

**SYLLABUSES
FOR
SECONDARY SCHOOLS**

HISTORY

(SECONDARY I-III)

**PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL
RECOMMENDED FOR USE IN SCHOOLS BY
THE EDUCATION DEPARTMENT
HONG KONG
1996**

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PREAMBLE

This syllabus is one of a series prepared for use in secondary schools by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its co-ordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institutions, officers of the Hong Kong Examinations Authority and those of the Curriculum Development Institute, the Advisory Inspectorate and other divisions of the Education Department. The membership of the Council also includes parents and employers.

This syllabus is recommended for use in Secondary 1 to 3 by the Education Department. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate and the Curriculum Development Institute of the Education Department. This will enable the History Subject Committee (Secondary) of the Curriculum Development Council to review the syllabus from time to time in the light of teaching and learning experiences.

All comments and suggestions on the syllabus may be sent to:

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I. INTRODUCTION

This syllabus is to keep the teaching and learning of the subject in line with current developments in the field, such as the emphasis on acquisition of skills and concepts, the importance of using sources, the desirability of learning local history, and the need to adopt new formats of assessment.

The study of history can make a unique contribution to the general education of young people. This syllabus is designed to facilitate the use of those teaching strategies and learning activities which can make the subject interesting, relevant and challenging.

Topics are selected for this syllabus because they are historically significant, appropriate for illustrating basic terms and concepts of history, relevant to the daily experiences of students, conducive to the mastery of skills of history study and favourable to arousing interest, excitement and enjoyment in history learning.

II. AIMS AND OBJECTIVES

A. The aims of history learning are:

1. to arouse and develop students' interest in the past;
2. to help students to understand the present in the context of the past;
3. to contribute to students' knowledge and understanding of their own community and culture, as well as other major cultures of the world;
4. to train the mind of students by introducing them to distinctive skills employed by historians;
5. to prepare students for adult life and citizenship.

B. The objectives of history learning

By the end of S3, students should have:

1. *acquired knowledge and understanding*, such that they will be able to:
 - (a) demonstrate that they know and understand, from a variety of perspectives (political, economic, technological and scientific, social, religious, aesthetic, etc.), the main features of world civilizations within a broad chronological structure;
 - (b) demonstrate that they know and understand the main features of the history of Hong Kong and to relate them to wider themes;
 - (c) acquire an understanding of concepts and terms fundamental to historical study;
 - (d) identify the relationship between cause and consequence of historical events;
 - (e) detect change and continuity in major historical issues and developments;
 - (f) show an understanding that the past may be interpreted in different ways;
2. *mastered skills*, such that they will be able to:
 - (a) demonstrate an understanding of historical terminology and use it in the appropriate context;
 - (b) arrange events sequentially according to set criteria;

- (c) describe features of historical maps, models, diagrams, charts, tables, pictures and cartoons;
 - (d) make simple deductions and inferences from historical sources;
 - (e) identify different interpretations of major historical events and personalities;
 - (f) distinguish between historical facts and opinions;
 - (g) make an imaginative reconstruction of past events;
 - (h) select, organize and deploy information to produce well-structured work;
3. *developed values and attitudes*, such that they will be able to:
- (a) develop an interest in the past and an appreciation of human achievements and aspirations;
 - (b) relate the study of the past to contemporary life;
 - (c) appreciate that different societies held different beliefs, values and attitudes at different times;
 - (d) develop values and attitudes in relation to moral, civic, and environmental education.

III. SYLLABUS OUTLINE AND SUGGESTED TIME ALLOCATION

It is assumed that there are around 30 teaching weeks/cycles from September to June in an academic year and at least 2 periods per week/cycle are recommended to the teaching of the subject. This syllabus is so designed that students with average abilities can finish it within 40 periods. It is at individual teachers' discretion to use the outstanding number of teaching periods for different purposes, such as catering for wider interests or remedial needs of students, providing opportunities for in-depth studies and facilitating the employment of more teaching strategies. The number of periods for the teaching and learning of each topic is suggested as follows:

| <i>Level</i> | <i>Topics</i> | <i>Options</i> | <i>Periods</i> |
|--------------|---|--|----------------|
| S1 | <i>Ancient and Medieval Times</i> | | |
| 1 | Introduction to history study | | 8 |
| 2 | Traditional rural life of Hong Kong | | 8 |
| 3 | Life in the main centres of early civilization | At least ONE* (a) the Fertile Crescent (b) the Nile Valley (c) the Indus Valley (d) the Huanghe Valley | 8 |
| 4 | Life in ancient Greco-Roman civilization | At least ONE* (a) Greece (b) Rome | 8 |
| 5 | Life in medieval times | | 8 |
| | | Total | 40 |
| S2 | <i>Transition to Modern Times</i> | | |
| 1 | Renaissance | | 7 |
| 2 | The age of revolution | At least ONE* (a) the American Revolution (b) the French Revolution | 9 |
| 3 | Life in the age of machines | | 8 |
| 4 | East-West encounters | | 8 |
| 5 | Growth and development of Hong Kong up to the early twentieth century | | 8 |
| | | Total | 40 |
| S3 | <i>The Twentieth Century</i> | | |
| 1 | International conflicts and threats to peace in the twentieth century (a) the two World Wars (b) the Cold War | | 14 |
| 2 | Growth and development of Hong Kong in the twentieth century | | 8 |

| <i>Level</i> | <i>Topics</i> | <i>Options</i> | <i>Periods</i> |
|--------------|--|----------------|----------------|
| 3 | Major achievements in the twentieth century (a) International co-operation and efforts towards peace (b) Scientific and technological developments | | 10 |
| 4 | Mini-research on an aspect of twentieth century history | | 8 |
| Total | | | 40 |

* It is inadvisable to cover more than one option within the recommended number of periods. For each extra option, extra teaching periods should be allocated.

