

# The Application of Poetry in the Teaching of History in Junior High School

## -- Take the Chinese Eighth-grade Book as An Example

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### Abstract

Poetry is an important resource of history teaching, and poetry can serve history teaching. This paper first expounds the role of poetry in history teaching from the perspective of students and teachers, then explains how to use poetry in history teaching by way of examples, and finally analyzes the problems that history teachers should pay attention to when choosing poetry. This paper combines practical teaching, taking the eighth-grade book as an example, hoping to inspire teachers to actively try to use poetry in history teaching.

### Keywords

History teaching in middle school; Poetry; 8th grade "Chinese History".

## 1. What Is the Role of Poetry in History Teaching

### 1.1. To Develop Students' Ability of Historical Thinking

Historical thinking is an all-round holistic thinking. When investigating social and historical issues, it starts from multiple angles, multiple sides, and multiple levels [1]. Therefore, you can show poems and ask questions during teaching. For example, in the 24th lesson of the victory of the People's Liberation War, the People's Liberation Army occupied Nanjing, the center of the Kuomintang regime in April 1949, so Mao Zedong wrote "The People's Liberation Army Occupy Nanjing". At this time, you can use the poem to put forward a thought worthwhile question-combining history to talk about why the poem emphasizes that "The best way is that the brave should chase the remaining defeated army" in combination with history? Through poems to stimulate thinking, teachers and students further tried to analyze past Chinese history. Incomplete unification has caused historical problems such as warlord melee. They can also think about the current relationship between the mainland and Taiwan, and understand that the future of Taiwan only have to achieve reunification with the mainland, and there is no other future. A few short lines of poems not only include historical events and subjective emotions of historical figures, but can also analyze problems between the lines and establish a correct view of history. This is what history teaching emphasizes.

### 1.2. To Stimulate Students' Interest in Learning

Traditional history classroom teaching is usually a teacher behind the back of the lesson plan to the end, students rarely participate in it. Coupled with the characteristics of the history discipline itself: large volume, complex and cumbersome historical events, it is difficult to find absolutely repeated history, resulting in it is difficult to find the law of high applicability. All these seriously affect the degree of love of history courses among middle school students. Since the reform of the new curriculum, history teachers are required to abandon the old teaching methods and learn to use a variety of teaching methods to stimulate students' interest in learning history. History cannot be repeated. Most of the historical events and historical figures

described in the textbooks exist in the past, and do not have much relevance to the real life of middle school students. Junior high school students will have a "distance" when learning this subject. But history teachers can use the appeal of poetry in class to create effective historical "situations" to help students experience and perceive historical scenes, and to a certain extent to achieve "re-enactment" of historical events. For example, in explaining the decadent incompetence of the Qing government, you can quote Qiu Jin's "The Yellow River is the source of Zhejiang tide, it defends the splendid culture of the Chinese nation. Do not leave the soldiers of the Manchus, the Han soldiers are the pride of heaven." (cf. "The Untitled"), the poem is full of dissatisfaction with the Qing government, but also with the Xinhai revolution "destroy the Qing Dynasty, resuscitate the Chinese Nation" program, will be and poets produce emotional communion, well-stimulated students to learn history interest.

### 1.3. To improve the Professional Ability of History Teachers

Quoting poetry in history teaching has benefited teachers a lot. First of all, to improve the ability of teaching language expression, poetry is emotional, but also have the rules. When teachers explain poetry in history class, they can't read it like machines, but rather to blend the poet's emotions to recite poetry, give full play to the rendering power of poetry, and arouse the resonance of the listener. In reading aloud repeatedly, combined with teaching feedback, gradually learn to control the volume in time in teaching, change the tone, grasp the rhythm.

Secondly, to improve the ability of teachers' curriculum resource development, teachers need to search carefully for poetry, verify the accuracy of poetry, carefully screen, and organize according to the Curriculum Standards and Teacher's Teaching Reference Book, and insert poetry into the teaching link reasonably. This is a complicated process, but it can exercise the teacher's curriculum resource development ability. If the teacher makes perfect, it will lay a solid foundation for the teacher to further develop the local history curriculum resources.

Finally, improve the number of teachers' knowledge reserves. To the students "a cup of water", it is necessary to prepare "a barrel of water", but in the 21st century of "Information Explosion", it also requires teachers to often "storage water". Therefore, historical teachers can not only have historical knowledge, and they must actively learn everything that is conducive to teaching. Among them, language and history are part of humanities, there are a lot of contacts. The Chinese poetry culture is long, and many intellectuals who have written poetry in all generations. Linking history with language subjects, which satisfies the needs of teachers 'knowledge growth and improves teachers' teaching quality.

