

The Application and Reflection of New Historical Research Achievements in the Teaching of "The Tyranny of the Qin Dynasty"

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Abstract: "The Tyranny of the Qin Dynasty" constitutes a core component in high school history teaching. Traditional teaching approaches, which mainly rely on textbook descriptions and handed - down documents, have fostered a one - sided perception that the Qin Dynasty was defined by "harsh laws and regulations, leaving the people in dire straits". This simplistic understanding is far from meeting the requirements of cultivating students' core competencies. Taking the teaching of "The Tyranny of the Qin Dynasty" as the starting point, this paper systematically selects relevant new historical research achievements related to the Qin legal system, the "Burning of Books and Burying of Confucian Scholars" incident, and Emperor Qin Shi Huang's pursuit of immortality. It constructs a teaching practice framework of "historical material discrimination - viewpoint demonstration - competency implementation" from three dimensions: new historical materials, new viewpoints, and new methodologies. By drawing on the teaching implementation process, the paper reflects on practical dilemmas from four aspects, namely adaptation to students' learning conditions, time allocation, goal setting, and teachers' professional qualities, and puts forward targeted optimization suggestions. The purpose of this study is to provide an operable reference model for the in-depth integration of new historical research achievements into the teaching of specific knowledge points in high school history through concrete teaching cases, thereby facilitating the effective achievement of the goal of cultivating students' competency in historical evidence.

Keywords: New Historical Research Achievements; The Tyranny of the Qin

Dynasty; High School History; Historical Evidence; Teaching Application; Teaching Reflection

1. Introduction

1.1 Research Background

"The Tyranny of the Qin Dynasty" is a key teaching content in An Outline of Chinese and Foreign History (Volume 1) and also a crucial clue for understanding the rapid downfall of the Qin Dynasty. In traditional high school history teaching, teachers mostly rely on handed - down documents such as Records of the Grand Historian and Discourses on the Failings of Qin as well as textbook contents to convey to students a one - sided view that "Emperor Qin Shi Huang was autocratic and cruel, the Qin laws were harsh and merciless, and the ruling measures intensified social contradictions" [1]. Although this teaching model meets the basic requirements of textbooks, it has obvious limitations. On one hand, it neglects the latest advancements in historical research and fails to fully incorporate new historical materials like newly unearthed Qin bamboo slips and emerging viewpoints, resulting in teaching content that lags behind academic frontiers. On the other hand, it overemphasizes simplistic labeled evaluations and lacks dialectical analysis of historical events and figures, making it difficult to cultivate students' competency in historical evidence and critical thinking.

The General High School History Curriculum Standards (2017 Edition, Revised in 2020) explicitly requires that "attention should be paid to absorbing new achievements in historical research to reflect the development of the discipline in the curriculum content". It also lists the competency in historical evidence as one of the five core competencies in history, emphasizing its fundamental role in history learning. The cultivation of this competency

mainly involves guiding students to "restore historical truth through collecting, discriminating, and applying historical materials". This demands that teaching must break through the limitations of traditional textbooks and take the initiative to integrate new historical research achievements. In recent years, the excavation and collation of archaeological materials such as the Yuelu Qin Bamboo Slips, Liye Qin Bamboo Slips, and Shuihudi Qin Bamboo Slips have provided a large number of first-hand materials for the study of "The Tyranny of the Qin Dynasty", giving rise to many groundbreaking viewpoints and abundant resources for teaching innovation. Against this backdrop, exploring the application paths and practical reflections of new historical research achievements in the teaching of "The Tyranny of the Qin Dynasty" is not only an inevitable requirement for implementing the curriculum standards but also a practical need to address the predicaments of traditional teaching and improve teaching quality.

1.2 Research Status

The domestic academic circle has accumulated certain achievements in the research on the integration of new historical research achievements into high school history teaching. An analysis of college entrance examination history questions reveals that new academic research findings have become an important source of examination questions, highlighting the necessity of introducing such achievements into high school history teaching. Furthermore, studies have analyzed the application value and strategies of new historical research achievements in middle school history teaching from the perspectives of teachers, students, and textbooks, and have focused on the integration paths between cutting-edge historical achievements and high school history teaching, putting forward targeted teaching suggestions. In terms of research related to "The Tyranny of the Qin Dynasty", the academic community has made significant breakthroughs based on newly unearthed Qin bamboo slips. Chen Songchang, through sorting out and interpreting the Yuelu Qin Bamboo Slips, revealed the flexible governance elements in the Qin laws, such as the amnesty system and the reduction and exemption of corvée [2]. Chen Wei restored the specific practices of grass-roots governance in the Qin Dynasty through his research on the Liye Qin Bamboo Slips [3]. Dong Tao

reinterpreted the motives behind Emperor Qin Shi Huang's pursuit of immortality from a political and cultural perspective [4]. These studies provide strong academic support for teaching. However, most existing studies remain at the academic level and lack in-depth integration with high school teaching practice. A few studies involving teaching application are mainly theoretical analyses, lacking specific teaching plan design and practical reflection, resulting in insufficient operability of their conclusions.