IV. SYLLABUS CONTENT

| S1 | Ancient and Medieval Times | | | | |
|---------|-------------------------------|--|--|---|--|
| | Topic | Teaching points | | Key concepts | Explanatory notes |
| Topic 1 | Introduction to history study | <p>1. What is history?</p> <p>2. Why do we study history?</p> <p>3. How do we study history?</p> <p>4. Major developments in the Stone Age</p> | <ul style="list-style-type: none"> • history as events • history as the record of events • history as the study of the record of events • to understand the present in the context of the past • to cultivate a sense of cultural identity • to develop the skills employed by historians <p>Division of historical periods</p> <ul style="list-style-type: none"> • ancient times • medieval times • modern times <p>Measuring time</p> <ul style="list-style-type: none"> • Christian way • Chinese way • Muslim way <p>Sources of studying history</p> <ul style="list-style-type: none"> • archaeological findings • written records • non-written records • discovery and use of fire • domestication of animals | <ul style="list-style-type: none"> • Time • Evidence • Cause and Effect • Change and Continuity • chronology • archaeology • primary source • secondary source • pre-history/ history • ancient | <p>Students should be introduced to what history is about and why it is important to study history. They should be given the chance to develop an awareness of the past and its relevance to the present world. The focus should be on developing students' comprehension on the concept of time, the different kinds of sources in studying history, and the distinction between history and pre-history. An awareness of the major changes in the Stone Age should be developed to reinforce the concept of pre-history.</p> |

| S1 | Ancient and Medieval Times | | | | |
|---------|--|---|--|--|---|
| | Topic | Teaching points | | Key concepts | Explanatory notes |
| Topic 2 | Traditional rural life of Hong Kong | <ol style="list-style-type: none"> Life of people in Hong Kong in pre-historic times The major groups and the great clans Life in the rural community Traditional customs and festivals of the rural community | <ul style="list-style-type: none"> development of agriculture rock carving tools 4 major groups the great clans people's livelihood rural education early industries ancestral worship (e.g. Qingming Festival, Chongyang Festival) religious practices (e.g. Tianhou Festival; Dajiao Festival) | <ul style="list-style-type: none"> archaeology clan ancestral worship | Through the study of archaeological sites and types of archaeological findings in Hong Kong, students could develop an awareness on the life of the earliest inhabitants in Hong Kong, and the concept of history and pre-history developed in Topic 1 could be reinforced. Students should also be introduced to the occupations and activities of the major groups and great clans in the traditional rural community of Hong Kong. The focus should be on people's livelihood, rural education, early industries, customs and festivals. |
| Topic 3 | Life in the main centres of early civilization | <ol style="list-style-type: none"> Meaning of civilization Features of the four centres of early civilization Favourable factors for the development of civilization Case study of a centre of early civilization | <ul style="list-style-type: none"> the Fertile Crescent the Nile Valley the Indus Valley the Huanghe Valley settlements along river valleys life of people (economic, social, religious) legacy | <ul style="list-style-type: none"> civilization government | Students should be introduced to the meaning of civilization and the general features of the four centres of early civilization. The focus should be on the favourable factors for the development of these centres of civilization, the livelihood of people and what they left to the modern world. Teachers may choose at least one centre of early civilization for detailed case study. |

| S1 | Ancient and Medieval Times | | | | |
|---------|--|---|--|---|---|
| | Topic | Teaching points | | Key concepts | Explanatory notes |
| Topic 4 | Life in ancient Greco-Roman civilization | General introduction of Greco-Roman civilization | <ul style="list-style-type: none"> • major political changes • major characteristics of the Greek and Roman civilization | <ul style="list-style-type: none"> • classical | Students should be given an overview of Greco-Roman civilization. Teachers may then choose either Greece or Rome, or both, for detailed study. |
| | Life in ancient Greece | <ol style="list-style-type: none"> 1. The city state 2. Life in city states 3. Relations with other peoples 4. Legacy of Greece | <ul style="list-style-type: none"> • origin • democracy in Athens • military training in Sparta • economy-agriculture and trade • sport • gods and religious practices • The Persian Wars • Greece and Rome • language • philosophy • architecture, art, drama and literature • politics | <ul style="list-style-type: none"> • city state • democracy • myth | Students should develop an awareness of the civilization of ancient Greece and its legacy to the modern world. The focus should be on the way of life, beliefs and achievements of the ancient Greeks. |
| | Life in ancient Rome | <ol style="list-style-type: none"> 1. The founding of Rome 2. The Roman Republic 3. The Roman Empire | <ul style="list-style-type: none"> • its setting up • the way it was ruled • the formation of the empire • the expansion of the empire | <ul style="list-style-type: none"> • legend • republic • empire • barbarian | Students should develop an awareness of the major developments in ancient Rome and its influence on European history. The main focus should be on the growth and extent of the Roman Empire, Roman government, economy and society, and the legacy of Rome. |

| S1 | Ancient and Medieval Times | | | | |
|---------|----------------------------|--|--|---|--|
| | Topic | Teaching points | | Key concepts | Explanatory notes |
| Topic 5 | Life in medieval times | 4. Government, economy and society 5. Roman culture and its legacy 1. The major religions and their main features 2. The main features of European medieval times | <ul style="list-style-type: none"> • the barbarian invasions and the Byzantine Empire • Roman law and government • trade and communication • technology, including roads and water systems • religion • calendar • entertainment • language and writing • art and architecture • Features of Buddhism, Christianity, Islam • places in the world under the respective influence of each religion • feudal system • emphasis on loyalty and obligation • the idea of chivalry • the special role of the Church | <ul style="list-style-type: none"> • religion • medieval times • feudalism | <p>Students should be introduced to the main features of the three major religions in the world, and they should develop a time concept of the rise and spread of these religions. They should be made aware of the rise and spread of Christianity as a significant development in medieval Europe. They should also be able to distinguish medieval Europe from the middle ages of the other parts of the world. The focus could then be put on the features of life in medieval Europe.</p> |

| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
|---------|---------------------|--|--|---|--|
| Topic 1 | Renaissance | <ol style="list-style-type: none"> 1. Conditions in Europe on the eve of the Renaissance in Italy 2. The major features of the Renaissance period 3. Influence on the development in Europe | <ul style="list-style-type: none"> • decline in the influence of the Church • decline of feudalism • economic development • humanism • science • literature • art • influence on European art and architecture • Reformation • Enlightenment | <ul style="list-style-type: none"> • medieval • Renaissance • humanism | The focus should be on the major features of the Renaissance period and the significance of the Renaissance in European history as a period of transition to modern times. |
| Topic 2 | Age of revolution | Intellectual background of the revolutions | <ul style="list-style-type: none"> • Enlightenment | <ul style="list-style-type: none"> • revolution | A brief overview of the intellectual background of the revolutions, specifically the impact of the Enlightenment, could be given. Teachers may then choose either the American Revolution or the French Revolution, or both, for detailed study. |
| | American Revolution | <ol style="list-style-type: none"> 1. Causes of the American War of Independence 2. Results of the Revolution 3. Legacy of the American Revolution | <ul style="list-style-type: none"> • economic motives • revolutionary ideas • political and diplomatic causes • the birth of the United States • the American Constitution • spread of revolutionary ideas to other parts of the world | <ul style="list-style-type: none"> • constitution • separation of power • federal republic | Students should develop an awareness of the relationship between Britain and its North American colonies, and the American War of Independence. The focus should be on the causes of the revolution, the making of the American Constitution and the legacy of the Revolution. |