## 2. How to Use Poetry in History Teaching?

### 2.1. Poetry Links Historical Events

Some poems are thoughts inspired by the times. In particular, Mao Zedong's poetry, Mao Zedong's poetry as historical materials empirical history textbooks in the historical facts, so that students can better understand and understand history [2]. For example, Lesson 17, "The Long March of the Red Army of China's Workers, Farmers and Workers", The course of the Long March and the spirit of the Long March are the focus of this lesson [3]. The poem "The long march" was made by Mao Zedong in September 1935, before the victory of the Long March. This poem describes how the Red Army soldiers defeated the Kuomintang enemy's countless times during the Long March. The soldiers waded through the mountains and rivers, climbed the continuous Wuling Mountains, defeated the natural dangers of the Wujiang River, crossed the Chishui River four times, climbed the Wumeng Mountain, crossed the Jinsha River in a clever way, bravely crossed the Dadu River, and climbed the Minshan Mountain, which is nearly 4000 meters above sea level. In the practice of history teaching can be linked to the textbook "Chinese workers, peasants and the Red Army Long March route map", a more intuitive analysis of the

Red Army Long March faced by the crisis situation, experience the Red Army Long March difficulties and obstacles. Mao Zedong led the soldiers of the Red Army through countless trials, and the Long March is about to end, and the dawn is right in front of him. Mao Zedong's hope for the revolution reappeared, so he wrote this heroic poem with passion. Through this poem, students understand the Long March process and realize that the Red Army soldiers can overcome difficulties and create miracles one after another, so that the spirit of the Long March can penetrate into the students' blood.

## 2.2. Poetry Connects with Historical Figures

There are many historical figures in modern times, and many people at that time wrote poems for these historical figures. Because the poems of people at that time are the closest to historical figures and restore the appearance of historical figures, teachers can flexibly introduce character poems into teaching. For example, the eighth lesson "Sun Yat-sen, the forerunner of the revolution", in the introduction part, introduces "his great credits are like the emperor of the Han Dynasty, and his death makes the people's sadness ring through the Taihang Mountains" (cf. "Mr. Sun Yat-sen's Elegy Poem") and a series of the evaluation praised Dr. Sun Yat-sen's poems. Next, the teacher asked the students what was the "great credits", why so many people gave Sun Yat-sen such a high evaluation? In this way, the students will have respect for Mr. Sun Yat-sen and arouse their enthusiasm for understanding Sun Yat-sen's revolutionary practice. Students study with questions, and gradually feel Sun Yat-sen's perseverance in pursuing the road to national salvation, his undaunted revolutionary courage, and his firm stance of adhering to a democratic republic in the process of listening to lectures and thinking.

## 2.3. Poetry Renders the Teaching Situation

"Poetry is not history, but there is history in poetry, and it tends to reflect more realistically the social mentality under certain historical conditions than other written materials"[4]. Patriotic feelings are the overall tone of the eighth-grade book of the Ministry. Especially modern patriotic poetry, is the common voice of the whole Chinese nation, the whole China, all the Chinese [5]. For example, "For every inch of mountains and rivers and every inch of gold, who bears the responsibility for losing the land" (cf. "Gift to Mr. Liang Qichao"), Huang Zunxian is heartbroken to the cessation of land because of his patriotism; "I swear to spread the blood and flesh over the battlefield" (cf. "Army of Justice") Huang Yanpei is patriotic, and his flesh and blood are in the country; "Tai'erzhuang is bright moonlight, to illuminate the pass of China's rejuvenation" (cf. "Hey Wen Taierzhuang's Great Victory") Wang Luyi is very patriotic and is very happy with the victory. The patriotic poems left by these patriots are full of their own ambitions and emotions, which can arouse students' patriotism in teaching. Therefore, poetry is the best teaching material for creating patriotic scenes and shaping national integrity.