In view of this, based on the actual situation of high school history teaching, this paper takes "The Tyranny of the Qin Dynasty" as a specific case, systematically selects suitable new historical research achievements, designs operable teaching plans, and reflects on existing problems and optimization strategies in combination with the practice process. It aims to fill the gaps in current research and offer references for the integration of new historical research achievements into the teaching of specific knowledge points.

1.3 Definition of Core Concepts

New historical research achievements: As referred to in this paper, new historical research achievements refer to the research findings formed by the historical circle in recent years based on new archaeological discoveries and new interpretations of historical materials. These achievements have been widely recognized by the academic community or possess significant reference value. Specifically, they include newly unearthed physical historical materials (such as Qin bamboo slips and Qin steles), new viewpoints on traditional historical events and figures (such as the dual attributes of the Qin laws and the clarification of the truth behind the "Burning of Books and Burying of Confucian Scholars"), and new historical research methods (such as bamboo slip studies and interdisciplinary analysis methods). The "newness" here not only emphasizes the recency in time (research achievements in the past 10 years) but also highlights the supplementary and innovative role in high school teaching. That is, these achievements can break through the existing cognitive framework in textbooks and provide students with new perspectives for dialectically viewing history.

The Tyranny of the Qin Dynasty: In textbooks, "The Tyranny of the Qin Dynasty" refers to a

series of ruling measures implemented by Emperor Qin Shi Huang and his son Qin Er Shi after the unification of the Qin Dynasty, which exacerbated social contradictions. These measures mainly include harsh laws and regulations, heavy corvée, the "Burning of Books and Burying of Confucian Scholars", and the pursuit of immortality and elixirs. The teaching of "The Tyranny of the Qin Dynasty" discussed in this paper not only covers the core content mentioned in textbooks but also includes the dialectical analysis and in-depth expansion of these contents based on new historical research achievements, aiming to guide students to form a comprehensive and objective understanding of history.

Competency in historical evidence: According to the definition in the General High School History Curriculum Standards (2017 Edition, Revised in 2020), the competency in historical evidence refers to the attitude and method of restoring historical truth through collecting, discriminating, and applying historical materials. It mainly includes four core abilities: distinguishing types of historical materials, judging the value of historical materials, extracting effective information, and demonstrating historical viewpoints. In the teaching of "The Tyranny of the Qin Dynasty", the core of cultivating this competency lies in guiding students to compare handed-down documents with archaeological materials, analyze the historical support for different viewpoints, and develop a diverse understanding of "The Tyranny of the Qin Dynasty".

2. Selection of New Historical Research Achievements Suitable for Teaching

2.1 New Achievements in Qin Law Research: Breaking the One-sided Perception of "Harsh Laws and Regulations"

Traditional teaching, based on records such as "Those who are late for military service shall all be executed" in Records of the Grand Historian · Biographies of Chen She and "cruel criminal laws" in Jia Yi's Discourses on the Failings of Qin, has characterized the Qin laws as "harsh, merciless, and inhumane", and regarded them as the primary cause of the Qin Dynasty's rapid collapse. Nevertheless, newly unearthed physical historical materials in recent years, including the Shuihudi Qin Bamboo Slips, Yuelu Qin Bamboo Slips, and Liye Qin Bamboo Slips, have

