

A Study on Narrative Reconstruction in Junior High History Textbooks from the Perspective of Exchanges and Mutual Learning Among Civilizations

-- A Case Study of Silk Road Teaching

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Abstract

The 2022 Compulsory Education History Curriculum Standards, and their 2025 revisions, clearly state that the teaching objectives of history should help students develop an international outlook. Given the above circumstances, it has become necessary to rethink the discourse in textbooks and emphasize the importance of reciprocal knowledge sharing and mutual cultural development along the Silk Road in junior high school history teaching reform. The 2024 updated national unified junior high school history curriculum adopts the concept of mutual learning among civilizations as its main thread and has reconstructed the logical structure of the unit "The Qin and Han Dynasties: Sino-Foreign Exchanges". Based on the analysis of text, images and sidebars in the 2017 and 2024 versions, this study has found a fundamental change in the pattern of internal discourse: it has shifted from a structure of one-way cultural dissemination to bilateral interactive exchange, and at the same time, it has moved from a Central Plains-centric view to a perspective of various civilizational coexistence. In light of the teaching of history, this study presents some practical ways to promote students' sense of cross-cultural literacy.

Keywords

Intercultural Exchanges and Learning; Academic Curriculum; Middle School History Syllabi; Silk Road.

1. Introduction

1.1. Research Background

The 2022 Edition of Compulsory Education History Curriculum Standards (2025 Edition) clearly stipulates that history education should strive to expand students' horizons of the world. The 2024 updated national unified junior high school history textbooks have made relevant adjustments and introduced an organised restructuring of the narrative sequence in the "Sino-Foreign Exchanges" unit during the Qin and Han dynasties. A comparison of the 2017 and 2024 editions shows that Lesson 14 has been significantly revised in terms of lesson titles, subheadings, selected historical content and sidebar layout. These reforms show that the primary mode of storytelling has changed; no longer is it a one-way transmission of culture, but

a way of communicating and telling stories in both directions; also, instead of being centered in the Central Plains, various other areas will also be given sufficient importance.

The three contents of the idea of exchange and mutual learning among civilisations are fair dialogue, reciprocal interaction and joint progress. It is not the same as Samuel Huntington's "The Clash of Civilisations" and proposes a new interpretation of the classical Chinese philosophical idea of "harmony in diversity". However, there is a lack of recent studies on how this conceptual system is actually implemented in junior high school history classes. At the same time, there are new teaching problems for primary school teachers due to changes in the narrative logic of textbooks. It has gradually been identified as a key practical direction for teachers to thoroughly understand the compilation reasons of the newly revised textbooks and precisely set teaching goals for nurturing students' sense of exchange and mutual learning among civilizations[1].

1.2. Research Questions

The three main research problems of this paper are as follows:

1) How has the discourse of the Silk Road been reformed in the revised school curriculum?

By comparing the similarities and differences between the original and revised editions of the headings, structure, main content, historical references and supplementary parts, this study explores why the reasons for narration have changed.

2) What are the specific forms and reasons for change in narrative reconstruction in the revised school curriculum?

The three types of inquiry are: the object of study and the sources used for research.

3) To build a new story focused on the mutual educational exchange of culture in the classroom, the following practical measures can be taken. First of all, teachers need to create a classroom environment that respects all kinds of ideas and makes students feel safe and respected enough to explore many different cultures. The Environment provides a basis for effective teaching and learning.

Based on empirical analysis of instruction, this paper offers practical tactical recommendations for primary school teachers to promote the educational reform of moving from knowledge transmission to ability cultivation.

1.3. Research Significance

Through an organised classification of the differences between the old and new curricula, this study provides a reference for teachers to understand the revised syllabi. The proposed teaching methods are based on the main textbook content and focus on skill cultivation; they are also feasible in real school situations.

Revised curricula connect the history of the Silk Road to the present-day Belt and Road Initiative. By exploring teaching methods that connect the heritage of the ancient and modern Silk Road, this study hopes to enable students to feel the relevance of Silk Road values today. Help to cultivate all-round cultural awareness in young people under the influence of globalisation and promote the reconciliation of differences through learning about the past.