| S2 | Transition to Modern Times | | | | |
|---------|-----------------------------|--|---|--|--|
| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
| Topic 3 | French Revolution | <ol style="list-style-type: none">1. Causes of the French Revolution2. From republic to empire3. Legacy of the revolutionary and Napoleonic era | <ul style="list-style-type: none">• problems of the French government before 1789• social inequality• principal events of the Revolution in France from 1789 to 1799• the revolutionary wars in Europe• the Napoleonic regime• Napoleon's conquests• spread of revolutionary ideas• nationalism, liberalism and revolutions in nineteenth century Europe | <ul style="list-style-type: none">• middle class• liberty• equality• fraternity• nationalism | Students could be shown that the French Revolution had long-lasting significance in France and beyond. The focus should be on the causes of the Revolution in France and the legacy of the Revolution and Napoleonic Empire. |
| | Life in the Age of Machines | <ol style="list-style-type: none">1. Social and economic changes in Europe during the second half of the eighteenth century2. Major developments during the Industrial Revolution | <ul style="list-style-type: none">• increase in population• abolition of old privileges and monopolies• accumulation of capital and demand for raw materials and new markets• scientific and technological innovations• development of world trade• in commerce and agriculture | <ul style="list-style-type: none">• Industrial Revolution | Students should develop an awareness that the Industrial Revolution means more than a change in the means of production from that by hand to that by machines. They should be introduced to the other changes associated with the Industrial Revolution. The focus should be on the impact of the changes brought about by the Industrial Revolution on everyday life. |

| S2 | | Transition to Modern Times | | | |
|---------|----------------------|--|---|---|--|
| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
| Topic 4 | East-West encounters | 3. Effects of the Industrial Revolution | <ul style="list-style-type: none"> • in science and technology • in transport and communication • growth of the factory system • urbanization • living condition • growth of middle class and emergence of working class • rise of new ideas • overseas expansion | <ul style="list-style-type: none"> • modernization • working class | Students should be introduced to the developments which brought the Europeans into contact with other peoples, especially peoples in Asia. Illustration of responses of Asian countries to western penetration could be confined to China and Japan. |
| | | 1. Background 2. Features of western expansion to Asia 3. Effects of western expansion to Asia 4. Responses of Asian countries to western penetration | <ul style="list-style-type: none"> • motives of explorers • effects of voyages of discovery • impact of Asia on the West • causes • features • spheres of influence (Asian countries under the respective influence of Britain, France, Holland and the U.S.) • colonial empire • slave trade • contact and conflict • reform • revolution | <ul style="list-style-type: none"> • voyages of discovery • colonialism | |

| S2 | Transition to Modern Times | | | | |
|---------|---|---|---|--|--|
| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
| Topic 5 | Growth and development of Hong Kong up to the early twentieth century | 1. British administration since 1842 2. Growth of Hong Kong into an entrepot 3. The study of local history through buildings, organizations and streets | <ul style="list-style-type: none"> the government structure, including the Legislative Council, Executive Council, Heung Yee Kuk, Sanitary Board (Urban Council) role played by the Chinese social conditions, e.g. diseases and natural disasters, education, law and order, population growth early trade and industries reclamation and urban development development of transport new industries and entrepot trade buildings, e.g. Main Building of Hong Kong University, French Mission Building, Old Stanley Police Station, Government House, Old Tai Po Market Railway Station, Bishop's House, Old Kowloon-Canton Railway Terminus, Old Wanchai Post Office social organizations, e.g. Tung Wah Group of | <ul style="list-style-type: none"> entrepot heritage preservation declared monuments | The focus should be on the political, social and economic changes in Hong Kong since 1842 up to the early twentieth century. An understanding of our heritage should be developed and an awareness of protection of historical buildings should be cultivated. |

| S2 | Transition to Modern Times | | | | |
|----|----------------------------|-----------------|--|--------------------|-------------------|
| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
| | | | Hospitals, Po Leung Kuk, religious organizations • streets, e.g. Boundary Street, Pottinger Street, Possession Point and Possession Street, Queen's Road, Des Voeux Road | | |

| S3 | | The Twentieth Century | | | |
|---------|--|-----------------------------------|---|---|---|
| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
| Topic 1 | International conflicts and threats to peace in the twentieth century: The two World Wars | 1. Causes | World War I • rivalries among powers (political, economic, military, colonial) World War II • legacy of World War I • aggression of the Axis powers • appeasement policy | • entente • alliance • totalitarianism • appeasement • depression • propaganda | Students should be introduced briefly to the two World Wars and the Cold War as international conflicts and threats to peace in the twentieth century. The focus should be on the background giving rise to these conflicts and their impact on the twentieth century world. The course of the two World Wars could be mentioned briefly where it serves to illustrate the magnitude and consequences of the conflicts. |
| | The Cold War | 2. Impact | • development in new weapons • casualties • political, economic and social consequences | • war crimes • total war • genocide • decolonization | |
| | | 1. Origins and major developments | • ideological and strategic rivalries between the capitalist and communist blocs • Gorbachev and the end of the Cold War | • ideology • superpower • bloc • blockade • Iron Curtain | |
| | | 2. Impact | • confrontation and cooperation in international relations | | |
| Topic 2 | The growth and development | 1. The Japanese occupation | • the fall of Hong Kong • life under the Japanese occupation | | Students should develop an awareness of the growth and development of Hong Kong in |

