

# New Inspirations in Learning and Teaching

## New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)



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# Introduction

The resource pack entitled *New inspirations in learning and teaching- New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)* is published by the Personal, Social and Humanities Education (PSHE) Section of Curriculum Development Institute (CDI), Education Bureau (EDB). It aims at supporting the learning and teaching in the implementation of the Revised History Curriculum (S1-3) with effect from September 2020 which will start from S1 in the three consecutive years and facilitating teachers' understanding of the salient features and requirements of the revised curriculum.

Since the work of revising the junior secondary History curriculum has started, a number of frontline teachers from different schools have been invited by CDI, EDB to try out some topics in the revised curriculum framework of Junior Secondary History (Secondary 1-3). In 2017/18 school year, 14 schools participated in the tryout scheme. Some of the tryout teachers together with the seconded History teachers participated in the event "Keep abreast of the times, learning while teaching" – Highlights of learning & teaching strategies in History teaching" on 20 June 2018 and shared their experience of trial lessons using different learning and teaching strategies. These strategies included e-Learning, learning through Language Across Curriculum (LaC) and enquiry learning etc. so as to enhance the effectiveness of learning and teaching and students' learning interest.

This resource pack is developed with new inspirations to design appropriate learning and teaching materials. Teachers have attempted to adopt various pedagogies to interpret and illustrate the features of new topics and to highlight the new learning elements in different topics. The resource pack contains trial teaching plans, trial teaching flows, worksheets and teachers' reflections etc. While available in both Chinese and English versions, the original language version and level of difficulty of each lesson plan provided by participating teachers addresses mainly the learning needs of students in their own schools. We suggest teachers adjusting the use of language and level of difficulty according to their school contexts and students needs. The content of this resource pack has been uploaded to the EDB website for teachers' reference and adaptation:

<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/index.html>

We express our heartfelt gratitude to participating schools and teachers for their devotion of time and support to us in this tryout scheme. The copyright of this resource pack belongs to EDB of the HKSAR Government. Schools and organizations can extract suitable portions of the materials for teaching and research purposes. No part of this resource pack may be reproduced in any form for commercial purposes. We are grateful to publishers/organizations/schools for permission to include their publications in the resource pack. Every effort had 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.

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**New  
inspirations  
in learning and  
teaching**



**Trial teaching examples**

# Abstract

The resource pack entitled *New inspirations in learning and teaching- New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)* is produced to support the implementation of the History Curriculum Guide (S1-3) which will start with S1 in September 2020. (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](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/Hist_Curr_Guide_S1-3_Eng_final_10072019.pdf)). Before using this 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, as well as learning points of each topic.

## 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.





## A1 Brief introduction of teaching plan



“Topic 1: Human needs: past and present” in the revised S1-3 History curriculum allows students to study the relationship between early human civilisation and basic needs. Human activities originate from people’s different basic needs, which culminated as civilisation. After studying this topic, students will be able to:

- a/ have a basic understanding of the origin of civilisation and the major ancient civilisations including how human beings evolved from the Stone Age to ancient civilisations;
- b/ learn the main features of ancient civilisations including how human beings progressed from the use of fire and making simple stone tools, from hunting wild animals and picking wild fruits to the production of food and knowing how to farm.

This topic also allows students to choose one out of the four ancient civilisations and carry out case study in terms of the following five aspects: writings, government and governance, cities, religion and belief, architecture and science.

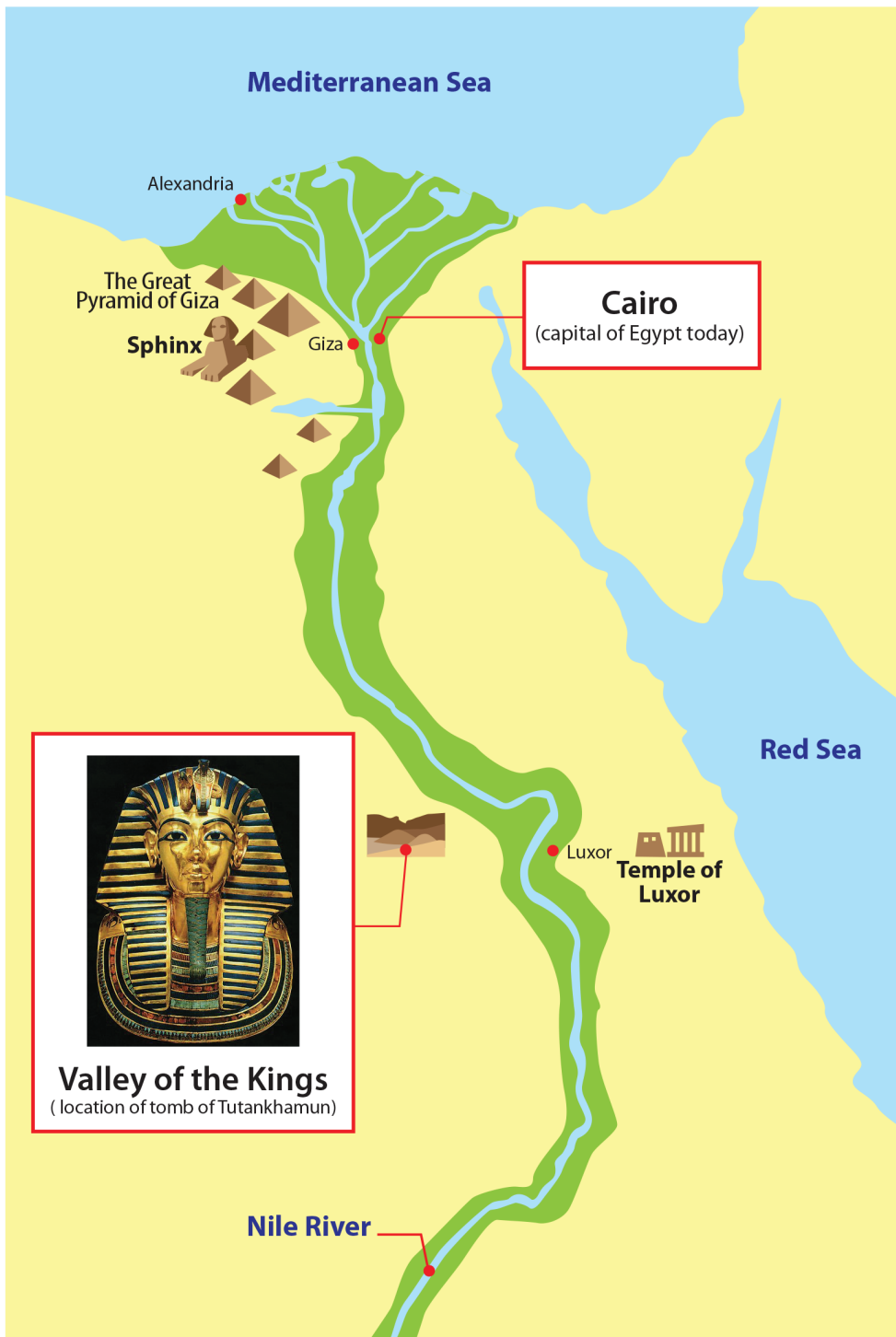
This teaching plan demonstrates that teacher uses e-Learning and enquiry learning approaches to allow students to explore the tomb of ancient Egyptian pharaoh Tutankhamun as if they were there. As ancient Egypt is thousands of years apart from modern times, archeology has become an important way to explore the history of ancient Egypt. However, since many students do not have the opportunity to visit Egypt on site, virtual site visits open the door for students. Students can "enter" the tomb of Pharaoh Tutankhamun through a virtual reality activity, and deepen their understanding of ancient Egypt by responding to questions set by the teacher. The teaching plan also demonstrates how to use an e-Learning platform to allow students to autonomously explore monuments like a historian, while at the same time gaining the satisfaction of solving a puzzle. This effectively enables students to become master of their learning.

Through this teaching plan, teachers can let students learn the spirit of heritage conservation. The discovery of the tomb of Pharaoh Tutankhamun reflects the importance of archeological work. Teachers can take this opportunity to introduce students to the hardships of archeological work and let students understand that the existing monuments are not easy to come by, so as to convey to students the value of preserving antiquities and monuments and conserving cultural heritage. In addition, while explaining the making of mummy, teachers can introduce the scientific knowledge of ancient Egyptians to students, so that students can appreciate the achievements of ancient civilisations, so as to enhance and cultivate students' interest in learning history.

## A1 To know more

(1): Learning history through maps

The following map shows the location of important cities in ancient Egypt.





## A1 To know more

(2): Chinese-English Glossary

木乃伊	Mummy
阿努比斯	Anubis
圖坦卡蒙 / 吐丹嘉曼	Tutankhamun
法魯王	Pharaoh
新王國時期	New Kingdom
底比斯	Thebes
瑪特	Maat
大金字塔	Great Pyramid
獅身人面像	Sphinx
尼羅河	Nile, River

## A1 To know more

(3): Explanation of terms

<p><b>Anubis</b></p>	<p>Anubis, ancient Egyptian god of the dead, represented by a jackal or the figure of a man with the head of a jackal. In the Early Dynastic period and the Old Kingdom, he enjoyed a preeminent (though not exclusive) position as lord of the dead, but he was later overshadowed by Osiris. His role is reflected in such epithets as “He Who Is upon His Mountain” (i.e., the necropolis), “Lord of the Sacred Land,” “Foremost of the Westerners,” and “He Who Is in the Place of Embalming.”</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>Maat</b></p>	<p>Maat, also spelled Mayet, in ancient Egyptian religion, the personification of truth, justice, and the cosmic order. The daughter of the sun god Re, she was associated with Thoth, god of wisdom. The ceremony of judgment of the dead (called the “Judgment of Osiris,” named for Osiris, the god of the dead) was believed to focus upon the weighing of the heart of the deceased in a scale balanced by Maat (or her hieroglyph, the ostrich feather), as a test of conformity to proper values.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>Thebes</b></p>	<p>Thebes, ancient Egyptian Wase or Wo’se or (from c. 21st century bce) Nowe or Nuwe, one of the famed cities of antiquity, the capital of the ancient Egyptian empire at its heyday. Ancient Thebes covered an area of some 36 square miles (93 square km). The main part of the city was situated along the Nile’s east bank. Along the west bank was the necropolis, or “city of the dead,” an area containing the royal tombs and mortuary temples, as well as the houses of those priests, soldiers, craftsmen, and labourers who were devoted to the service of the Egyptian rulers. The Thebes area—including Luxor, the Valley of the Kings, the Valley of the Queens, and Karnak—was designated a UNESCO World Heritage site in 1979.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>Mummy</b></p>	<p>Mummy, body embalmed, naturally preserved, or treated for burial with preservatives after the manner of the ancient Egyptians. The process varied from age to age in Egypt, but it always involved removing the internal organs (though in a late period they were replaced after treatment), treating the body with resin, and wrapping it in linen bandages. Among the many other peoples who practiced mummification were the people living along the Torres Strait, between Papua New Guinea and Australia, and the Incas of South America.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>Pharaoh</b></p>	<p>Pharaoh, (from Egyptian per ‘aa, “great house”), originally, the royal palace in ancient Egypt. The word came to be used metonymically for the Egyptian king under the New Kingdom (starting in the 18th dynasty, 1539–1292 bce), and by the 22nd dynasty (c. 945–c. 730 bce) it had been adopted as an epithet of respect. It was never the king’s formal title, though, and its modern use as a generic name for all Egyptian kings is based on the usage of the Hebrew Bible.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>



## A1 Trial teaching plan

The tomb of Tutankhamun in ancient Egypt

Target students	S1
Topic of trial teaching	Topic 1 : Human needs : past and present
	The tomb of Tutankhamun in ancient Egypt
Suggested number of lessons	1 lesson
Suggested lesson time	40 minutes
Enquiry question	What are the connections between the achievements of early civilisations and today's world?
<b>Learning Objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>• Know the main characteristics of ancient Egyptian civilisation</li> <li>• Understand the achievements of ancient Egyptian civilisation</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Describe the characteristics</li> <li>• Connect the past with the present</li> <li>• Compare similarities and differences</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>• Appreciate the wisdom of people in ancient times</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>• e-Learning</li> </ul>
<b>Learning and Teaching Materials</b>	
Teacher guidelines	<ul style="list-style-type: none"> <li>• Steps to use an e-Learning platform</li> </ul>
Pre-lesson task	<ul style="list-style-type: none"> <li>• Frayer Model (Appendix 1)</li> </ul>
Classwork	<ul style="list-style-type: none"> <li>• VR link in Teacher guidelines (Appendix 2)</li> <li>• Short questions (Appendix 3)</li> </ul>
Post-lesson task	<ul style="list-style-type: none"> <li>• Data-based questions (Appendix 4)</li> </ul>

## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

### A1 Trial teaching flow

The tomb of Tutankhamun in ancient Egypt

Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
5 minutes	Review	<ul style="list-style-type: none"><li>To find out how much students understand about ancient Egypt, a pre-assessment task is conducted</li></ul>	Appendix 1
10 minutes	Virtual reality (VR) activity	<ul style="list-style-type: none"><li>To know the life of Tutankhamun through a VR activity Refer to Teacher guidelines (Appendix 2)</li></ul>	Appendix 2
10 minutes		<ul style="list-style-type: none"><li>Classroom discussion</li><li>Point out ancient Egyptians' image of gods</li></ul>	
10 minutes		<ul style="list-style-type: none"><li>Know the inner structure of a pyramid through video &amp; a VR activity and answer related questions</li></ul>	
5 minutes	Summary and post-lesson task	<ul style="list-style-type: none"><li>Conclude the lesson by asking questions in Appendix 3</li><li>Students complete post-lesson task in Appendix 4 at home</li></ul>	Appendix 3 Appendix 4

## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

### Pre-lesson task

Virtual visit of the tomb of Tutankhamun

Appendix 1

Conduct a pre-assessment task (Frayer Model) by using online resources to collect information about ancient Egypt.



## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

# Teacher guidelines for e-Learning

Appendix 2

Virtual visit of the tomb of Tutankhamun

Teachers use the following website or QR code to conduct the VR activity in classroom.

<https://demo2.octopus-tech.com/vrtest/#>



## Step 1

Students read the following information about the life of Tutankhamun.

Tutankhamun was the pharaoh of the 18th dynasty of Egypt's New Kingdom. He ruled from 1334 BC to 1323 BC. During his rule, he revived the worship of god Amun, restored the temples and moved the capital back to Thebes.

The tomb of Tutankhamun had been sealed for over 3,000 years. In 1922, British archaeologist Carter discovered the tomb with about 5,000 valuable ancient Egyptian artifacts. Most were funeral objects and the discovery of the tomb shocked the western world.

Source : Translated from <https://zh.wikipedia.org/wiki/%E5%9B%BE%E5%9D%A6%E5%8D%A1%E8%92%9>

## Step 2



Use white circle as a coordinate and align the yellow circle. Wait for a few seconds and then enter the tomb.



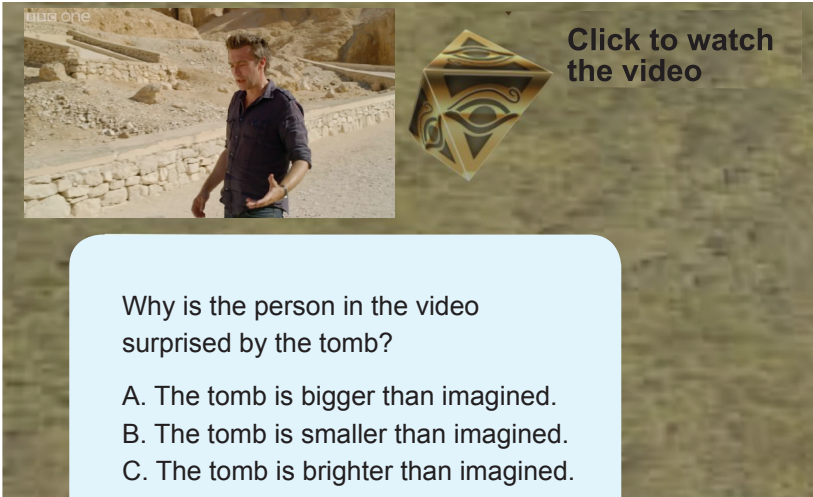
## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

Teacher guidelines for e-Learning



### Step 3



Click to watch the video

Why is the person in the video surprised by the tomb?

- A. The tomb is bigger than imagined.
- B. The tomb is smaller than imagined.
- C. The tomb is brighter than imagined.
- D. The tomb is darker than imagined.

Use white circle as coordinate and align the wall. Wait for a few seconds and click the following website to watch the video. Answer the related question.

Website :

<https://www.youtube.com/watch?v=WBNsNwSyjEI>

### Step 4



Students could enter the burial chamber and move to the side of the coffin after they answer the above question correctly.

## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

Teacher guidelines for e-Learning

### Step 5

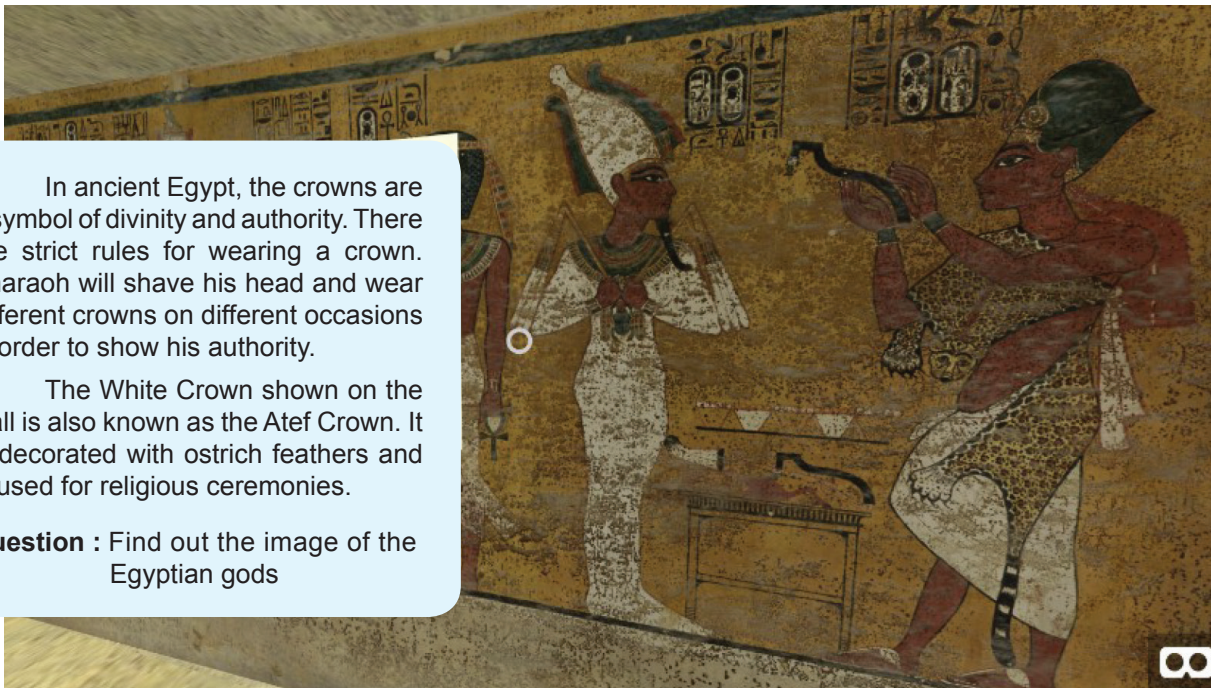
#### Objective of the activity :

Students understand why most ancient Egyptian gods were of a bird-head with a human body or an animal-head with a human body which reflected a strong connection between religion and the life of ancient Egyptians. The ancient Egyptians believed in gods with respect and fear.