2. Compilation Logic of the Silk Road Chapter in Textbooks

Textbook creation generally covers the ideological direction, editorial requirements and teaching plans in the syllabus norms[2]. As a typical site of historical interaction between China and the outside world, the Silk Road remains an essential yet challenging topic in middle school history classes. Unit 14, The Establishment of the Silk Road and the Governance of the Western Regions, is a core part of the module "The Qin and Han Dynasties: Establishing and Strengthening a Unified Multi-ethnic Feudal State".

In line with the requirements of the Compulsory Education History Curriculum Standards (2022 Edition, 2025 Update), this module organizes its content according to the principle that "Through the study of Zhang Qian's diplomatic missions, the construction of the Silk Road and the Western Han administration in the Western Regions, learners should be able to recognize the importance of the Silk Road in Sino-foreign relations." According to this pedagogical guideline, it is expected that students will learn to understand that the Silk Road served as an important bridge connecting ancient East and West, recognize the development process of Chinese civilisation through integration and mutual learning, and foster basic historical literacy that integrates national sentiment with a global perspective.

As one of the parts of this module, this lesson also connects what has been taught before with what is to follow. It is in line with the political goals of Emperor Wu to unify the country and helps promote the rich development of science, technology and culture in the Western and Eastern Han Dynasties. Through the combination of political systems, ethnic relations, international cooperation and cultural changes, the whole process of historical development is shown.

The three sub-sections of this module are to form a closed-loop, forward-moving logical chain:

- 1) Zhang Qian's Voyages to the Western Regions: Explain the context, route and historical significance of Zhang Qian's two diplomatic missions; address the basic problem of "How was the Silk Road begun?"; and provide a narrative introduction.
- 2) Silk Road: Identifies the routes of the land and sea Silk Roads, patterns of cross-cultural exchange, and chronological significance of these passages, addressing "What changes occurred after the establishment of the Silk Road?" as an immediate result of Zhang Qian's missions.
- 3) Administrative Control of the Western Regions during the Han Dynasty: Outlines the establishment of the Western Regions Protectorate and Ban Chao's administrative efforts, and addresses the question of "How were these commercial pathways maintained over a long period?".

3. Narrative Reconstruction of the Silk Road in the New National Unified Textbooks

Cultural exchange and mutual learning are basic ideas of civilisation promoted by China in the 21st century, and they have the three characteristics of equal dialogue, bidirectional participation, and joint development[3]. The above conceptual system presents a criticism of the Western Clash of Civilizations theory and puts forward a new idea for China's traditional concept of "harmony in multiplicity", which has been studied at all levels of history, philosophy and practice.

In light of changes in educational ideas and new contents for junior high school students, China's standardised history textbooks have been revised. These materials broaden the scope of information on transnational cultural exchange along the Silk Road and present various forms of reciprocal cultural influence in different areas, thus promoting a model of bidirectional communication and civilizational mutual development for Silk Road studies[4].

3.1. Diverse Participants in Sino-Foreign Exchange Narratives

Across Eurasia, the network of interactions along the Silk Road had very diverse participants in terms of ethnicity, social class and type of participation. Under the guidance of modern educational ideas and changes in school curricula, the unit on Sino-foreign interactions during the Qin and Han dynasties in the revised textbooks is no longer a single narrative but a collection of many perspectives[5]. This change is both a respect for the rich character of historical truth and a demand to cultivate students' cross-cultural literacy in the age of globalisation.

Throughout the Qin and Han Dynasties, China maintained extensive connections with entities in the Western Regions, including formal military and diplomatic missions as well as personal trade and population movement. Current school curricula highlight the roles of all sections of society in cross-cultural exchange[6]. Traders were the main drivers of cultural diffusion along the Silk Road. The movement of goods promoted financial development and, at the same time, spread culture; thus, traders served as carriers for cross-cultural transmission through their trade. Through various interpretations, these textbooks can help students develop all-round and objective ways of thinking about the complexity and diversity of historical events in the past, thus fostering analytical thinking and historical literacy[7].