## 3. How to Choose Poetry in History Teaching?

### 3.1. Correct Values

There are countless Chinese poems, but when choosing poems to integrate into history teaching, we must choose poems that conform to the three-dimensional goal, emotional attitude, and values. For example, when explaining the ninth lesson, "The Revolution of Xinhai", and finally guiding students to realize the great significance of the Revolution, we can use "The gun salute from Wuchang shook the Forbidden City in the Qing Dynasty, and the ambitious revolutionaries were very outstanding." to praise the revolution, affirm the revolution to overthrow the Qing government, so that the concept of the republic deeply in the hearts of the people's value. For example, when teaching the eleventh lesson "The Rule of the Beiyang Government and the Separation of Warlords", you can quote "The country is full of wars, when will the war end and

become peaceful" (cf. "I feel the warlord's melee caused the people to die, so I wrote a poem") This is the sigh of the poet who witnessed all the shady political scenes and ugly society in the early years of the Republic of China, and conveyed the reality of warlords' chaos in the country. Through teaching, we should guide students to establish correct emotional values and treat historical events and historical figures correctly.

### 3.2. Science and Accuracy

The use of poems must be scientific and accurate. In the process of creating poetry, poets will adopt literary methods based on their personal subjective feelings and the historical background at the time, such as using artistic techniques such as exaggeration, metaphor, and metaphor. For example, "The pompous Wumeng peaks tower but like mud pills." (cf. "The long march"). In reality, Wumeng Mountain is nearly more than 2,000 meters, and it is not a "mud pill". In this poem, Mao Zedong is not afraid of difficulties and obstacles, he regards all difficulties as very ordinary things. This poem embodies the poet's revolutionary optimism and expresses his subjective emotions and ambitions. Therefore, this requires history teachers to analyze poems before teaching in order to distinguish objective facts and subjective emotions. In actual history teaching, they must explain clearly to students.

### 3.3. Adaptability

#### 3.3.1. Adapt to Teaching Needs

The poems selected by the teacher serve the teaching of history. Poems should link teaching objectives and teaching content to help students break through the most difficult points in teaching. Teachers should fully realize that they are "history teachers" rather than "Chinese teachers". For example, in the fifth lesson "The Sino-Japanese War of 1894-1895 and the Great Powers to Carve up China's Spree", the harm of "Maguan Treaty" is the difficulty of this lesson. Focusing on the difficulty of teaching, teachers can quote "Four million people cried together, and Taiwan was snatched by imperialism" (cf. "Spring sorrow"). Then, the teacher explained to the students that this poem was made a year after the signing of the Shimonoseki Treaty. This poem uses "the same cry" to closely connect the poet, the "four million people", and the Taiwan compatriots. The teacher pointed out that the incompetent Qing government ceded Taiwan to Japan. Since then, Taiwan has been colonized and left the embrace of the motherland for more than 50 years. Through this poem, we can feel the sentiments of the people of Mainland China and Taiwan are agitated. Furthermore, combining with the comparison of the "Nanjing Treaty" to cede Hong Kong Island, students realized that the "Maguan Treaty" was the most harmful traitorous treaty signed by the Qing government, thus breaking through the difficulty of teaching.

#### 3.3.2. Adapt to Student Acceptance

The poems selected by the teacher serve the students' learning. Therefore, the choice of poems should not be too difficult, too biased, too long, and too much metaphor. On the one hand, when choosing poems, teachers should fully consider the students' ability to accept poems, the amount of knowledge of poems and poems, and adapt to the level of intellectual development of students. Even if it is difficult for students, the necessary word explanation and writing background should be provided to help students understand. At the same time, we should be paid attention to the historical background of the poems, rather than the writing skills and literary characteristics. The classical poems used must serve history teaching and improve the teaching effect of history teaching. For example, when we are presenting poems, modern place names and modern place names will be different, and teachers need special explanations to help students connect with historical events. On the other hand, teachers should grasp the precious time in the history class, abide by the principle of conciseness, and select the essence

of poems. When choosing poems, we should not take the meaning out of context. You should choose representative sentences for teaching.

#### 4. Conclusion

As a history teacher, you should use poems flexibly in teaching. Teachers can use poems to introduce new lessons in order to lead to the next part of teaching, use poems to summarize the impact of historical events, evaluate the merits and demerits of historical figures, or ask questions in poems to allow students to think with questions, and ultimately improve teachers' teaching and learning. Students learn efficiently. History belongs to Paul Vientiane. It should not only be limited to the knowledge teaching of history subjects. It should be explored from multiple perspectives and fields, to maximize the absorption of history-related materials from other subjects, and to combine materials and history teaching flexibly. Get up, improve the ability to connect multiple subjects, and make the classroom livelier and more interesting.

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