#### Classroom discussion :

Students observe the wall painting and use the online learning platform learning platform to discuss ancient Egyptians' image of gods\*.

\*Oral presentation is acceptable.



In ancient Egypt, the crowns are a symbol of divinity and authority. There are strict rules for wearing a crown. Pharaoh will shave his head and wear different crowns on different occasions in order to show his authority.

The White Crown shown on the wall is also known as the Atef Crown. It is decorated with ostrich feathers and is used for religious ceremonies.

**Question :** Find out the image of the Egyptian gods



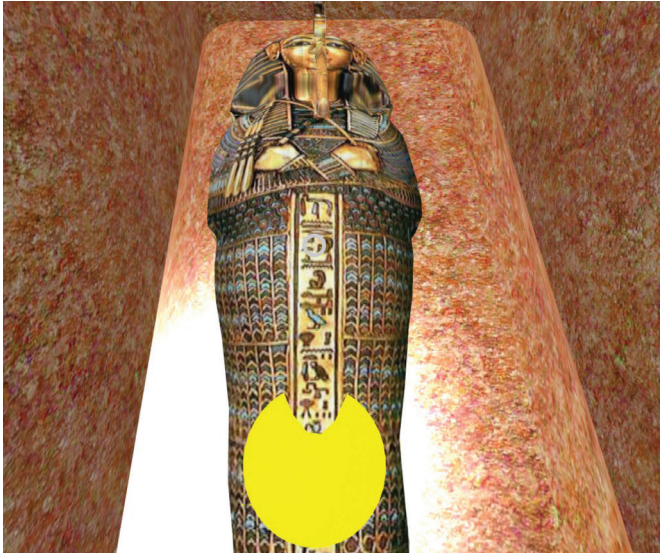


## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

Teacher guidelines for e-Learning

### Step 6



Answer the following question by referring to the video and the decoration of the burial chamber.

Which of the following items could be found in the video?

- A. Funeral objects (the correct answer)
- B. Pharaoh's chamber
- C. Wall painting
- D. Mummy

## Classwork

Virtual visit of the tomb of Tutankhamun

Appendix 3

After the activity, students answer the following questions as a summary.

(Suggestion: Teachers can use mobile apps for instant evaluation.)

1. In which period of Egyptian history did Tutankhamun become the Pharaoh?

New Kingdom

2. Why did ancient Egyptians make mummies?

The ancient Egyptians believed in life after death.

3. Analyse the connections between the achievements of ancient Egypt and today's world.

The ancient Egyptian medicine is sophisticated, helping to understand the development of medicine today. / Ancient and modern people want to live longer.

## Post- lesson task

### Virtual visit of the tomb of Tutankhamun

Study the source below, and answer the questions that follow.

Ancient Egyptians believed that after a person died, he would be judged by Anubis (the God of Dead) in the underworld. The dead person would be brought in front of a large beam balance. His heart would be weighed against a feather (representing Maat, the Goddess of Justice). If the heart was heavier than the feather, it meant the dead person had sinned before his death. His heart would then be eaten by the beast. If the heart was lighter than the feather, it meant the dead person had no sin before his death and could live forever in another world. Therefore, the ancient Egyptians would make sure that the dead body would be well-preserved by spices so that the soul could use it in his afterlife. The skill to make mummies was then developed.

Ancient Egyptians first brined the dead body. They then pulled out part of the brain and removed the internal organs to be stored in different jars. They used spices to fill up the cavity and covered the dead body with salt for 70 days. After 70 days, the body would be wrapped up with fine linen bandages and was rubbed with oils to prevent decay. The mummy was made.

Source : Translated from [http://rthk9.rthk.hk/elearning/travel/articles/08/f08\\_03\\_06\\_00\\_02.htm](http://rthk9.rthk.hk/elearning/travel/articles/08/f08_03_06_00_02.htm)



## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

Teacher guidelines for e-Learning



## Post-lesson task

Virtual visit of the tomb of Tutankhamun

1. Why did ancient Egyptians make dead bodies into mummies? Would it be something relating to ancient Egyptian mythology? Explain your answer by referring to the source.

**Suggested answer :** Ancient Egyptians believed that after a person died, he would be judged by Anubis (the God of Dead) in the underworld. The dead person would be brought in front of a large beam balance. His heart would be weighed against a feather (representing Matt, the Goddess of Justice). If the heart was heavier than the feather, it meant the dead person had sinned before his death. His heart would then be eaten by the beast. If the heart was lighter than the feather, it meant the dead person had no sin before his death and could live forever in another world. Therefore, the ancient Egyptians would make sure that the dead bodies would be well-preserved by spices so that the soul could use it in his afterlife.

2. Could the source help us understand the ancient Egyptian civilisation? Observe and discuss with reference to the source.

The source above reflects the respect and fear of ancient Egyptians on gods which helped us understand the religion of ancient Egypt. The process of making mummy in the source also reflects ancient Egyptians had mastered the human body structure and preserving techniques so as to help us understand the scientific achievements of ancient Egypt.

## e-Learning in History classroom

A1 Human needs : past and present (Topic 1)

### A1 To know more

(4): Extended reading

- Brewer, D. (2005). *Ancient Egypt: Foundations of a civilization*. New York : Routledge.
- Boyer, C. (2012). *Everything Ancient Egypt : Dig into a Treasure Trove of Facts, Photos, and Fun*. Washington, DC : National Geographic Kids.
- 近藤二郎著，張秋明譯 (2017)《圖解 古埃及文明：這樣認識古埃及真有趣》台北：商周出版社。



## A2 Brief introduction of teaching plan



Students study the founding and development of the United States (US) in Topic 7 in the revised curriculum. The American Revolution was inspired by the Enlightenment ideas in Europe and the success of the American independence in turn had brought impact on the development of history in Europe and the world. This topic enables students to understand both the internal and external factors that led to the American Revolution, including Enlightenment ideas in Europe and taxation policies of Britain, and how the revolution shaped major events in Europe and the world, including the French Revolution and the Latin American independence movements in the 19th century; and how the development of the US in the 19th century laid the foundation for its subsequent developments, including territory expansion and the Westward Movement, “Monroe Doctrine” and the American Civil War, etc. As the US has long been formed by different migrant communities, its development is much depended on the contribution of these communities. That is why the extended part is reserved for the more able students or those interested in this topic to further study the reasons for the migration of the early Chinese to the US and their experiences there in order to know more about the history of the US as a migrant country.

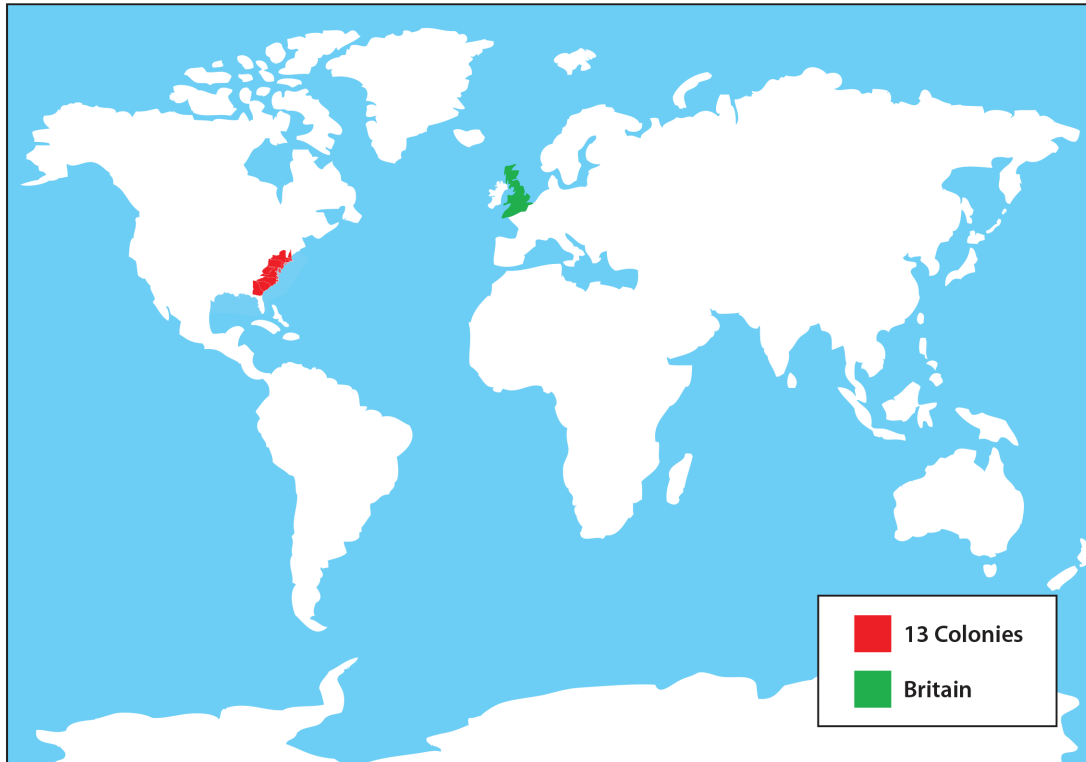
Factors leading to the founding of the US are so complicated that students always find it hard to understand. This teaching plan is designed to explain the internal factors of the American Revolution in three lessons. (Each lesson lasts for 40 minutes). In the first lesson, students will know the origin of the British colonies in North America, and understand how the discontent of the British colonists in North America led to the American Revolution by exploring their life there including their rights and responsibilities etc. The second and third lessons focus on the changes in British colonial policy which were the immediate causes of the revolution. Teacher may explain different factors leading to the revolution and help students understand historical concepts such as “immediate cause”, “background causes” and “turning point” etc. It is important for students to participate in classroom activities, thus this teaching plan shows how teachers may enhance interaction among students through e-learning. Students may vote, respond to multiple choice questions and even express their opinions instantly with peers by using electronic devices. It is beneficial for student learning.

Founded for over two hundred years, the US has been playing a significant role in international arena since the 20th century. Using this teaching plan, teachers may facilitate students’ understanding of the background to the founding of the US and thereby helping them construct a broad and stable knowledge foundation as well as develop their global perspective.

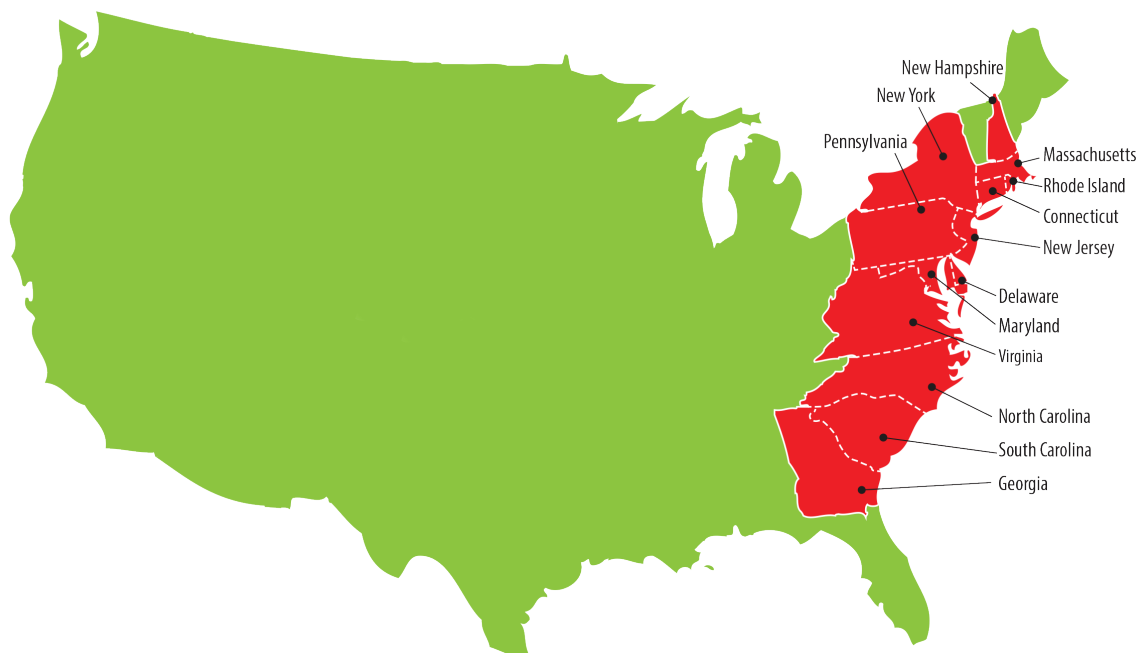
## A2 To know more

(1): Learning history through maps

The following map shows the location of Britain and its 13 colonies in North America.



The following map shows the location of the 13 colonies.



## A2 To know more

(2): Chinese-English Glossary

新英格蘭	New England Colonies
中部殖民地	Middle Colonies
南部殖民地	Southern Colonies
波士頓傾茶事件	Boston Tea Party
茶葉法	Tea Act
糖稅法	Sugar Act
印花稅法	Stamp Act
唐森德法	Townshend Acts
波士頓慘案	Boston Massacre
第一次大陸會議	First Continental Congress

## A2 To know more

(3): Explanation of terms

<p><b>Boston Tea Party</b></p>	<p>Boston Tea Party, (December 16, 1773), incident in which 342 chests of tea belonging to the British East India Company were thrown from ships into Boston Harbor by American patriots disguised as Mohawk Indians. The Americans were protesting both a tax on tea (taxation without representation) and the perceived monopoly of the East India Company.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>Tea Act</b></p>	<p>Legislative maneuver by the British ministry to make English tea marketable in America. In an effort to help the financially troubled British East India Company sell 17,000,000 pounds of tea stored in England, the Tea Act rearranged favored the company's business. At the same time, British hoped to reassert Parliament's right to levy direct revenue taxes on the Colonies. The shipments became a symbol of taxation tyranny to the colonists, reopening the door to unknown future tax abuses. Colonial resistance culminated in the Boston Tea Party (December 1773), in which tea was dumped into the ocean, and in a similar action in New York (April 1774).</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>The First Continental Congress</b></p>	<p>The First Continental Congress gave the patriot cause greater breadth, depth, and force. Its 56 members, representing all of the colonies except Georgia, were lawyers, country gentlemen, and merchants, respectable and responsible men, and America followed them. They made it clear that Britain would not be permitted to subdue Massachusetts without interference by the other colonies. They demanded repeal of the Intolerable Acts and the Quebec Act and described them, together with several other measures taken after 1764, as unconstitutional.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>Boston Massacre</b></p>	<p>Boston Massacre, (March 5, 1770), skirmish between British troops and a crowd in Boston, Massachusetts. Widely publicized, it contributed to the unpopularity of the British regime in much of colonial North America in the years before the American Revolution.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<p><b>Stamp Act</b></p>	<p>Stamp Act, (1765), in U.S. colonial history, first British parliamentary attempt to raise revenue through direct taxation of all colonial commercial and legal papers, newspapers, pamphlets, cards, almanacs, and dice. The devastating effect of Pontiac's War (1763–64) on colonial frontier settlements added to the enormous new defense burdens resulting from Great Britain's victory (1763) in the French and Indian War. The British chancellor of the Exchequer, Sir George Grenville, hoped to meet at least half of these costs by the combined revenues of the Sugar Act (1764) and the Stamp Act, a common revenue device in England.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>





## A2 Trial teaching plan

Internal factors for the outbreak of the American Revolution

Target students	S2
Topic of trial teaching	Topic 7 : The founding and the development of the United States
	Internal factors for the outbreak of the American Revolution (1775-1783)
Suggested number of lessons	3 lessons (one double lesson is recommended)
Suggested lesson time	40 minutes for each lesson
Enquiry questions	<ul style="list-style-type: none"> <li>Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?</li> </ul>
Learning Objectives	
Knowledge	<ul style="list-style-type: none"> <li>Know the location and names of the 13 Colonies set up by Britain along the east coast of North America</li> <li>Know the life of colonists under the British rule in the early 17th century</li> <li>Understand why the passing of Acts and outbreak of major events from the mid-18th century brought about the discontents of the colonists and eventually led to the American Revolution</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Trace historical background and development</li> <li>Analyse the turning point of history</li> <li>Analyse causes and impacts</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Develop positive moral and civic values</li> </ul>
Learning and Teaching Strategy	
	<ul style="list-style-type: none"> <li>e-Learning</li> <li>Think-pair-share</li> </ul>
Learning and Teaching Materials	
Teacher guidelines	<ul style="list-style-type: none"> <li>Steps to use an e-Learning platform</li> </ul>
Pre-lesson task	<ul style="list-style-type: none"> <li>Pre-lesson Task (Appendix 1)</li> </ul>
Lesson task	<ul style="list-style-type: none"> <li>Think-pair-share (Appendix 2)</li> <li>Group discussion (Appendix 3)</li> </ul>
Post-lesson task	<ul style="list-style-type: none"> <li>Post-lesson Task (Appendix 4)</li> </ul>

## A2 Trial teaching flow

Internal factors for the outbreak of the American Revolution



Lesson 1			
Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
10 minutes	Revision & Questioning	<ul style="list-style-type: none"> <li>Pre-lesson task:                             <ul style="list-style-type: none"> <li>&gt; Students watch a video about the American Revolution and complete the 3-2-1 Table.</li> <li>&gt; Video: <a href="https://www.youtube.com/watch?v=u2xwoFhkVTo">https://www.youtube.com/watch?v=u2xwoFhkVTo</a></li> </ul> </li> <li>Check students' understanding:                             <ul style="list-style-type: none"> <li>&gt; Teacher refers to Step 1 in the Teacher guidelines for MC questions. (Students should use the knowledge learnt in the pre-lesson task)</li> <li>&gt; Teacher may further ask the following questions :                                     <ul style="list-style-type: none"> <li>e.g. Where did the colonists come from? Why did they come to North America? Any other western countries showed interests in setting up colonies in North America?</li> </ul> </li> </ul> </li> </ul>	Appendix 1  Teacher guidelines (Step 1)
15 minutes	Student activity and teacher explanation	<ul style="list-style-type: none"> <li>Teacher refers to Step 2 for the "Draw it" function in the Teacher guidelines and checks students' understanding by asking them to colour the location of the 13 Colonies in RED on the map.</li> <li>Teacher introduces the following learning points:                             <ul style="list-style-type: none"> <li>&gt; The social, economic, cultural and political conditions of the 13 Colonies under the British rule in the early 18th century.</li> <li>&gt; Teachers may provide some basic information about the 13 Colonies, such as the location of the 13 colonies; the social, economic, cultural and political conditions in the 13 Colonies. Teacher may refer to Step 3 for slides 1- 10 in the Teacher guidelines.</li> </ul> </li> </ul>	Teacher guidelines (Step 2 Draw it)  Teacher guidelines (Step 3 slides 1-10)
10 minutes	Think-Pair-Share	<ul style="list-style-type: none"> <li>Think-Pair-Share: By referring to Step 3 (slides 1-10) in the Teacher guidelines, students discuss in groups and identify the life of colonists under the early British rule.</li> <li>Students complete Lesson task 1 (Appendix 2) in group work.</li> </ul>	Teacher guidelines (Step 3 slides 1-10)  Appendix 2
5 minutes	Conclusion	<ul style="list-style-type: none"> <li>Teacher sums up the main points by referring to Step 3 (slide 11) in the Teacher guidelines and asks students the following question:                             <ul style="list-style-type: none"> <li>&gt; By referring to the political situation, economic activities and society, what are the main features of people's life in the 13 Colonies?</li> </ul> </li> </ul>	Teacher guidelines (Step 3 slide 11)