provided first-hand data for Qin law research, giving birth to many new viewpoints and breaking the limitations of traditional cognition. From the perspective of new historical materials, the Qin laws contain a great deal of content reflecting flexible governance. Firstly, there was an amnesty system. Tingzu B No.20 in the Yuelu Qin Bamboo Slips clearly records, "It has been repeatedly suggested that amnesties are inappropriate. It is requested that from now on, when formulating decrees or discussing matters that should be based on amnesties, the day after the issuance of the amnesty decree shall be taken as the starting point". This indicates that a nationwide amnesty system existed in the Qin Dynasty, and it was not the case that "amnesties were rarely granted". The Liye Qin Bamboo Slips also contain records of "Amnesty on the Wuwu Day" and "Amnesty on the Jisi Day", involving amnesty cases of criminals convicted of theft, adultery, and other offenses. Secondly, there were systems for reducing and exempting corvée. The Corvée Law in the Yuelu Qin Bamboo Slips stipulates that "Juveniles who have not been registered as adult laborers shall not be conscripted by the counties" and "Those who live alone with their disabled and ill mothers shall all be exempted from corvée", clearly exempting minors, the weak, the disabled, and laborers from special families from corvée. For those whose relatives passed away during their service, the Qin laws permitted them to "return home for the funeral" and make up for the missed service time after the funeral. Thirdly, there was the principle of proportional punishment. The Legal Interpretations in the Shuihudi Qin Bamboo Slips stipulated penalties for being late for service: "Those who fail to proceed when conscripted for royal services shall be fined two sets of armor. Those who are three to five days late shall be reprimanded; those who are six to ten days late shall be fined one shield; those who are more than ten days late shall be fined one set of armor. Those who are late due to rain or other force majeure shall be exempted from punishment". That is to say, lateness caused by force majeure such as rain could be exempted from punishment, and even intentional lateness was mainly punished by fines, rather than the harsh "all being executed". Riziwan Aisha's research on the application of documentary materials in compiled textbooks points out that these new historical materials fully demonstrate that the Qin laws were not

merely "harsh laws and regulations", but a system that combined rigid constraints with flexible care. Their core function was to maintain ruling order and social stability, rather than simply oppressing the people [5]. Guo Shengyou's classroom observation practice also shows that introducing new achievements in Qin law research can help students break away from stereotyped cognition and learn to analyze the multiple attributes of historical systems from diverse perspectives [6].

2.2 New Interpretations of the "Burning of Books and Burying of Confucian Scholars": Clarifying the Truth of the Historical Event

Textbooks give a brief account of the "Burning of Books and Burying of Confucian Scholars", only mentioning that "Emperor Qin Shi Huang, accepting Li Si's suggestion, ordered the burning of historical books not related to the Qin Dynasty and works such as The Book of Songs and The Book of History that were not kept by imperial scholars, and buried more than 460 Confucian scholars and alchemists alive". They also define this incident as a tyrannical act that "destroyed culture and strengthened autocracy". By carefully analyzing relevant historical materials, new historical research achievements have clarified the truth of the "Burning of Books" and the "Burying of Confucian Scholars", providing a new perspective for teaching.

Firstly, the "Burning of Books" and the "Burying of Confucian Scholars" were two separate events. The "Burning of Books" took place in the 34th year of Emperor Qin Shi Huang's reign (213 BC). It was triggered by a conflict between the Confucian scholar Chunyu Yue, who advocated "learning from the ancients" and implementing the enfeoffment system, and Li Si, who advocated the prefecture and county system. To curb the separatist ideology of "criticizing the present by citing the past", Li Si suggested that "All historical records except those of the Qin Dynasty should be burned; all people in the empire who possess The Book of Songs, The Book of History, or works of various schools of thought shall hand them over to the local officials for unified burning". The core purpose was to safeguard ideological unity and political stability, not to burn all books. Books on medicine, divination, and agriculture were excluded from the burning order. The "Burying of Confucian Scholars" occurred in the 35th year of Emperor Qin Shi Huang's reign (212 BC). It

started when alchemists such as Lu Sheng and Hou Sheng gained Emperor Qin Shi Huang's trust through deception. After spending a large amount of money on seeking immortality elixirs and failing to achieve results, they fled and slandered the emperor, calling him "stubborn and self-righteous" and "over-reliant on judicial officials". Enraged by this, Emperor Qin Shi Huang ordered an investigation and had more than 460 relevant alchemists and Confucian scholars buried alive. The original record in Records of the Grand Historian referred to the burying of "alchemists", and the term "Burying of Confucian Scholars" was a later summary of the incident, which contained certain descriptive inaccuracies.

Secondly, a dialectical perspective should be adopted when evaluating the "Burning of Books and Burying of Confucian Scholars". In terms of negative impacts, the "Burning of Books" indeed destroyed a large number of pre-Qin documents and restricted ideological freedom. The "Burying of Confucian Scholars" reflected Emperor Qin Shi Huang's autocracy and cruelty, which further intensified social contradictions. However, from a historical context, the "Burning of Books" was an inevitable choice for the Qin Dynasty to consolidate centralization after unification. Under the historical conditions at that time, ideological unity was of great significance for strengthening the unified multi-ethnic country. The direct targets of the "Burying of Confucian Scholars" were alchemists who deceived the monarch and spread slanderous remarks. Their actions violated the Qin laws, so this incident cannot be simply regarded as a persecution of culture. Observations on teaching involving historical evidence show that introducing this new viewpoint can help students clarify the context of the incident, understand the complexity of historical events, and avoid one-sided and stereotyped evaluations.

