

Exploring and Improving Historical Thinking Based on Setting Problems in Historical Works

-- Take Exploring the Reasons for the Failure of the Hundred Days Reform as An Example

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Abstract

In recent years, the combination of historical materials and historical works with middle school history teaching has been widely valued by teachers. In the 2017 edition of "History Curriculum Standards for General High Schools", middle school teachers are required to appropriately introduce historical achievements for history teaching according to the specific teaching content. This article takes the reasons for the failure of the "Hundred Days Reform" as an example, under the implementation of the requirements of the new edition of the curriculum standards, to make up for the lag of history textbooks, to organically combine historical materials and historical research results with middle school history teaching, to set up problems to explore, to broaden students' historical horizons, and to exercise Students' historical thinking, improve the quality of history classroom teaching.

Keywords

Hundred days reform ; Problem exploration; Historical works.

1. Introduction

The target requirements of the history curriculum standards for middle school history education are: "By collecting and studying historical materials, constructing theories, conducting independent thinking, and forming rich historical imaginations, we can make preliminary induction, comparison and generalization of historical phenomena, and produce an understanding of human history. This requires that middle school history classroom teaching should use historical materials as the basis for learning history, with examples and evidences, to help students master knowledge, improve ability, Form historical thinking. The Hundred Days Reform itself is a complex historical event. The reform involves various levels and factors of society. Many historical facts are intertwined with cause and effect, and there are also a lot of relevant historical materials, such as Kang Youwei's "My History" ("Kang Nanhai Self-edited Chronicle"), Liang Qichao's "Records of the Hundred Days Coup" and Kang Youwei's "Hundreds of Years" are known as the "three major historical materials" for the study of the Hundred Days Reform. However, these three major historical materials all have problems . More and more research results in the historical circles show that, for various reasons, Kang and Liang have deliberately concealed, or exaggerated, or even fabricated many narrations about the Hundred Days Reform. , Makes the authenticity mixed, so for a long time, the academic circles have different opinions and hold their own opinions. This situation leaves a lot of room for teachers to operate. In history teaching, teachers can timely and appropriately integrate some historical materials, historical research results, and comments from famous experts into teaching, and set problem scenarios to explore and guide students. Looking at

problems from various angles will help to improve the contemporary and scientific nature of classroom teaching, and will be of great benefit to the teaching of modern Chinese history.

2. A Summary of the Reasons for the Failure of the Hundred Days Reform in The Textbook

Generally speaking, the reasons for the failure of the Hundred Days Reform in the current high school textbooks are mainly summarized in the following points: First, the fundamental reason is that the national bourgeoisie is weak and the feudal stubborn force is strong. The level of capitalist development in China is very low, and the bourgeoisie is weak and immature. In contrast, it was not enough to fight against the powerful feudal ruling class; secondly, the reformists pinned their hopes on the Guangxu Emperor, who had no real power, and believed that "it is easy to change from the top, and difficult to change from the bottom.", the reformists did not have a correct theory to guide them; fourth, the reformists lacked political struggle experience. These reasons have become conclusive narratives in high school history textbooks. Students master some conclusive history through rote memorization, which seriously hinders students' interest in history, blocks their historical vision, and is not conducive to understanding and exploring history. It is even more detrimental to the cultivation of historical core literacy.

3. A Probe into the Reasons for the Failure of the Hundred Days Reform

Reform involves multiple levels and factors of society, and they are interconnected and influenced by each other. Since the compilation of history textbooks is more focused on the selection of theories and views generally recognized by the historians, the introduction of views on historical debates is relatively rare. It puts forward a deeper goal for the professional growth of front-line history teachers. This requires teachers to use textbooks as the basis, cite new historical materials and new viewpoints, guide students to analyze historical materials, and cultivate students' historical literacy.

3.1. Liang Qichao's VIEW

Material 1: "There are two main reasons for the coup d'état. One is that the Empress Dowager of the West and the emperor have been incompatible for a long time, and have long been willing to abolish and establish ; the other is that stubborn ministers hate reform. "

——Liang Qichao , "The Hundred Days Coup"

Question Design 1: As a leader of the Reform and Reform, Liang Qichao has a say in what he has experienced personally. Please read the materials. What does Liang Qichao want to express? Students can see from the materials that Liang Qichao believed that the failure of the 1900 Reform was due to two reasons: first, the Empress Dowager Cixi did not get along well with Emperor Guangxu, and the Empress Dowager Cixi wanted to conspire to abolish Emperor Guangxu; second, the stubborn ministers of the court strongly opposed the reform. Students can understand that Liang Qichao believes that the main reason for the failure of the reform is that the Empress Dowager Cixi and the diehards of the ruling and opposition parties jointly caused the failure of the reform. Teachers guide students to continue to explore: Do you think Liang Qichao's words are completely credible? Because during the reform period, there were many people involved, and the scope of the intention to improve was far beyond our imagination. It is one-sided to judge the reasons for the failure of the movement in the words of one family, because Liang Qichao will inevitably add his own opinions, emotions, and feelings to his narrative. History has ceased to exist, and we can only adhere to the historical data as the basis to get as close to the truth of history as possible.

