

# ***Exploration of Unit Teaching Design Strategies from the Perspective of Learning Task Groups: A Case Study of the Second Unit in the National Primary School Chinese Textbook for the Sixth Grade, Volume One (Unified Edition)***

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**Abstract:** When designing unit courses from the perspective of learning task groups, it is crucial to prioritize the education of Chinese language and place children's cognitive development at the center of the curriculum. This includes determining the main body of the unit curriculum, integrating unit knowledge information, forming a unit knowledge task group, setting up multi-course activities, designing diverse homework assignments, and implementing the development of students' core competencies. Based on the second unit in the National Primary School Chinese textbook for the Sixth Grade, Volume One (Unified Edition), this paper analyzes the textbook and explores the connection between the "humanistic theme" and the "Chinese language elements", and comprehensively considers reading, oral communication, composition, and Chinese language activities. It is attempted to construct a unit teaching task group system with the theme of "focusing on revolutionary activities and inheriting the red genes", helping students comprehensively improve their core literacy and inherit revolutionary culture through the use of Chinese language.

## **1. Introduction**

"Learning task groups" not only refers to the presentation of Chinese language curriculum content, but also refers to a teaching method of organizing Chinese language curriculum content. This teaching method involves designing related learning tasks to organize and implement Chinese language teaching activities. The unified edition textbook adopts a unit teaching structure, and each unit in the textbook may undertake some of the tasks of "learning task groups" [1]. Therefore, it is necessary and important to develop unit teaching design from the perspective of learning task groups.

## **2. Reading and Analyzing Text to Clarify Unit Learning Themes**

In order to design unit learning tasks under the guidance of learning task groups, it is necessary to first clarify which learning task group the specific unit belongs to in the curriculum content, further

study the learning content and teaching tips of this learning task group, and finally clarify the unit learning theme and scientifically position the unit learning objectives [2]. The 2022 National Curriculum Standards for Chinese Language Education mentioned in the “Teaching Suggestions”: “Teachers should clarify the positioning and function of learning task groups, and accurately understand the learning content and teaching tips of each learning task group.” [3]

## 2.1. Reading and Analyzing Unit Text to Determine Learning Task Group Attribution

The second unit of Grade 6, Book 1 revolves around humanistic themes. It not only includes in-depth readings of the texts *The Long March*, *The Five Heroes of Langya Mountain*, *Founding Ceremony*, and skim readings of *Lighting* and *My Fighting Companion Qiu Shaoyun*, but also includes reading links to *Place of Big Cypress: Tune: “Buddhist Dancers”*, oral communication through speeches, writing exercises on “Colorful Activities”, and famous quotes in the “Daily Accumulation” section, which are all related to the theme of revolutionary culture. The reading elements in this unit are aimed at guiding students to understand how to combine writing scenes through the combination of a point and panoramic view. The writing elements are aimed at guiding students to try to use the method of combining point and panoramic views in writing exercises.

Based on the humanistic theme and language elements of this unit, it is more suitable to be matched with the “Literary Reading and Creative Expression” learning task group mentioned in the “New Curriculum Standards”.

## 2.2. Clarifying Unit Learning Themes and Scientifically Locating Unit Learning Objectives

Unit learning themes are not equivalent to humanistic themes, but can unify many aspects such as humanistic themes, language elements, multiple learning objectives, and rich learning content [4].

Based on the interpretation of the learning content and teaching tips of the “Literary Reading and Creative Expression” task group in the third stage of the curriculum, and the integration of the language elements in the second unit of Grade 6 Book 1, the learning theme, core objectives, and specific objectives of this unit have been established as shown in Table 1.

Regarding the term “remember” mentioned in the objective, it can be understood as presenting in the form of a “speech” in the oral communication section and in the form of “writing” in the writing section.