## A2 Trial teaching flow

Internal factors for the outbreak of the American Revolution

Lesson 2 & 3 (a double lesson is recommended)			
Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
10 minutes	Revision & Questioning	<ul style="list-style-type: none"> <li>Refer to Teacher guidelines Step 4, teacher raises the following questions:                             <ul style="list-style-type: none"> <li>&gt; If you were the colonists in North America, what would you think about the British rule in the early years? Why?</li> <li>&gt; When and how did the colonists suddenly realize that they were treated unfairly and want to revolt against the British rule?</li> </ul> </li> </ul>	Teacher guidelines (Step 4)
20 minutes	Teacher explanation	<ul style="list-style-type: none"> <li>Teacher explains the passing of Parliamentary Acts and the outbreak of the major events since the mid-18<sup>th</sup> century.</li> </ul>	Appendix 3
30 minutes	Group discussion and presentation	<ul style="list-style-type: none"> <li>Four students form a group. Study the changes of British rule since 1763 and discuss how these changes led to the discontent of the colonists with the British government.</li> <li>Students write down the discontents in Lesson task 2 (Appendix 3) and present their views in groups.</li> </ul>	Appendix 3
10 minutes	Teacher feedback	<ul style="list-style-type: none"> <li>Teacher summarizes the key changes of British policies and reverts students to the enquiry question: Why did the change of British policies over the 13 Colonies since the mid-18<sup>th</sup> century bring about the American Revolution in 1775?</li> </ul>	
10 minutes	Summary	<ul style="list-style-type: none"> <li>Referring to Teacher guidelines Step 5 for the Poll function, students answer the following question: "Essentially, the American Revolution began as a disagreement over the way Britain treated the colonies versus the way the colonies felt they should be treated." Do you agree?</li> <li>Referring to Teacher guidelines Step 6 for the Poll function, students answer the following question: "In which year do you think is a turning point for the change of British policies over the 13 Colonies since the mid-18<sup>th</sup> century that brought about the American Revolution in 1775?"</li> <li>Referring to Teacher guidelines Step 3 slide 1, it had mentioned that "Historians said many factors played a role to make the colonists to fight for their freedom in the war". Students may search on the internet or borrow some reference books from the library for further study if they are interested in the other factors.</li> </ul>	Teacher guidelines Step 5 (Poll) Teacher guidelines Step 6 (Poll) Appendix 4

## Pre- lesson task

Why did the change of British policies over the 13 Colonies since the mid-18<sup>th</sup> century bring about the American Revolution in 1775?

1. Watch the video about the American Revolution by clicking the following link:

<https://www.youtube.com/watch?v=u2xwoFhkVTo>

2. Complete the 3-2-1 Table below.

3-2-1	NAME:
After watching the video, I have 3 things, 2 facts and 1 question in mind...	
3 THINGS I HAVE LEARNED AFTER WATCHING THE VIDEO:	
<i>(Students' answer may vary, the following answers are for reference only)</i>	
a. <i>Before its independence, the 13 colonies were British colonies.</i>	_____
b. <i>To achieve independence, the 13 colonies started a war.</i>	_____
c. <i>France joined the US independence movement.</i>	_____
2 FACTS I AM INTERESTED IN:	
a. <i>Britain intended to raise tax in northern America colonies.</i>	_____
b. <i>The reasons behind US's victory against Britain.</i>	_____
QUESTION I AM STILL IN DOUBT:	
<i>The importance of France in the US independence movement.</i>	
_____ _____	



## Lesson task (1)

Appendix 2

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

### Think – Pair – Share

Identify the features of the life of the North American colonists under the early British rule by studying the PPT shown in the Nearpod learning platform (Teacher guidelines Step 3 Slides 1-10) and then complete the following table.

Aspects	Features	Clues from PPT
Political situation	The colonists enjoyed a limited degree of political freedom.	Only the people in the town meeting had vote and high degree of self-government but the self-government was under control of British king. They could not have rights to issue laws etc.
Economic activities	Economic activities such as farming, industries and trading were prosperous.	Most of the people in Southern part of the colonies worked in the farms, and they produced various kind of cash crops. Philadelphia was a famous commercial city at that time and the trading was very prosperous in that city.
Society	Social class division existed in the colonial society.	Upper class; middle class; indenture servants and slaves → but social mobility was possible

## Lesson task (2)

Why did the change of British policies over the 13 Colonies since the mid-18<sup>th</sup> century bring about the American Revolution in 1775?

### Group discussion:

- Four students form a group.
- You are given the information of some Parliamentary Acts and events that signified the change of British policies over the colonies since 1763. Study them and discuss how these changes led to the discontents of the colonists which finally led to colonists' revolt against Britain.

Act / Event	Year	Content	Reaction
Proclamation of 1763	1763	<ul style="list-style-type: none"> <li>• Result of French and Indian War.</li> <li>• The British government set a western boundary for the colonies.</li> </ul>	e.g. <ul style="list-style-type: none"> <li>• Colonists were angry they had been told they could not expand to the west.</li> <li>• Colonists felt it infringed on their rights. Some believed the King did not have authority.</li> </ul>
Sugar Act	1764	<ul style="list-style-type: none"> <li>• Placed a tax on sugar and other things not from Britain.</li> <li>• A way for Britain to control colonial trade</li> <li>• British sent tax collectors to the colonies from Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Colonists said it was an unfair tax.</li> <li>• Colonists protested to the tax collectors.</li> <li>• Colonists smuggled some goods like sugar.</li> </ul>
Stamp Act	1765	<ul style="list-style-type: none"> <li>• A tax was placed on many items such as printed paper goods made in the colonies.</li> <li>• A stamp was placed on the item when a tax paid.</li> </ul>	<ul style="list-style-type: none"> <li>• Colonists said it was an unfair tax. Colonial rallying cried, "No taxation without representation".</li> <li>• Colonists boycotted British goods and forced the British to withdraw the act.</li> </ul>
Townshend Acts	1767	<ul style="list-style-type: none"> <li>• British placed a tax on things like glass and paint.</li> <li>• Writs of Assistance were issued that allowed the British to search for smuggling without evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Colonists were very angry.</li> </ul>
Boston Massacre	1770	<ul style="list-style-type: none"> <li>• Britain sent more troops</li> <li>• British fired on colonists and five colonists were killed. Crispus Attucks, former enslaved African, was first killed.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk of war began.</li> </ul>

## Lesson task (2)

### Appendix 3

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

Act / Event	Year	Content	Reaction
Committees of Correspondence	1772	<ul style="list-style-type: none"> <li>Samuel Adams called for a Boston town meeting to create a committee of correspondence to communicate Boston's position on issues to the other colonies.</li> </ul>	<ul style="list-style-type: none"> <li>Similar committees were soon created throughout the colonies.</li> </ul>
Tea Act	1773	<ul style="list-style-type: none"> <li>Allowed one company to sell tea at a lower price.</li> <li>Hurt colonial merchants</li> </ul>	<ul style="list-style-type: none"> <li>Colonists called it interference.</li> </ul>
Boston Tea Party	1773	<ul style="list-style-type: none"> <li>Colonists tossed tea into Boston Harbour as a protest of the Tea Act.</li> </ul>	<ul style="list-style-type: none"> <li>British were angry and demanded payment for the tea.</li> <li>British passed new laws.</li> <li>British blockaded Boston Harbour.</li> </ul>
Intolerable Act	1774	<ul style="list-style-type: none"> <li>The British passed four new laws as punishment for the Boston Tea Party.</li> <li>The British closed Boston Harbour until colonists paid for the money lost when the tea was dumped in the harbour.</li> <li>New Quartering Act passed.</li> </ul>	<ul style="list-style-type: none"> <li>Colonists decided to meet to protest: First Continental Congress.</li> <li>Some colonists got weapons.</li> </ul>
First Continental Congress	1774	<ul style="list-style-type: none"> <li>Representatives from all colonies except Georgia met in Philadelphia.</li> <li>They wrote Declaration of Rights.</li> <li>They planned a boycott of British goods.</li> </ul>	<ul style="list-style-type: none"> <li>Britain sent more soldiers to the colonies.</li> <li>Britain decided to arrest some colonial leaders.</li> </ul>
Battles of Lexington and Concord	1775	<ul style="list-style-type: none"> <li>The colonists stored gunpowder at Concord, Massachusetts and the British decided to get it.</li> <li>British and colonial soldiers met at Lexington for a battle.</li> <li>Another battle occurred at Concord.</li> </ul>	<ul style="list-style-type: none"> <li>The Revolutionary War officially began.</li> </ul>

## Post-lesson task

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

1.

Refer to Teacher guidelines Step 5 (Poll), do you agree with the statement that “Essentially, the American Revolution began as a disagreement over the way Britain treated the colonies versus the way the colonies felt they should be treated”?

2.

Refer to Teacher guidelines Step 6 (Poll), in which year do you think is a turning point for the change of British policies over the 13 Colonies since the mid-18th century which finally brought the American Revolution?

3.

Refer to Teacher guidelines Step 3, slide 1 had mentioned that “Historians said many factors played a role to make the colonists to fight for their freedom in the war”. We have learnt one of them i.e. why discontents created after the change of British policies led to the outbreak of the American Revolution. If you are interested in the other factors, you are advised to search on the internet or borrow some reference books from the library to further your own study.





## Teacher guidelines for e-Learning

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

The following e-Learning materials may be uploaded to an e-learning platform such as Nearpod for the learning and teaching of this topic. Teachers may refer to the materials below alongside the teaching flow and appendix.

### Lesson 1

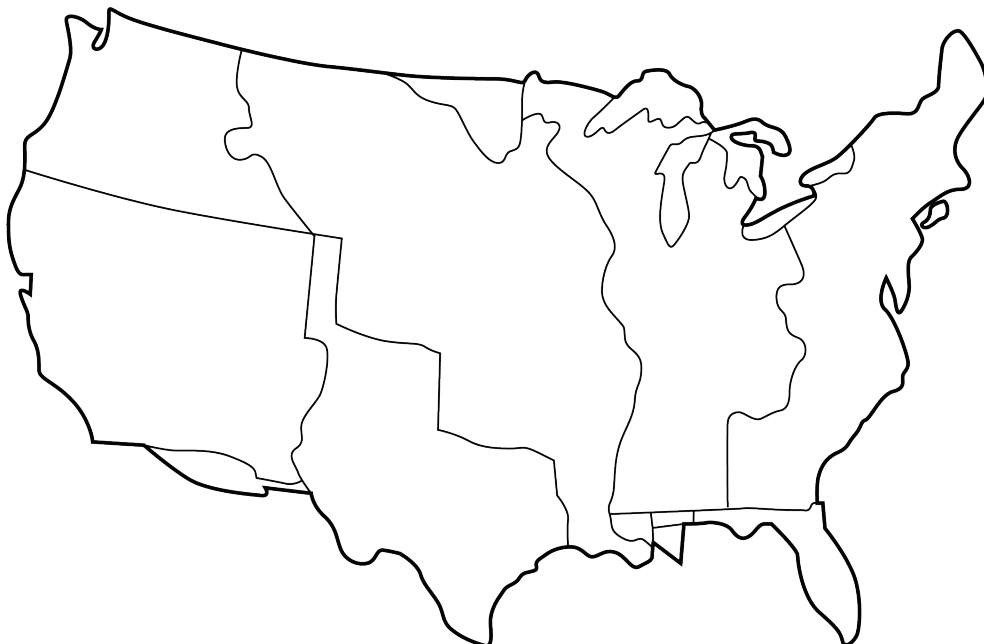
#### Step 1

##### MC questions:

1. Which country was the first to set up colonies along the east coast of North America?  
A. Britain  
B. France  
C. Spain
2. How many colonies did she build in North America before 1774?  
A. 11  
B. 12  
C. 13

#### Step 2

Colour the location of the 13 Colonies in RED.



## e-Learning in History classroom

A2 The founding and the development of the United States (Topic 7)

Teacher guidelines for e-Learning

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?



### Step 3 (Refer to Appendix 2)

#### 1. Historical background of the American Revolution (also known as the Independence War of the United States)

Slide 1

##### A. Introduction

- The American Revolution happened in 1775 as an open conflict between the 13 Colonies in North America and Britain.
- The Treaty of Paris ended the war in 1783. The colonists won the war which laid the foundation of the United States.
- Historians said many factors played a role to make the colonists to fight for their freedom in the war.

##### B. The North American Colonies

Slide 2

- There were thirteen original colonies. The thirteen original colonies were founded between 1607-1733.

## e-Learning in History classroom

A2 The founding and the development of the United States (Topic 7)

Teacher guidelines for e-Learning

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

### Step 3: (Refer to Appendix 2)

#### 2. The 13 Colonies

- **New England Colonies**

Settled: to practice religious freedom

Industry: lumber, ship building, international trade

Culture: small towns and small family farms

- **Middle Colonies**

Settled: to set up family farms and businesses

Industry: agricultural trade in wheat, barley, and other grains

Culture: cities and hand goods industry

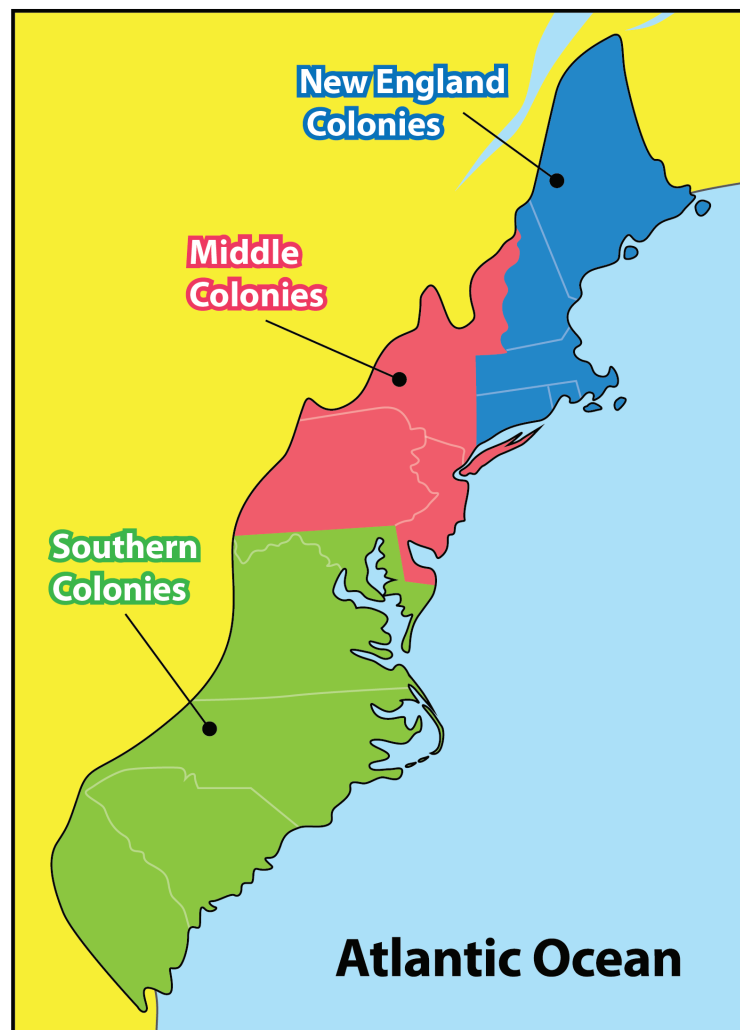
- **Southern Colonies**

Settled: to set up large agricultural trading companies

Industry: plantation farming of tobacco, cotton, and rice

Culture: small towns served plantation trade

Slide 3



## e-Learning in History classroom

A2 The founding and the development of the United States (Topic 7)

Teacher guidelines for e-Learning

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

### Lesson 1

#### Step 3 (Refer to Appendix 2)

##### 3. Growth of population

- 1700 : 290,000
- 1750 : 1,300,000
- 1780 : 2,700,000

Slide 4

##### 4. Life in the Southern Colonies under British rule

"I live in Georgia, the southern part of the colonies. My ancestors moved here looking for religious freedom, economic opportunities, and political liberty. After establishing colonies over 100 years, most of us are now working in the farms. With large fertile land, we farm cash crops, mostly tobacco. Besides, rich, cotton and indigo. We need a large amount of labour. Thus, we import thousands of slaves from Africa every year. Slaves is the lowest class in our society."

Slide 5

##### 5. Life in the cities under British rule

"My uncle has moved to Philadelphia, which is a commercial city. There are various trading activities here. I don't like to live in. Due to thousands of people flood into the city in the past 20 years, the city is now very dirty. However, since my uncle earns a lot of money through international trade with European countries, he is now a famous merchant in the city and becomes the upper class in the society. He can enjoy political power such as vote in the parliament."

Slide 6

##### 6. Rights of Colonies

Though each colony had its own laws and court systems, most were based on British legal traditions. Basically, there were town meetings, could speak out, had vote, and enjoyed high degree of self-government. But self-government was under control of British King. They could not have rights to issue laws.

Slide 7

## e-Learning in History classroom

A2 The founding and the development of the United States (Topic 7)

Teacher guidelines for e-Learning

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

### Step 3: (Refer to Appendix 2)

#### 7. Social Classes

- Upper Class: Planters, merchants, lawyers and other professional
- Middle Class: Farmers and artisans
- Lower Class: Workers and farmhands
- Indentured Servants : 1/3 of colonists gave up their freedom for a set period of time in order to come to the colonies.
- Slaves: Captured and forced to work under cruel conditions
- Social mobility was possible.

Slide 8

#### 8. Education

- New England colonies had public schools in small cities and towns.
- Middle colonies rarely had school, but some had church schools.
- Southern colonies usually had no schools except in the largest cities – often home schooled and boys received more education than girls.

Slide 9

#### 9. Economy

- In New England towns along the coast, the colonists made their living by fishing, whaling, and shipbuilding. Because farming was difficult, New England began to develop manufacturing like shipbuilding to make money.
- The colonial economy depended on international trade. American ships carried products such as lumber, tobacco, rice, and dried fish to Britain. In turn, the mother country sent textiles, and manufactured goods back to America.

Slide 10

#### 10. Teacher's summary

What were the main features of people's life in the 13 North American colonies?

- Social inequality
- Deep division in wealth distribution; figures from the colonial cities of Boston, Philadelphia and New York indicate that at the end of the 17th century, the top wealthiest citizens owned about 46% of all wealth in all three cities.
- No. of population grew a lot. Cities like Boston, New York and Philadelphia became the major urban seaports and commercial centers. Such cities were small and dense.
- Wealthy merchants and traders became economically and politically powerful.

