historical education of our country has also made gratifying achievements after many storms, leading students to form a correct outlook on life. World outlook, values and history teaching play a vital role. The 2019 edition of high school history textbooks has also entered the historical stage, with significant changes compared with the 2003 and 2007 editions. In order to grasp its essence and keep up with the pace of reform, this paper makes a comparative summary of ancient Chinese historical figures in the text of the three editions of textbooks. It is divided into the following two parts. The first part mainly analyzes the environment and background. The second part mainly reviews the three editions of textbooks and draws conclusions. It is expected that the comparative analysis of the author can provide reference value for teachers' teaching and students' learning.*

**Keywords:** *High school history textbooks; Ancient Chinese history; A historical figure; A comparative study*

## 1. Introduction

In order to adapt to the development of society and the take-off of economy, countries pay more and more attention to the important role of education. Training high-quality talents has become an important goal of all countries. With the reform of teaching materials, new challenges have been brought forward for teachers and students. Through the overview of this article, strive to provide a new perspective for teachers and students.

## 2. The background

The new round of college entrance examination reform plan of Jilin Province was promulgated and implemented

In September 2019, Jilin Province issued the Implementation Plan for Deepening the Comprehensive Reform of Examination and Enrollment of Regular Higher Education Institutions, in which the examination subjects are set as follows. The qualified subjects cover the 14 subjects of Chinese, mathematics, foreign language, ideological and political science, history, geography, physics, chemistry, biology, information technology, general technology, music, fine arts, physical education and health stipulated in the national curriculum plan for regular senior high schools. Elective examination set ideological politics, history, geography, physics, chemistry, biology 6 subjects. Among them, physics and history are the preferred subjects, while ideology and politics, geography, chemistry and biology are optional subjects. The reform plan of Jilin Provincial college entrance examination is determined as "3+1+2" mode, "3" refers to the unified college entrance examination of foreign language, mathematics, Chinese; "1" refers to either of the two subjects: history or physics; "2" refers to the examinee in the ideological and political, geography, chemistry, biology four subjects to choose two subjects. There are 12 possible scenarios for this model. The total score of the examinee is composed of the subjects of the unified college entrance examination and the subjects of the ordinary high school academic proficiency examination. The full score is 750. Among them, the original scores of the unified college entrance examination subjects Chinese, mathematics and foreign language will be included in

the total score of the examinees, with a full score of 150 points for each. If you choose physics or history as your preferred subject, the original score will be included in the total score of the examinee. The full score of each subject will be 100. The re-selected subjects of ideology and politics, geography, chemistry and biology will be counted into the total score of the examinee by grade conversion according to the "equal proportion conversion method", and the full score of each subject will be 100 points. According to the two categories of physics and history, the unified college entrance examination is divided into enrollment plans, separate lines, and separate file enrollment. Among them, for teachers and students, the history of the status of the major increase is unlike any other period. This situation has been paid attention to by top-level design and teachers and students. The choice of history course is likely to affect the life choice and future fate of high school students.

### **3. Changes in elective and compulsory textbook contents of ancient Chinese historical figures in the three editions of textbooks**

#### ***3.1. Summary of ancient Chinese historical figures in the three editions of textbooks***

The three editions of textbooks have different genres. This paper combs and compares ancient Chinese historical figures according to the time clue, which is defined from the ancient society of the pre-Qin period to the Qing Dynasty (before the Opium War).

2003 version of the ancient Chinese history textbooks for the full-time ordinary high school textbook (optional) history of ancient China, "a book, in 2002, according to the Ministry of Education promulgated the" full-time ordinary high school curriculum plan "and" the full-time ordinary high school history teaching syllabus ", the teaching material of countrywide middle and primary school authorized committee review by 2002, The whole ancient history is optional. The content involves the background, political system, historical figures, economy, ethnic integration, foreign relations, ideology and culture of each period of ancient China and so on. There are 279 people involved in the text of ancient historical figures.<sup>[1]</sup>