2.3 A New Perspective on Emperor Qin Shi Huang's Pursuit of Immortality: Exploring the Political Motives behind His Actions

Textbooks have portrayed Emperor Qin Shi Huang's pursuit of immortality and elixirs as an act of "extravagance and ignorance", arguing that it consumed a huge amount of financial resources in the quest for eternal life and imposed a heavy burden on the people [7]. New historical research achievements, however, go beyond evaluating his personal character and

interpret his motives from a political and cultural perspective, revealing the ruling logic behind his actions.

Studies indicate that the core motive behind Emperor Qin Shi Huang's pursuit of immortality was not merely to seek eternal life, but to resolve the political crisis in his later years of rule. In his later reign, a series of "abnormal celestial and natural phenomena" triggered a political crisis. In the 32nd year of his reign (215 BC), the prophecy "The Qin Dynasty will be destroyed by the Hu tribes" emerged, implying that the Qin Dynasty would fall to the Xiongnu. In the 36th year (211 BC), the celestial phenomenon of "Mars staying in the Heart constellation" appeared, which was regarded as an omen of misfortune for the monarch. In the same year, two more incidents occurred: a stone inscribed with "After the First Emperor's death, the land will be divided" was found, and a mountain spirit presented a jade tablet. Given the level of science and culture at that time, these incidents severely shook the people's recognition of the legitimacy of the Qin Dynasty's rule. Meanwhile, the flight and slander of alchemists like Lu Sheng and Hou Sheng further exposed the weakness of ideological control in the Qin Dynasty.

Against this background, Emperor Qin Shi Huang's promotion of alchemy and his pursuit of immortality had clear political purposes. Firstly, he intended to restrain the witchcraft forces and guide the transformation of social beliefs by promoting alchemy. At that time, witchcraft rituals were prevalent among the people. Witchcraft was not only used for praying for blessings but also for harming others, which was likely to cause social unrest. In contrast, the alchemical forces were relatively weak, with concentrated activities and no obvious regional characteristics, making them easy to control. Emperor Qin Shi Huang hoped to establish a new social belief system and consolidate his rule by promoting alchemy. Secondly, he aimed to shape the image of "the monarch's power being bestowed by heaven" and strengthen the legitimacy of his rule through the pursuit of immortality. Emperor Qin Shi Huang titled himself "the First Emperor" and hoped to prove that his rule was endorsed by heaven by communicating with immortals, thereby resolving the political crisis caused by the "abnormal phenomena". Zheng Qiaozhen's practical research on thematic unit teaching

shows that introducing this new perspective can guide students to analyze motives based on historical contexts, deepen their multi-dimensional understanding of historical figures, and avoid simplistic moral judgments[8].

3. The Design of Applying New Historical Research Achievements in the Teaching of "The Tyranny of the Qin Dynasty"

3.1 Classroom Teaching: Discrimination of Historical Materials and Collision of Viewpoints

Classroom teaching is the main position for cultivating students' competency in historical evidence. Combining the teaching content of "The Tyranny of the Qin Dynasty" and students' learning situation, a three-link teaching process of "situational introduction - historical material exploration - summary and sublimation" is designed to accurately integrate new historical research achievements into it.

Situational Introduction: Creating Cognitive Conflict to Stimulate Exploration Interest (10 minutes) Present two groups of comparative historical materials: the first group is core textbook materials, namely "Those who are late for service shall all be executed" from Records of the Grand Historian · Biographies of Chen She and "harsh criminal laws, collecting two-thirds of the tax, and conscripting laborers from poor families" from Discourses on the Failings of Qin; the second group is newly unearthed Qin bamboo slip materials, namely "Exemption from conscription due to rain" from Shuihudi Qin Bamboo Slips and "Juveniles who have not been registered as adult laborers shall not be conscripted by the counties" from Yuelu Qin Bamboo Slips. Put forward the core question: "There are obvious differences between the two groups of materials in recording the Qin laws. Which group is more credible? Was the Qin law 'harsh and merciless' or 'combining rigidity with flexibility'?" Create cognitive conflict through the comparison of historical materials, stimulate students' desire for exploration, and naturally lead to the teaching theme of this lesson - re-understanding "The Tyranny of the Qin Dynasty" based on new historical research achievements.