| S3 | The Twentieth Century | | | | |
|---------|---|---|---|---|--|
| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
| Topic 3 | of Hong Kong in the twentieth century | 2. From an entrepot to an international financial centre 3. Popular culture 4. Relations with China | <ul style="list-style-type: none"> • reasons for the development • development of social services (education, housing, social welfare) • impact on the livelihood of people of Hong Kong • songs • movies and TV • Hong Kong and the 1911 Revolution • China's contribution to the development of Hong Kong • transition to a Special Administrative Region | <ul style="list-style-type: none"> • manufacturing industries • community building • infrastructure • popular culture • Joint Declaration • Basic Law | the twentieth century. The focus should be on life under the Japanese occupation, post-war development from an entrepot to an international financial centre, and relations with China. |
| | Major achievements in the twentieth century: International cooperation and efforts towards peace | 1. Background and objectives of setting up major international organizations | <ul style="list-style-type: none"> • the League of Nations • the United Nations • others | <ul style="list-style-type: none"> • international cooperation • UN Charter | Students should learn some major achievements in the twentieth century regarding international cooperation, efforts towards peace, and scientific and technological developments. The focus should be on the work and significance of major international organizations, |

| S3 | The Twentieth Century | | | | |
|---------|---|---|---|--|--|
| | Topic | Teaching points | | Key concepts/terms | Explanatory notes |
| Topic 4 | Scientific and technological developments | 2. Work and achievements 1. Major inventions and innovations 2. Impact on life of people | <ul style="list-style-type: none"> • political • economic • social • medicine • natural sciences • space exploration • transport and communications • quality of life • environmental issues | <ul style="list-style-type: none"> • computerization • telecommunications • Space Age • environmental protection • nuclear energy | and advances in science and technology and their impact on the life of people in the twentieth century. |
| | Mini-research on an aspect of twentieth century history | Teachers may choose one aspect from twentieth century history for the mini-research, examples of which can be a personality, an event, or an issue. | | | The topic aims at providing an opportunity for students to integrate the skills they have acquired in history study, such as referencing, sequencing, comprehension, analysis, synthesis and inference skills, through a mini-research on a specific aspect of twentieth century history. Teachers could first reinforce the background knowledge of students on the aspect chosen, and then explain the ways of conducting the mini-research. In deciding the aspect for the mini-research, teachers should consider the interests and abilities of students, as well as the availability of resources. |

V. SUGGESTIONS ON TEACHING

The following suggestions highlight some areas of concern in the teaching of History, which throw light on how History can be taught meaningfully, effectively and in an interesting way. They are neither prescriptive nor exhaustive. Teachers are encouraged to adapt these suggestions to suit the abilities, interests and needs of their students. Where appropriate, teachers may relate local history to other topics in the syllabus to enhance their relevance and interest.

A. Points to note in designing curriculum units

1. *Teaching towards objectives*

The overall objectives of history learning for S1-S3 are set out on pp.7-8. Teachers should teach towards these objectives which include (i) the acquisition of historical knowledge and understanding, (ii) the mastery of skills, and (iii) the development of values and attitudes. In planning their curriculum units, teachers should try to maintain a balance among these three domains.

For each topic, the focus, major teaching points, key terms/concepts and explanatory notes are also suggested to guide teachers in their construction of schemes of work in which the teaching methods, learning activities, resources, assignments and forms of assessment should be clearly outlined.

2. *Using a variety of teaching methods*

The wide range of student abilities and the need to enhance effective learning necessitate the adoption of a student-centred approach and the use of varied teaching strategies which include the study of sources, use of textbooks and other teaching aids, questioning, discussion, presentation, note-making, simulation and so on.

In implementing a variety of strategies, however, teachers have to give careful thought as to which strategy best suits the objectives of a particular lesson or group of lessons. Class teaching, group work and individual work each fits specific purposes and should be used with discrimination.

3. *Relating history to cross-curricular themes*

History offers numerous possibilities for, and can make a major contribution to, cross-curricular themes such as moral, civic, personal and social, environmental and health education. In the process of teaching, teachers should highlight, wherever

appropriate, the relationship between history and these themes so that students are given opportunities to develop positive values and attitudes for the benefits of both individuals and the world.

B. Teaching strategies and learning activities

1. *Using source materials*

In the process of learning history, the main purpose of using source materials is to stimulate enquiry, empathy and imagination. Source materials include not only written documents, but also pictures, photos, cartoons, graphs, artifacts and so on. Using source materials can help students develop essential skills such as locating, extracting and reorganising information from different historical sources. Teachers can also use source materials to introduce a topic, to promote a better understanding of specific historical concepts, and to consolidate the understanding of a topic which has been taught.

2. *Using teaching resources*

The teaching and learning of history can be facilitated by the use of audio-visual resources such as films, videos, cassette tapes, slides, maps, charts, diagrams, ETV programmes, computer games and other forms of information technology. The Visual Education Section of the Education Department has a collection of relevant audio-visual resource materials on loan for teachers. Meanwhile, resource building by individual schools is equally important and indispensable. Through a multi-media approach, teachers can help students to get a vivid picture of the past and learn history in a lively and interesting way.

3. *Learning history through reading*

Books are an important resource for learning history. The subject can be enhanced through reading a wide range of books, for example, diaries, autobiographies, memoirs, biographies, newspapers, poetry, novels, historical fiction, and comics. Students' imagination and minds are stretched when they encounter historical literature in both fictional and nonfictional forms.

Students should develop the habit of looking for books or source materials in libraries. When they are reading literature about the past, they can be encouraged to think through the causes and consequences of behaviour in different times and places. This process helps them to acquire the ability to deliberate, solve problems, and make decisions that affect their own lives.

4. *Learning history through activities*

Students can learn effectively in the classroom through participating in activities such as role-play, simulation, group discussion, and presentation. Thus, instead of purely relying on lecturing, teachers can adopt an activity-approach in their teaching to provide students with a favourable learning environment.

Visits and fieldwork, organized either within the formal school timetable or as extra-curricular activities, are effective in helping students to acquire a better knowledge and understanding of history. With the introduction of local history, they become all the more important. Through visits to museums, local historical sites and buildings, or collection of information from interviews, students may acquire a better understanding of the history around them, apply the skills they have learned, and develop an awareness that historical events are relevant to daily life.

Extra-curricular activities such as drama, plays, debates, quizzes, board displays, film or video shows, talks and seminars, games and projects can effectively supplement formal class teaching and make history learning a pleasant and enjoyable experience.

C. Examples of implementation

1. Level: S1

Topic: Introduction to history study

Objectives:

By the end of the teaching sessions, students should be able to

- a. explain what history is in a broad sense;
- b. tell why it is important to study history;
- c. differentiate between history and pre-history;
- d. demonstrate an understanding that history can be divided into ancient, medieval and modern periods;
- e. count years in different ways: Christian, traditional Chinese and Muslim;
- f. differentiate between primary and secondary sources;
- g. demonstrate an understanding that historical evidence is open to different interpretations;
- h. describe the major developments of the Stone Age;
- i. develop empathy towards people living in pre-historic times and appreciate their achievements;

- j. develop an interest in archaeology and an appreciation for the value of archaeological findings.