Table 1: Unit learning theme and objectives

| Unit theme                                                        | Core unit objective                                                                                                                                                                                 | Specific unit objectives                                                                                                                                                                                                               |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focusing on revolutionary activities and inheriting the red genes | Through learning the unit content, students will feel the tradition of revolutionary culture, understand and apply the method of combination of a point and panoramic view to remember an activity. | 1. Recognize and be able to write 32 Chinese characters such as “lv, kou, zheng”, feel the characteristics of Chinese character formation and word composition, and experience the wisdom contained in Chinese characters.             |
|                                                                   |                                                                                                                                                                                                     | 2. Understand the main content of the text, pay attention to the description of the characters’ expressions, actions and behaviors, appreciate the characters’ qualities, and feel the thoughts and emotions contained in the article. |
|                                                                   |                                                                                                                                                                                                     | 3. Understand how the article uses the method of combination of a point and panoramic view to describe a scene, and try to use the method of combination of a point and panoramic view to “remember” an activity.                      |

### 3. Determining Unit Content around the Learning Theme

Once the learning theme of “Focusing on Revolutionary Activities and Inheriting the Red Genes” is established, it becomes imperative to reclassify and integrate the original unit content around this central theme, supplementing it where necessary and identifying interrelated unit learning content with inherent logical connections.

#### 3.1. Expanding Reading, Creating Situations, and Revisiting the Revolutionary Years

After reviewing the content of the second unit of Grade 6 Book 1, it is apparent that the five lessons describe various revolutionary activities that occurred during different historical periods, spanning a significant period of time. This distance from their real-life experiences can make it challenging to pique students’ interest and empathy. Therefore, it is essential to create a situation that aligns with students’ cognitive development. Before teaching the second unit, teachers could encourage students to engage in extra-curricular activities, such as reading about Chinese modern history (especially several revolutionary wars related to the lesson content), watching revolutionary-themed movies such as *The Hundred Regiments Offensive*, *The Founding of A Republic*, and *The Battle at Lake Changjin*, etc. These activities aim to guide students into deepening their comprehension and understanding of textbook content within the broader context of revolutionary history. Students can learn about different forms of revolutionary activities experienced during China’s second civil war, the war against Japan, the liberation war, and the War to Resist US Aggression and Aid Korea. By providing a historical background and situational atmosphere for the lesson, students can revisit and learn more about the revolutionary years.

#### 3.2. Integrating Unit Learning Content: Focusing on Revolutionary Activities

As shown in Table 2, the unit’s content has been integrated according to the historical timeline, focusing on the revolutionary activities depicted in the five lessons. Students are encouraged to grasp the main content of each lesson within the specific context of the revolutionary history. Additionally, they will learn about the spirit of heroism, patriotism, and national integrity exhibited by these revolutionary pioneers [5]. The content of the textbook readings, reading links, “communication platform”, and “phrase segment usage” will be combined to help students gain a deeper understanding of the heroic individuals and their stories. Through activities such as reading, writing, and memorization, students can better appreciate the principles of the revolutionary culture, such as “sacrifice for the righteous cause”, “unwavering courage”, and “sense of responsibility”. This approach will help students develop a proper life and value perspective. During the learning process, the focus will be on guiding students to understand both the overarching description and the specific details of the activities. They will be taught to appreciate the method of describing the environment through the combination of a point and panoramic view.

#### 3.3. Implementing Activities to Inherit the Red Genes

During this unit’s learning process, oral communication and writing content can be integrated to expand activities such as speeches, performances, and sharing events. (It is worth noting that the “activities” mentioned here not only include the deeds of heroic predecessors during wartime but also include the stories of countless unknown heroes who silently protect our homeland in the current era of peace, such as epidemic prevention and control, forest fire prevention, and volunteer protection.) By organizing activities such as “Speak about My Hero”, “Act out an Unforgettable Heroic Story”, and “Write About an Impressive Activity”, students are encouraged to use the combination of point

and panoramic views, language, and writing to share the stories of countless revolutionary heroes and benevolent figures. Through various forms of showcasing reading practice results, students gain personalized aesthetic experiences, express unique thoughts, and communicate their emotional experiences [6], thus promoting patriotism education and cultivating a love for the country.

