

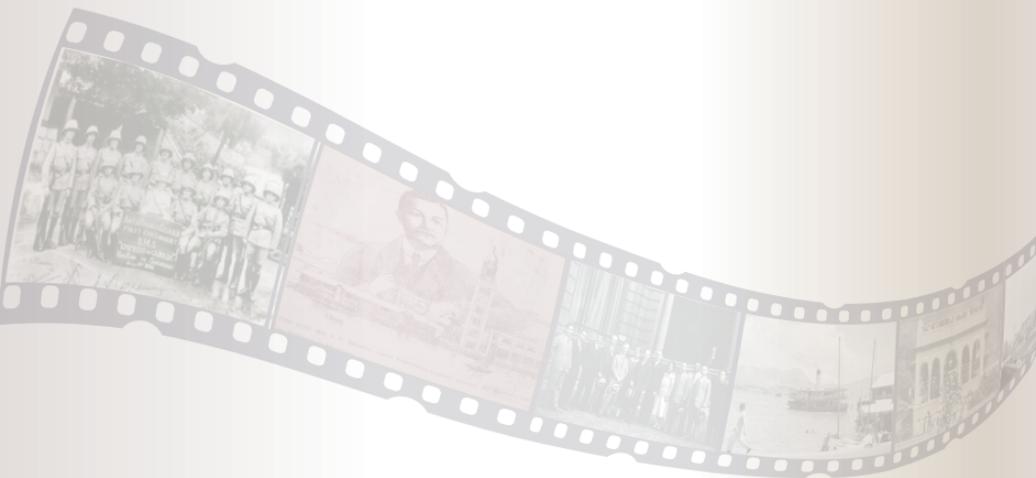
In Pursuit of Aspiration

History of Different Ethnic Groups in Hong Kong and
their Contribution to the Development of Hong Kong



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Introduction

The e-learning resource pack entitled *In Pursuit of Aspiration – History of Different Ethnic Groups in Hong Kong and their Contribution to the Development of Hong Kong* is published by the Personal, Social and Humanities Section of Curriculum Development Institute, Education Bureau (EDB). It aims to support the learning and teaching of the Revised History Curriculum (S1-3) (2019) and help students trace the historical imprints of different ethnic groups who lived in Hong Kong in the 19th and 20th centuries so that students can understand the lives, cultures of different ethnic groups and their contribution to Hong Kong.

In order to enhance teachers' understanding of the new topic "Contributions of Europeans, Americans and other ethnic minorities to Hong Kong" in the Revised Curriculum, the EDB commissioned a team led by Professor MAK King-sang and Professor KWONG Chi-man of the Department of History, Hong Kong Baptist University in 2017 to produce this e-learning resource. The histories of different ethnic groups' life and experience in Hong Kong, such as those of the Jews, Parsis, Europeans, Indians, Sikhs and Filipinos, are selected to illustrate their contributions to the development of Hong Kong.

This e-learning resource pack contains three parts. Part A contains two video clips (with subtitles) and abstracts of the videos by Professor KWONG Chi-man on how to use visual images to study history. The 47 primary sources in Part B, of which the last 3 sources are interview extracts, mostly come from the government or private sector archives. There is an annotation for each historical source to facilitate students and teachers' understanding of its background and content. Teachers are expected to read and use these historical sources to design learning and teaching activities so that students can study history through historical sources. Part C contains 6 examples of classroom activities and site visits designed from the primary sources in Part B and other relevant information by front-line history teachers. Teachers may flexibly use and adapt these examples according to their school context and students' ability and interest. Teachers are advised to read the user guide so as to know more about the e-learning functions provided in this e-learning resource pack. The content of this resource pack has been uploaded to the website of EDB for teachers' reference.

<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/reference-and-resources/index.html>

No part of this e-learning resource may be reproduced in any form for commercial purposes. We are grateful to the publishers/ organisations for permission to quote their publications in this resource. We also express our heartfelt gratitude to The Hong Kong Heritage Project for its generosity for allowing us to use its collections (including texts,



photos and interview extracts, etc.), Ms Amelia ALLSOP and the Jewish Historical Society of Hong Kong. Every effort has been made to trace copyright ownership but in the event of accidental infringement, copyright owners are invited to contact us so that we can come to a suitable arrangement.