Historical Material Exploration: Group Cooperative Learning to Strengthen Evidence Awareness (25 minutes) Divide students into three groups, assign corresponding new

historical research achievements and exploration tasks to each group, and carry out cooperative learning:

Group 1 (Qin Law Group): Provide excerpts of historical materials such as Legal Interpretations from Shuihudi Qin Bamboo Slips, Corvée Law and Tingzu B No.20 from Yuelu Qin Bamboo Slips (with vernacular translations attached). The exploration task is "Analyze the content characteristics of the Qin law based on the materials, compare the viewpoints in the textbook, and talk about your new understanding of the Qin law". Students are required to extract the flexible governance content of the Qin law from the materials and demonstrate the "rigidity combined with flexibility" attribute of the Qin law.

Group 2 ("Burning of Books and Burying of Confucian Scholars" Group): Provide relevant records of "Burning of Books" and "Burying of Confucian Scholars" in Records of the Grand Historian · Annals of the First Emperor of Qin, excerpts from Li Si's Admonition Against the Expulsion of Guests, and fragments of the academic paper A Critical Analysis of the Truth Behind the "Burning of Books and Burying of Confucian Scholars". The exploration task is "Were 'Burning of Books' and 'Burying of Confucian Scholars' the same event? Analyze the causes and impacts of the two events based on historical materials and dialectically evaluate the 'Burning of Books and Burying of Confucian Scholars'".

Group 3 (Immortality Pursuit Group): Provide records related to the prophecy "The Qin Dynasty will be destroyed by the Hu tribes", the celestial phenomenon of "Mars staying in the Heart constellation", and excerpts from Dong Tao's paper Emperor Qin Shi Huang's Pursuit of Immortality from a Political and Cultural Perspective. The exploration task is "What was the real motive behind Emperor Qin Shi Huang's pursuit of immortality and elixirs? Was this behavior completely an embodiment of 'tyranny'?"

Each group selects a representative to present their achievements, and the teacher guides other students to question and supplement. For example, regarding the presentation of the Qin Law Group, the teacher can ask: "Since the Qin law contained flexible governance content, why did the Qin Dynasty still experience peasant uprisings due to corvée?" For the presentation of the "Burning of Books and Burying of

Confucian Scholars" Group, the teacher can ask: "What irreversible losses did the 'Burning of Books' cause to Chinese culture?" Deepen thinking through questioning and help students form a comprehensive understanding. Practice has shown that this group exploration model can effectively mobilize students' initiative and strengthen their awareness of historical evidence. Summary and Sublimation: Integrating Diverse Viewpoints to Form Dialectical Cognition (5 minutes)

The teacher guides students to integrate the exploration results of the three groups and summarize the core viewpoints: first, the Qin law was not merely "harsh laws and regulations" but combined rigidity with flexibility, yet there may have been deviations in its actual implementation, which increased the burden on the people; second, "Burning of Books" and "Burying of Confucian Scholars" were two independent events that required dialectical evaluation in the context of historical background - they had rationality in safeguarding unification and negative aspects of autocracy and cruelty; third, Emperor Qin Shi Huang's pursuit of immortality was not a purely ignorant act but included considerations of resolving political crises, yet it indeed consumed a large amount of human and material resources and intensified social contradictions. Finally, draw the conclusion: "The tyranny of the Qin Dynasty" was an objective fact, but it was not simply "autocratic and cruel". It is necessary to conduct dialectical analysis in combination with historical materials and historical background to avoid stereotyped evaluations.

3.2 Extracurricular Reading: Extending Exploration and In-depth Thinking

Classroom teaching time is limited and cannot meet students' needs for in-depth exploration. Therefore, extracurricular reading tasks are designed to extend the learning of new historical research achievements to after-class and expand the space for competency cultivation.

Hierarchical Recommendation of Reading Resources: According to students' cognitive levels and interests, the resources are divided into basic and advanced levels:

Basic Level (for all students): Recommend the chapter "The Rule of the Qin Dynasty" in Li Dingyi's A Concise History of China, the archaeological documentary Liye Qin Bamboo Slips, and the article Was the Qin Law Really

"Harsh and Merciless"? Newly Unearthed Qin Bamboo Slips Tell You the Truth from the WeChat official account "History Research Society". These resources are easy to understand, focusing on narration and popular science, helping students initially understand new historical research achievements [9].

Advanced Level (for students with a strong interest in history): Recommend excerpts from Chen Songchang's Yuelu Academy Collection of Qin Bamboo Slips (Volume 3), relevant content from Chen Wei's Collation and Annotation of Liye Qin Bamboo Slips (Volume 2), and academic papers such as A Study on the Amnesty System of the Qin Dynasty and A Historiographical Investigation of the "Burning of Books and Burying of Confucian Scholars". These resources are more professional, guiding students to access first-hand historical materials and academic research and improve their ability to interpret historical materials.