Suggested time allocation: 8 periods

Suggested teaching strategies / learning activities:

- a. Students could be asked to recollect important events in their lives and present them in chronological order. They may proceed to collect information and compile the history of their families and schools. Through identifying what has changed and what has remained the same, students could be introduced to the concept of time, change and continuity, cause and effect, and similarities and differences. They should also develop an awareness that the present is related to the past and realize the importance of the study of the past.
- b. Through participation in various games, students could see the role of historians as detectives, looking for answers through observation, and assessing and interpreting evidence.
- c. Teachers could use time lines to illustrate how history could be divided into ancient, medieval and modern times, and how years are counted in Christian, Chinese and Muslim ways. Students could also try to convert dates from Christian way into Chinese and Muslim ways.
- d. Teachers could introduce to students various kinds of sources for studying history, in photos or in real objects. Students could be asked to make inferences from the sources. They should also see that sources can be real or imaginary, true or fake. The distinction between primary and secondary sources could also be introduced.
- e. Teachers could organize trips to visit archaeological sites, museums and historical buildings so as to develop an appreciation for the value of the archaeological findings.
- f. Teacher could use the Stone Age as an example to illustrate pre-history. Students could be asked to imagine that they were living in the Stone Age, and imitate the whole process of obtaining food.

Enrichment/Extension

Students could be asked to collect information about the Peking Man, including pictures, maps showing the location of excavation, and brief description on the appearance and way of life of people at that time.

2. Level: S2

Topic: East - West encounters

Objectives:

By the end of the teaching sessions, students should be able to

- a. explain why westerners were interested in coming to the East;
- b. describe how explorers discovered sea routes to Asia;
- c. identify the features of western expansion to Asia in the nineteenth century;
- d. locate the Asian countries which came under the respective influence of Britain, France, Holland and the U.S. in the nineteenth century;
- e. summarize the effects of western expansion to Asia;
- f. describe the responses of Asian countries to western penetration;
- g. develop a positive attitude towards peoples of different race and culture.

Suggested time allocation: 8 periods

Suggested teaching strategies/learning activities:

- a. Students could be divided into groups and imagine that they were sailors in a Portuguese boat setting for the East in the fifteenth century. They could discuss the problems they encountered during the journey, and share their fear and expectation.
- b. Students could be shown photos/pictures of the boats and maps of the fifteenth century or diaries of explorers (simplified if necessary) so that they could acquire a realistic picture of the condition of voyages at that time.
- c. Students could be asked to design a game board, which would indicate the important events from the coming of European explorers to Asia in the sixteenth century to the expansion of European powers to Asian countries in the nineteenth century. The game should illustrate progress and setback in the process of coming to the East, and cases of East-West contacts and conflicts should be highlighted.
- d. Students may imagine that they were natives of an Asian country in the nineteenth century, and discuss how they felt

and what they would do to foreigners in their country. Comparison could be made with the attitude of Hong Kong people towards foreigners nowadays.

Enrichment/Extension

Students could choose either China or Japan as a case for more detailed study of the effects of western expansion to Asia and the response of this Asian country.

3. Level: S3

Topic: Mini-research on an aspect of twentieth century history

Objectives:

By the end of this mini-research, students should be able to

- identify the various types of sources on the selected aspect;
- write a reference list on the relevant books, articles and other resources;
- arrange the relevant events sequentially;
- make notes on the books/articles they have read;
- differentiate between facts and opinions;
- draw simple conclusions from evidence;
- present their findings systematically.

Suggested time allocation: 8 periods (to be duly interspersed throughout the year)

Suggested teaching strategies/learning activities:

- Teachers could explain to students the basic steps in conducting a research on the chosen aspect, and ask students to draft a plan for a mini-research.
- Students could go to libraries and any other appropriate places to locate the various types of materials available, and then write a reference list accordingly.
- Teachers could raise some questions on the chosen aspect and students could be asked to suggest questions and seek answers from the available sources. They should be encouraged to make notes on the materials gathered.
- Group discussions could be conducted in class, in which students may report on their progress of work, and discuss the problems they have encountered.

- e. Students could present the result of their study in written or non-written forms, e.g., written reports, essays, notes, charts, collections of pictures and photos with written descriptions, board display, drama, models and so on.

VI. ASSESSMENT

Effective monitoring and assessment of students' performance enable teachers to determine the levels of work most suitable to the abilities and needs of their students; and to evaluate how effective their teaching has been. The assessment scheme should be closely related to the objectives and structure of the course. The varied ability levels of students should be taken into consideration in the selection of content and form of assessment. Moreover, effective monitoring and assessment can be used to establish a partnership of learning between teachers and students and promote students' awareness of the strengths and weaknesses of their work.

Students' attainment in history learning can be assessed in a wide variety of ways, including oral work, drama, visual display, individual and group work and fieldwork. The various forms of assessment facilitate the evaluation of students' progressive development of various skills. However, as the study of history also requires writing skills, written work is important and it is expected that emphasis on different forms of written work increases progressively through different levels.

Continuous or formative assessment conducted in oral, practical or written forms can be an effective means of identifying the strengths and weaknesses of students, as well as providing feedback to both teachers and students for improvement. End-of-term tests/examinations can also be used as a basis for reporting. In setting test or examination papers for history, the factual recall component should not be given undue emphasis. Rather, students should be assessed on how well they have grasped the concepts and skills which are essential for the learning of this subject.