3.2. Highlighting the Two-way Nature of Sino-Foreign Exchanges

The Silk Road was a way for spreading Chinese culture and Western civilisation; at the same time, all corners of the world were interconnected by people and ideas along the Silk Road. The first curriculum materials mainly focused on the spread of Chinese civilisation in the West and offered rich descriptions of Chinese cultural exports. Silk, lacquerware, paper-making, iron-smelting and other Chinese inventions were carried westward along this trade route and had a large-scale impact on the economy, society and technology of Eurasia[8].

At the same time, the revised textbooks also point out how cultures along the way have had a mutual impact on China and how Chinese civilisation has incorporated and integrated foreign cultural achievements through interaction. Deconstruct the shortcomings of the traditional one-way mode of narrative. Both sides tell stories that help students learn about the cross-cultural interactions of the Silk Road in terms of sharing ideas and experiences between different civilizations, inspiring them to develop an awareness of multinational cooperation.

In accordance with the changes in the curriculum, the Silk Road also served as a corridor for the dissemination of thought and culture between China and the West, in addition to being a trade route[9]. As Chinese commodities and innovations went west, various foreign artistic forms such as music, dance, art and religion were also introduced in China. The two sides were close to each other, promoting the economic and cultural development of both areas, and raising the living standards and intellectual horizons of the people there[10].

3.3. Three-Dimensional Expansion of the Spatio-Temporal Framework for Sino-Foreign Exchanges.

From the perspective of world history, an examination of the interactions between China and its peripheries in the Qin and Han Dynasties shows that these events were not isolated incidents but rather occurred in the wider system of Eurasian trade and culture[11]. At that time, the textbooks mainly covered China's trade with Central Asia, West Asia and Europe, and pointed out that the Silk Road connected the cultures of China and foreign countries. In this way, learners will learn where China is in history and how it has affected the world, thus developing a sense of civilisation and internationalism[12].

In terms of the refinement of Silk Road cultural interaction, updated teaching materials have established an all-chronological and all-geographical system[13]. Temporally, they have recorded the whole process of development for the Silk Road: its beginning, spread, peak, decline and recent revival. In terms of space, they specify the whole routes of the land and sea Silk Roads, as well as important towns and areas along these routes, so that pupils can learn about the whole geography and influence of the ancient Silk Road system. Together, the space-time discourse of this kind can help students enhance their spatial cognition and understand how the Silk Road has been developed over time and played a long-lasting role in connecting East and West[14].

4. Specific Manifestations of Narrative Reconstruction in the Revised National Unified Textbooks

The 2024 national unified junior high school history textbooks have achieved a conceptual shift in Silk Road discourse and moved from one-way cultural diffusion to many-cornered network participation. The main idea of this modification is to integrate the view of cross-cultural learning into the structure and materials for historical research more thoroughly. There is no addition or deletion of words in this discursive reconfiguration; instead, the basic narrative system is altered to have students learn that the Silk Road was, in fact, a conduit for cross-cultural exchange.

4.1. Optimised and Deepened Content Selection

Module headings contain the main teaching themes and specify the main educational goals, rather than being random editorial selections. Both primary subtitles and subheadings summarize the chapter content and extract main ideas.

The title of the lesson in the previous edition was "The Silk Road: A Bridge Connecting Chinese and Foreign Civilisations"; it has now been changed to "The Opening of the Silk Road and the Administration of the Western Regions". The original title indicates that the goal of the Silk Road was to connect the cultures of China and the West in the East and the West, and it also lists its purposes as trade, culture and diplomacy between China and the West. The new title will show all the history of the Silk Road from its start to now, and stress how closely it is linked with the political, economic and military plans of Emperor Wu of Han. It believes that the Silk Road was used to connect the Central Plains with the Western Regions, to promote the integration of various ethnic groups through culture, and to conduct a two-way exchange of goods and ideas between China and the outside world. Teachers can use various methods to show pupils how the Silk Road promoted national unity and ethnic harmony, and have them learn that it was also a way for the government to engage with different ethnic groups through trade.

In the early days, the traditional curriculum for Zhang Qian's missions focused on his moral integrity; students were guided to be "firm in the face of difficulties and never lose sight of the imperial envoy seal of the Han court", and reflective thought led them to learn good habits. The revised materials retain the original moral sentiment but add three specific details: more than a hundred companions accompanied Zhang Qian on his first trip, the section 'Learn from History to Cultivate Virtue' explicitly mentions that the Xiongnu used all their power to capture him and even arranged for his marriage to try and turn him against his nation, but Zhang Qian never forgot his duties as an emissary to the court. The above detailed descriptions help to form a fuller character and increase the historical depth of his works.