Design Specific Reading Tasks: To avoid extracurricular reading becoming a mere formality, clear tasks are designed for resources of different levels:

Basic Level Tasks: Write a short essay of about 500 words with the theme "My View of 'The Tyranny of the Qin Dynasty'". It is required to combine extracurricular reading resources and classroom learning to talk about new understandings of "The Tyranny of the Qin Dynasty", citing at least 2 specific historical materials as support.

Advanced Level Tasks: Write a short paper of about 1000 words with the theme "Viewing 'The Tyranny of the Qin Dynasty' from Newly Unearthed Qin Bamboo Slips". It is required to compare handed-down documents with archaeological materials, analyze the impact of new historical research achievements on the study of "The Tyranny of the Qin Dynasty", and reflect independent thinking.

Build Communication and Presentation Platforms: Regularly organize reading achievement exchange activities, such as book sharing sessions and thesis defense meetings, for students to share their reading experiences and research results. For example, at book sharing sessions, students can discuss topics such as "The Progressiveness and Limitations of the Qin Law" and "Was Emperor Qin Shi Huang a Tyrant"; at thesis defense meetings, invite other students and teachers to question and comment on the short papers of advanced level students to

deepen the exploration effect. Zhao Xiangqin's teaching practice shows that through extracurricular reading and exchange activities, students' ability to interpret historical materials and logical reasoning can naturally develop in after-class scenarios [10].

3.3 Special Training on "Historical Material Research": Method Application and Competency Improvement

Taking advantage of the specialized nature of the high school history elective course "Historical Material Research", a special training module on "The Tyranny of the Qin Dynasty" is designed to systematically strengthen students' competency in historical evidence, focusing on cultivating core abilities such as historical material discrimination, viewpoint demonstration, and method application.

Design of Special Training Content:

Module 1: New Historical Material Discrimination Training: Provide handed-down documents such as Records of the Grand Historian and Discourses on the Failings of Qin as well as archaeological materials such as Shuihudi Qin Bamboo Slips and Yuelu Qin Bamboo Slips. Guide students to distinguish between documentary and physical historical materials and analyze the value and limitations of different types of historical materials. For example, let students compare the records of the penalty for "being late for service" in Records of the Grand Historian and Qin bamboo slips, explore the reasons for the differences, and determine which type of historical material is more credible.

Module 2: New Viewpoint Demonstration Training: Around controversial issues such as "Did the tyranny of the Qin Dynasty exist?" and "Was the harshness of the Qin law the core reason for the rapid fall of the Qin Dynasty?", present different viewpoints in the historical circle (such as traditional viewpoints and new viewpoints based on Qin bamboo slips). Let students collect historical materials in groups, carry out debate activities, and demonstrate their own viewpoints.

Module 3: New Method Practice Training: Introduce basic methods of bamboo slip studies, such as historical material collation, text interpretation, and contextual analysis. Let students try to use these methods to interpret fragments of historical materials about the Qin law in Yuelu Qin Bamboo Slips, extract

effective information, and form historical conclusions.

Teaching Implementation Strategies:

Hierarchical Teaching: Set differentiated tasks for students with different competency levels. Students with weak foundations focus on basic ability training such as identifying types of historical materials and simple historical material interpretation; students with strong abilities focus on high-level ability training such as complex historical material discrimination, viewpoint demonstration, and method innovation. **Practice Orientation:** Organize students to carry out historical material collection practice activities, such as guiding them to use platforms such as CNKI and the official website of the National Museum to collect historical materials and research results related to "The Tyranny of the Qin Dynasty"; carry out simulated historical research activities, allowing students to imitate the research process of historians, comprehensively experiencing the whole process of historical research from raising questions, collecting historical materials, discriminating historical materials to demonstrating viewpoints[11].

Diversified Evaluation: Establish a "process + result" diversified evaluation system. Process evaluation focuses on students' participation in training, initiative in historical material collection, and logic of viewpoint demonstration; result evaluation focuses on students' training reports, debate performance, and historical material interpretation assignments; adopt a combination of student self-evaluation, peer evaluation, and teacher evaluation to comprehensively evaluate students' learning situation and provide timely feedback and guidance. Yue Chun'an's practical research points out that this special training can enable students to systematically master basic methods of historical material discrimination and viewpoint demonstration, significantly improving their competency in historical evidence [12].