VII. SUGGESTED REFERENCES FOR TEACHERS

1. Books on methodology

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|-------------------------------------|---|------------------------|-------------|
| Birt, D. & Nicol, J. | Games and Simulations in History | Longman | 1975 |
| Birt, D., Nicol, J. & Baker, B. | History Games | Longman | 1973 |
| Breil, Ann et.al. | Basic Skills: World Cultures/World History | Center for Learning | 1988 |
| Burston, W. H. & Green, C. W. | Handbook for History Teachers | Methuen | 1972 |
| Carr, E. H. | What is History | Macmillan | 1986 |
| Cook, Chris | Dictionary of Historical Terms | Peter Bedrick Books | 1983 |
| DeMarco, Neil & Medley, Robert | Profiling in History: A guide for teachers | Historical Association | 1992 |
| Department of Education & Science | History in the Primary and Secondary Years: An HMI View | HMSO | 1985 |
| Dickinson, A. K. & Lee, P. J. (ed.) | History Teaching & Historical Understanding | Heinemann | 1978 |
| Fines, John | Teaching History | Holmes McDougall | 1983 |
| Gardner, P. W. | Core Skills in History | Holmes McDougall | 1988 |
| Garvey, B. & Krug, M. | Models of History Teaching in the Secondary School | O.U.P. | 1977 |
| Gunning, Dennis | The Teaching of History | Croom Helm, London | 1978 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|---------------------------------|---|------------------------|-------------|
| Healy, Sean | Ideas for Teaching History | Batsford | 1974 |
| Jamieson, Bruce | History Detective 1,2 | Oliver & Boyd | 1989 |
| Little, Vivienne & John, Trevor | Historical Fiction in the Classroom | Historical Association | 1990 |
| Lomas, Tim | Teaching and Assessing Historical Understanding | Historical Association | 1993 |
| Nichol, Jon | Teaching History | Macmillan | 1984 |
| May, Carolyn | Evidence and Investigations | Hodder & Stoughton | 1990 |
| Palmer, M. & Batho, G. R. | The Source Method in History Teaching | Historical Association | 1981 |
| Perks, Robert | Oral History: Talking about the Past | Historical Association | 1992 |
| Popham, W. J. & Baker, E. L. | Systematic Instructions | Prentice-Hall | 1970 |
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| Severance, Myra Hayes | Practical Techniques for Teaching History | Silver Burdett Co. | 1981 |
| Smith, James | A Questioning Approach to Study Skills in History | Historical Association | 1990 |
| Stanyon, Ann | Prove it! Investigations in History | O.U.P. | 1990 |
| Steele, I. | Developments in History Teaching | Open Book | 1976 |
| Tosh, John | The Pursuit of History | Longman | 1987 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|-----------------|---|------------------------|-------------|
| Unwin, Rober W. | The Visual Dimension in the Study and Teaching of History | Historical Association | 1981 |
| White, Carol C. | Assessment in History Teaching: A Handbook for Secondary Teachers | Longman | 1992 |
| Wolfson, Robert | Examining the Evidence | Hodder & Stoughton | 1991 |
| Wolfson, Robert | Analysing the Evidence | Hodder & Stoughton | 1991 |

2. General references

| | | | |
|-------------------------|--|----------------------|------|
| | Illustrated Atlas of World History | Random House | 1992 |
| | The Chronicle of World History | Studio Editions | 1993 |
| | The Guinness History Fact Book | Guinness Publishing | 1994 |
| | The Hutchinson Dictionary of World History | Helicon | 1993 |
| | World History Map Activities | J. Weston Walch | 1986 |
| | World Map Skills: teaching World History with Maps | Instructional Fair | 1992 |
| Brown, Carole | Folens History: Back to the Past | Folens Ltd. | 1990 |
| Burns, Edward M. et.al. | World Civilizations, Volume 1 & 2 | Norton | 1991 |
| Crystal, David | The Cambridge Biographical Encyclopedia | Cambridge Uni. Press | 1994 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|-----------------------------|---|-----------------------|-------------|
| Harrison, Steve & Patricia | BBC Fact Finders: Ancient Greece | BBC Ed. Publishing | 1993 |
| McEvedy, Colin | The Penguin Atlas of Ancient History The Penguin Atlas of Medieval History The Penguin Atlas of Modern History The Penguin Atlas of Recent History | Penguin | 1967-82 |
| Scarre, Chris | Timelines of the Ancient World | Dorling Kindersley | 1993 |
| Schraff, Anne E. | Choosing your way through the World's Past (Reproducible activity book) | J. Weston Walch | 1991-92 |
| Schwartz, S.B. et.al. | World Civilizations: The Global Experience | Harper Collins | 1992 |
| Smith, J.R. & Smith L.B. | Essentials of World History | Barron's | 1980 |
| Stewart, Robert | The Illustrated Almanac of Historical Facts: From the Dawn of the Christian Era to the New World Order | Prentice Hall | 1992 |
| Williams, Brian | Timelink Modern World | Hamlyn | 1993 |
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| | 簡明世界的歷史 | 鐘文出版社 | 1990 |
| | 世界國旗全集 | 海天書樓 | 1993 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|---------------|--------------|------------------|-------------|
| | 漫畫世界歷史大事典 | 牛頓出版股份有限公司 | 1990 |
| | 漫畫世界歷史人物事典 | 牛頓出版股份有限公司 | 1988 |
| | 古文明之謎 | 讀者文摘 | 1979 |
| | 二十世紀世界大事實錄 | 讀者文摘 | 1980 |
| | 世界歷史百科全書 | 自然科學文化事業公司 | |
| 王德昭 | 西洋通史 | 商務印書館 | 1987 |

3. Books in series

Conflicts

Conflict in Eastern Europe Wayland 1992

Conflict in the Middle East

The Breakup of the Soviet Union (etc.)

Eyewitness Books Knopf 1988-93

Ancient Egypt

Ancient Greece

Ancient Rome

Arms and Armor

Early Humans

Explorer

Invention (etc.)

