

# Research on Strategies for Integrating Red Historical and Cultural Resources into High School History Teaching

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## Abstract

Red culture embodies the inheritance of red genes and the promotion of revolutionary spirit. Against the backdrop of evolving times, the value of inheriting red culture and its educational significance have become increasingly prominent, especially among young people. Effectively integrating red cultural resources into the educational system has emerged as a critical issue in the field of education in the new era. High school history teaching, as a core component in shaping students' historical awareness and national identity, shoulders the mission of promoting national spirit. However, in current teaching practices, history classes tend to overly emphasize the transmission of knowledge points while neglecting the cultivation of emotional values. This results in students' perception of red culture being limited to the surface level, making it difficult for them to achieve emotional resonance. Therefore, exploring how to integrate red cultural resources more effectively into high school history teaching is not only an innovation of traditional teaching models but also a proactive response to the national call to promote revolutionary spirit and inherit the red legacy.

## Keywords

red culture; integration; high school history teaching; strategies

*Online publication:* October 26, 2025

## 1. Introduction

High school history curriculum embodies the Party's educational policies and ideologies, directly reflecting the national will in the educational sphere and playing a crucial role in cultivating moral character and nurturing talent. However, traditional history teaching often emphasizes the transmission of historical facts while neglecting the importance of emotional education and the cultivation of values, resulting in students having

only a superficial perception of history and struggling to form profound historical memories and cultural identities. Therefore, exploring the effective integration of red cultural resources into high school history teaching can not only enrich the content of history education, enhancing its vividness and appeal, but also stimulate students' patriotic enthusiasm and cultivate them into responsible and conscientious individuals of the new era.

## 2. The Promoting Role of Red Cultural Resources in High School History Teaching

Red cultural resources represent the spiritual and cultural essence formed by the Communist Party of China leading the Chinese people in revolutionary, construction, and reform practices, containing rich historical significance and profound educational value. In high school history teaching, red cultural resources not only contribute to optimizing curriculum design and enriching teaching content but also help cultivate students' correct values and promote the comprehensive development of their personal qualities. In the new era, middle school history teaching further requires teachers to break away from the teaching model centered on knowledge inculcation and rote memorization, and instead focus on cultivating students' historical thinking, guiding them to actively explore profound historical issues while understanding history. By introducing local red historical resources into history teaching, teachers can not only help students understand relatively abstract historical concepts but also enhance their historical thinking abilities<sup>[1]</sup>. Historical thinking abilities can be divided into four parts: imaginative thinking, logical thinking, emotional thinking, and creative thinking<sup>[2]</sup>. Among these, the cultivation of imaginative and emotional thinking can be facilitated through the use of local historical and cultural resources. Students can learn about the glorious deeds of heroes by personally visiting revolutionary sites or the former residences of revolutionary heroes, thereby inspiring admiration for these figures and strengthening their patriotic sentiments, thus fostering their emotional thinking. Meanwhile, integrating local red historical culture into middle school history teaching enables students to transfer and apply the experience of learning local red history to the study of textbook knowledge, allowing them to think about history from multiple perspectives, broaden their learning thinking, and improve their ability to understand historical figures and events. The application of red cultural resources in high school history teaching not only enriches the content of history education and optimizes curriculum design but also cultivates students' correct values, promotes the comprehensive development of their personal qualities, and drives innovation in history teaching

methods. Therefore, high school history teachers should deeply explore the potential of red cultural resources and effectively integrate them into history teaching to contribute to the comprehensive development of students and the cultural heritage of the nation.

## 3. Principles for Integrating Red Cultural Resources into High School History Teaching

The integration of red cultural resources into high school history teaching not only represents an innovation in traditional teaching methods but also serves as a crucial avenue for cultivating students' ideological qualities and values. To ensure the effective and orderly integration of red cultural resources into high school history teaching, the formulation of strategies must adhere to certain principles.