If you have any comments and suggestions on this resource pack, please send to:

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Abstract

The e-learning resource pack entitled *In Pursuit of Aspiration – History of Different Ethnic Groups in Hong Kong and their Contribution to the Development of Hong Kong* is produced to support the implementation of the Revised History Curriculum Guide (S1-3) which starts with S1 in September 2020. This e-learning resource pack supports the learning and teaching of Topic 8 ‘Growth and development of Hong Kong up to the late 19th century’ and its extended part ‘Contributions of Europeans, Americans and other ethnic minorities to Hong Kong’. Through this resource pack, students can trace the historical imprints of different ethnic groups who lived in Hong Kong in the 19th and 20th centuries so that students can know about the lives, cultures of different ethnic groups and their contributions to Hong Kong.

Before using this e-learning resource pack, teachers are advised to make reference to the curriculum guide so as to understand the rationale, aims and objectives of the revised curriculum. The Curriculum Guide can be downloaded from the EDB website:

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/Hist_Curr_Guide_S1-3_Eng_final_10072019.pdf

History Curriculum Guide (Secondary 1-3)

Curriculum Aims

The aims of Secondary 1-3 History curriculum are:

- (a) to enhance and develop students’ interest in studying history;
- (b) to help students understand the present in the context of the past;
- (c) to enrich students’ knowledge of their own community and culture, as well as other major cultures of the world;
- (d) to develop students’ historical skills and generic skills for further studies and life situations;
- (e) to nurture students to become citizens who have global perspectives, knowledge and sense of responsibility.

Learning Objectives

After completion of the junior secondary History curriculum, students should be able to:

- (a) Knowledge and Understanding
 - i. understand and comprehend from a variety of perspectives (political, economic, technological and scientific, social, religious, aesthetic, etc.), the main characteristics of world civilisations in different periods;



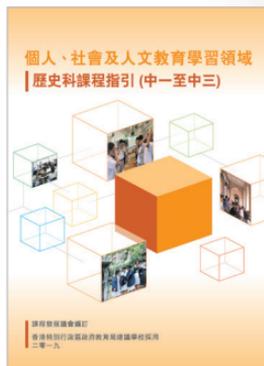
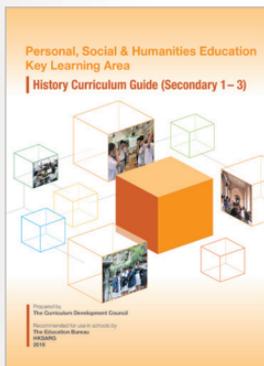
- ii. understand and comprehend the main characteristics of the development of Hong Kong and to relate them to the national and world development;
- iii. comprehend basic historical concepts and terms;
- iv. understand the relationship between cause and consequence of historical events;
- v. comprehend change and continuity in major historical issues and developments;
- vi. understand that the past may be interpreted in different ways.

(b) Skills

- i. use historical terminology in an appropriate way;
- ii. present historical events accurately in chronological order;
- iii. describe characteristics of historical maps, models, diagrams, charts, pictures, tables and cartoons;
- iv. make deductions and inferences from historical sources;
- v. identify different interpretations of major historical events and personalities;
- vi. distinguish the differences between historical facts and opinions;
- vii. comprehend the implication of sources, question and explore the accuracy and reliability, and then construct fair and impartial personal views;
- viii. make an imaginative reconstruction of past events;
- ix. select, organise and deploy sources, and express in a well-structured way.

(c) Attitudes and Values

- i. develop an interest in the past and an appreciation of human achievements and aspirations;
- ii. relate the study of history to contemporary life;
- iii. understand views, beliefs and values of different societies at different times so as to develop positive values and attitudes;
- iv. be willing to take up the responsibility of preserving antiquities and monuments, conserving cultural heritage and promoting history and culture.



Introduction of the e-learning resource pack

This e-learning resource pack provides the Online Self-directed Learning Platform and printed version (Word and PDF format) for the use of students and teachers.

The contents of the e-resource pack have been uploaded to the online platform and supplemented by various e-learning functions to assist students' self-directed learning and teachers' use. Students and teachers can use the following web link or scan the QR code to browse and use the online platform. For more details, please refer to this user guide.

Website: https://history-learning.edb.hkedcity.net/ethnic_minority/index.html



QR Code:

The user guide, internet web link and the content files in Chinese and English versions (Word and PDF format) of this e-learning resource pack have been stored in the DVD disk attached. Students and teachers can also make reference and use the resource pack at all time.