Secondly, in addition to preserving the basic materials of trans-continental merchandise and technical trade, the revised curriculum has added two essential modifications. They expand the historical framework by pointing out that a small amount of Chinese silk had been moving northwards via other routes to Central Asia before the Western Han Dynasty, and thus the Silk Road was not a sudden creation but rather the development of an existing trade system. Transactions are organised into an orderly structure, and the separation of East-West Chinese exports from foreign imports is thus clear.

Thirdly, the outdated subtitle Administration of the Western Regions will be updated to Han Dynasty Governance over the Western Regions. This minor modification of terminology specifies the exact historical period and administrative authority responsible for territorial management. As for content, the revised texts have added factual evidence that the Protectorate General of the Western Regions was renamed the Chief Secretary's Office of the Western Regions in 123 CE during the Eastern Han Dynasty and have completed the chronological

record of Han oversight in that area. The following section Extended Historical Accounts delves deeper into the legendary story of Ban Chao "putting down his writing brush to join the army" and adds more life to the character of Ban Chao.

4.2. Richer and More Diverse Applications of Historical Sources

Add considerable primary archival materials and recent excavation results to the revised curriculum to enhance historical depth and ease learning for students.

First, various cultural asset images have been integrated, such as the ruins of Yumen Pass, the Western Han gilded bronze riding steed and brocade fabrics found in Xinjiang. The displayed cultural objects can draw the public's attention and, more significantly, offer an all-around display of cross-cultural exchange along the Silk Road[15]. The introduction to this part presents a picture of the ruins of Yumen Pass and mentions that "Yumen Pass was a major entry point for the northern Silk Road to the Western Regions". How did the Silk Road change during the Han Dynasty? The three teaching goals of this design are to increase students' sense of historical authenticity through pictures of archaeological sites; to stimulate students' independent thinking by posing leading questions; and to provide a foundation for the following stories of Zhang Qian's arduous journey. The gilded bronze horse is modelled after Ferghana horses from the Western Regions and represents the eastern migration of excellent foreign horses; Xinjiang brocades with auspicious Chinese phrases such as "eternal health and abundant offspring" are tangible evidence of the spread of Central Plains culture in the west.

The revised curriculum promotes the cultivation of pupils' sense of time and space in Silk Road studies through all-encompassing historical charts as graphic instructional materials. Educators have had students learn to observe maps, recognise geographical features and follow commercial routes in order to build spatial concepts, and chronological charts help students learn the sequence of events in time.

- 1) The Map of Zhang Qian's Missions to the Western Regions shows the paths and waypoints of both trips to help students build a sense of place.
- 2) The Blueprint of the Silk Road shows the whole of the Eurasian trade network in a large-scale way, and three main refinements have been added: more precise placename annotations for intuitive geographical understanding; appended cartographic interpretation questions (1). Locate the origin and the furthest extent of the Silk Road. Show the route of the Silk Road, combine depictions of the land and maritime Silk Roads, and present an all-encompassing system of historical interaction in Eurasia.
- 3) The arrangement of the Han Dynasty Naval Routes shows that these were overseas travel routes leaving China's eastern coast, going through Indochina, reaching the Strait of Malacca and Bengal Bay, and then arriving in southern India and Sri Lanka; also, there were sea routes from the Shandong Peninsula to the Korean Peninsula and Japan. This drawing shows the Maritime Silk Road and adds to the written records.

Additionally, the teaching materials use original textual historical evidence. A segment labelled Material Analysis quotes a passage from Sima Qian's Records of the Grand Historian - Biography of Dayuan: "Zhang Qian pioneered this path; later, every imperial envoy going west was named Marquis of Bowang and served as a hostage for foreign lands, thus gaining their trust." A follow-up question is raised: Why was Zhang Qian's trip to the Western Regions considered a new one? Combining original documents helps students learn to judge historical evidence. By dismantling the fundamental idea of "pioneering this path", students can grasp the revolutionary significance of Zhang Qian's trips and connect it with the goals of teaching history for moral education to gain all-around knowledge about Zhang Qian's integrity and historical influence.