4. Reflections and Optimization Suggestions in Teaching Application

4.1 Pay Attention to Adaptation to Students' Learning Situation and Control Content Difficulty

High school students have obvious limitations in understanding classical Chinese historical

materials and professional historical viewpoints, which is the primary problem faced in the application of new historical research achievements. In the teaching practice of "The Tyranny of the Qin Dynasty", it is found that some students have difficulty understanding the classical Chinese expressions in Qin bamboo slip materials and have vague cognition of Qin law concepts such as "amnesty system" and "corvée reduction and exemption"; a few students have deviations in understanding academic viewpoints such as "political and cultural perspective" and "ideological unification", leading to difficulties in in-depth exploration activities.

To solve this problem, it is necessary to achieve adaptation to students' learning situation and "dimension reduction processing" of content: first, simplify the presentation form of historical materials. Provide detailed vernacular translations and key annotations for classical Chinese historical materials such as Qin bamboo slips, and disassemble complex historical material fragments into concise core information points to reduce interpretation difficulty; second, popularize the interpretation of academic viewpoints. Avoid directly using professional terms such as "political legitimacy" and "ideological control", but use popular language such as "maintaining ruling stability" and "unifying everyone's thinking"; third, accurately grasp the depth of content. Avoid introducing overly profound academic controversies (such as regional differences in the implementation of Qin law and specific differences between alchemy and witchcraft), and focus on core achievements closely related to teaching objectives to ensure that new achievements can create cognitive conflict without exceeding students' understanding range [13]. At the same time, understand students' original cognition through pre-class research and design targeted teaching activities for their weak links to improve teaching accuracy.

4.2 Reasonably Allocate Time and Balance Textbooks and New Achievements

Classroom teaching time is limited (usually 45 minutes), and the textbook content of "The Tyranny of the Qin Dynasty" itself includes multiple knowledge points such as Qin law, corvée, and "Burning of Books and Burying of Confucian Scholars", resulting in heavy teaching tasks. In practice, it is found that some teachers

pay excessive attention to the explanation and exploration of new historical research achievements, occupying a lot of time, leading to the inadequate implementation of core textbook knowledge; other teachers compress the time for historical material exploration to complete the teaching progress, making the application of new historical research achievements a mere formality, which is difficult to achieve the goal of competency cultivation.

To achieve a balance between textbooks and new achievements, it is necessary to reasonably allocate teaching time: first, clarify the time ratio. The teaching time for new historical research achievements is recommended not to exceed 1/3 of the total class time, giving priority to ensuring the explanation and implementation of core textbook knowledge points; second, optimize the teaching model. Adopt the model of "pre-class preview + in-class exploration + after-class extension". Let students initially understand new historical research achievements through micro-courses and reading materials before class, focus on the discrimination and demonstration of core issues in class, and deepen understanding through homework and extracurricular reading after class; third, highlight teaching priorities. The application of new historical research achievements should focus on key points, difficulties, and ambiguous points in textbooks, such as the evaluation of Qin law and the truth of "Burning of Books and Burying of Confucian Scholars", avoiding being all-inclusive and evenly distributed. For example, in the teaching of "The Tyranny of the Qin Dynasty", most of the time can be allocated to the exploration of new achievements in Qin law, while the new viewpoints on Emperor Qin Shi Huang's pursuit of immortality are briefly introduced, guiding students to conduct in-depth exploration in extracurricular reading.

4.3 Clarify Goal Orientation and Avoid Negating Textbook Authority

In teaching practice, it is found that some teachers have vague goal orientation in the application of new historical research achievements, opposing new achievements to textbook content, overemphasizing the innovation of new achievements, and negating the rationality of textbook viewpoints [14]. For example, when explaining new achievements in Qin law, some teachers clearly tell students that "the textbook's view that the Qin law was harsh

is wrong; the Qin law was actually very humanized". This statement causes students to doubt the textbook and form cognitive confusion; some students over-rely on new historical research achievements and ignore the learning of basic textbook knowledge, affecting the construction of historical knowledge systems.

In fact, the application goal of new historical research achievements is to cultivate students' competency in historical evidence and broaden their cognitive perspectives, not to negate the authority of textbooks. Textbook viewpoints are consensus-based expressions formed based on mainstream historical materials, with basicity and stability, suitable for the cognitive level of high school students; new historical research achievements are supplements and enrichments to textbook content, helping students form a more comprehensive and objective understanding. The two are not oppositional. To avoid cognitive confusion, it is necessary to clarify goal orientation in teaching: first, emphasize the basic status of textbooks. Guide students to recognize that textbook viewpoints are the foundation of historical cognition, and new historical research achievements are extensions and deepening of basic cognition; second, adhere to dialectical unity. For example, after analyzing new achievements in Qin law, return to the core textbook conclusion that "the tyranny of the Qin Dynasty was an important reason for its rapid fall", guiding students to recognize that the flexible content of the Qin law did not change its essence of maintaining autocratic rule, nor did it fundamentally alleviate social contradictions; third, encourage diverse cognition. Allow students to form their own viewpoints with the support of historical materials, but require them to respect the basicity and authority of textbooks and not blindly negate them.