Firstly, the principle of adapting measures to local conditions. The utilization of red cultural resources should fully consider regional characteristics and incorporate the developmental trajectory of local revolutionary history. It is advisable to select red materials that are familiar to students or related to their schools to enhance the pertinence and effectiveness of teaching. Red local resources are closely connected to students' lives and play a substantial role in enriching the cultivation of patriotism and teaching. Firstly, the majority of knowledge in textbooks is indirect experience that summarizes the achievements of predecessors. Without personal experience, students may only grasp the superficial aspects of knowledge. To truly absorb indirect experience, it must be supported by direct experience. As a form of direct and tangible experience, local resources exist directly in students' lives. By introducing local resources into the classroom, teachers not only enrich teaching but also simplify and visualize the difficult and abstract knowledge in textbooks, making it easier for students to absorb. Secondly, the fundamental aspect of patriotism is "home." Therefore, when cultivating patriotism in the context of war history, it is even more essential to showcase local resources such as historical sites, historical figures, and museums that represent "home" to students, thereby bridging the gap between students and their hometowns. Only by fostering love for

their hometowns can students ensure the inheritance and development of local resources, generate a broader sense of love, and further extend their affection to the country and the nation.

Second, the principle of authenticity. When collecting and organizing red cultural resources, teachers should emphasize the authenticity and reliability of the materials. Priority should be given to using primary historical sources, such as revolutionary notes, newspapers, photographs, etc., to ensure that students can experience authentic historical scenes. For controversial historical materials, teachers should analyze and differentiate them to cultivate students' critical thinking. Historical film and television resources reflect varying degrees of historical authenticity. To enable students to establish a scientific historical perspective and methodology, correctly grasp historical spatio-temporal clues, adopt an attitude and approach that strives to restore historical truth, and enhance their ability to comprehensively analyze and interpret history, it is crucial that the selected historical film and television resources accurately depict historical figures, events, phenomena, etc., with correct information, thereby revealing the truth of history to students in the teaching process. To cultivate students' core competencies in history, teachers must exercise extreme caution in selecting film and television resources. Only by choosing segments that faithfully restore historical facts for teaching can we help students correctly understand, analyze, and interpret history. Conversely, dramatized series that deviate from historical facts, if accepted by students, are detrimental to the development of their historical thinking and may even become their criteria for evaluating historical events, lacking pedagogical value in enhancing historical literacy. Such resources should be avoided during selection<sup>[3]</sup>. Therefore, in middle school history teaching, teachers should select authoritative, authentic, and reliable film and television clips with an attitude of returning to the true essence of history. Not only should the types of historical film and television resources selected serve the purpose of recreating history, but the chosen segments must also respect historical facts. Teachers should verify their credibility before using them in teaching. Highly authentic historical documentaries, newsreels, historical reconstructions, etc., can become key objects for historical teaching.

Third, the principle of inspiration. With the continuous progress of society, educational philosophies are constantly being updated and refined, posing new demands on classroom instruction and setting higher expectations for the role teachers play in the classroom<sup>[4]</sup>. Only by continuously updating their educational philosophies can teachers provide better educational services to students. However, at present, some teachers are still influenced by traditional concepts and persist in using the "spoon-feeding" teaching method, viewing themselves as the masters of the classroom and holding incorrect perceptions of the roles of teachers and students in the classroom. In the current era that advocates the development of quality-oriented education, this concept is undoubtedly outdated. We advocate a shift from "knowledge-centered" to "student-centered" and "competency-based" approaches. The role of history teachers extends beyond merely imparting historical knowledge to students; it also encompasses cultivating students' abilities to extract information, explore problems, engage in dialectical thinking, and collaborate in groups, among others. History teachers need to shift from traditional teaching concepts, position themselves as facilitators, and focus on the holistic development of students.

Current education increasingly emphasizes student agency, which requires teachers to master methods and strategies for guiding student learning. However, due to the inadequate teaching proficiency and capabilities of many teachers, they are unable to correctly and appropriately employ new teaching methods. During the investigation, it was found that some teachers have a vague understanding of the concept of heuristic teaching, resulting in a narrow interpretation of its connotations, reducing it to merely a question-and-answer method. Heuristic teaching is not merely about posing questions in the classroom to demonstrate its application; more often than not, it requires teachers to employ specific heuristic teaching methods before, during, and after class to inspire students<sup>[5]</sup>.