The textbook of 2007 edition is prepared according to the requirements of the "History Curriculum Standards for Ordinary Senior High Schools"<sup>2</sup> issued by the Ministry of Education in 2003. Among them, there are three compulsory courses, which are history compulsory courses (1), (2) and (3), and history optional courses (1 to 6), with a total of 9 books. By the national primary and secondary school textbooks examination and approval committee in 2004 through the first examination, 2006 revised. The required courses include the development history of political civilization, the development history of social economy, the development history of social ideology and culture and the development history of science and technology; The elective courses include review of major reforms in history, democratic thought and practice in modern society, War and Peace in the 20th Century (4) Comments on Chinese and foreign historical figures, Exploration of the mystery of history, and World Cultural Heritage Collection. It involves 125 ancient Chinese historical figures.<sup>[2]</sup>

The 2019 edition of Textbook History for Regular Senior High Schools was compiled by the Ministry of Education, co-edited by staff from the Chinese Academy of Social Sciences and Capital Normal University, and approved by the National Textbook Commission. The compulsory part is the Outline of Chinese and Foreign History (Part I) and Part II. The optional compulsory part is the Outline of Chinese and Foreign History (Part I) and the optional part is the Outline of Chinese and Foreign History (Part II). The optional part is the Outline of Chinese and Foreign History (Part I) and the optional part is the Outline of Chinese and Foreign History (Part II). Two elective books are "Introduction to History" and "Study of Historical Materials". The comparison is between compulsory and optional five volumes, which involve 231 ancient Chinese historical figures.

#### ***3.2. Overall distribution of characters in the three editions of textbooks***

In order to facilitate the comparison, the author divides the ancient Chinese historical figures into six periods according to the time clues. The historical figures involved in the text of the compulsory and optional parts are compared. Each period includes pre-Qin, Qin and Han, Three Kingdoms, Two Jin and Southern and Northern Dynasties, Sui and Tang Dynasties, Five Dynasties, Liao, Song, Xia, Jin and Yuan, Ming and Qing Dynasties. The details are as follows.

### 3.2.1. Compulsory part

Table 1: Mandatory version Character statistics

compulsory						
Period	2003 edition	2007 edition	2019 edition	2003 edition Figure proportion in each period	2007 edition Figure proportion in each period	2019 edition Figure proportion in each period
Pre-qin	0	17	25	0%	20%	16%
Qin and Han Dynasties	0	11	18	0%	13%	12%
Three Kingdoms, Two Jin and Northern and Southern Dynasties	0	5	15	0%	6%	10%
Sui and Tang Dynasties	0	20	26	0%	24%	17%
Five Dynasties Liao Song Xia Jin Yuan	0	17	34	0%	20%	22%
Ming and Qing dynasties	0	15	37	0%	18%	24%
Total	0	85	155			

Chart is 2003 a compulsory part of the history of ancient China historical figures to 0, reflect the students use this edition textbooks are electives, in does not make the study content of college entrance examination science department student, use the version teaching material for more, this to a certain extent, reflects the ancient Chinese history after and the reasons for the lack of historical knowledge. The increase in figures in the 2007 edition and the overall rise in figures in the 2019 edition reflect the country's emphasis on history teaching, which is a manifestation of the rising status of the subject. In terms of specific data, the 2007 edition attaches more importance to ancient Chinese historical figures in the pre-Qin and Ming and Qing dynasties, while the 2019 edition greatly increases the number of historical figures in other periods. (See table 1).

Table 2: Optional version of character statistics

elective						
Period	2003 edition	2007 edition	2019 edition	2003 edition Figure proportion in each period	2007 edition Figure proportion in each period	2019 edition Figure proportion in each period
Pre-qin	38	18	21	14%	20%	33%
Qin and Han Dynasties	40	8	14	14%	9%	22%
Three Kingdoms, Two Jin and Northern and Southern Dynasties	34	8	3	12%	9%	5%
Sui and Tang Dynasties	68	16	9	24%	18%	14%
Five Dynasties Liao Song Xia Jin Yuan	43	9	14	15%	10%	22%
Ming and Qing dynasties	56	30	15	20%	34%	24%
Total	279	89	76			

In the optional section, the 2003 edition covers a lot of ancient Chinese historical figures, while the details of the 2007 edition and 2019 edition are similar to the trend of compulsory courses. (See table 2).