Slide 11

## e-Learning in History classroom

A2 The founding and the development of the United States (Topic 7)

Teacher guidelines for e-Learning

Why did the change of British policies over the 13 Colonies since the mid-18th century bring about the American Revolution in 1775?

### Lessons 2 & 3

#### Step 4

##### Revision and questioning :

1. If you were the colonists in North America, what would you think about the British rule in the early years? Why?
2. When and how did the colonists suddenly realize that they were treated unfairly and want to revolt against the British rule?

#### Step 5

##### Poll

“Essentially, the American Revolution began as a disagreement over the way Britain treated the colonies versus the way the colonies felt they should be treated.”

- A. Agree
- B. Disagree

#### Step 6

##### Poll

In which year do you think is a turning point for the change of British policies over the 13 Colonies since the mid-18th century that brought about the American Revolution in 1775?

- A. 1733
- B. 1763
- C. 1774

## A2 To know more

(4): Extended reading



- Allison, R. (2011). *The American Revolution: A concise history*. Cary: Oxford University Press.
- Kenney, K. (2014). *US History Through Infographics*. Minneapolis: Learner Classroom.
- 盛嘉 (2016) 《美國革命讀本》, 北京: 北京大學出版社。



## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

### B1 Brief introduction of teaching plan



“Topic 8: Growth and development of Hong Kong up to the late 19th century” in the revised S1-3 History curriculum allows students to study how British colonial governance and different local organisations affected the development of Hong Kong. After the Opium War, Britain occupied Hong Kong and began its colonial administration. Hong Kong has also developed into an important commercial and trading port. In a society where Chinese and foreigners live together, different local organisations have emerged, and different ethnic communities from Asia, Americas and Europe have also established. They have all played a key role in the development of Hong Kong. After studying this topic, students will be able to:

- a) have a general understanding of the British administrative measures in Hong Kong up to the late 19th century, including free port policy, establishment of the rule of law and systems of decrees and regulations as well as economic (e.g. free port and early development of early entrepot trade), social (e.g. social structure, rise of local Chinese leaders and the racial policy), law and order and hygienic conditions in Hong Kong during that time;
- b) analyse how different local organisations, including local Chinese organisations (using the Tung Wah Group of Hospitals and Po Leung Kuk as examples), foreign missionaries and the Christian Church have made contributions to Hong Kong.

This teaching plan demonstrates that teacher uses e-Learning approach and field study to let students know a range of people who have contributed to the development of Hong Kong. As an open and diverse society, Hong Kong has long attracted people from different backgrounds to settle here. Among them, there have been many businessmen of different ethnic communities who worked hard to build Hong Kong during their lifetime. The teaching plan introduces how teachers can effectively use e-Learning platform to deepen students' understanding of these important historical figures (such as Ho Kai, Chater), so as to understand Hong Kong at that time. In addition, the e-Learning platform allows students to explore the lives of important historical figures autonomously like a historian, while at the same time gain the satisfaction of solving a puzzle. This effectively enables students to become master of their learning.

Teachers can also use this teaching plan to allow students to learn positive values such as persistence, acceptance and respect for others. The historical figures shown in the teaching plan mostly achieved great success by their own efforts. This precisely reflects the importance of perseverance to success. The teaching plan also demonstrates the contribution of different ethnic minorities to the development of Hong Kong, such as the Armenian businessmen Sir Paul Chater and the Eurasian Robert Hotung. Teachers can use this teaching plan as an entry point to let students understand that Hong Kong has always been a diverse society. People of different backgrounds, races, religions and lifestyles can find development opportunities in Hong Kong. While students can learn to accept and show tolerance, they can learn to treasure everything today as they understand that the achievements of Hong Kong today are not easy to come by, relying on the contributions of their predecessors.

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

### B1 To know more

(1): Chinese-English Glossary

何東爵士	Hotung, Sir Robert
何啟	Ho Kai
楊衢雲	Yang Quyun
怡和洋行	Jardine, Matheson & Co.
雅麗氏醫院	Alice Memorial Hospital
遮打爵士	Chater, Sir Catchick Paul
中央書院	Central School
海員大罷工 (1922)	Seamen's Strike (1922)
香港西醫書院	Hong Kong College of Medicine for Chinese
輔仁文社	Furen Literary Society





## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)



## B1 To know more

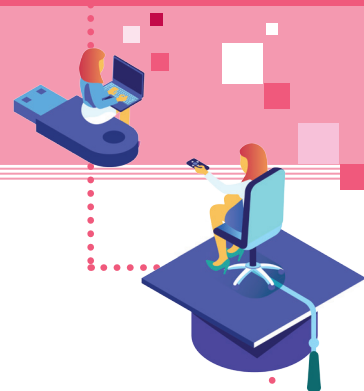
(2): Explanation of terms



<b>Central School</b>	<p>Established in 1862, Central School is the first government secondary school in Hong Kong. The school building is located in Gefu Street, Central today. It provided Western education. In addition to enrolling Chinese, students from all over the world are also included. In 1889, a new school building at the junction of Aberdeen Street and Hollywood Road was opened. The name of the school was changed to Victoria College. In 1894, it officially changed its name to Queen's College and moved to Causeway Bay in 1950. Queen's College has always had a large number of talents. Graduates are not only from all walks of life in Hong Kong, but many are active in Chinese politics in the late Qing and early Republican periods, including Sun Yat-sen, Liao Zhongkai, Wang Chonghui, Shou-son Chow, Ho Tung, Ho Kai, Li Hysan, etc.</p> <p style="text-align: right;">Hong Kong Museum of History Website</p>
<b>Hong Kong College of Medicine for Chinese</b>	<p>Hong Kong College of Medicine for Chinese is the first school in Hong Kong to teach Western medical knowledge. Alice Memorial Hospital was founded by Ho Kai, one of the Chinese leaders in Hong Kong, in 1887. For a few years after the establishment of the Hong Kong College of Medicine for Chinese, the teaching locations were in Alice Memorial Hospital. So Sun Yat-sen had spent his five-year medical career in the hospital. In the early days of the establishment of the Hong Kong College of Medicine for Chinese, the number of students was small. In 1887, the number of students enrolled was only 12. By the time the first students graduated in 1892, the school had only 18 students. Among the first students enrolled in 1887 were Sun Yat-sen and his close friend Kwan King-leung.</p> <p style="text-align: right;">Sun Yat-sen Memorial Website</p>
<b>Alice Memorial Hospital</b>	<p>Alice Memorial Hospital was founded by Ho Kai and the London Missionary Society in 1887, while the Hong Kong College of Medicine for Chinese was established in the hospital. In the same year, Sun Yat-sen was transferred from Guangzhou Boji Hospital to study medicine at the school. He graduated with honours in 1892. Later, Hong Kong College of Medicine for Chinese merged with the University of Hong Kong, and Alice Memorial Hospital moved to 2 Bonham Road, renamed Nethersole Hospital.</p> <p style="text-align: right;">Antiquities and Monuments Office Website</p>

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)



<b>Furen Literary Society</b>	<p>In 1892, Yang Quyun and Tse Tsantai founded the Furen Literary Society in Pak Tsz Lane. With the purpose of "opening the people's wisdom," revolutionaries often met and discussed there. Some members of the society also participated in the Xingzhonghui.</p> <p>Antiquities and Monuments Office Website</p>
<b>Jardine, Matheson &amp; Co.</b>	<p>Jardine, Matheson &amp; Co. was founded in 1832 by William Jardine, a surgeon of the former East India Company, and Scottish businessman James Matheson. The company made huge profits by selling opium. The East India Company's trade patent rights expired in 1834, and Jardine, Matheson &amp; Co. became the leading British company in China. When the government first sold land in Hong Kong, Jardine, Matheson &amp; Co. purchased East Point (today's Paterson Street and Yee Wo Street in Causeway Bay) and moved the headquarters to Hong Kong. The company began to build offices, terminals and warehouses there. It expanded and consolidated its business between 1842 and 1860 by opening branches in treaty ports in China and setting up an exclusive clipper fleet for the opium and tea trade. Until the 1870s, the company stopped operating the opium trade and was involved in various industries, including sugar manufacturing, textiles, steam trains, etc. It became one of the leading companies in Hong Kong in the 20th century. Jardine's Tai-Pans are Hong Kong celebrities, mostly members of the Legislative Council. Many streets in Causeway Bay are named after them, such as Yee Wo Street, Jardine's Bazaar, Matheson Street, Irving Street, Percival Street, Paterson Street, etc.</p> <p>Marine Department website</p>



## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)



# B1 Trial teaching plan

Field study of the Hong Kong Cemetery at Happy Valley

Target students	S3
Topic of trial teaching	Topic 8 : Growth and development of Hong Kong up to the late 19th century
	Field study of the Hong Kong Cemetery at Happy Valley
Suggested time	A field study (about 2 hours)
Enquiry question	What contributions did the famous local people make to Hong Kong in the mid and the late 19th century?
<b>Learning Objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>Know the contributions of famous local people to Hong Kong in the mid and the late 19th century</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Master the skills of field study</li> <li>Analyse the importance of historical figures</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Develop an interest in the past and an appreciation of human achievements and aspirations</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>Field study</li> <li>e-Learning</li> </ul>
<b>Learning and Teaching Materials</b>	
Pre-lesson task	<ul style="list-style-type: none"> <li>A brief introduction of people under study (Appendix 1)</li> <li>Famous local people in Hong Kong at the end of the 19th century (Appendix 2)</li> </ul>
Field study task	<ul style="list-style-type: none"> <li>Teacher Guidelines* (Appendix 3)</li> <li>e-Learning platform</li> </ul>
Post-lesson task	<ul style="list-style-type: none"> <li>Reflection on Field study (Appendix 4)</li> </ul>

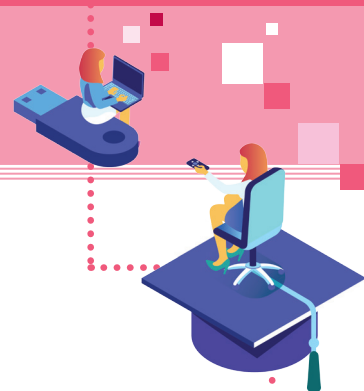
\*Remark : The trial school uses EduVenture as an e-Learning platform. Students log on to the platform and follow the instructions to complete the relevant learning tasks. Other schools can refer to the Teacher Guidelines (Appendix 3) and use appropriate e-Learning platform according to the need of the school.

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

### B1 Trial teaching flow

Field study of the Hong Kong Cemetery at Happy Valley



Flow	Learning and teaching activities	Learning and teaching materials
Pre-lesson task	<ul style="list-style-type: none"><li>• Students read 'Brief introduction of people under study'.</li><li>• Students complete worksheet on 'Famous people in Hong Kong at the end of the 19th century'.</li></ul>	Appendix 1 Appendix 2
Explanation before field study	<ul style="list-style-type: none"><li>• The importance of famous people under study to the development of Hong Kong at the end of the 19th century</li></ul>	Appendix 2
Field study task	<ul style="list-style-type: none"><li>• Teacher leads students to observe and study the tombs of six historical figures. There is no route order. Teachers may arrange the route order according to actual situation.</li><li>• Every time students visit a grave, they need to use an e-Learning platform to complete the designated learning tasks.</li></ul>	Appendix 3
Extended activity	<ul style="list-style-type: none"><li>• Students write a record and reflection on how they are benefited from the field study.</li></ul>	Appendix 4



## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)



## Pre-lesson task

Appendix 1

Field study of the Hong Kong Cemetery at Happy Valley

### A brief introduction of people under study

People	Introduction
<b>Sir Robert Ho Tung</b> (1862-1965)	Ho Tung was the wealthiest and the most influential businessman in Hong Kong in the early half of the 20th century. He was a Eurasian. He studied in a shushu (traditional Chinese school) when he was small and went to the Central School when he was 12 years old. Upon graduation, Ho Tung first worked as a tutor in the Central School, and then worked in the Customs of Guangdong Province. He later joined the Jardine Matheson & Co. as a comprador. In 1900, he embarked on his own career and his business very soon made him the richest man in Hong Kong. Ho Tung was a man of great eminence and was a dedicated philanthropist. He was knighted by the British court. He and his family were also allowed to live on Victoria Peak and became the first Chinese family to reside there. Since Ho Tung identified himself as a Chinese, he was very concerned with Chinese affairs. When Kang Youwei escaped to Hong Kong after the Hundred Days' Reform ended in a smothered coup, he was taken in by Ho Tung and lived in the house of Ho Tung. In 1922, Ho Tung helped negotiated the mass strike by seamen. In 1930 when China was divided under the warlords, Ho Tung went from north to south of China to persuade the warlords to hold a round-table meeting for peaceful unification of the country.
<b>Sir Kai Ho Kai</b> (1859-1914)	Ho Kai founded the Alice Memorial Hospital in 1887. A few months later, he set up the Hong Kong College of Medicine for Chinese. Dr. Sun Yat-sen was among the first graduates of the college. In 1890, at the age of 30, he became a legislative councilor. He sat in the Legislative Council for 14 years and served 6 governors. He was knighted in 1912 and was the first Hong Kong Chinese to receive such honour. When Dr. Sun Yat-sen established Xing Zhong Hui in 1895 and planned for uprisings, Ho Kai gave covert support and drafted the manifesto for the uprising in Guangzhou. In 1900, the Boxers were rampant in the north of China. With the support of the Hong Kong Governor Henry Arthur Blake, Ho Kai tried hard to persuade Dr. Sun and Li Hongzhang to cooperate with each other to occupy Guangdong and Guangxi and announce independence. Ho Kai's attempt failed because Li decided to return to the North. After the 1911 Revolution which overthrew the Qing Regime, Ho Kai was appointed Chief Advisor of the revolutionary government and offered help in drafting the constitution.
<b>Yang Quyun</b> (1861-1901)	Yang Quyun was a revolutionary and martyr in late Qing period. In 1892, he and his good friends, Tse Tsan-tai, Yau Lit, Huang Yongshang, etc. organized the Furen Literary Society, the objectives of which were "to improve oneself arduously in one's character and conduct" and "to love the nation whole-heartedly". In autumn of that year, Yang became acquainted with Dr. Sun Yat-sen. They together established the Xing Zhong Hui and Yang was elected as the first President. An Uprising in Guangzhou was subsequently organized and Yang was responsible for raising funds in Hong Kong to buy arms and ammunition and to recruit participants for the uprising. However, the uprising was aborted when the Qing government was tipped off and the revolutionaries were on the wanted list. Yang was forced to flee to South Africa via Singapore and Malaya. In 1898, he arrived in Japan to meet with Dr. Sun again to plan for more uprisings and gave up his position as the President of Xing Zhong Hui to Dr. Sun. In 1900, the revolutionaries launched an uprising in San Zhou Tian in Huizhou to which Yang supplied arms and ammunitions and provided financial support. However, due to inadequate support at its later stage, it failed. Yang insisted to stay on in Hong Kong and earned his living by teaching English. On 10th January 1901, he was killed by assassins sent by the Qing government in an apartment on the first floor of No. 52, Cage Street. He was buried in Hong Kong Cemetery after much painstaking effort by his good friends, Chen Shaobai and Tse Tsan-tai and the gravestone was erected with money donated by Yang's friends and relatives in Hong Kong. The grave of Yang is well known for having no words inscribed on the tombstone.

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

## Pre-lesson task

Field study of the Hong Kong Cemetery at Happy Valley

Appendix 1

### A brief introduction of people under study

People	Introduction
<b>Rev. Karl Friedrich August Gutzlaff</b> (1803-1851)	Karl F.A. Gutzlaff was a legendary and controversial figure in modern Chinese history. In 1831, he arrived in Macao. In the following year he became an interpreter on board Lord Amherst in an exploratory voyage along the China coast. Soon afterwards, he accepted the offer of Jardine Matheson & Co. to work on board an opium clipper. Gutzlaff embarked on his missionary work enthusiastically in Hong Kong. In 1844, he set up the Chinese Christian Union to train Chinese to preach the Gospel in mainland China. To expand his missionary work, Gutzlaff wrote to various denominations in Europe to request them to send more missionaries to Hong Kong and Guangzhou to preach to the Cantonese and the Hakka people. However, the mission established by Gutzlaff was found to be lax in its work and its member motley. His methods in preaching the Gospel and their results were also criticized by other church organizations in Hong Kong.
<b>Dr. Frederick Stewart</b> (1836-1889)	Dr. Stewart was the founding headmaster of the Central School (later renamed as Queen's College) and was hailed as the "Founder of Hong Kong government education". He graduated from the University of Aberdeen where he studied theology. In 1862, the Hong Kong Government Central School was established. Dr. Stewart then a young man of 24, was chosen by the Hong Kong government as the headmaster of the school. Renowned figures in the modern history of Hong Kong and China such as, Ho Kai, Woo Lai-woon, Wei Yuk and Ho Tung were graduates of Central School when Dr. Stewart was its headmaster. In 1881, after 19 years of service, Dr. Stewart resigned from his post in the field of education and was appointed Police Magistrate. Soon he was promoted to the post of Registrar General (Secretary for Chinese Affairs). Later he was further promoted to be Colonial Secretary.
<b>Sir Catchick Paul Chater</b> (1864-1926)	Chater is an Armenian businessman, born in Calcutta, India in 1846. He founded two major corporations, the Hong Kong and Kowloon Wharf and Godown, and Hong Kong Land in 1886 and 1889 respectively. As he rose in social status, he was appointed to the Legislative Council (1887) and Executive Council (1896). Thanks to the vigorous leadership of Chater, the plan to reclaim land in Central District finally took off in 1887. It was the first large scale project to reclaim land from the harbour. When the project was completed in 1903, the coastline moved from Des Voeux Road to Connaught Road and 57 acres of land were added to the Central District. The Supreme Court, the Hong Kong Club and the Stature Square were to be built one by one on the newly reclaimed land thus changing the face of Central District completely. Chater was knighted in 1902. Chater Road, Chater Garden and Catchick Street were all named after him. This is unique in the history of Hong Kong.

Reference : adopted from Ting, Joseph S.P. (2008). *A Preliminary Study: Prominent Figures in the Hong Kong Cemetery at Happy Valley*. Hong Kong: Hong Kong Institute of Contemporary Culture.



## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)



## Pre-lesson task

Appendix 2

Field study of the Hong Kong Cemetery at Happy Valley

### Famous people in Hong Kong at the end of the 19th century

Please link the following correct items together or fill in the space with the English letters of the relevant historical figures.