When selecting historical film and television resources for middle school history teaching, the aim should be to enlighten students' wisdom. When selecting historical film and television resources to cultivate students' core competencies in history, the principle of

heuristic teaching should be implemented. Utilizing historical film and television resources in history teaching can inspire the cultivation of students' core competencies in the subject through intuitive scenarios. The selected historical film and television resources should emphasize the significance of inspiring students' historical thinking. After creating scenarios using film and television resources, students should be guided to delve into history to construct a knowledge system and foster emotions based on the historical facts reflected in the film and television materials<sup>[6]</sup>. By employing historical film and television resources, students can be inspired to better grasp historical knowledge, enhance their historical learning abilities, and correctly understand and view historical and contemporary issues. This approach guides students to establish correct worldviews, outlooks on life, and values, using historical film and television resources as a scaffold to inspire historical learning and assist middle school students in achieving higher-level development.

#### **4. Practical Pathways for Integrating Red Culture into High School History Teaching**

In the vast realm of history teaching, red culture serves as an inexhaustible source of motivation, injecting new vitality and depth into traditional history instruction. Red culture contains rich historical information, profound national sentiments, and noble moral qualities. It serves as a vital bridge connecting the past with the present and transmitting spirit and values. Effectively integrating red culture into historical teaching content can not only enhance students' sense of historical identity and cultural confidence but also inspire their patriotic sentiment and fighting spirit, providing strong spiritual support for cultivating successors in the new era.

##### **4.1. Development of Red Culture-Themed Courses**

To systematically integrate red culture, history teachers should actively develop specialized courses or modules centered around red culture. These courses can revolve around specific historical events, figures, or spirits, designing a series of teaching activities such as thematic

lectures, seminars, and field trips. The aim is to deepen students' understanding and appreciation of red culture through multi-dimensional and multi-level learning experiences. For instance, utilizing local red history can cultivate middle school students' sense of patriotism and homeland. Chinese history is like a towering tree, and its flourishing branches and leaves are due to the histories of numerous small places. Therefore, from a horizontal perspective of history, Chinese history is the convergence of the histories of many small places, with each place's history serving as a concrete manifestation of Chinese history. Since students' hometowns, as an important part of the motherland, are the places where they grow up and are most familiar and affectionate with, studying their local history is more likely to foster a sense of patriotism and homeland in middle school students<sup>[7]</sup>. History teachers should fully tap into teaching material resources during instruction. This not only enriches classroom content and provides sufficient and authentic materials but also narrows the temporal and spatial gap between middle school students and history, making it easier for them to connect with history. This approach is more conducive to cultivating students' feelings of patriotism and enhancing the effectiveness of history teaching. During the teaching process, history teachers can celebrate local revolutionary historical figures by recounting their contributions to their hometowns, thereby inspiring middle school students and profoundly impacting their hearts and minds. They can also describe the local revolutionary history and culture, enabling students to experience the authentic cultural heritage, fostering a sense of cultural identity and confidence, and nurturing their cultural sentiment towards their hometown<sup>[8]</sup>. If a country lacks security and is repeatedly invaded by foreign enemies, individual families will lose their protection. Without a country, there is no home. This understanding can help middle school students recognize the rationality and importance of patriotism. During the teaching process, history teachers can fully explore local revolutionary historical resources and promote the culture of their hometowns. By using familiar approaches, they can vividly bridge the gap between students and their hometown's history, stimulating the deep-rooted sense of local pride within them<sup>[9]</sup>.