Table 2: Content Summary of Unit 2 in Grade 6 Textbook

| Lessons                                   | Content                                                                                                                                                                                                                                                                                                              | Historical period                                 | Revolutionary activities      |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------|
| <i>The Long March</i>                     | The poem vividly depicts the hardships of the 25,000-mile Long March.                                                                                                                                                                                                                                                | Second civil war (the land revolution war period) | Red Army Soldiers' Long March |
| <i>The Five Heroes of Langya Mountain</i> | This lesson recounts the heroic story of how five Eighth Route Army soldiers fought bravely to protect their army and civilians during a retreat, leading the enemy to Langya Mountain before sacrificing their lives.                                                                                               | The anti-Japanese war period                      | Battle on Langya Mountain     |
| <i>Founding Ceremony</i>                  | The lesson describes the grand founding ceremony held in Beijing on October 1, 1949, revealing the significant meaning of the establishment of the People's Republic of China and affirming the Chinese people's pride and excitement over the birth of their new nation.                                            | Liberation War Period                             | Founding Ceremony             |
| <i>Lighting</i>                           | The lesson recalls a story of Vice Captain Hao's heroic sacrifice in the Shatuji Siege Battle to find a breakthrough for his troops using fire.                                                                                                                                                                      |                                                   | Shatuji Siege Battle          |
| <i>My Fighting Companion Qiu Shaoyun</i>  | This lesson recounts Qiu Shaoyun's courage during an undercover mission where his location was bombed, and he was burned alive but remained motionless to secure the victory for his country. The story praises his sacrifice for the greater good, his adherence to discipline, and his lofty revolutionary spirit. | War to Resist US Aggression and Aid Korea         | Stealth battle on High 391    |

#### 4. Forming Unit Learning Task Groups to Promote the Development of Students' Core Literacy

This unit focuses on the theme of "Focusing on Revolutionary Activities and Inheriting the Red Genes" and integrates reading, speaking, writing, and language learning into three tasks: "Reading History, Reliving Revolutionary Years", "Reading Literature, Focusing on Revolutionary Activities", and "Sharing, Composing Heroic Songs". It helps students to understand and approach revolutionary culture through language learning practice activities, and to better inherit and promote the revolutionary spirit. The learning task framework is shown in Table 3.

Through the integration of the unit, the framework of the unit learning task group based on literacy is constructed, with a more prominent theme, integrated content, and more focused objectives. In the three learning tasks with the theme of "Focusing on Revolutionary Activities and Inheriting the Red Genes", students continuously try to listen, speak, read, write, and perform, collecting, integrating, refining, expressing, and experiencing the revolutionary spirit and culture. They realize the symbiosis and growth of language literacy and revolutionary spirit inheritance silently and effectively.

Table 3: Unit learning task group

|                                                                   |                                                          |                                                                  |                                             |                              |
|-------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------|------------------------------|
| Focusing on revolutionary activities and inheriting the red genes | Reading History, Reliving Revolutionary Years            | Talking about revolutionary activities in modern Chinese history | Unit guidance                               |                              |
|                                                                   |                                                          | Watching revolutionary theme movies                              |                                             |                              |
|                                                                   | Reading Literature, Focusing on Revolutionary Activities |                                                                  | The Long March                              | Intensive reading guidance   |
|                                                                   |                                                          |                                                                  | The Five Heroes of Langya Mountain          |                              |
|                                                                   |                                                          |                                                                  | Founding Ceremony                           |                              |
|                                                                   | Sharing, Composing Heroic Songs                          |                                                                  | Lighting, My Fighting Companion Qiu Shaoyun | Skimming practice            |
|                                                                   |                                                          |                                                                  | Speak About My Hero                         | Expression and communication |
|                                                                   |                                                          |                                                                  | Act Out an Unforgettable Heroic Story       |                              |
|                                                                   |                                                          |                                                                  | Write About an Impressive Activity          |                              |

## 5. Conclusions

From the perspective of the learning task group, the unit teaching design is guided by literacy objectives, with the theme of “Focusing on Revolutionary Activities and Inheriting the Red Genes”, integrating the learning content of the unit, designing learning task groups, and supporting diverse homework designs. It guides students to carry out comprehensive teaching practice activities in real historical contexts, enabling students to truly feel the practical significance of language learning, promote the inheritance of revolutionary culture and spirit, perceive the initial intention of revolution, and strengthen their red faith. This design truly achieves the integration of learning and application, knowledge and action, and achieves the unity of theory and practice.

## References

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