Ho Kai	• D	<ul style="list-style-type: none"> <li>• <b>A</b> In 1862, the Hong Kong Government Central School was established. He was chosen by the Hong Kong government as the founding headmaster of the school. Renowned figures in the modern history of Hong Kong and China such as, Ho Kai, Woo Lai-woon, Wei Yuk and Ho Tung were graduates of Central School when he was its headmaster.</li> </ul>
Yang Quyun	• B	<ul style="list-style-type: none"> <li>• <b>B</b> He was the founder and the president of Hong Kong's first political organization, Furen Literary Society. He planned and organized the uprisings in Guangzhou and Huizhou. He was killed by assassins sent by the Qing government. The design of his tombstone is special. The round place was engraved with a blue sky pattern while cutting the top off the monument was a way to show that a person's life had been cut short. There were also no words inscribed on the tombstone with only the serial number '6348'.</li> </ul>
Ho Tung	• C	<ul style="list-style-type: none"> <li>• <b>C</b> He worked as a comprador in the Jardine, Matheson &amp; Co. He later became the richest man in Hong Kong that made him the wealthiest and the most influential businessman in Hong Kong in the early half of the 20th century. He was a Eurasian but identified himself as Chinese and was concerned with Chinese affairs.</li> </ul>
Chater	• F	<ul style="list-style-type: none"> <li>• <b>D</b> He studied in Britain and earned his degrees of Medicine and Law. He was an outstanding bilingual elite and the third Chinese to be appointed to the Legislative Council. He was the leader of the Chinese community in Hong Kong. He set up the Hong Kong College of Medicine for Chinese and was the teacher of Dr. Sun Yat-sen. He had contributed greatly to Hong Kong's political, medical and education development.</li> </ul>
Stewart	• A	<ul style="list-style-type: none"> <li>• <b>E</b> He spoke many languages. He was enthusiastic about preaching the Gospel but was criticized for doing it in the improper way. He had worked on board an opium clipper. During the Opium War, he worked as the Chief Interpreter to the British negotiators.</li> </ul>
Gutzlaff	• E	<ul style="list-style-type: none"> <li>• <b>F</b> He was an Armenian who was born in Calcutta, India. He came to Hong Kong in 1864. He and Mody developed land and pier in Tsim Sha Tsui. He founded the Hong Kong and Kowloon Wharf and Godown in 1886. He and the Jardine, Matheson &amp; Co. established the Hong Kong Land Investment and Agency Company Limited in 1889 and owned a number of properties in Central District. He was also appointed to the Executive and Legislative Council, and played a vital role in the Central Reclamation Scheme in Central District between 1889 and 1903.</li> </ul>

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

# Teacher guidelines for e-Learning

Appendix 3

Field study of the Hong Kong Cemetery at Happy Valley

### Points to note for students :

- The Hong Kong Cemetery allows public visits. Students should have self-respect, and study with a solemn and respectful attitude towards the tomb masters.
- Students should be self-disciplined. Speak quietly and do not disturb others. Keep the environment quiet.
- Photography is limited to learning purposes.
- If you are having doubts on the way, you should ask your teachers immediately.

### Field study and e-Learning activity :

- Teachers lead students to observe and study the graves of six historical figures. There is no route order. Teachers can arrange the route order according to actual situation.
- Every time students visit a grave, they need to use an e-Learning platform to complete the designated learning tasks.

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)	
<b>Figure 1</b> <b>Zone 16</b>	1. Find the tombstone in the picture	Where is the tombstone located? Answer : <b>Zone 16</b>
	2. Find the tomb master	Who is the tomb master? a) Ho Tung b) Nathan c) Ho Kai d) Tang Shiu Kin Answer : <b>a</b>
	3. Point out the contribution of the tomb master	Which of the following is related to the tomb master? a) Became the Chairman of Tung Wah Hospital b) A martyr in war against Japan c) Took up important post in the Hong Kong government d) Donated to Beijing Tsinghua University Answer : <b>a</b>
	4. Extended learning	Why was the tomb master not buried in the Zhaoyuan Cemetery but the Hong Kong Cemetery? Analyse it by combining the history of the time with the life story of the tomb master.



## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

# Teacher guidelines for e-Learning

Appendix 3

Field study of the Hong Kong Cemetery at Happy Valley

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)	
Zone 8	1. Find the tombstone in the picture	Where is the tombstone located? Answer : <b>Zone 8</b>
	2. Find the tomb master	Who is the tomb master? a) Stewart b) Ho Kai c) Gutzlaff d) Yang Quyun Answer : <b>b</b>
	3. Point out the contribution of the tomb master	Which of the following is related to the tomb master? a) The first Hong Kong Chinese to be knighted b) Took up the post as Hong Kong Governor c) Donated to the Chinese University of Hong Kong d) A martyr in war against Japan Answer : <b>a</b>
	4. Extended learning	What is the relationship between the cross on the tombstone and the religious beliefs of the tomb master? Analyse it by combining the history of the time with the life story of the tomb master.

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)	
Figure 3 Zone 4	1. Find the tombstone in the picture	Where is the tombstone located? Answer : <b>Zone 4</b>
	2. Find the tomb master	Who is the tomb master? a) Stewart b) Cai Yuanpei c) Yang Quyun d) Chater Answer : <b>c</b>
	3. Point out the contribution of the tomb master	Which of the following is related to the tomb master? a) Established the Hua Xing Hui b) Succeeded in overthrowing the Qing government c) Planned and organized the Uprising in Guangzhou d) Planned and organized the Wuchang Uprising Answer : <b>c</b>
	4. Extended learning	Why were there no words inscribed on the tombstone? Analyse it by combining the history of the time with the life story of the tomb master.

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

# Teacher guidelines for e-Learning

Appendix 2

Field study of the Hong Kong Cemetery at Happy Valley

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)	
<b>Figure 4</b> <b>Zone 13</b>	1. Find the tombstone in the picture	Where is the tombstone located? Answer : <b>Zone 13</b>
	2. Find the tomb master	Who is the tomb master? a) Tang Shiu Kin b) Ho Tung c) Cai Yuanpei d) Gutzlaff Answer : <b>d</b>
	3. Point out the contribution of the tomb master	Which of the following is related to the tomb master? a) Established the Xing Zhong Hui b) Established the Red Cross c) Set up the Chinese Christian Union to train Chinese to preach the Gospel in the mainland d) One of the founders of the Jardine, Matheson & Co. Answer : <b>c</b>
	4. Extended learning	“In promoting social development, the work of the tomb master is more positive than negative.” Do you agree with this saying? Analyse it by combining the history of the time with the life story of the tomb master.

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)	
<b>Figure 5</b> <b>Zone23</b>	1. Find the tombstone in the picture	Where is the tombstone located? Answer : <b>Zone 23</b>
	2. Find the tomb master	Who is the tomb master? a) Stewart b) Ho Kai c) Chater d) Yang Quyun Answer : <b>a</b>
	3. Point out the contribution of the tomb master	Which of the following is related to the tomb master? a) The founding headmaster of Central School b) The founder of the Hong Kong University c) The founder of Furen Literary Society d) The Chief Superintendent of Hong Kong Answer : <b>a</b>
	4. Extended learning	What is the biggest contribution of the tomb master to Hong Kong? Analyse it by combining the history of the time with the life story of the tomb master.

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

Appendix 3

## Teacher guidelines for e-Learning

Field study of the Hong Kong Cemetery at Happy Valley

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)	
<p><b>Figure 6</b> <b>Zone 16</b></p>	<p>1. Find the tombstone in the picture</p>	<p>Where is the tombstone located? Answer : <b>Zone 16</b></p>
	<p>2. Find the tomb master</p>	<p>Who is the tomb master? a) Chater b) Ho Kai c) Yang Quyun d) Cai Yuanpei Answer : <b>a</b></p>
	<p>3. Point out the contribution of the tomb master</p>	<p>Which of the following is related to the tomb master? a) Founded the Bank of East Asia b) Established China Light and Power Company Limited c) Pushed forward the plan to reclaim land in Central District d) Executive and Legislative councilor Answer: <b>c</b></p>
	<p>4. Extended learning</p>	<p>What is the biggest contribution of the tomb master to Hong Kong? Analyse it by combining the history of the time with the life story of the tomb master.</p>

## e-Learning beyond History classroom

B1 The growth and development of Hong Kong up to the late 19th century (Topic 8)

Appendix 4

## Extended activity (Reflection on Field study)

Field study of the Hong Kong Cemetery at Happy Valley

Using 'Reflection on Field study' as the topic, write an article to record the historical knowledge and the historical concepts you have learnt. The number of words should not be less than 400.

Students can have reflections from the following perspectives:

- To understand from the nationalities of the tomb masters that Hong Kong has always been a diversified society.
- Understand and appreciate the contributions made by different ethnic minorities towards Hong Kong.
- Understand the social status that enjoyed by local Chinese elites.

## B1 To know more

(3): Extended reading



- Munn, C. (2008). *Chinese People and British Rule in Hong Kong, 1841–1880*. Hong Kong: Hong Kong University Press.
- 丁新豹、盧淑櫻 (2014) 《非我族裔：戰前香港的外籍族群》，香港，三聯書店香港有限公司。
- 劉智鵬 (2011) 《香港早期華人菁英》，香港：中華書局(香港)有限公司。



## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

### B2 Brief introduction of teaching plan



“Topic 12: The growth and transformation of Hong Kong in the 20th century” in the revised S1-3 History curriculum allows students to study various factors that have contributed to the modernization of Hong Kong in the 20th century. In the 20th century, Hong Kong experienced industrial development in the inter-war period and the subsequent social changes, and faced the challenges from Japanese invasion and occupation during the Second World War. In response to the changes in the international situation after the Second World War, Hong Kong eventually developed into a modern city today. After studying this topic, students will be able to understand

- a) the conditions and changes in Hong Kong before and after the Second World War, including the pre-war industrial development and the rise of local Chinese;
- b) the invasion by the Japanese and life under the Japanese occupation;
- c) the internal and external factors that facilitated the post-war growth of Hong Kong; and
- d) the development and transformation of post-WWII Hong Kong.

This teaching plan shows teacher combining e-Learning approach and field study to let students understand the process of Japanese occupation of Hong Kong. The Japanese attacked Hong Kong in December 1941. Despite being far behind the Japanese in terms of number of soldiers and armaments, the defenders in Hong Kong persisted for more than ten days before surrendering and recorded more than 2,000 casualties. To prepare for the field study, teacher first let students watch online videos to learn about the battle at Wong Nai Chung Gap. Teacher deliberately selected four historical relics (i.e. Ammunition magazine and Anti-craft gun platform, Pillboxes, Lookout point and St. John Ambulance Monument) to let the students know about the fierce fighting between the two sides. Finally, teachers will guide students to reflect on this history.

Teachers can use this teaching plan to allow students to learn the values of perseverance, respect for others, and the importance of cherishing peace. The lives of Hong Kong people under the iron hoof of the Japanese army is never be good. Despite the shortage of supplies and food, the people of Hong Kong have shown their tenacity and survived the difficult times. This topic is right for students to understand the importance of perseverance. Teachers can also let students understand the importance of promoting peace through the tragedy of war, in order to prevent tragedies from happening again.

## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

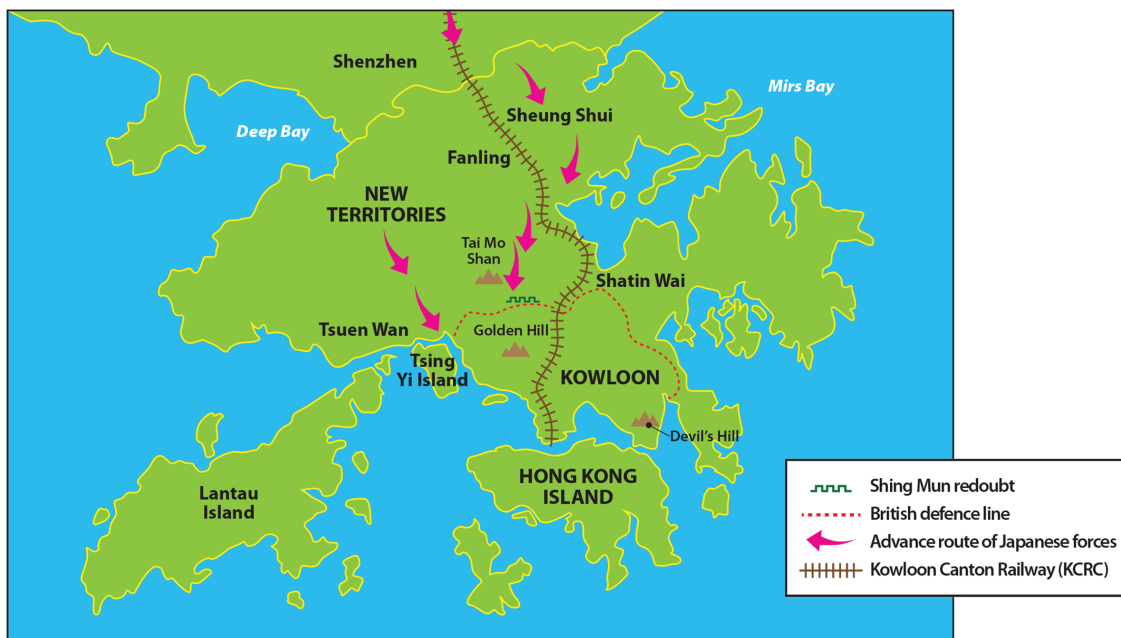
## B2 To know more

(1): Learning history through maps

The following map shows East Asia in March 1941.



The following map shows Hong Kong in 1941 and the routes of Japan's invasion.





## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)



## B2 To know more

(2): Chinese-English Glossary

莫德比	Maltby
楊慕琦	Mark Young
黃泥涌峽	Wong Nai Chung Gap
步兵	Infantry
襲擊珍珠港	Pearl Harbor attack
機槍堡	Pillboxes
瞭望點	Lookout point
日內瓦戰爭公約	Geneva War Convention
酒井隆	Takashi Sakai
香港義勇防衛軍(義勇軍)	Hong Kong Volunteer Defence Corps

## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

## B2 To know more

(3): Explanation of terms

<b>Geneva War Convention</b>	<p>Geneva Conventions, a series of international treaties concluded in Geneva, Switzerland between 1864 and 1949 for the purpose of ameliorating the effects of war on soldiers and civilians. In 1977, two additional protocols were approved so as to enrich the 1949 conventions.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Hong Kong Volunteer Defence Corps</b>	<p>The Hong Kong Volunteers Defence Corps were formed in May 1854 when Hong Kong's naval force left the territory for the battlefields of the Crimean War in Europe, leaving the pirates in the waters of Penny's Bay, Lingtin Ocean and the South China Sea free to rob and pillage. This led the Hong Kong Government to form the Corps of Volunteers to defend the lives and property of the civilian population in the absence of the naval force. At the beginning, the Volunteers were mainly British, including prominent members of society like the Taipan of Dent Company. On December 8, 1941, the Japanese started an all-out invasion into the territory. During the 18-day battle, the Volunteers, renamed the Hong Kong Volunteer Defence Corps, mobilised their full strength in defence of the territory. The invaders, however, proved too powerful. Some of the volunteer officers were interned, while some escaped and formed the British Army Aid Group to assist the Chinese Government in the continuing struggle against Japan.</p> <p>The Hong Kong Museum of Costal Defence Website</p>
<b>Pillbox</b>	<p>Deep dugouts where the men could take cover against artillery fire and machine guns emplaced in concrete shelters.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Infantry</b>	<p>Infantry, troops who fight on foot, even though transported to the battlefield by horses, ships, aircraft, tanks and other motorized vehicles, skis, or other means. The term applies equally to troops armed with such hand weapons as the spear and sword in ancient times and with automatic rifles and rocket launchers in modern times. As foot soldiers their objective has always been to seize and hold ground and, when necessary, to occupy enemy territory.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Pearl Harbor attack</b>	<p>Pearl Harbor attack, (December 7, 1941), surprise aerial attack on the U.S. naval base at Pearl Harbor on Oahu Island, Hawaii, by the Japanese that precipitated the entry of the United States into World War II. The strike climaxed a decade of worsening relations between the United States and Japan.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>





## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)



## B2 Trial teaching plan

Field study of the Wong Nai Chung Gap at Wan Chai District

Target students	S3
Topic of trial teaching	Topic 12 : The growth and transformation of Hong Kong in the 20th century
	Field study of the Wong Nai Chung Gap at Wan Chai District
Suggested time	A field study of the Wong Nai Chung Gap (about 3 hours)
Enquiry question	What was the defence work of Hong Kong before the Japanese Occupation?
<b>Learning Objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>Know the defence work of Hong Kong before the Japanese Occupation</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Master the historical skills of field study</li> <li>Analyse turning point in history</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Show respect for the defenders who bravely resisted the military invasion of Japan during the Battle of Hong Kong</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>Field study</li> <li>e-Learning</li> </ul>
<b>Learning and Teaching Materials</b>	
Pre-lesson task	<ul style="list-style-type: none"> <li>Worksheet (Appendix 1)</li> </ul>
Field study task	<ul style="list-style-type: none"> <li>Map and war situation of Wong Nai Chung Gap (Appendix 2)</li> <li>Teacher Guidelines* (Appendix 3)</li> <li>e-Learning platform*</li> </ul>
Post-lesson task	<ul style="list-style-type: none"> <li>Reflection on Field study (Appendix 4)</li> </ul>

\*Remark : The trial school uses EduVenture as an e-Learning platform. Students log on to the platform and follow the instructions to complete the relevant learning tasks. Other schools can refer to the Teaching Guidelines (Appendix 3) and use appropriate e-Learning platform according to the need of the school.

## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

## B2 Trial teaching flow

Field study of the Wong Nai Chung Gap at Wan Chai District

Flow	Learning and teaching activities	Learning and teaching materials
Pre-lesson task	<ul style="list-style-type: none"><li>• Students watch the film “History says Hong Kong”.</li><li>• Students complete worksheet.</li></ul>	Appendix 1
Explanation before field study	<ul style="list-style-type: none"><li>• Teacher uses Appendix 2 to explain the main wartime relics and war situation at Wong Nai Chung Gap.</li></ul>	Appendix 2
Field study task	<ul style="list-style-type: none"><li>• Teacher leads students to study the four historical relics.</li><li>• Order of route suggested: Ammunition magazine and Anti-craft gun platform → Pillboxes → Lookout point → St. John Ambulance Monument</li><li>• Every time students visit a checkpoint, they need to use an e-Learning platform to complete the designated learning tasks.</li></ul>	Appendix 3
Extended activity	<ul style="list-style-type: none"><li>• Students write a reflection to tell how they are benefited from the field study.</li></ul>	Appendix 4



## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)



## Pre- lesson task

Field study of the Wong Nai Chung Gap at Wan Chai District

Appendix 1



## Worksheet

Watch the film “History says Hong Kong”, and then answer all questions that follow.

Website : <https://goo.gl/ufZ9WG> (film time 26:00-29:00)

1. Why did the Japanese army target Wong Nai Chung Gap?

Wong Nai Chung Gap located at the centre of Hong Kong Island. The Japanese Army called the Wong Nai Chung Gap as the “Five Branch Road” meaning there were five roads meeting at the gap while connecting different parts of Hong Kong Island. The gap had very important strategic values.

2. How long did Japan expect to occupy Hong Kong Island? How many days did Japan finally use to occupy it?

Japan expected to use 3 weeks but finally she just used 7 days to occupy Hong Kong Island.