Points to Note:

1. The online platform runs on all operating platforms with common web browsers. To get the best user experience, running the Platform on standard browsers (e.g. Firefox, Google Chrome and Safari) of **tablet or desktop computer** with resolution at 1280 x 1024 is recommended.
2. The online platform will be updated on a need basis from time to time. Kindly note that the contents and e-functions on the platform maybe different to those indicated in this user guide. If updated, the EDB will upload the latest version of this user guide to EDB website for reference.
3. Please note that the operations and functions on the platform introduced in this user guide may be slightly different, subject to factors such as the version of the operating system and browser used.

Introduction of the online self-directed learning platform

Front Page and Contents of the Online Platform

In Pursuit of Aspiration – History of Different Ethnic Groups in Hong Kong and their Contribution to the Development of Hong Kong

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Preface

Abstract

Part A - Introduction

Part B - 47 Sources collection

Part C - Teaching plans

Part C - Site Visit

*Personal, Social and Humanities Education Section
Education Bureau*



Preface

Introduction of the Resource Pack



Abstract

Abstract of the Resource Pack

Part A -
Introduction

Videos : Source-based History Learning

1. Abstract of Video: What kind of historical sources can be used to write history?
Professor KWONG Chi-man
2. Abstract of Video: Are photographs always reliable as historical sources? Historical photographs and historical study
Professor KWONG Chi-man

Part B -
47 Sources collection

47 Primary Sources (Including three interview extracts)

Part C -
Teaching plans

6 Teaching Plans (including Site Visits) with relevant online worksheets

Case Study 1 : Different ethnic groups in Hong Kong: The Jews

Case Study 2 : Different ethnic groups in Hong Kong: The Parsis

Case Study 3 : Different ethnic groups in Hong Kong: The Europeans (using the Germans, the Russians and the Portuguese as examples)

Case Study 4 : Ways of life of different ethnic minority groups in different periods of Hong Kong: using the Indians, the Sikhs and the Filipinos as examples

Case Study 5 : Mody, Chater, Nathan, Kadoorie Family and the Kowloon Peninsula

Part C -
Site Visit

- Site Visits with the theme of "Religious Buildings of ethnic minorities in Hong Kong"
- 2 suggested routes for site visits with relevant worksheets
- Facilitate students to conduct site visits through the e-learning platform
- Introduce different ethnic groups and the history of respective religious buildings with appendixes attached

1 General e-Functions



*In Pursuit of Aspiration – History of
Different Ethnic Groups in Hong Kong and their
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Part B

Contents

1. Jewish New Year services	3
2. Jewish Recreation Club	4
3. Jewish Recreation Club Purim Ball Menu, 1950	5
4. Photo of the Ohel Leah Synagogue soon after it was first built in 1902 (Jews)	6
5. List of subscribers to the Ohel Leah Synagogue, 31 December 1939 (Jews)	7

Icon Function



Export the link of the relevant item



Clear the information stored in the browser*



Enter a page number, and move to the relevant page



Refresh the page

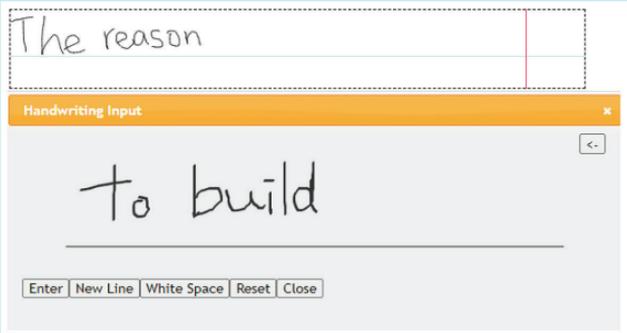
*The e-learning platform stores the information, such as the last browsed page, answers inputted, etc., so as to enhance the efficiency in using the platform. All information will be deleted after clicking the icon.

2 Inputting Answers

The e-Learning platform provides typing and handwriting functions to facilitate users to input answers.



Handwriting Function

Icon	Function
	For typing inputs, tap the icon to trigger the text-typing box
	For hand-writing inputs, tap the icon to trigger the hand-writing box 

3 Showing Suggested Answers

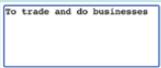
After studying the historical sources, user can complete the exercises on the e-learning platform and check the answers by oneself.

Case study of ethnic minorities in Hong Kong: The Jews

Pre-assessment How much do you know about the Jews in Hong Kong?

Influential families 	Reasons for coming to Hong Kong 
	
The origin of the Jews in Hong Kong	
Religious venue and clothing styles for their religion 	Contributions to Hong Kong 
	

Exercise on the e-learning platform

Icon	Function
	Tap to show the suggested answers
	Input answers in the blank space

4 Uploading Pictures

The online platform provides picture uploading functions to facilitate users to upload pictures during site visits.