The World Heritage Series Children's Press 1992-93

Ancient Greece

The Chinese Empire

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|---------------|--|--------------------------|-------------|
| | The Land of the Pharaohs Prehistoric Rock Art The Roman Empire (etc.) | | |
| | Through the Ages Communication Through the Ages Food Through the Ages Houses Through the Ages Clothes Through the Ages | Macdonald Young Books | 1995 |
| | What do we know about ... Prehistoric People The Egyptians The Greeks The Romans The Middle Ages (etc.) | Macdonald Young Books | 1995 |
| | Witness History Series: The Cold War The Origin of First World War The Russian Revolution The Third Reich Towards European Unity The United Nations (etc.) | Wayland | 1989–91 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|------------------------|--|------------------------|-------------|
| | World History (4 spiralbound books with reproducible pages) | Center for Learning | 1992-93 |
| | 1. Beginning-1200 | | |
| | 2. The Renaissance through the Age of Revolution | | |
| | 3. 1815-1919 | | |
| | 4. 1920-1992 | | |
| Booth, Martin (ed.) | Past Into Present 1: AD43-1400 2: 1400-1700 3: 1700-present day | Collins | 1988 |
| Cairns, Trevor | The Cambridge Introduction to World History The Coming of Civilization The Romans and Their Empire Life in the Old Stone Age The Middle Ages Medieval Castles Life in a Medieval Village The Growth of a Medieval Town Renaissance and Reformation Iron and the Industrial Revolution Europe Round the World The Twentieth Century | Cambridge U. Press | 1989-91 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|-------------------|---|---------------------|-------------|
| | Russia's Revolutions Hitler and the Germans | | |
| Lyons, M. V. | Investigating History Medieval World The Early Modern World The Twentieth Century | Macmillan | 1987 |
| Nichol, Jon (ed.) | The History Project Using Evidence The History of Medicine The First World War The Second World War The Great Power Conflict after 1945 Germany International Relations 1919-39 Transport 1750-1980 The Industrial Revolution Russia | Simon & Schuster | 1984 |
| Reeves, Majorie | Then & There Series The Ancient World The Medieval World The Fifteenth & Sixteenth Centuries The Seventeenth & Eighteenth Centuries The Nineteenth and Twentieth Centuries | Longman | 1988 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|---------------------|--|------------------------|-------------|
| Shedlock, Robert W. | Lessons on World History (12 reproducible activity books) | Learning Center U.S.A. | 1990-91 |
| Shephard, Colin | The School History Project: Discovering the Past Y7 Contrast and Connections Y8 Society in Change Y9 Peace and War | John Murray | 1991 |
| Shutter, Paul (ed.) | Skills in History 1. Changes 2. Revolutions 3. The Twentieth Century | Heinemann | 1987-88 |
| Speed, P.F. | History Through Maps and Diagrams The Stone Age to the Norman conquest Medieval Times to Tudors and Stuarts The Industrial Revolution to Present Day Britain Twentieth Century World History | Arnold-Wheaton | 1987 |
| | 人類的偉大時代 文明的搖籃 古代中國 古典希臘 文藝復興 | 時代公司 | 1979 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|---------------|---------------------|------------------|-------------|
| | 俄羅斯的興起 | | |
| | 古代埃及 | | |
| | 早期伊斯蘭 | | |
| | 羅馬帝國 | | |
| | 早期日本 | | |
| | 世界探險史 | 自然科學文化 | |
| | 探險的黃金時代 | 事業公司 | |
| | 神秘的海洋 | | |
| | 信仰、榮譽、黃金 | | |
| | 早期的探險家 | | |
| | 神秘的亞洲內陸 | | |
| | 永恆的尼羅河 | | |
| | 香料、珍寶的探尋 (等) | | |
| | 圖說世界的歷史 | 光復書局 | |
| | 古代文明的盛衰 | | |
| | 古希臘與羅馬的盛衰 | | |
| | 亞洲諸國的發展 | | |
| | 歐洲的興起與其發展 | | |
| | 民主思潮的興盛 | | |
| | 民族主義的覺醒 | | |
| | 亞洲的民族主義時代 | | |
| | 近代世界局勢的演變 | | |
| | 漫畫世界的歷史 (1-16 冊) | 牛頓出版股份 有限公司 | 1988 |
| 威爾杜蘭 | 世界文明史 (37 冊) | 幼獅文化 事業公司 | 1985 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
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4. Books on local history

| | | | |
|--------------------|---|--------------------|------|
| | Annual Reports | HK Government | |
| | Hong Kong a Hundred Years Ago: A Pictorial Story of Hong Kong in 1870 | HK Government | 1970 |
| | Hong Kong Album, a Selection of the Museum's Historical Photographs | Urban Council | 1982 |
| | Hong Kong Going and Gone | Royal Asiatic Soc. | 1980 |
| | Hong Kong Then and Now | SCMP | 1982 |
| Birch, Alan | Hong Kong, The Colony That Never Was | Guidebook Co. Ltd. | 1991 |
| Cameron, Nigel | An Illustrated History of Hong Kong | O.U.P. | 1991 |
| Dyson, Anthony | The Legislative Council Building | G.I.S. | 1985 |
| Endacott, G. B. | History of Hong Kong | O.U.P. | 1985 |
| Hayes, James | The Rural Communities of Hong Kong: Studies and Themes | O.U.P. | 1983 |
| Lam, Ping-fai | Currency of Hong Kong | Urban Council | 1983 |
| Mattock, Katherine | This is Hong Kong: The Story of Government House | G.I.S. | 1979 |
| Tilbrook, Brian | Hong Kong Heritage (Historical Buildings & Antiquities in Hong Kong) | G.I.S. | 1989 |

| <i>Author</i> | <i>Title</i> | <i>Publisher</i> | <i>Year</i> |
|---------------|--------------------|------------------|-------------|
| | 圖片香港歷史 | 大道文化有限公司 | 1987 |
| | 香港歷史圖片 | 市政局 | 1982 |
| | 百年樹人——香港教育發展 | 市政局 | 1993 |
| 梁濤 (主編) | 古今香港系列 | 三聯書店 | 1988 |
| 魯言 | 香港掌故 | 廣角鏡出版社 | 1979-83 |
| 余繩武、劉存寬 | 十九世紀的香港 | 麒麟書業有限公司 | 1994 |
| 梁濤 | 香港街道命名考源 | 市政局 | 1992 |
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| 鄭德華、炎子 | 歲月留情：漫畫香港史 | 三聯書店 | 1992 |
| 元邦建 | 香港史略 | 中流出版社 | 1987 |
| 霍啟昌 | 香港史教學參考資料 (第一冊) | 三聯書店 | 1995 |
| 蕭國健 | 香港歷史與社會 | 香港教育圖書公司 | 1994 |
| 史文鴻、吳俊雄 | 香港普及文化研究 | 三聯書店 | 1993 |
| 龍炳頤 | 香港傳統民居建築 | 區域市政局 | 1991 |

5. Resource packs

Core Skills in History: Resource File 1,2,3 Collins Educational

Creative Activities in Teaching Modern World History Stevens & Shea Publishers

| | |
|--|--|
| World History Plays, Puzzles and Activities | Stevens & Shea Publishers |
| Games for Teaching World History | J. Weston Walch |
| History of Cold War (photo aid sets) | Documentary Photo Aids |
| War Crimes (photo aid sets) | Documentary Photo Aids |
| World at War (photo aid sets) | Documentary Photo Aids |
| World History in Pictures (photo aid sets) | Documentary Photo Aids |
| History of World War II (cartoon sets) | Documentary Photo Aids |
| U.S. Involvement in World War I (cartoon sets) | Documentary Photo Aids |
| Russia and the Former Soviet Union (Broadsheets) | CEWC |
| Local History Packages for S1, S2, and S3 | A.I.D./C.D.I., E.D. |
| Conserva, Henry T. | Finding Facts in World History J. Weston Walch |
| Rutherford, Robert A. | Developing World History Skills J. Weston Walch |