3. In the attack of Hong Kong, who was the Japanese commander?

General Takashi Sakai

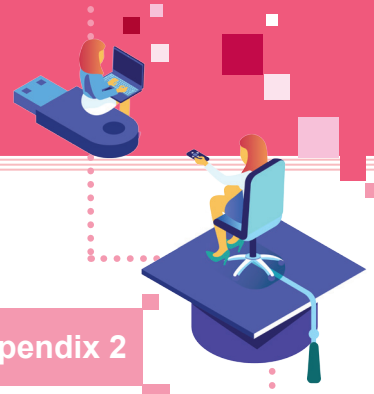
4. What made the most headache for the Japanese army in the battlefield of Wong Nai Chung Gap? Explain your answer.

a. Pillboxes : brought a lot of casualties to the Japanese army

b. Hong Kong Voluntary Defence Corps: Even though running out of ammunitions and food, they would not surrender.

## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

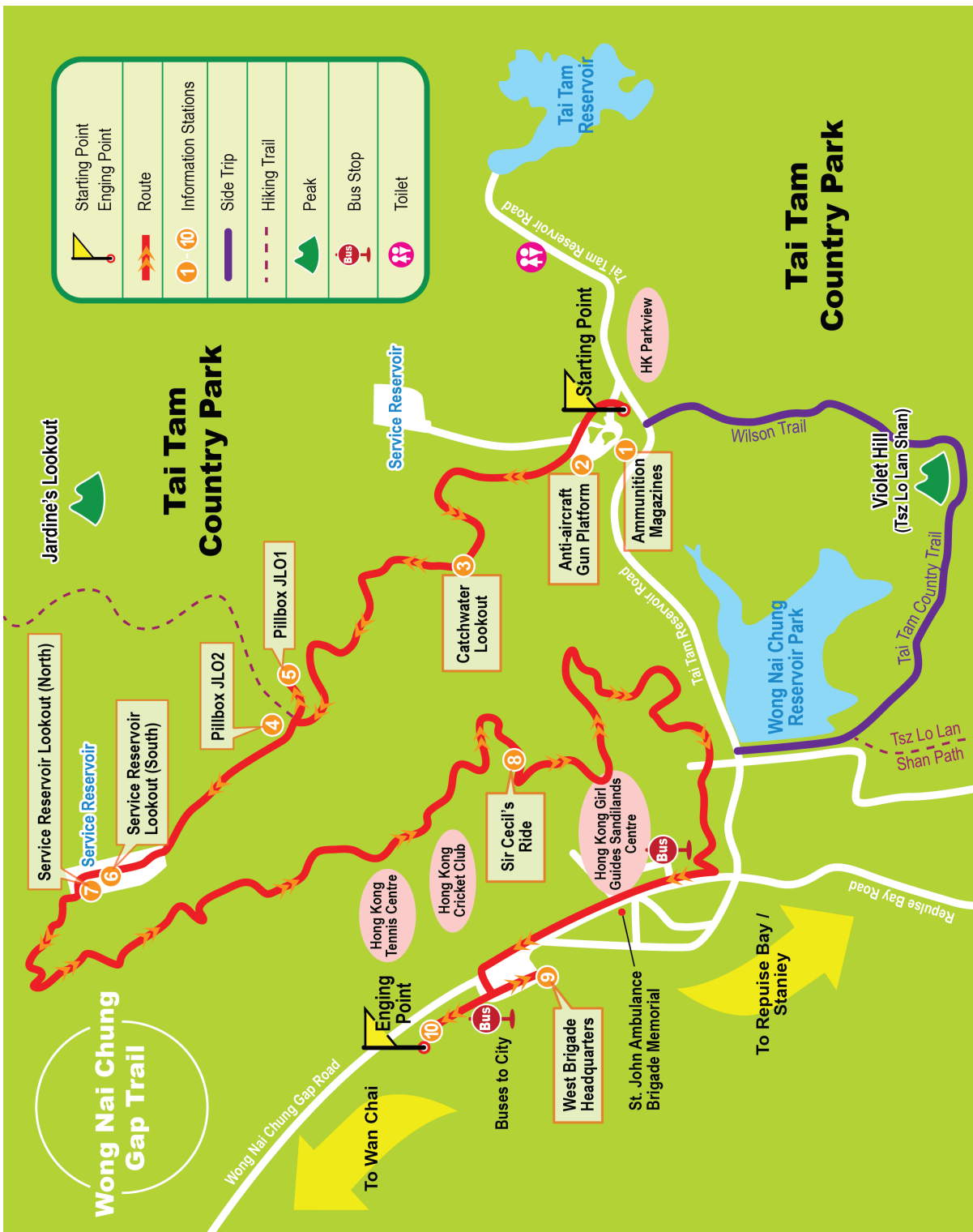


## Field study task

Field study of the Wong Nai Chung Gap at Wan Chai District

Appendix 2

### Map of the Wong Nai Chung Gap





## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)



## Field study task

Field study of the Wong Nai Chung Gap at Wan Chai District

Appendix 2

### War situation at Wong Nai Chung Gap

On 8 December 1941, Japan launched the Pacific War and started the invasion of Hong Kong. Due to the limited military strength of Hong Kong, the New Territories and Kowloon were soon occupied by the Japanese army who then focused on the military invasion of Hong Kong Island.

During the night of 18 December, six infantry battalions of the Japanese army landed on the island's northeast (from North Point to Sau Kei Wan). In the early morning of 19 December, the Japanese army met fierce resistance from the Hong Kong Voluntary Defence Corps on the north side of Jardine's Lookout. In order to avoid the defending army in Jardine's Lookout, the Japanese army changed its course along Sir Cecil's Ride. Affected by terrain, they directly entered the Wong Nai Chung Gap. At that time, the island's defences had been organized into East Brigade and West Brigade while Wong Nai Chung Gap was their dividing line. When No. 3 Pillbox as well as Buster House and Jardine's No. 1 Pillbox in Wong Nai Chung Gap discovered the Japanese army, the defenders immediately fired back. In face of fierce resistance of the defenders, the Japanese casualties were heavy.

As the number of army was far exceeded the defenders, the Japanese gradually controlled the two sides of Wong Nai Chung Gap, and effectively blocked defenders' reinforcement. In addition, the defenders mistakenly underestimated the landing forces of the Japanese army. They put troops into counterattack from all sides on 19/12, 20/12 and 21/12. They were not only unable to shake the Japanese front but also further consumed their defending forces.

The Commander in chief of the army, Major-General Maltby and the Governor of Hong Kong, Sir Mark Young asked for a surrender condition from London on 21 December, but it was rejected by London. The defenders moved to the defensive from 22 December and continued to resist. On 24 December, defenders' lines of defense were repeatedly broken by the Japanese army and the Japanese began to attack Wan Chai, Aberdeen and Stanley. Although the defenders once again refused the Japanese army's informal persuasion of surrender on the morning of the Christmas Day, the next offensive of the Japanese army made it impossible for Maltby to maintain effective resistance. In the afternoon, he suggested Sir Mark Young to surrender to the Japanese. The Battle of Hong Kong, which had lasted for 18 days, finally ended in the evening of the same day.

## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

# Teacher guidelines for e-Learning

Field study of the Wong Nai Chung Gap at Wan Chai District

Appendix 3

### Points to note for students :

- Wong Nai Chung Gap allows public visits. Students should be self-disciplined. Speak quietly and do not disturb others. Keep the environment quiet.
- Some sections of Wong Nai Chung Gap are difficult and steep. Students must follow teacher's instruction while observing and pay attention to personal safety.
- If you are having doubts on the way, you should ask your teachers immediately.

### Field study and e-Learning activity :

- Teachers lead students to observe and study four historical sites.
- Order of route suggested : Ammunition magazine and Anti-craft gun platform → Pillboxes → Lookout point → St. John Ambulance Monument
- Every time students visit a site, they need to use an e-Learning platform to complete the designated learning tasks.

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)		Learning and teaching materials
Ammunition magazine and Anticraft gun platform	Teacher activity : 【 Brief introduction 】 Anticraft gun platform	<p>Introduce briefly the information of anticraft gun platform</p> <ul style="list-style-type: none"> <li>• At the time, two anti-craft guns were placed on the platform to block the enemy planes from attacking the central area. The ruins on the site was originally an ammunition magazine, and the cannonball pool was located in a safer position under the mountain.</li> <li>• On 19 December, 1941, the fifth air defense battalion, which was equipped with two 3.7-inch caliber anti-craft guns, had once shot down a Japanese warplane.</li> </ul>	Appendix 2
	Student activity : 【 Take photos 】 Ammunition magazine	<p>Find the ammunition magazine</p> <ul style="list-style-type: none"> <li>• An ammunition magazine provided ammunition for the above anti-craft gun platform.</li> <li>• Find the ammunition magazine and take photo record.</li> </ul>	
	Teacher-student interaction : 【 Question and answer 】 Anti- craft gun shooting route	<p>Discuss the anti-craft gun shooting route</p> <ul style="list-style-type: none"> <li>• Observe carefully the remains of the anti-craft gun platform. Can you tell in which direction made possible the two air-craft guns shoot down the Japanese warplane?</li> </ul>	Appendix 2



## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

Appendix 3

# Teacher guidelines for e-Learning

Field study of the Wong Nai Chung Gap at Wan Chai District

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)		Learning and teaching materials
Pillboxes	Teacher activity : 【 Brief introduction 】 Pillboxes	Introduce briefly the information of the pillboxes <ul style="list-style-type: none"> <li>• Pillbox JLO1 represented Jardine’s Lookout 1 while Pillbox JL02 represented the No.2 Bunker. As the firepower of the two pillboxes can cover each other, the Japanese army had spent a lot of effort to overcome the two pillboxes.</li> <li>• The defenders had stood there firmly for 12 hours until the Japanese army threw the grenade into the ventilation duct of the bunker which made the defenders suffer heavy casualties.</li> </ul>	Appendix 2
	Student activity : 【 Take photos 】 Ventilation duct	Find the ventilation duct <ul style="list-style-type: none"> <li>• The Japanese army threw the grenade into the ventilation duct of the bunker and defeated the defenders.</li> <li>• Find the ventilation duct and take photo record.</li> </ul>	
	Teacher-student interaction : 【 Assessment 】 Casualties of Japanese army	Assess casualties of Japanese army <ul style="list-style-type: none"> <li>• How many casualties caused by the defenders to the Japanese army through the pillboxes?</li> </ul> <p><b>Answer for reference : The Japanese army suffered more than 800 casualties, many of which were caused by the pillboxes.</b></p>	
	Teacher-student interaction : 【 Question and answer 】 Use of watchtower	Discuss the reasons for building a watchtower <ul style="list-style-type: none"> <li>• Why built a watchtower for the pillbox?</li> </ul> <p><b>Answer for reference : In order to solve the structural defects of the narrow sight of the pillbox, every pillbox in Hong Kong had built a watchtower.</b></p> <p>Additional information: It was because during the interwar period, national army of every country tended to overestimate the firepower of the machine guns, and believed that the defense zones composing a few pillboxes would be enough to pose obstacles to the enemy.</p>	

## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

Appendix 3

## Teacher guidelines for e-Learning

Field study of the Wong Nai Chung Gap at Wan Chai District

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)		Learning and teaching materials
Lookout point	Teacher activity: 【Brief introduction】 Reservoir Lookout point	<p>Introduce briefly the information of Lookout point</p> <ul style="list-style-type: none"> <li>• The Jardine Reservoir Lookout point was opened as early as 1934.</li> <li>• The Jardine's Lookout could look at the terrain of the Wong Nai Chung Gap and help evaluate operational strategy.</li> <li>• On one hand, the Japanese army enjoyed a quantitative advantage. On the other hand, it controlled the hillside of Jardine's Lookout overlooking the Wong Nai Chung Gap. All these made difficult for the defenders to carry out effective counterattacks.</li> </ul>	Appendix 2
	Student activity: 【Take photo】 Offensive route of Japanese army	<p>Find the offensive route of Japanese army</p> <ul style="list-style-type: none"> <li>• The Japanese army marched from the right side (northeast) i.e. North Point and Braemar Hill, and then marched from Sir Cecil's Ride below Jardine's Lookout to the rear (southwest) and entered Wong Nai Chung Gap. The Japanese army finally marched to Mount Nicholson on the left (west), Stubbs Road on the left front (northwest) and Leighton Hill on the front (north).</li> </ul> <p>Find the offensive route of Japanese army and take a photo record.</p>	
	Teacher-student interaction : 【Question and answer】 Victory of Japanese army	<p>Discuss the reasons for Japan's victory</p> <ul style="list-style-type: none"> <li>• Why did the Japanese army win the battle at Wong Nai Chung Gap?</li> </ul> <p><b>Answer for reference :</b> On one hand, the Japanese army enjoyed a quantitative advantage. On the other hand, it controlled the hillside of Jardine's Lookout overlooking the Wong Nai Chung Gap. All these made difficult for the defenders to carry out effective counterattacks.</p>	





## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

Appendix 3

# Teacher guidelines for e-Learning

Field study of the Wong Nai Chung Gap at Wan Chai District

Field site	Learning and teaching activity (using e-Learning platform to complete the learning tasks)		Learning and teaching materials
St. John Ambulance Monument	<p>Teacher activity: 【 Brief introduction 】 St. John Ambulance Monument</p>	<p>Introduce briefly the information of St. John Ambulance Monument</p> <ul style="list-style-type: none"> <li>The Japanese army attacked the St. John's Rescue Station at the time, causing the deaths of some team members. Two of the team members, who were seriously injured, escaped to the city. They told the military about the attack so the world knew the incident.</li> <li>At that time, the St. John Ambulance in Hong Kong was forced to stop operating because it had lost most of its team members. It was not until after the war that it was reorganized.</li> </ul> <p>The St. John Ambulance Monument at Wong Nai Chung Gap is thus established. On the second Sunday of November every year, the St. John Ambulance of Hong Kong will hold a mourning ceremony for the memories of the heroic sacrifice of the team members at the time.</p>	Appendix 2
	<p>Teacher-student Interaction: 【 Question and answer 】 Reasons for St. John Ambulance being attacked</p>	<p>Discuss why St. John Ambulance was attacked by the Japanese army</p> <ul style="list-style-type: none"> <li>Why did the Japanese army ignore the rescue teams and attack the medical force in violation of the Geneva War Convention?</li> </ul> <p><b>Answer for reference: The Japanese army might mistakenly recognize the ambulance uniform as the British army. At the same time, the Japanese military officers were generally not trained in international laws, so they did not know that they needed to abide by the relevant treaties.</b></p>	
	<p>Teacher-student Interaction: 【 Assessment 】 Casualties of St. John Ambulance</p>	<p>Assess the casualties of St. John Ambulance</p> <ul style="list-style-type: none"> <li>How many team members of St. John Ambulance at the time were killed by the Japanese army?               <ol style="list-style-type: none"> <li>35</li> <li>45</li> <li>56</li> <li>66</li> </ol> </li> </ul> <p>Answer : c</p>	

## e-Learning beyond History classroom

B2 The growth and transformation of Hong Kong up to the 20th century (Topic 12)

## Extended activity (Reflection on Field study)

Appendix 4

Field study of the Wong Nai Chung Gap at Wan Chai District

Using 'Reflection on Field study' as the topic, write an article to record the historical knowledge and the historical concepts you have learnt. The number of words should not be less than 400.

Students can have reflections from the following perspectives:

- The violent nature of war
- The impact on Non-combatant military personnel of war
- The strategic and technology advancements reflected by war.

## B2 To know more

(4): Extended reading

- Chan, Sui-jeung (2009). *East River Column Hong Kong Guerrillas in the Second World War and After*. Hong Kong: Hong Kong University Press.
- 劉智鵬、周家建 (2009) 《吞聲忍語—日治時期香港人的集體回憶》，香港：中華書局。
- 鄺智文、蔡耀倫 (2013) 《孤獨前哨：太平洋戰爭中的香港戰役》，香港：天地圖書。



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)



### C1 Brief introduction of teaching plan

Students study the founding and development of the United States (US) in Topic 7 in the revised curriculum. The American Revolution was inspired by the Enlightenment ideas in Europe and the success of the American independence in turn had brought impact on the development of history in Europe and the world. This topic enables students to understand both the internal and external factors that led to the American Revolution, including Enlightenment ideas in Europe and taxation policies of Britain, and how the Revolution shaped major events in Europe and the world, including the French Revolution and the Latin American independence movements in the 19th century; and how the development of the US in the 19th century laid the foundation for its subsequent development, including territory expansion and the Westward Movement, “Monroe Doctrine” and the American Civil War, etc. As the US has long been formed by different migrant communities, its development is much depended on the contribution of these communities. That is why the extended part offers opportunities for the more able students or those interested in this topic may further study the reasons for the migration of the early Chinese to the US and their experiences there in order to know more about the history of the US as a migrant country.

This teaching plan shows how enquiry approach and collaborative learning may be adopted to enhance students’ understanding of the life and experience of the early Chinese labourers in America through the study of historical sources in class. Apart from different classroom activities, teacher arranges pre-lesson tasks for students so that they may have prior knowledge and inputs for classroom discussion and study. At the same time, students are required to distinguish the stance of the given sources and make use of the sources to support their own views.

In this lesson students are expected to learn and appreciate the toughness and perseverance from the early Chinese labourers in America and to develop historical empathy. Although the early Chinese labourers had received unfair and unreasonable treatments in America because of different reasons such as differences in race and lifestyle, they had great contribution to the development of America. Using the early Chinese labourers as an example, teachers may remind students that perseverance enables them to overcome challenges. At the same time, teachers can develop other positive values among students such as caring for the situations, feelings and needs of others and helps them develop the ability to think from others’ perspectives and understand others’ feelings.