## 4.2. Integration of Red Culture into Historical Stories

Historical stories are the soul of history teaching and an important vehicle for the inheritance of red culture. By recounting the heroic deeds of revolutionary martyrs, the brave resistance of ordinary people, and the great practices of reform and opening up, teachers can not only enrich the content of history classes but also evoke emotional resonance among students, cultivating their heroism and collectivist spirit. During the storytelling process, teachers should emphasize the vividness and enlightenment of the stories, avoiding simple preaching and indoctrination. Instead, they should bring historical stories to life through detailed descriptions and emotional rendering, enabling students to resonate emotionally and be inspired intellectually. Meanwhile, teachers should encourage students to independently collect and share red stories from their surroundings, allowing them to learn and grow through participation in group discussions, role-playing, and other activities, thereby making red culture a bridge connecting individuals with history, and the present with the future. For instance, when teaching “The July 7th Incident and the All-Nation Resistance Against Japanese Aggression,” teachers can use firsthand historical materials, such as personal letters, to illustrate the lesson. A history teacher might display a letter written by General Chen Yi, one of the Ten Great Marshals of the People’s Republic of China, in class. The letter reads, “I left home with a sense of resolve to serve the country, only to find the nation in a dire situation, besieged by difficulties and hardships day and night, with no one willing to yield to the brutal attacks. My life has been bathed in blood to this extent, which I dare say is beyond the reach of modern people and unparalleled in ancient legendary history.” Reading General Chen Yi’s letter allows students to truly feel his unwavering belief in serving the country and resisting Japanese aggression, his firm determination to kill the enemy, save the nation, and restore the land, his great sentiment of being willing to sacrifice himself for the country and the people, and his noble and resilient national integrity. While explaining the letter, the middle school history teacher should use a loud and resonant voice, full of passion, to create an emotional atmosphere in the classroom, making students feel as if they are present at the scene. This inspires and encourages

their emotions, enabling them to not only remember the revolutionary sentiment of martyrs like General Chen Yi, who shed blood and sacrificed their lives, but also to steadfastly inherit this spirit of patriotic volunteers with a heart as vast as the sea and skies, no matter the time or circumstances<sup>[10]</sup>.

## 4.3. Situational Simulation: Firsthand Experience of Historical Scenes

In the teaching of red culture, situational simulation activities such as “Group Discussions during the Yan’an Rectification Movement” and “Intelligence Transmission during the War of Resistance Against Japan” can be designed. Through role-playing, students can not only understand the specific course of historical events but also conduct in-depth analysis from the perspectives of characters’ psychology and decision-making processes, thereby experiencing the vicissitudes of that era and the spirit of resistance of the people. This teaching method significantly enhances the interactivity and sense of participation in learning, making the study of red culture not just confined to textbooks but becoming an emotional experience and value identification.

During the process of conducting historical teaching, teachers can apply methods such as creating various historical contexts and emotional influences to enable students to empathize with patriotism and a sense of national identity<sup>[11]</sup>. It is noteworthy that before designing situations, teachers should understand students’ background knowledge and emotional needs in advance. Factors such as students’ family backgrounds and educational experiences will influence their level of cognition and understanding of patriotism and national identity. To ensure good teaching outcomes, teachers’ instructional designs should remain within the scope of students’ abilities. Otherwise, it may lead to a decrease in students’ emphasis on and interest in learning about patriotism and national identity. After roughly assessing students’ levels, the second task in the design process is to create historical contexts related to teaching objectives. For example, when selecting cases, appropriate historical periods and events should be screened out. After determining the historical content, multimedia and interactive teaching elements can be incorporated to create an immersive learning experience for students.

Students can better experience situations under sensory stimulation. After establishing a teaching context, teachers can also employ problem-driven learning methods to reasonably design a chain of questions, stimulating students' emotional engagement and critical thinking.

The ultimate goal of education is to cultivate individuals who align with the social development of the new era. The primary task of history education is to foster students' patriotism and historical thinking skills. Particularly during high school, students are at a crucial stage in forming their overall value system. In high

school history teaching, teachers continuously innovate teaching philosophies and enrich teaching methods, while emphasizing students' subjectivity and practicality. By skillfully integrating red cultural resources into the classroom, teachers can help cultivate students' noble moral values and enhance young students' understanding of red cultural resources. Through this series of practical explorations, we anticipate that red culture will shine even brighter in the new era, contributing to the cultivation of young people with a sense of historical mission and social responsibility.

### About the author

Shulin Guo (August 1977), male, Han ethnicity, from Nanyang, Henan Province, holds a doctorate degree and is an associate professor. His research interests lie in historical pedagogy.

### Funding

2024 Lingnan Normal University Curriculum Ideological and Political Demonstration Project + Demonstration Course "Middle School History Teaching Design" + 36.

### Disclosure statement

The author declares no conflict of interest.

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