3.2.2. General situation

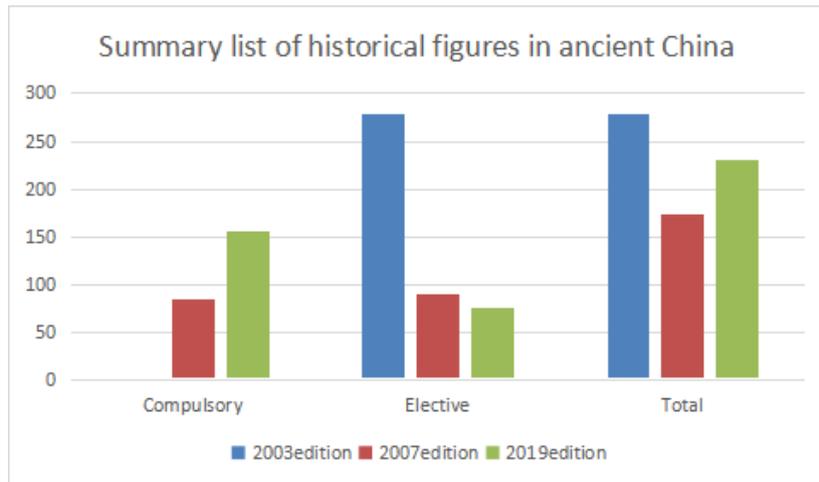


Figure 1: Summary list of historical figures ancient China

As shown in the figure , In summary, the 2003 edition has a large number of ancient Chinese historical figures, while the 2007 edition has the least. The 2019 edition has a large increase compared with the 2007 edition, but the total number is still less than the 2003 edition. (See figure 1).

3.3. Detailed Description of Historical Figures in Three Versions (Taking Pre-Qin Period as an example)

Table 3: Statistics of specific Characters

Period	Serial number	Characters in the textbook						Name	Services
		2003edition		2007edition		2019edition			
		Compulsory	Elective	Compulsory	Elective	Compulsory	Elective		
Pre-Qin period	1		*			*		yan	Politics,
	2		*			*		The yellow emperor	Politics,
	3		*					Human-god,	Politics,
	4		*			*		yao	Politics,
	5		*			*		shun	Politics,
	6		*	*		*	*	yu	Politics,
	7		*			*		jie	Politics,
	8		*	*		*	*	Rev.	Politics,
	9		*			*		soup	Politics,
	10		*			*		zhou	Politics,
	11		*	*		*		Lawrence w.	Politics,
	12		*			*	*	Nominal owner	Politics,
	13		*	*		*		Weeks you king	Politics,
	14		*	*	*	*		King ping of zhou	Politics,
	15			*		*	*	Duke of zhou	Politics,
	16					*	*	For a male	Politics,
	17			*				The duke	Politics,
	18			*	*			guanzhong	Politics,
	19			*				Duke wen	Politics,
	20			*				King zhuang of chu	Politics,
	21			*				The prince he lu	Politics,
	22			*				goujian	Politics,
	23			*			*	chef	Politics,
	24			*			*	Three doctors	Politics,
	25			*				Sun Shu ao	Economy
	26			*				bing	Economy
	27			*				Hydraulic zheng	Economy
	28			*	*		*	Li Kui	Politics,
	29			*	*		*	The wuqi	Politics,
	30			*	*	*	*	Shang Yang	Politics,
	31			*	*	*		Xiao of qin	Politics,
	32			*	*	*	*	Confucius	Science and Technology and Culture
	33			*	*		*	Lao tze	Science and