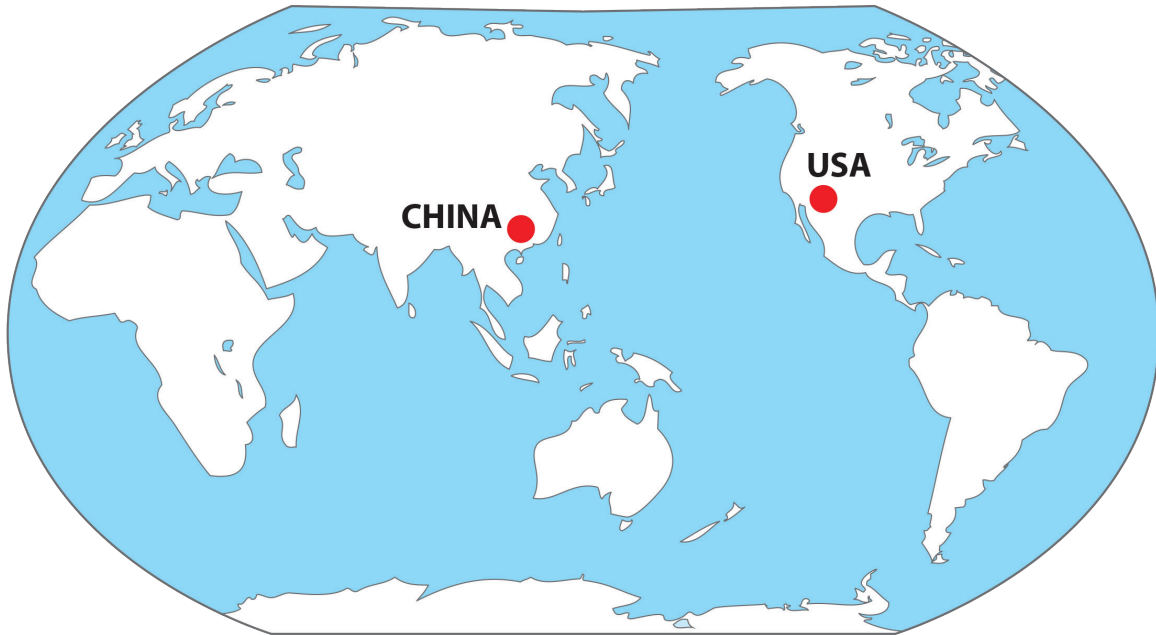
## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### C1 To know more

(1): Learning history through maps

The following map shows the location of China and the US:



The following map marks the major working areas of the early Chinese labourers in the US:



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### C1 To know more

(2): Chinese-English Glossary

華人勞工	Chinese Labourers
中央太平洋鐵路公司	Central Pacific Railroad
內華達山脈	Sierra Nevada
愛爾蘭人	Irish
日耳曼人	German

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### C1 To know more

(3): Explanation of terms

<b>Chinese labourers</b>	<p>From the mid-19th century to early 20th century, there were waves of emigration from China due to political, economic and social factors at home and abroad. An estimated three million people left their hometowns in Guangdong during this period to earn a living abroad. They embarked on their journeys in hopes of improving their livelihood, but many Chinese labourers were in fact subject to discrimination and even violence.</p> <p>Hong Kong Public Libraries Website</p>
<b>Central Pacific Railroad</b>	<p>Central Pacific Railroad, American railroad company founded in 1861 by a group of California merchants known later as the “Big Four” (Collis P. Huntington, Leland Stanford, Mark Hopkins, and Charles Crocker); they are best remembered for having built part of the first American transcontinental rail line.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Sierra Nevadas</b>	<p>Sierra Nevada, also called Sierra Nevadas, major mountain range of western North America, running along the eastern edge of the U.S. state of California. Its great mass lies between the large Central Valley depression to the west and the Basin and Range Province to the east. Extending more than 250 miles (400 kilometres) northward from the Mojave Desert to the Cascade Range of northern California and Oregon, the Sierra Nevada varies from about 80 miles wide at Lake Tahoe to about 50 miles wide in the south.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### C1 Trial teaching plan

Life and experience of early Chinese labourers in the United States

Target students	S2
Topic of trial teaching	Topic 7 : The founding and the development of the United States (the extended part) Life and experience of early Chinese labourers in the United States
Suggested number of lessons	1 lesson
Suggested lesson time	40 minutes
Enquiry questions	What was the experience of Chinese labourers in the United States in the mid 19th century?
<b>Learning Objectives</b>	
Knowledge	<ul style="list-style-type: none"><li>Know the life and experience of early Chinese labourers</li><li>Understand Chinese contribution to early American construction</li></ul>
Skills	<ul style="list-style-type: none"><li>Describe features of cartoons</li><li>Use imagination to reorganize past events</li><li>Select, organize and use data, and express it in an orderly manner</li></ul>
Attitude	<ul style="list-style-type: none"><li>Through understanding the experience of early Chinese labourers, cultivate positive values such as equality and friendly affection.</li></ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"><li>Enquiry learning</li><li>Collaborative learning</li></ul>
<b>Learning and Teaching Materials</b>	
Pre-lesson task	<ul style="list-style-type: none"><li>Internet data search worksheet (Appendix 1)</li></ul>
Classwork	<ul style="list-style-type: none"><li>Historical sources A to F (Appendix 2)</li><li>Group activity table (Appendix 3)</li></ul>
Post-lesson task	<ul style="list-style-type: none"><li>Extended activity (Appendix 4)</li></ul>

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### C1 Trial teaching flow

Life and experience of early Chinese labourers in the United States



Lesson 1			
Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
5 minutes	Review / Introduction	<ul style="list-style-type: none"> <li>Reasons for Chinese migration to the United States</li> </ul>	
5 minutes	Pre-lesson task follow up	<ul style="list-style-type: none"> <li>Two students in a group and share online information about the Chinese in the 19th century in the United States.</li> </ul>	Appendix 1
10 minutes	Collaborative learning	<ul style="list-style-type: none"> <li>Divide students into 4 groups and study the sources in Appendix 2 : 1st group : Sources A and B 2nd group : Sources C and D 3rd group : Sources E and F</li> <li>Use all sources in Appendix 2 to complete Appendix 3</li> </ul>	Appendix 2  Appendix 3
10 minutes		<ul style="list-style-type: none"> <li>Each group reports the attitude of Americans to Chinese labourers by using their sources so as to understand the life of Chinese labourers.</li> </ul>	
5 minutes	Discussion	<ul style="list-style-type: none"> <li>Teacher guides the students to express their opinions and share their views and feelings about the treatment of early Chinese labourers in the United States.</li> </ul>	
5 minutes	Summary	<ul style="list-style-type: none"> <li>Students think about the Chinese contribution to the early United States and complete Extended activity (Appendix 4) at home.</li> </ul>	Appendix 4



**Nurturing humanistic qualities and Language Across Curriculum (LaC)**

C1 The founding and the development of the United States <The extended part> (Topic 7)

**Pre- lesson task**

**Appendix 1**

What was the experience of Chinese labourers in the United States in the mid 19th century?

Use 'Life and experience of the early Chinese labourers in the United States' as a theme, search for relevant information on the internet and share in the class how such information help you understand the life of early Chinese labourers in the United States.

**Related reports**

Title of information :

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Source of information :

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(1. Newspaper name & report date or 2. Website name & report date/browsing date)

How does the above information help you understand the life of early Chinese labourers in the United States?

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## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### Classwork

Appendix 2

What was the experience of Chinese labourers in the United States in the mid 19th century?

#### Group activity :

With reference to Sources A-F, group members discuss the treatment of early Chinese labourers in the United States and complete the table that follows.

#### Group 1 Source A

The following is about the treatment of Chinese child labour in the US in the mid-19th century.

Can you get me a good boy? He wants \$8 a month? He ought to be satisfied with \$6... Come at 7 every morning. Go home at 8 every night. Light the fire. Sweep the rooms. Wash the clothes. Wash the windows. Sweep the stairs ... I want to cut his wages.

Source : Mintz, S., & McNeil, S. (2018). Digital History. Retrieved on 30 May 2018 from <http://www.digitalhistory.uh.edu/> ([http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3147](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3147))

#### Group 1 Source B

The following cartoon, which was published in 1869, is about Chinese immigrants in the United States. It depicts a white man is pulling the braid of the Chinese and does not let him go.



#### The cartoon reads :

Courts of Justice Closed to Chinese.  
(法院不為華人而開)

Extra Taxes to Yellow Jack.  
(向華人徵收額外稅收)

Pacific Chivalry  
(太平洋騎士制度)

Encouragement to Chinese Immigrants  
(鼓勵華人移民)

Source : Illustrating Chinese Exclusion and MicheleWalfred.  
<https://thomasnastcartoons.com/2014/02/25/pacific-chivalry-7/>

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### Classwork

Appendix 2

What was the experience of Chinese labourers in the United States in the mid 19th century?

#### Group activity :

With reference to Sources A-F, group members discuss the treatment of early Chinese labourers in the United States and complete the table that follows.

#### Group 2 Source C



The picture on the left is an advertisement on eliminating rats. It depicts that a yellow man holds a rat and is ready to put it into his mouth.

Source : <https://www.tolerance.org/classroom-resources/texts/rough-on-rats>

#### Group 2 Source D



The political cartoon on the left, which was published in 1870, is about the Chinese labourers in the United States. It depicts that two Chinese people armed with scimitars (彎刀) labeled 'cheap labour', are preparing to attack the shoemaker who is working attentively.

The cartoon reads :  
Cheap Labor 廉價勞工

Source : Illustrating Chinese Exclusion and MicheleWalfred. (<https://thomasnastcartoons.com/2014/02/27/martyrdom-stcrispin/>)

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### Classwork

Appendix 2

What was the experience of Chinese labourers in the United States in the mid 19th century?

#### Group activity :

With reference to Sources A-F, group members discuss the treatment of early Chinese labourers in the United States and complete the table that follows.

#### Group 3 Source E

The following content is from the description of the Chinese by an American writer, Mark Twain.

They are a harmless race when white men either let them alone or treat them no worse than dogs; in fact they are almost entirely harmless anyhow, for they seldom think of resenting the vilest insults or the cruelest injuries. They are quiet, peaceable, tractable, free from drunkenness, and they are as industrious as the day is long. A disorderly Chinaman is rare, and a lazy one does not exist.

Source : Twain, Mark, *Roughing It* (California: University of California, 2001), chapter 54

#### Group 3 Source F

The following content is taken from an article describing the work of the railway workers.

Thousands of workers, including Irish and German immigrants, former Union and Confederate soldiers, freed slaves, and especially Chinese immigrants played a part in the construction... Chinese workers were lowered in hand-woven reed baskets to drill blasting holes in the rock. They placed explosives in each hole, lit the fuses, and were, hopefully, pulled up before the powder was detonated. Explosions, freezing temperatures, and avalanches in the High Sierras killed hundreds. When Chinese workers struck for higher pay, a Central Pacific executive withheld their food supplies until they agreed to go back to work.

Source : Mintz, S., & McNeil, S. (2018). Digital History. Retrieved on 30 May 2018 from

<http://www.digitalhistory.uh.edu/> ([http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3147](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3147))

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### Classwork

Appendix 3

What was the experience of Chinese labourers in the United States in the mid 19th century?

#### Group activity :

After studying the sources, each group points out and explains briefly what happened to the Chinese labourers in the United States in the mid 19th century.

Source	Attitude	View	Clues from sources
<b>A</b>	sympathetic / discriminated	Wages of Chinese labourers were being squeezed.	'I want to cut his wages'
<b>B</b>	sympathetic / discriminated	The US government demanded the Chinese labourers to pay extra taxes.	'Extra Taxes to Yellow Jack' They were allowed to go only if they paid the taxes. They were treated by violence.
<b>C</b>	sympathetic / discriminated	Chinese suffer discrimination and are discredited by Americans.	The poster compares the rat control with the Chinese and depicts the Chinese as a rat-eater.
<b>D</b>	sympathetic / discriminated	Chinese suffer discrimination and are discredited by Americans.	The cartoon depicts the Chinese as robbing the jobs of local people at a low price, affecting the livelihood of them.
<b>E</b>	sympathetic / discriminated	Show support of the Chinese labourers	The writer describes the Chinese as quiet, peaceful, tractable and industrious.
<b>F</b>	sympathetic / discriminated	Affirming the contribution of Chinese labourers to the construction of the North American Railway	The article mentioned that the work of the Chinese labourers was very dangerous and there were a lot of casualties at any time, but they were still being exploited by employers.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C1 The founding and the development of the United States <The extended part> (Topic 7)

### Extended activity

What was the experience of Chinese labourers in the United States in the mid 19th century?

Appendix 4

Sum up what you have learnt in class and answer the following questions.

1. Summing up all sources above, what do you think of the life of Chinese labourers in the United States in the mid 19th century?

The life of Chinese labourers in the United States was difficult. They were not treated equally, but they were also discriminated against, oppressed and persecuted by local people.

2. Do you agree that the Chinese labourers had made a major contribution to the economic development and construction of the United States in the 19th century? Explain your answer by referring to the sources.

Agree

The Chinese labourers helped the locals to take care of their domestic affairs (Source A), they also provided cheap labor force (Source D), and helped building railways. (Source F)

3. What have you learnt from the history of early Chinese labourers in the United States?

Students can understand the history of Chinese labourers from the following perspectives:

- To understand the perseverance demonstrated by the Chinese labourers.

- To understand the entrepreneurial spirit from the Chinese labourers.

### C1 To know more

(4): Extended reading

- Sinn, E. (2013). *Pacific crossing California gold, Chinese Migration, and the making of Hong Kong*. Hong Kong : Hong Kong University Press ; London : Eurospan distributor.
- 胡垣坤、曾露凌、譚雅倫 (2018)《美國早期漫畫中的華人（第二版）》，香港：三聯書局(香港)有限公司。
- 張純如 (2018)《美國華人史：十九世紀至二十一世紀初，一百五十年華人史詩》，台北：遠足文化事業股份有限公司。



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)



### C2 Brief introduction of teaching plan

Students explore the origin and the impact of the two world wars in Topic 9: International conflicts and crises in the 20th century (I) – the two world wars of the revised curriculum. In the 20th century, the two world wars and the Cold War had great impact on the present world. This topic focuses on the discussion of the fundamental causes of the two world wars and how the two world wars changed the world order such as the decolonisation in Asia and Africa, and the rise of the “Third World”. Through case study, students may understand different changes concerning the war tactics and armaments during the two world wars, and how military innovations were used in our daily lives in post-war years. In addition, genocide was a repeated historical phenomenon in the 20th century. The Holocaust is used as an example for students to understand the background and the miserable experiences of the Jews during the war and the reflections made by the Germans after the war.

This teaching plan shows how teacher adopts pedagogies such as enquiry learning and Language Across Curriculum (LaC) to enhance students’ understanding of the new war tactics of the two world wars—the total war. Students will understand the theory, development and impact of the total war on everyone in society by studying the historical sources. Apart from arranging various class activities for students, teacher also requires students to conduct interview. Through experiential learning, students’ understanding of the total war will be enhanced.

Through this teaching plan, teachers may help students understand the devastation brought by the wars on people of every country. Since the wars dragged everyone, including civilians, into the whirlpool, the impact of the wars was unprecedentedly great. Students are expected to understand that peace is not taken for granted and they should learn how to commit themselves to promote peace and avoid history repeating itself. One of the features of this teaching plan is to develop students’ empathy and caring for others through interviewing people about their experience and stories so as to enhance students’ understanding of the impact of the two world wars on humans.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### C2 To know more

(2): Chinese-English Glossary

東江縱隊	East River Guerilla (East River Column)
徵兵制	Conscription
克勞塞維茲	Carl von Clausewitz
英軍服務團	British Army Aid Group
魯登道夫	Erich Ludendorff
總體戰	Total War
拿破崙戰爭	Napoleonic War
普魯士	Prussia
飛虎隊	Flying Tigers
赤柱軍人墳場	Stanley Military Cemetery



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### C2 To know more

(3): Explanation of terms

<b>Total war</b>	<p>Total war, military conflict in which the contenders are willing to make any sacrifice in lives and other resources to obtain a complete victory, as distinguished from limited war. Throughout history, limitations on the scope of warfare have been more economic and social than political. Simple territorial aggrandizement has not, for the most part, brought about total commitments to war.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Carl von Clausewitz</b>	<p>Carl von Clausewitz (1780-1831) was a Prussian general and military thinker, whose work <i>Vom Kriege</i> (1832; <i>On War</i>) has become one of the most respected classics on military strategy.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Erich Ludendorff</b>	<p>Erich Ludendorff (1865-1937) was a Prussian general who was mainly responsible for Germany's military policy and strategy in the latter years of World War I. After the war he became a leader of reactionary political movements, for a while joining the Nazi Party and subsequently taking an independent, idiosyncratic right-radical line.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### C2 To know more

(3): Explanation of terms

<b>East River Guerilla (East River Column)</b>	<p>Since the Japanese invaded South China in 1938, anti-Japanese guerrilla forces had sprang up within the Guangdong province. After the fall of Hong Kong in late 1941, many local people joined the guerrillas in Hong Kong, which was developed into the Hong Kong-Kowloon Brigade in February 1942. With the formal establishment of the East River Column under the lead of the Communist Party of China in December 1943, the renamed Hong Kong-Kowloon Independent Brigade became one of its sub units. They carried out guerrilla activities against Japanese and assisted the Chinese and the Allied forces in staging counter offensives. The East River Column and the Hong Kong-Kowloon Independent Brigade soon developed into distinguish guerilla forces in South China, contributed significantly towards the Chinese victory at the War of Resistance against Japan.</p> <p>The Hong Kong Museum of Costal Defence Website</p>
<b>Flying Tigers</b>	<p>The American “Flying Tigers”, an ingenious air force which is courageous and skillful in battle. They joined in Anti-Japanese war with the fearless spirit, fighting together with Chinese army and people. The resounding name and their extraordinary performance are like a memorial, that would never fade away, existing on the mind of Sino-US people who treasure peace. The Flying Tigers Team, a resounding and honorable name. It is also a reputation that Chinese people gave to American Air Force who once helped and supported China in WWII. Strictly speaking, “Flying Tigers” infers American Volunteer Group which came to China from August 1941 to July 1942. Then, AVG was recomposed several times; however, the title “Flying Tigers” remains among civil society. People from China Air Task Force in 10th AAF, 14th AAF, Chinese-American Composite Wing, the Hump Ferry Command, and CNAC are called “Flying Tigers” by Chinese people.</p> <p>Kunming Flying Tigers Museum Website</p>

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### C2 Trial teaching plan

Case study : The total war

Target students	S3
Topic of trial teaching	Topic 9 : International conflicts and crisis in the 20th century (I) – the two world wars Case study : The total war
Suggested number of lessons	3 lessons and 1 field study
Suggested lesson time	40 minutes for each lesson and about 130 minutes for field study
Enquiry questions	What did people learn from the two world wars?
<b>Learning Objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>Know the change in the mode of war in the two World Wars</li> <li>Understand the destruction of total wars and how they affected the peoples of different countries</li> <li>Enrich English vocabulary and understand English sentence structures</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Interpret the significance of historical events</li> <li>Analyse the relationship between historical incidents and life today</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Nurture humanistic qualities</li> <li>Develop empathy and care for world peace and social harmony</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>Language across curriculum</li> <li>Enquiry learning</li> </ul>
<b>Learning and Teaching Materials</b>	
Pre-lesson task	<ul style="list-style-type: none"> <li>Pre-lesson worksheet 1 (Appendix 1)</li> <li>Pre-lesson worksheet 2 (Appendix 5)</li> <li>Pre-lesson worksheet 3 (Appendix 12)</li> </ul>
Classwork	<ul style="list-style-type: none"> <li>Data-based questions (Appendix 2)</li> <li>Pair work 1 (Appendix 3)</li> <li>Lesson task on World War I thoughts (Appendix 4)</li> <li>Pair work 2 (Appendix 6)</li> </ul>
Field study task	<ul style="list-style-type: none"> <li>Template for interview (Appendix 7)</li> <li>Field study task (Appendix 8)</li> </ul>
Post-lesson task	<ul style="list-style-type: none"> <li>Extended activity 1 : Reflection worksheet for field study-Stanley (Appendix 9)</li> <li>Post-lesson activity 2 : Sharing on Experiential learning (Appendix 10)</li> <li>Post-lesson activity 3 : Data-based questions (Appendix 11)</li> <li>Field study : Interview the villagers (Appendix 13)</li> <li>Extended activity 2 : Reflection worksheet for field study-Yim Tin Tsai in Sai Kung (Appendix 14)</li> </ul>