The revised curriculum will no longer cite the Book of Han as in the previous edition and will instead use sections from the Records of the Grand Historian. Therefore, the primary historical documents closer to the actual events will be used as the foundation for research. When

teaching about Zhang Qian's expeditions, these manuals incorporate prose from the Records of the Grand Historian with Dunhuang fresco depictions to allow pupils to gather data from multiple sources and verify historical evidence to learn in a comprehensive way.

4.3. High-Value Orientation Centred on Civilizational Mutual Learning

New teaching materials for moral education now include elements of cultural exchange and mutual learning among various countries. The previous editions have mentioned Silk Road intercultural trade, but they are mainly China-centric and focus on "China's impact on the world". These modern texts have refined this structure to fully display two-way interaction: they have documented not only the Western diffusion of textiles, wooden goods and steel-making technology but also the Eastern introduction of fruits, nuts, hay and Buddhist religion; they have documented not only Zhang Qian's brilliant journeys but also diplomatic envoys from the Western Regions arriving in Chang'an.

Under the auspices of the Belt and Road Initiative, these educational materials have connected the history of the Silk Road with the contemporary idea of a "Community of Shared Future for Mankind". This guides pupils to understand the continuous value of the Silk Road Spirit and raises their sense of value from cultural self-confidence to intercultural communication and mutual learning.

A new function named "Learn from History to Cultivate Virtue" has been added to provide detailed information on both of Zhang Qian's trips, such as when and why he was sent out, what he achieved, and how difficult his life was in exile with the Xiongnu and the weather during battles. The above are all vivid descriptions that help students learn about the difficulties Zhang Qian encountered and admire his strong will.

Revised editions of the textbooks have adopted inquiry-oriented and problem-based instructional models, added rich investigative inquiries and exercises in the supplementary columns, and promoted analytical thinking and active learning. Under the subtopic of Han Dynasty Management of the Western Regions, a new Reflection Questions section has been added to help students consider the historical significance of Han governance in this area and feel that Xinjiang has been part of Chinese territory for a long time; thus, it arouses their sense of national pride. The expanded historical narratives section tells the story of Ban Chao choosing to take up military affairs over poetry; this will provide students with an example of loving their country and wanting to serve the country.

The Structure of the post-class evaluation has been modified from that of the previous edition. Queries in the "Out-of-Class Activities" section have become more heuristic (see Table 1). The previous investigations into Hu-labeled agricultural products have been shelved, and new mandates for all-around discussion have been released; now, the focus of evaluation is no longer on rote recall of facts but on comprehensive analysis. The second query links historical and present-day settings to have learners consider the current value of the Silk Road spirit and shows that history teaching is realistic in terms of society.

The Extended Reading section provides more information on the South China Sea Islands and indicates that Chinese oceanic activities in this area date back more than 2,000 years; China has been the first to discover, label and cultivate the South China Sea Islands and surrounding waters. Such materials have important practical value: they help learners learn about China's authority over the South China Sea chronologically, add content to the Maritime Silk Road series to deepen their sense of maritime history, and serve the purpose of protecting national sovereignty and geographical boundaries through historical education[16].

Table 1. Comparison of Vital Silk Road Entries in the 2017 and 2024 Curriculum Textbook Revisions

Column Name	2017 Edition	2024 Edition
Learn from History to Cultivate Virtue	Not included	Detailed account of Zhang Qian's unwavering loyalty to the Han court amid detention
Reflection Questions	Not included	What was the historical significance of Han Dynasty governance over the Western Regions?
Extended Historical Accounts	Not included	The story of Ban Chao abandoning his writing brush to join the military
After-Class Tasks	Think about it: What was the historical significance of Zhang Qian's opening of the Western Regions? The foods shown in the images below were introduced to the Central Plains via the Silk Road. Why are they all named with the character 'Hu'? Looking Back and Looking Forward: In 2013, General Secretary Xi Jinping proposed the construction of the 'Silk Road Economic Belt' and the '21st-Century Maritime Silk Road' in cooperation with participating countries, launching the 'Belt and Road' initiative. Utilize the ancient Land and Sea Silk Roads to elaborate on your views of the development of the 'Belt and Road' today.	Discuss the impact of Zhang Qian's expedition to the Western Regions from multiple perspectives. In 2013, General Secretary Xi Jinping proposed jointly building the 'Silk Road Economic Belt' and the '21st-Century Maritime Silk Road' with relevant countries – the 'Belt and Road' initiative. Drawing on the historical overland and maritime Silk Roads, discuss your thoughts on the development of the 'Belt and Road' today.
Extended Reading	The South China Sea Islands (identical content)	