3.2. Empress Dowager Cixi's Attitude Towards Reform

Material 2: As early as the beginning of the reform, the Empress Dowager Cixi said to Emperor Guangxu: "The reform is a matter of principle. At the beginning of the Tongzhi period, he accepted Zeng Guoshu to discuss it, and sent his children to study abroad to build ships and machinery, in order to become rich and strong." , I do it myself, I don't control it. ""If the teacher of the Japanese people changed clothes, Yi Zhengshuo, it would be impossible to offend the ancestors. "

——Fei Xingtong's "Letters from the Empress Dowager Cixi"

Question Design 2: In the reform and reform, the Empress Dowager Cixi is a character that cannot be ignored. Combined with the materials, what did you see that you did not expect? From reading the materials, students can draw the following conclusions: The Queen Mother Cixi did not oppose reforming the law, but she should not go against the law of her ancestors, and should reform the law slowly and in moderation. This material allows students to change their stereotypes about historical figures and trigger thinking. Just think, if the Empress Dowager Cixi strongly opposed the reform, the reform movement might not have been carried out on a large scale. As the material shows, the Empress Dowager Cixi is not the old-fashioned school. She generally tends to slow down the reform, but the reform must first obey and serve the needs of her autocratic rule. In the end, the Empress Dowager Cixi brutally suppressed the reform movement of the 1980s, and searched and killed the six gentlemen of the 1980s, which is a reflection of this basic idea. Through the material and problem design 2, the students have improved the inherent image of the Empress Dowager Cixi, and deepened their understanding and understanding of historical figures. When recognizing historical figures, students often only see some obvious characteristics of the characters, but may ignore some very important characteristics. Teachers should not label historical figures. Historical figures are not black and white. Students should be guided from obscure to clear, from different perspectives to discover the different characteristics of a character, and use historical materialism and dialectical theories to dialectically evaluate them. Historical figures, develop rigorous good habits and prevent simple conclusions.

3.3. Hostility to the Revolution and Separation from the Masses

Material 3: "After Taiwan (that is, ceding Taiwan), the whole world knows that the imperial court cannot be relied on... That is, there is no pressure from strong neighbors, and it is already worrying!"

——Kang Youwei, "The Fifth Book of the Emperor of the Qing Dynasty"

Material 4: "Revolutionary actions must be made under the guise of the power of the mob and the chaos. How can there be anyone in the world who can work together with the mob and the chaos? It will eventually perish, but the whole family and country will be killed together ."

——Kang Youwei

Question Design 3: "Reaching the Rod" comes from Jia Yi's "Guo Qin Lun", which generally refers to people's uprisings. Whose prejudices or stereotypes do you see in materials 3 and 4 ?Students' reading materials can see that the reformists have a lot of prejudice against ordinary people. It can be seen from the materials that one of the reasons for the reforms of the reformists was to resist the "worry" of "revolutionary work". They are afraid of the masses and the revolution, so that the reform movement lacks the sympathy and support of the masses, and lacks a broad mass base and social identity. At that time, the common people thought that the reformists were a group of "white-faced traitors", and the reformists also described the common people as "foolish people" and "blind people", and mentioned that "the people's wisdom is not yet developed", alienating the distance from the masses. However, the masses are the main body of historical creation, and if it deviates from this objective law, it will be

difficult for any reform or revolution to succeed. Later history shows that the decisive force that determines the ultimate success or failure of China's reform or revolution comes from the masses. Their distrust, understanding and even contempt for the role of the masses in the reform is an important factor in the final failure of the reform. one of the reasons.

3.4. Too Many Enemies and No Broad and Powerful Alliance

Material 5: The Hundred Days Revolt started with layoffs. There were no less than ten layoffs in the idle yamen in the capital, and the number of people who lost their jobs and lost their jobs was about 10,000.

——Chen Kuilong, "Miscellaneous Notes on Dreaming of Jiaoting Pavilion"

Material 6: These two Great New Deals seem to us today should have been done earlier, but during the Wuxu period, although the national disaster was so serious, the majority of people opposed it. Why? In a word, broke their jobs. Everyone knows the abolition of Bagu and the promotion of practical learning, but hundreds of Hanlin, thousands of scholars, tens of thousands of Juren, hundreds of thousands of scholars, and millions of children, scholars all over the country feel that their achievements have been abandoned. How much effort have they spent trying to get promoted and rich from the people who are in it. Once the Bagu is abolished, they are desperate, no wonder they want to scold Kang Youwei as a foreign slave and a traitor.

——Jiang Tingfu, "Modern Chinese History"

Problem design 4: The reform is essentially the redistribution of interests, which will inevitably touch the vested interests. Reading materials 5 and 6, the group discussed, what measures harm the vested interests? What groups of interests were violated?