Icon

Function



Tap the button to connect with the camera function on the tablet* or select the relevant picture on a tablet / desktop computer, and upload it to the online platform

* Depending on the version of the operating system and browser, the function and steps for use maybe slightly different.

Steps to Upload Pictures

1. Tap  button (Indicated by the red box in the picture below)

Check point 1: Lascar Row, Sheung Wan

Photo in the past



Photo of an Indian policeman (commonly known as "Moors") and a Chinese policeman

Photo today





II. Take a picture with the tablet, or select the relevant picture on a tablet / desktop computer to upload it to the platform

Check point 1: Lascar Row, Sheung Wan

Photo in the past



Photo of an Indian policeman (commonly known as “Moors”) and a Chinese policeman

Photo today



Layout after uploading a picture successfully (Indicated by the picture in the red box)

5 Submitting Answers

User can complete the questions on the online platform and submit the answers to the teacher via the email application connected with the platform.

To make it easier to use, students are recommended to use their personal accounts to login the email application on the tablet / desktop computer first so as to complete the following procedure to submit answers. Teachers should provide an email address for students to submit their answers.

Icon	Function
	Tap the button to connect with email application through this platform and submit the answers via email

Steps to Submit Answers

1. After completing the questions, click the 'Submit Answer' button to submit the answers (Indicated by the red box in the picture below)

1. What is the feature of this street?

There are a lot of shops selling antiques on this street.

2. Can you find anything related to the ethnic minorities? Is there any story and historical event related to them? (Interview)

I interviewed a shop owner who told me a story about 'Moors'.

3. Compare the now and then scene of the street.

The street is full of history. It reminds me of the past when many ethnic groups lived here.

Submit Answer

- II. On the tablet, click 'Allow' to open email application. (If users use this function on a desktop computer, email application will be opened automatically)*

This website has been blocked from automatically composing an email.

Ignore Allow

* Depending on the version of the operating system and browser, the function and steps for use maybe slightly different.

- III. In the email application on a tablet / desktop computer, input teacher's email address (indicated by the red box in the picture below). Once completed, click 'Send' icon to complete the submission of answers

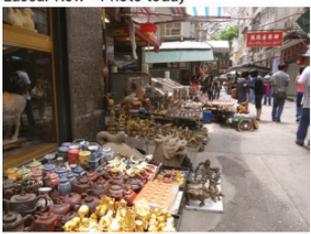
Worksheet 4 Check point 1: Lascar Row, Sheung Wan 

To:

Cc/Bcc: Images: 696 KB

Subject: Worksheet 4 Check point 1: Lascar Row, Sheung Wan 

Lascar Row - Photo today



1. What is the feature of this street?
There are a lot of shops selling antiques on this street.

2. Can you find anything related to the ethnic minorities? Is there any story and historical event related to them?(Interview)
I interviewed a shop owner who told me a story about 'Moors'.

3. Compare the now and then scene of the street.
The street is full of history. It reminds me of the past When many ethnic groups lived here.

- IV. The teacher will receive an email with answers from the students attached (Subject to factors such as server and network conditions, the email may take a while to receive.)

6 Assistive Toolbar

The online platform provides other assistive functions to facilitate learning.

Icon	Function
	On the right side of the website of Part B and C; Tap the button to open the Assistive Toolbar

Introduction of the functions in the assistive toolbar



First level of the toolbar



Second level of the toolbar
(Tap  to change options)

Icon	Function
<p>Notes</p> 	<p>Write notes on sticky notes to jot key points. These notes can be positioned anywhere on the online platform</p>
<p>Sketchpad</p> 	<p>Draw on drawing board with different lines of different thickness, opacity and colours. Users can click the lines directly to delete the drawing</p>
<p>Highlight</p> 	<p>Highlight the text using highlighters of different thickness, opacity and colours. Users can click the lines directly to delete the highlighting</p>
<p>Dictionary</p> 	<p>Go online to search words and terms using free online dictionaries</p>
<p>Thesaurus</p> 	<p>Build his/her own word bank for revision and reference</p>
<p>Bookmarks</p> 	<p>Bookmark a page on the online platform. To delete the bookmark, the user simply clicks or touches the bookmark icon. The function allows the user to view all the bookmarks s/he has entered</p>
<p>Table of Contents</p> 	<p>Link directly to the relevant page on the online platform</p>
<p>Search</p> 	<p>Search any word within the online platform</p>
<p>Help</p> 	<p>Know about the functions of different tools in the toolbar</p>

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