5. Teaching Strategies for Silk Road Instruction from the Perspective of Exchanges and Mutual Learning Among Civilizations

This module presents the first wide-ranging discussion of Chinese and global civilisations in the 2nd century BCE. Through Zhang Qian's first Western Expeditions, the materials show how the Han Dynasty broke through the geographical barriers to build the Silk Road and establish a crucial link for cross-cultural exchange across Eurasia. The revised curriculum now states that the founding of the Protectorate General of the Western Regions officially added Xinjiang to the territory of China, and this historical diplomatic innovation has found new life in the modern Belt and Road Initiative. The first teaching problem is how to help students realise that the start of the Silk Road was not only about the trade of goods carried by camels but also a complex network of military diplomacy, financial commerce and cultural exchange, and how to feel the grandeur of the collision of civilizations.

5.1. Interpret Various Historical Materials to Explore Cross-cultural Exchanges along the Silk Road

Teachers need to use the teaching materials in the curriculum effectively for interactive teaching. For the initial investigation, have learners manually draw maps of Zhang Qian's travels and indicate important areas for kingdoms and geographical difficulties. Combine pupils' drawings with Dunhuang fresco pictures of Zhang Qian's travels to record the first spread of Buddhism in the Han Dynasty. The three scenes of the textbook's fresco are: the emperor venerating a golden Buddha, Zhang Qian bidding farewell to the emperor, and Han messengers arriving at the Kingdom of Daxia. In class, the teacher has students compare the paintings with the historical records provided by textbooks and identify any discrepancies between the artistic depiction and the real situation; thus, students learn about Zhang Qian's foundational role in opening up the Silk Road.

Present authentic excerpts from Records of the Grand Historian and the Book of Han on Zhang Qian's missions, and organise comparative assessment exercises. Learners compare and contrast the two documents to explain what Sima Qian means by the expression "opening up new paths" in the context of Zhang Qian's achievements. Thus, students will gain an all-round understanding of the impact of Zhang Qian's travels and be able to evaluate the reliability of historical materials and trace changes in Han views of the Western Regions.

Many archaeological sites along the Silk Road have yielded valuable initial data on the cross-cultural contact between the Qin and Han Dynasties. Instructors could show the Western Han gilded bronze racing steed from Maoling Mausoleum and the Xinjiang Niya Site brocade guard inscribed with "Five Stars Ascend in the East, Bringing Wealth to China". This bronze horse relates to Emperor Wu's dispatch of Li Guangli to conquer Ferghana for horses, and both are driven by military and economic motives for Silk Road expansion. This brocade guard is matched with Han bamboo slip documents on the Jingjue Kingdom to provide specific material evidence of Han royal grants and official supervision over the Western Regions.

A "Speak of the Past" activity can be organised in the class, and students will act as archaeologists to explore old data in artefacts. Finally, the teacher has led the students to compare the cartographic representations of the Western Regions in the Western Han and Eastern Han periods to study stability and changes in Han territorial administration. According to this evidence-based and inquiry-oriented method, one will experience the historical context of the Silk Road vividly, learn to gain knowledge by observing what is actually available in history, and thereby understand the deep roots of the Belt and Road Initiative.

5.2. Design Role-playing Activities to Simulate Dialogues Between Civilizations

Exchange and mutual inspiration among cultures refer to an active interaction mode in which different traditions mould and develop through contact. The Silk Road did not only transmit Chinese culture overseas but also served to introduce excellent works of Western civilisation into China at the same time. At this time, Chinese and non-Chinese societies clashed and merged to drive the progress of world civilisation together. When teaching the concept of civilisation integration, use motion and other dynamic ways to explore how different cultures have been interacting over time.