									Technology and Culture
	34		*	*		*	*	Zhai mo zi	Science and Technology and Culture
	35		*	*		*	*	mencius	Science and Technology and Culture
	36		*	*		*	*	xunzi	Science and Technology and Culture
	37		*	*		*		Chuang tzu	Science and Technology and Culture
	38		*	*		*	*	Everything is done	Science and Technology and Culture
	39		*				*	Qu yuan,	Science and Technology and Culture
	40		*				*	que	Science and Technology and Culture
	41				*			Marquess wen of wei	Science and Technology and Culture
	42				*			The king of chu sites	Science and Technology and Culture
	43				*			Old doctor	Science and Technology and Culture
	44				*			Jean valjean had	Science and Technology and Culture
	45				*			RanYong	Science and Technology and Culture
	46				*			Hole carp	Science and Technology and Culture
	47				*			Zi lu	Science and Technology and Culture
	48					*		Paper compares zouyan	Science and Technology and Culture
	49						*	Zi chan	Science and Technology and Culture
	50						*	Uncle to	Science and Technology and Culture
	51						*	The pipe	Science and Technology and Culture
	52				*			Male uncle a	Politics,
	53				*			King hui of wei	Politics,
	54				*			The king of Qin Huiwen	Politics,
	55				*			Wei it	Politics,
	56						*	Qin Xian male	Politics,
	57						*	TaiShiBo	Science and Technology and Culture

There are many ways to compare the characters in the textbook. The textbook mainly involves characters from the following three aspects, so this paper analyzes them from the perspectives of politics, economy, science and technology and culture according to different time clues. The "\*" in the following table represents the most featured character in this version. (See table 3).

Among them, 33 are political, 3 are economic, and 21 are cultural.

There are three main methods used in the analysis of numerous historical figures in ancient times in

high school history textbooks: descriptive analysis, quantitative analysis and qualitative analysis.<sup>[3]</sup>

To keep up with the latest edition of the textbook, the following list of representative figures is summarized

Table 4: Statistics of each version

Pre-Qin period											
2003,2007,2019 edition of the textbook appeared			2003,2007,2019 edition of the textbook appeared			2003,2019 version appeared, 2007 version deleted characters			2007 edition, 2019 deleted characters		
Politics	Science and Technology and Culture	Economy	Politics	Science and Technology and Culture	Economy	Politics	Science and Technology and Culture	Economy	Politics	Science and Technology and Culture	Economy
yu	Confucius		king of qin	Zi chan		yao	Qu yuan		Human-god,		Sun Shu ao
Rev.	Lao tze			Uncle to		shun	que		The duke		bing
Lawrence w.	Zhai mo zi			The pipe		jie			Duke wen		Hydraulic zheng
Nominal owner	mencius			TaiShiBo		soup			King zhuang of chu		
Weeks you king	xunzi			Zouyan		zhou			The prince he lu		
King ping of zhou	Chuang tzu					yan			goujian		
Li Kui	Han Feizi					The yellow emperor					
The wuqi						Three doctors					
Shang Yang											

Through the comparative analysis of the data, the following conclusions can be drawn.

The historical figures of each version and each period account for a large proportion of the political field, followed by the field of culture and technology, and the economic field is the least. Through the comparison of each period, it is concluded that Sui, Tang and Ming and Qing Dynasties account for a large proportion of figures. There are key and difficult points in learning these two historical periods, which are worthy of further study. There are few female characters, and not many images of the common people. (See table 4).

#### 4. Conclusions

Through this paper, the author hopes to help teachers have a new understanding of the new textbook and a new interpretation of the addition and reduction of ancient Chinese historical figures in the third edition of the textbook. I provide a new reference for students to the new edition of the textbook.

#### References

- [1] Shen Wen. Discussion on the design of history activity text in high school textbooks -- Take the compulsory module of PEP as an example [D]. Nanjing Normal University, 2017
- [2] Liu Shumin. Summary and reflection on teaching research of historical figures in senior high school [J]. Examination Weekly, 2017 (33): 2
- [3] Duan Fanglin, Liu Jianmin. A summary of the research on the text assistance system of Chinese middle school history textbooks since the reform and opening up [J]. Journal of Hubei Normal University: Philosophy and Social Sciences Edition, 2021, 41 (1): 6