The students' reading materials discussed and concluded that the elimination of redundant staff and the abolition of the eight-legged text harmed those with vested interests and violated the interests of officials and literati groups. textbook only pointed out that the fundamental reason for the failure of the Reform and Reform was that "the national bourgeoisie is too weak and the feudal stubborn force is strong." This statement will make students lack a foothold and necessary path for thinking. In this regard, teachers should supplement materials and guide students to think divergently from specific factors, so as to understand why the feudal stubborn forces are strong? First, Emperor Guangxu ordered the dismissal of officials, but there was no corresponding remedy for the dismissed officials. This resulted in them "losing their jobs, meeting day and night, conspiring against the New Deal". It not only caused great social unrest, but also caused strong dissatisfaction with the old forces, which directly affected their attitude towards reform. Secondly, the abolition of the eight-legged prose has caused the anger of hundreds of Hanlin, thousands of scholars, tens of thousands of Juren, hundreds of thousands of scholars, and millions of children, cutting off their careers, and even scholars who are "envy of Liang Qichao" Shared hatred of the sky", and even "wanted to assassinate" Kang Youwei, which shows the great resistance to reform. For reform, the most active supporters and opponents are often a minority, and more are moderates who wait and see. For reformers, to maximize the support of the middle ground, uniting all forces that can be united is essential work. Otherwise, the various classes and factions that originally had contradictions and differences will naturally combine into one, surrounding the Queen Mother, and openly clamoring for reform. As Kang Guangren said: "Brother Bo (Kang Youwei) has a large scale, a high ambition, too many accomplices, too many comrades, and too many activities. When the row, the taboo, the crowd, and the slander fill the alleys, go up. Without power, can Anneng succeed?" This caused the reformists to stand alone and fell into a desperate situation of political isolation, which objectively accelerated the failure of the reforms.

3.5. Eagerness for Success and Its Reasons

Material 7: They (the reformists) put enough food to give him within three months, regardless of its stomach capacity and digestion ability.

——Herd, then director of the General Taxation Department of the Customs

Material 8: Changes should not be too sudden. Haste is not enough. The ancients have a clear lesson. Since China has accumulated malpractices and has slept for more than a hundred years, can Anneng be alert for one day?The fear of theft will cause the evil to grow before it goes away, and it will only cause the world to be in turmoil.

——Ito Hirobumi

Question 5: The above materials show that what mistakes did the reformists make in their reform strategies?The students were clear: the reformists were too eager for success and too radical.One of the reasons why students can easily find out from the materials is that the reformists are eager to govern, they are eager to achieve success in the reform, they are too radical, and they exceed the social endurance, which makes the resistance to the reform rise in vain, thus accelerating the failure of the reform.No historical event is isolated, and there must be intricate causal relationships behind it. Learning or studying history requires a broad historical perspective. Teachers should play the role of "leaders" in teaching practice, provide rich historical materials and historical works, let students diverge their thinking, and appropriately diverge on the deeper and broader relationships behind a single historical phenomenon.

Material 9: Foreign quarrels are in danger, divisions are coming, and it is urgent to get angry in time, change the old and plan the new, so as to save the country's Zuo... (Otherwise) I am afraid that the emperor and the ministers will not be able to obtain the common clothes of Chang'an.

——Kang Youwei: "The Fifth Book of the Emperor of the Qing Dynasty"

Material 10: Before Liang Qichao entered Hunan (1897), he put forward four tenets: "First, the progressive method; second, the urgent method; and the fourth. And "the South China Sea has been pondering for a few days, and there is no difference in the purpose."

——Xie Xizhang: "The Biography of Liang Qichao"

Material 11: In 1898, Kang Youwei was only 40 years old, while his main supporter Liang Qichao was only 25 years old, and neither of them had previous experience in the government. Kang Youwei did not know much about real politics, nor did he use political power.

——Xu Zhongyue: "Modern Chinese History"

Question Design 6: Read Materials 9 to 11, and think about the factors that caused Kang Youwei and other reformers to make the subjective mistakes of rushing for success?According to the material nine and what they have learned, the students know that after the Sino-Japanese War, the foreign powers set off a frenzy to divide up China, which brought a heavy disaster to the Chinese nation. The Chinese nation is in jeopardy. The tenth material shows that before the implementation of the Reform Reform, "rapid advancement" and "complete reform" have become the guiding ideology of the reformists, and it is reasonable to be anxious for success when reforming. Material 11 is more about personal factors. As the pioneers of reform, Kang Youwei and Liang Qichao are full of enthusiasm, but they do not have the wisdom, ability and skills that a qualified politician and reformer should have. The experience of political struggle also cannot make the best use of the situation to create favorable environment and conditions for reform, but instead rashly advance.

4. Conclusion

As a middle school history teacher, one should not only focus on history textbooks and teaching reference, but should always pay attention to original historical materials and writings, and

properly introduce them into the history classroom to investigate the truth of history. Students' knowledge demands. In the teaching process, we should avoid telling students the conclusion directly. We should set up questions to explore, and try our best to guide students to think, discuss, and answer through the setting of questions, so that students have more opportunities to participate in the classroom, so as to stimulate the desire to explore. Students' historical exploration can not only improve the efficiency of history classrooms, but also improve students' historical thinking, and can also cultivate students' core historical literacy and sense of historical mission, so as to achieve the purpose of history education.

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