Teachers could organise a role-playing exercise called Silk Road Caravan Commerce Simulation and have students take on roles such as Han traders, envoys of the Western Regions, Central Asian dealers, Roman aristocrats, etc. Pupils reconstruct the history of Silk Road trade based on the ethnic background, economic needs and social conditions of their characters, thus gaining direct experience of the Silk Road as a place for cross-cultural communication and integration. For example, a learner participating in a role-playing activity as a Han trader can present physical samples of Chinese silk to demonstrate the art and high quality of the silk; a participant taking on the role of a Roman noble might admire silk and ask about Chinese customs, engineering and cultural inheritance. Through immersive acting, learners can better feel the differences and mutual assimilation of various Eurasian cultures in life and develop an intuitive sense of cross-cultural interaction.

In discussing Qin-Han Xiongnu relations, educators may present both the official imperial view (royal strategies and military campaigns) and the local people's life during the conflict and stability. In the study of Silk Road civilizational interaction, we should move beyond a list of transferred works of art to examine the mutual influence and integration that occurred. For example, when teaching the western diffusion of Han paper production, instructors do not only explain how parchment facilitated the spread of ideas across Eurasia but also how neighbouring societies adapted and developed this technology in their own ways, such as the Arab adjustments to paper production methods based on the ecological conditions and needs of the Middle East. Based on this assessment, the students can learn that cross-cultural integration is

a flexible and two-way process of mutual learning and benefit from different cultures to achieve the same goals.

5.3. Connect Ancient and Modern Silk Roads to Deepen Thematic Understanding

Future development prospects of civilisation exchange and mutual understanding are in line with China's new era of global governance. Updated curriculum materials now highlight peaceful interactions along the historical land-based and sea-based Silk Routes, provide a historical foundation for the Belt and Road Initiative, and foster pupils' sense of patriotism and international awareness. Through the study of the history of the Silk Road, students can learn to appreciate peaceful coexistence and cooperation among different ethnic groups in various countries to some extent.

Merchants, diplomats, intellectuals and pilgrims from all over the Eurasian kingdoms have travelled along the old trade routes and engaged in various forms of cooperation in finance, art, philosophy and technology. All parties in the Silk Road trade during the Han Dynasty could make good investments according to their own strengths. China exported high-quality sericulture and varnish to meet the demand for these products in other countries, and in return, it imported raw materials from the West, such as aromatic herbs and precious stones. The two-way trade system gave both sides of the civilisations a large amount of money. According to the above records, it can be seen that a cooperative relationship serves to promote the development of the country and the people.

At present, the Belt and Road Initiative is no longer about financial cooperation alone; it is now also to build a global community of shared future. Promote intercultural communication and integration, promote the spread and application of scientific knowledge around the world, and provide practical support for peace and development in the world.

A "Historical and Modern Connection" section is added at the end of each chapter to connect the ancient Silk Road with the present-day BRI and teach students to carry forward the "Silk Road Spirit" of harmony and cooperation, transparency and integration, and sharing knowledge and opportunities. Facilitated group discussions to have students consider how the historical inheritance of the Silk Road can inform contemporary globalisation, and how this spirit may be carried forward to promote fair cultural exchange in the current world. Instructors have asked students to connect historical cases of Silk Road exchange with the current situation of international affairs to help them feel the need for strengthening cross-border communication and cooperation in an interconnected world, thus fostering a sense of global citizenship.

6. Discussion and Conclusion

Based on all-encompassing narrative reconstruction, the 2024 revised textbooks have transformed the conceptual idea of civilisation interaction and mutual development into concrete educational resources for classroom teaching. Primary history educators need to thoroughly study the sequence of editorial reasons for the recently revised textbooks, accurately grasp their basic teaching requirements, develop new pedagogical ideas, create additional curriculum materials and improve evaluation systems, and thus transform the teaching values of the textbooks into essential historical literacy for students. History teaching can offer deep historical perspectives to reduce intercultural tensions in the era of globalisation through this.

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