6. Audio-visual aids

Video Tapes

| | | |
|--|---------------------------------|------|
| Faith and Belief: Five Major World Religions | Knowledge Unlimited | 1992 |
| The World: A Television History Series 26 videocassettes (available in English and Cantonese) | Goldcrest Television & Mandarin | 1985 |
| Western Man and Modern World Videos | New York Times | |

| | | |
|--|---------------------|------|
| The Ancient River Civilizations | | |
| Greece | | |
| Rome | | |
| Towns, Trade and Fairs | | |
| The Medieval Monument | | |
| The Renaissance | | |
| Exploration and Discovery | | |
| The English Revolution | | |
| The Enlightenment and the Age of Louis XIV | | |
| The French Revolution and Napoleon | | |
| The Industrial Revolution | | |
| Years of Revolt and Revolution | | |
| Prelude to World War I | | |
| World War I | | |
| The Wasted Years: The Depression | | |
| Fascism: Rise of Hitler | | |
| The Cold War | | |
| Science, Technology and Man | | |
| Twentieth Century History | BBC | 1977 |
| Volume 1 & 2 | | |
| War Documentaries on Video Tape | Sussen Publications | |
| The World at War – WWII in 12 volumes | | |
| Between the Wars 1918–1939 in 8 volumes | | |
| 百載鐘聲 (1–18 集) | RTHK | 1984 |
| 香港歲月 (Historic Hongkong) | G.I.S., H.K. | 1989 |
| 吾土吾情 | RTHK | 1995 |
| <i>Audio cassette tapes</i> | | |
| A Glossary of Terms in the Teaching of History | C.D.I./E.D. | 1994 |

Transparencies

The Transparency-Encyclopaedia on
World History

Transparencies to
Educate

History of Man series

Milliken Publishing
Co.

Maps and charts

Histomap of World History

Rand McNally

Medieval Charts

Pictorial Charts,
London

The New World, its discovery and
exploration charts

Perfection Form

Explorers of the New World

Perfection Form

World History in Pictures:
Talkabout Posters

Documentary Photo
Aids

World War I Posters

Perfection Form

World War II Posters

Perfection Form

World History Time Chart

Pictorial Charts
Educational Trust

Wall charts on Historic Hong Kong

G.I.S., H.K.

CD-ROM

A Survey of Western Art

EBook

Ancient Lands: Explore the
Mysterious World of the Past

Microsoft Corporation

Cartoon history of the Universe

Multimedia PC

Exploring Ancient Cities-Sumeria

Hybrid

Grolier Prehistoria: A Multimedia
Who's Who of Prehistoric Life

Multimedia PC

History of the World

Bureau Development,
Inc.

| | |
|---|--------------------------|
| Ideas that Changed the World | ICE |
| Inventors and Inventions | ILP |
| Journeys into History | Durham |
| Microsoft Encarta '95: The Complete Interactive Multimedia Encyclopedia | Microsoft Corporation |
| Multimedia World History | Multimedia PC |
| Time: Man of the Year | Compact Publishing, Inc. |
| Time Table of History: Science and Innovation | XIPHIAS |
| Wayzata World Factbook | Wayzata |
| World War II 1: Global Conflict | ILP |
| World War II 2: Sources and Analysis | ILP |
| World War II Encyclopedia: The European Theater | IBM |

7. Journals

| | |
|---|---|
| <i>Teaching History</i> (quarterly) | The Historical Association, 59a Kennington Park Road, London SE11 4JH |
| <i>Hindsight</i> (monthly) | Philip Allan Publishers, Market Place, Deddington, Oxford OX5 4SE |
| <i>Modern History Review</i> (quarterly) | Philip Allan Publishers, Market Place, Deddington, Oxford OX5 4SE |
| <i>Teaching History</i> (quarterly) | History Teachers' Association of N.S.W. P.O. Box 87, Rozelle 2039 |

History Today
(monthly)

History Today Ltd.,
83-84 Berwick Street,
London W1V 3PJ

Junior Education
(monthly)

Scholastic Publications Ltd.,
Villiers House,
Clarendon Avenue, Leamington Spa,
Warwickshire CV32 5PR.

Lishi Jiaoxue 歷史教學
(monthly)

歷史教學社
天津市河西區馬場道 251 號

8. Reference lists:

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| i. Suggested Resources for the Teaching of History | History Section Advisory Inspectorate Education Department | 1990 |
| ii. Suggested Resources for the Teaching of History (Supplement) | GHS Section Advisory Inspectorate Education Department | 1992 |
| iii. History Teaching Resources at the Social Subjects Teaching Centre | GHS Section Advisory Inspectorate Education Department | 1993 |
| iv. History Teaching Resources at the Social Subjects Teaching Centre (Supplement) | GHS Section Advisory Inspectorate Education Department | 1995 |
| v. Audio-visual Resources Catalogue (Chinese History, History) | Visual Education Section Advisory Inspectorate Education Department | |

9. Resource centres:

- i. Audio-Visual Resources Library, Visual Education Section
Advisory Inspectorate, Education Department,
13/F, Wu Chung House, 213 Queen's Road East, Wanchai,
Hong Kong
- ii. Social Subjects Teaching Centre
Advisory Inspectorate, Education Department
Room 504, 5/F, 19 Hok Yuen Street, Hung Hom, Kowloon

- iii. Education and Publicity Section
Antiquities and Monuments Office
Recreation and Culture Branch
136 Nathan Road, Tsimshatsui, Kowloon
- iv. History Workshop
Department of History, University of Hong Kong
Pokfulam Road, Hong Kong
- v. Hong Kong Tourist Association
9-11/F, Citicorp Centre
18 Whitfield Road
North Point, Hong Kong
- vi. Education and Extension Services
Hong Kong Museum of History
S61, S62, Kowloon Park
Haiphong Road, Kowloon
- vii. Town Reading Centre, Public Records Office
6/F, West Wing
Central Government Offices
- viii. Government Records Service, Public Records Office
6/F, Tuen Mun Government Storage Centre
1 San Yick Lane, Tuen Mun
N.T.



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