4.4 Strengthen Teachers' Professional Competence and Improve Interpretation Capabilities

The effective application of new historical research achievements relies heavily on teachers' professional competence. Practical teaching has revealed several common issues among some teachers: first, insufficient in-depth understanding of new historical research achievements. They lack systematic study of Qin bamboo slip materials and academic papers, making it difficult to accurately grasp the core

viewpoints and historical evidence supporting these new findings. Second, inadequate ability to transform academic content into teaching resources. They struggle to convert complex academic theories into materials that students can easily understand, resulting in ineffective integration of new achievements into teaching. Third, insufficient curriculum design capacity. They face challenges in designing effective teaching activities that guide students to explore and learn using new historical research achievements.

To enhance teachers' professional competence, targeted efforts should be made in three aspects: Intensify the study of historical theories. Teachers should proactively keep abreast of the latest developments in historical research, regularly read academic journals such as *Historical Research* and *Journal of Historical Science*, study Qin bamboo slip collation reports and related academic works, and participate in historical seminars. This continuous learning helps update their knowledge reserves and improves their ability to understand and grasp new historical research achievements.

Improve the ability to transform academic content for teaching purposes. Teachers need to strengthen their knowledge of educational and psychological theories, master skills in teaching design, teaching methods, and teaching evaluation. They should learn to translate complex academic content into popular teaching language and materials, and design teaching activities that align with students' learning abilities and cognitive levels.

Promote teaching research and exchange. Teachers should actively participate in school-based teaching and research activities to share experiences and address challenges encountered in applying new historical research achievements with colleagues. Conduct action research, taking the teaching of "The Tyranny of the Qin Dynasty" as a specific case, to continuously explore and optimize teaching strategies and improve teaching quality[15]. As emphasized in *Research on the Application of Documentary Historical Materials*, only when teachers possess solid professional competence can the application of new historical research achievements be scientific, accurate, and effective.

5. Conclusion

New historical research achievements have

injected new vitality into the teaching of "The Tyranny of the Qin Dynasty". Through the introduction of new historical materials, new viewpoints, and new methodologies, the simplistic and stereotyped model of traditional teaching has been broken, guiding students to dialectically understand history from diverse perspectives and effectively cultivating their competency in historical evidence. The three-dimensional application path of "classroom teaching - extracurricular reading - special training" constructed in this paper provides an operable reference model for the integration of new historical research achievements into the teaching of specific knowledge points: classroom teaching realizes the in-depth integration of new achievements with textbook content through situational introduction, historical material exploration, and summary and sublimation; extracurricular reading expands the space for competency cultivation through hierarchical resource recommendation and specific task design; the special training on "Historical Material Research" strengthens students' core abilities through systematic method training.

At the same time, teaching practice also shows that the application of new historical research achievements needs to pay attention to four key issues: adaptation to students' learning situation, time allocation, goal orientation, and teachers' professional qualities. Through optimization strategies such as simplifying the difficulty of historical materials, reasonably allocating time, clarifying goal orientation, and improving teachers' professional qualities, the application effect can be ensured. Future research can be further expanded in three aspects: first, combining micro-historical theories to focus on the social life of the Qin Dynasty from an individual perspective, such as the experiences of ordinary people and grass-roots officials under the Qin rule, to further enrich the teaching dimensions; second, carrying out long-term follow-up empirical research to investigate the long-term impact of new historical research achievements on students' competency in historical evidence; third, combining digital teaching methods to develop digital teaching resources such as "Qin Bamboo Slip Historical Material Database" and "Virtual Archaeological Experience" to enhance the interest and interactivity of teaching.

In conclusion, the in-depth integration of new

historical research achievements with high school history teaching is an inevitable requirement for implementing the goal of cultivating core competencies. In the teaching of "The Tyranny of the Qin Dynasty", only by scientifically selecting suitable new historical research achievements, designing reasonable application paths, and avoiding practical dilemmas can new historical research achievements truly become a "catalyst" for cultivating students' competency in historical evidence, helping high school history teaching transform from "knowledge-oriented" to "competency-oriented".

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