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### C2 Trial teaching flow

Case study : The total war

Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
<b>Lesson 1 (History)</b>			
5 minutes	Revision / Questioning	<ul style="list-style-type: none"> <li>Follow up pre-lesson worksheet 1</li> <li>Questioning</li> </ul>	Appendix 1
15 minutes	Classwork	<ul style="list-style-type: none"> <li>Study data-based questions</li> </ul>	Appendix 2
15 minutes	Collaborative learning	<ul style="list-style-type: none"> <li>Role play in pairs</li> </ul>	Appendix 3
5 minutes	Summary	<ul style="list-style-type: none"> <li>Teacher's feedback</li> </ul>	
<b>Lesson 2 (English)</b>			
5 minutes	Introduction	<ul style="list-style-type: none"> <li>Teacher introduces the Pair work activity.</li> </ul>	
25 minutes	Pair work	<ul style="list-style-type: none"> <li>Students take turns to read aloud one of the quotes and describe partner's attitude and feeling using appropriate adjectives.</li> </ul>	Appendix 4
10 minutes	Summary	<ul style="list-style-type: none"> <li>Teacher's feedback</li> </ul>	
<b>Lesson 3 (History)</b>			
5 minutes	Revision	<ul style="list-style-type: none"> <li>Follow up pre-lesson worksheet 2</li> <li>Questioning</li> </ul>	Appendix 5
25 minutes	Collaborative learning	<ul style="list-style-type: none"> <li>Study interview skills in pairs</li> <li>Practice and peer feedback</li> </ul>	Appendix 6
10 minutes	Summary	<ul style="list-style-type: none"> <li>Teacher's feedback</li> </ul>	

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### C2 Trial teaching flow

Case study : The total war

Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
<b>Field study (1) : Stanley</b>			
10 minutes	Revision	<ul style="list-style-type: none"> <li>English oral skills</li> </ul>	Appendix 6 & 7
	Introduction	<ul style="list-style-type: none"> <li>Briefing for field study</li> </ul>	
60 minutes	Collaborative learning	Tomb venture : <ul style="list-style-type: none"> <li>Look for relevant tombs in groups</li> <li>Study the English inscriptions</li> <li>Translate the inscriptions into Chinese</li> <li>Explain how the tomb master died because of the total war</li> <li>Record the findings of group members</li> </ul>	Appendix 8
60 minutes	Experiential learning*	Interview in English : <ul style="list-style-type: none"> <li>Interview in groups</li> <li>Make a record</li> </ul>	Appendix 7
		Flag selling charity : <ul style="list-style-type: none"> <li>small group flag selling charity</li> <li>target : British Royal Veteran Association</li> </ul>	
	Extended activity	<ul style="list-style-type: none"> <li>Extended activity 1</li> <li>Post-lesson activity 2</li> <li>Post-lesson activity 3</li> </ul>	Appendix 9 Appendix 10 Appendix 11
<b>Field study (2) : Yim Tin Tsai in Sai Kung</b>			
	Pre-lesson task	<ul style="list-style-type: none"> <li>Follow up pre-lesson worksheet 3</li> </ul>	Appendix 12
	Experiential learning	Interview: <ul style="list-style-type: none"> <li>Interview in groups</li> <li>Make a record</li> </ul>	Appendix 13
	Extended activity	<ul style="list-style-type: none"> <li>Extended activity 2</li> </ul>	Appendix 14

\*Remark : 1. Experiential learning is divided into two activities to be conducted at the same time. Students may opt for "Interviewing in English" or "Flag selling charity" according to their interests.

2. School should contact the British Royal Veteran Association for enquiries and details of organizing charitable activity with this association.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Pre-lesson task

What did people learn from the two world wars?

Appendix 1

#### Worksheet 1 :

Answer the following questions :

1. According to your knowledge, name ONE war in the 20th century.

For example : The First World War

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2. Use ONE adjective to describe your feeling about the war.

Horrible (or any other acceptable answers)

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3. Why do you use the above adjective?

It is because wars are cruel (or any other acceptable answers).

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4. Find out the meaning of the vocabulary / phrases related to a total war\*.

Vocabulary / Phrases		Meaning
total war	(n.)	總體戰
crime	(n.)	罪行
commit	(v.)	干犯
suicide	(n.)	自殺
horror	(n.)	恐怖
slaughter	(n.) (v.)	屠夫 / 屠殺
suffering	(n.)	困苦
mustard gas	(n.)	芥子氣
poisoning	(n.)	有毒的
choke	(n.)	嗆
justified	(adj.)	合理化

\* This part is for reference only. The original version is designed for schools using Chinese as the medium of instruction.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### Classwork

Appendix 2

What did people learn from the two world wars?

Refer to Sources A and B below, and answer all questions that follow.

#### Source A

The following chart shows some essential elements leading to the emergence of a total war.

The Industrial Revolution from the mid - 18th to the late 19th centuries		
Economic development since the Industrial Revolution	Conscription introduced by European powers before WWI	Increase in rate of fire and accuracy as a result of the change of infantry weapons in the 19th
Impact : Enormous economic powers for all states	Impact : Abundant reserve force for all states	Impact : Similar strength of all states. Increase in the consumption of ammunition
Strength created : <ul style="list-style-type: none"> <li>Increase in national power</li> <li>Increase in the economic sustainability of the state in a prolonged war</li> </ul>	Problem created : Decrease in productivity due to the mobilization	Problem created : Increase in the demands on weapons and ammunition

#### Source B

The following table shows the differences between a non-total war and a total war.

Areas	A non-total war	A total war
War preparation	Not planned	long-term strategic planning
Fighting in war	occupying a strategic military point or taking control of a castle	decisive and destructive war
Definition of victory	destroying the military power of the opposing side	destroying the complete nation

1. Resources, manpower and weapons are three essential elements for the emergence of a total war. With reference to Source A, which one do you think is the most important? Explain your answer.

**Resources.** It is because after the Industrial Revolution, the economic development resulted in enormous economic power of states. The states not only increased their national power but also increased their economic sustainability in a prolonged war.

2. With reference to Source B, what is the ultimate aim in a total war?

It is to destroy not only the military power but also the complete nation of the opposite side.

3. What are the limitations of Sources A and B for you to understand a total war?

e.g. no exact time frame, no examples of war etc. are shown in the sources.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Classwork

What did people learn from the two world wars?


Appendix 3

Refer to Sources A and B below, take up one role (Role A : Clausewitz or Role B : Ludendorff).  
Introduce yourself to your partner and then answer questions 2 and 3 in pairs.

#### Source A

##### (Role A)

Your name is Carl von Clausewitz. You are a Prussian military strategist in the 19th century.

Name	<ul style="list-style-type: none"><li>• Carl von Clausewitz (1780-1831)</li></ul>
Place of Birth	<ul style="list-style-type: none"><li>• Prussia</li></ul>
Picture	
War experience	<ul style="list-style-type: none"><li>• Had fought in the Napoleonic Wars from 1806-1815</li></ul>
Famous writing	<ul style="list-style-type: none"><li>• <i>Vom Kriege (On War)</i></li></ul>
Major ideas	<ul style="list-style-type: none"><li>• Objectives of warfare in the 18th century were too limited as they aimed at military victories only.</li></ul>
	<ul style="list-style-type: none"><li>• War had political, social and military aspects which might involve the entire population of a nation at war.</li></ul>
	<ul style="list-style-type: none"><li>• Military force was an instrument to achieve the purpose of policy.</li></ul>
Importance	<ul style="list-style-type: none"><li>• Developed the modern concept of a total war</li></ul>

Source : [https://en.wikipedia.org/wiki/Carl\\_von\\_Clausewitz#Principal\\_ideas](https://en.wikipedia.org/wiki/Carl_von_Clausewitz#Principal_ideas)



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### Classwork


Appendix 3

What did people learn from the two world wars?

#### Source B

##### (Role B)

Your name is Erich Ludendorff. You are a German general in the 20th century.

Name	• Erich Ludendorff (1865-1937)
Place of Birth	• Prussia
Picture	
Famous writing	• <i>Der totale Krieg</i> (1935, <i>The "Total" War</i> )
War experience	• Leader of the German army during World War I
Major ideas	• "The feature of the World War was nothing like the other wars in the past 150 years. It was not only a fight between the belligerent forces, but the people of their states also participated in it."
	• "Every state shall make themselves self-sufficing in any possible sector at peaceful time... in such ways the supply for the people and the military equipment can be guaranteed."
Importance	• Developed the theory of a total war

Source : (1) [https://en.wikipedia.org/wiki/Erich\\_Ludendorff](https://en.wikipedia.org/wiki/Erich_Ludendorff)  
 (2) extracted from Erich Ludendorff, *Der Totale Krieg*, (Munich: Ludendorff Berlag, 1935)

- Suggest THREE things the role you took have in common with the role of your partner.  
 e.g. Both came from Prussia, had experience in wars, had writings on wars, had developed the concept / theory of total war and believed that wars should engage the whole country etc.
- With reference to Sources A and B and using either WWI or WWII as an example, suggest at least Two ways that the ideas of the two men had been realized in the war and support your answer by searching pictures / photos on the internet.  
 e.g. war propaganda to involve different social classes, destructive weapons and wars in 3 dimensions (air, land and sea) etc.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Appendix 4

#### Lesson task on World War I thoughts

a. The following statements are some quotes about the total war. You are given a set of the quotes.

SET A	
1. "This is a war to end all wars."	— Woodrow Wilson, 1917
2. "Only the dead have seen the end of war."	— George Santayana, 1922

SET B	
1. "Never think that war, no matter how necessary, nor how justified, is not a crime."	— Ernest Hemingway, 1946
2. "Two armies that fight each other is like one large army that commits suicide."	— a French soldier in his novel <i>Le Feu.</i> , 1916

SET C	
1. "The First World War was a horror of gas, industrialized slaughter fear and appalling human suffering."	
2. "I wish those people who talk about going on with this war whatever it costs could see the soldiers suffering from mustard gas poisoning. Great mustard-coloured blisters, blind eyes, all sticky and stuck together, always fighting for breath, with voices a mere whisper, saying that their throats are closing and they know they will choke."	—Nick Harkaway, 2012

Source : extracted from Harkaway, N. (2012). *Angelmaker* (1st American ed.). New York: Alfred A. Knopf.

b. Work in pairs. Take turns to read aloud one of the quotes and try to interpret its meaning to your partner. Then fill in the following table. Describe your partner's attitude and feeling using appropriate adjectives. Cite evidence from the quote to support your answers.

Attitude (positive / negative)	Feeling (give an adjective*)	Evidence
1. negative	endless	a war to end all wars
2. negative	desperate	Only the dead have seen the end of war

\*You may make use of the following adjectives:

Bloody	Endless	Devastating	Terrible
Unavoidable	Inhuman	Continuous	Disastrous
Unneeded	Cruel	Destructive	Defensive

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Pre- lesson task

Appendix 5

What did people learn from the two world wars?

#### Worksheet 2:

Complete the following questions :

1. After knowing a total war, use ONE adjective to describe what you feel about wars.

Based on sympathy, students would generally describe total war as 'brutal', 'horrible', 'scary', and 'unprecedented', etc.

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2. Is the answer in Q(1) the same as the one in your pre-lesson task 1? Explain your answer.

Generally speaking, students would reflect that the answers in Q(1) are similar to pre-lesson task 1.

Some students may point out that they did not notice the breadth of influence of the war at the beginning.

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## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

Appendix 6

# Classwork

What did people learn from the two world wars?

### A. Interviewing Skills

Studying the following dialog samples and practice in pairs.

#### Pair work 2

##### Introducing yourself

- Excuse me, my name is ... I'm a student.
- Hello, I'm... I'm a student.

##### Explaining

- We're doing a Joint History-English project on tourists in Hong Kong and we would like to collect your views on wars.

##### Asking for permission

- Have you got time to answer a few questions?
- Would you mind answering a few questions?

##### Expressing thanks & Asking the first question

- Thanks. Well, first, may I know...?

##### Checking & Clarifying

- Sorry, could you say that again, please?
- Could you repeat that, please?
- Could you spell it out, please?

##### Ending the interview

- That's the end of the interview.
- Thank you very much for your help.
- Your information is very useful.
- I hope you'll enjoy your stay in Hong Kong.

### B. Points to note

1. Always be polite and friendly.
  - Say 'thank you', 'please'...
  - Use indirect questions  
e.g. Could you please tell me...?  
Would you mind telling me...?  
Would you tell me..., please?  
May I ask you...?
2. Keep smiling during the interview.
3. Maintain eye contact as much as possible.
4. Don't give interviewees your personal information, e.g. telephone number.
5. Don't let the interviewees write down answers for you on the questionnaire unless you have great difficulty in getting the answers.
6. Interview as many tourists as possible.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Field study task

Appendix 7

What did people learn from the two world wars?

#### Template for Interview

We're now doing a History project to collect people's views on wars.

Do you mind answering a few questions on this aspect?

Name of interviewer(s) : \_\_\_\_\_

Date of the interview : \_\_\_\_\_

Time of the interview : \_\_\_\_\_

1	Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> _____ (Surname)
2	Where do you come from? _____
3	Are you a tourist or do you live in Hong Kong? Tourist <input type="checkbox"/> Live in Hong Kong <input type="checkbox"/>
<b>For Tourists</b>	
4	Are you with a tour group? Yes <input type="checkbox"/> No <input type="checkbox"/>
5	Accommodation: Hotel <input type="checkbox"/> Friend(s)'/ Relative(s)' home <input type="checkbox"/> Hostel <input type="checkbox"/> (e.g. YMCA) Others <input type="checkbox"/>
6	How long will you stay in H.K.? _____ week (s) _____ day(s)
7	Purpose of visiting Hong Kong: Business <input type="checkbox"/> Seeing relatives <input type="checkbox"/> Sightseeing <input type="checkbox"/> Others <input type="checkbox"/> : _____ (please specify)
8	Why did you choose to visit Hong Kong? _____
9	Places visited: 1. _____ 2. _____ 3. _____
10	The place that you like best: _____
11	Reasons: _____
12	How do you know about the history of world wars? ( tick more than one if necessary ) At school <input type="checkbox"/> From parents <input type="checkbox"/> From books <input type="checkbox"/> Others <input type="checkbox"/>
13	Do you know that wars also took place here in Hong Kong? Yes <input type="checkbox"/> No <input type="checkbox"/> Other information (if any): _____
14	Could you give me an adjective to describe wars? _____
15	Do you think that wars are avoidable? Yes <input type="checkbox"/> How can they be avoided ? _____ No <input type="checkbox"/> Why? _____
16	(Optional) Are you interested in visiting some places in Hong Kong which are related to world wars? Do you want me to introduce some to you? Yes <input type="checkbox"/> No <input type="checkbox"/> The information you have given (if any) : _____

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Field study task

What did people learn from the two world wars?

Appendix 6

#### Tomb venture

Refer to Sources A, B and C, and answer all questions that follow.

#### Source A

The following is the description about the history of the Stanley Military Cemetery:

The cemetery was established in the early colonial period for deceased soldiers of the British garrison stationed in Hong Kong and their families. This is also the burial place of the victims of World War II, including members of the Hong Kong Volunteer Defence Corps and British Army Aid Group. There are 598 WWII burials (including non-British Allied soldiers and 2 from Hong Kong Police Force) in the cemetery. 175 of them are unidentified. 96 of them are civilians, including 4 children. The graves of College staff, Mr. Tam Cheung Huen, Mr. John Gaunt and Mrs. Kathleen Louisa Martin, who died during the Second World War, can also be found here.

Source : Extracted from the webpage of St. Stephen's College Heritage Trail  
<http://www.ssc.edu.hk/ssctrail/chi/trail.html#point8>

#### Source B

The following is a photo of a tomb with English inscriptions taken in the Stanley Military Cemetery.



#### Source C

The following is a photo of tombs with English inscriptions taken in the Stanley Military Cemetery.



Collaborative learning according to students' interest and ability. Teacher divides the class into five groups. There are 5 students in each group to finish the following tasks:

Group	Tasks
1	Find out the graves of the non-British Allied soldiers or Hong Kong Police Force mentioned in Source A or the graves shown in Sources B and C.
2	Read the English inscriptions on the tombs.
3	Translate the English inscriptions into Chinese
4	Explain how you know the tomb master was victim in the total war.
5	Record the information from Groups 3 and 4.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Post-lesson task

Appendix 9

What did people learn from the two world wars?

#### Extended activity 1:

Reflection worksheet for field study (Stanley)

Answer the following questions :

1. Which adjective would best describe your activity today? Why?

Generally speaking, based on sympathy, students would use adjectives like 'sad', 'dishearted'.

Some may describe the field study as 'meaningful'.

2. Which part of the field study is most unforgettable to you ? Why?

Generally speaking, speaking would believe that the visit of military cemetery is the most unforgettable. However, some may think that interviewing foreigners was more unforgettable.

3. What are the memories of your interviewees about war? (To be completed by students who had taken part in interview only)

Faded	Vague	Clear	Unforgettable

4. With regard to the above results, what do you learn from history?

Generally speaking, students would find war very brutal, and wish our world to get away from war, and become more peaceful.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Post- lesson task

What did people learn from the two world wars?

Appendix 10

#### Post-lesson activity 2 : Sharing on Experiential learning

After the interview / service, can you feel the impacts of wars on human beings? Share with your classmates your feelings about wars.

1. Points to share with your classmates

Generally, students understand that war would bring disastrous impact on beings.

It would be a scar for those who experienced the war in their entire life.

2. Could those wars be avoided?

Generally, students believe that wars are avoidable. People should solve problems by negotiation,

instead of using force.



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### Post-lesson task

Appendix 11

What did people learn from the two world wars?

#### Post-lesson activity 3 : Data-based questions

The following source is about the Poppy Appeal. Study the source and answer the questions that follow.

The Poppy Appeal is the Royal British Legion's biggest fundraising campaign held every year in November in the United Kingdom. Paper poppies are distributed throughout the nation and donations are collected in return to help support the vital work for the Armed Forces community.

In Hong Kong, the Poppy Appeal is organized by the Hong Kong and China Branch of the Royal British Legion, which is a charity established to provide assistance to Hong Kong exservicemen, women and their dependents who have fallen on hard times. The money can help some of those who fought and defended Hong Kong and subsequently became prisoners of war.

They are now finding that due to their increased age, they are unable to cope with their disabilities, failing health and loneliness. The money can also support ex-servicemen and widows whose husbands have died unexpectedly and been left to raise young children. All the money collected is for these Hong Kong residents.

Source : <https://www.britishlegion.org.uk/get-involved/ways-to-give/fundraising-appeals/poppy-appeal-2017/what-is-thepoppy-appeal/>



Answer the following questions:

1. With reference to the source, what is the mission of the Hong Kong and China Branch of the Royal British Legion?

It provides financial help to Hong Kong ex-servicemen, women and their dependents who have fallen on hard times.

2. If someone wants to support the Poppy Appeal, what can he/she do? Give your answer with reference to the source.

He or she can donate money to the Poppy Appeal.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Pre-lesson task

What did people learn from the two world wars?

Appendix 12

#### Worksheet 3 :

How can we find out the historical imprint of resistance against Japanese invasion during the Japanese Occupation in Sai Kung?

1. The following photograph is taken at Sai Kung Waterfront Park. Can you find out any relevant information about the Japanese Occupation in Hong Kong?

The theme of the paper boat in the pool is a report of the Dongjiang Guerrilla Force.



2. Before the field trip to Yim Tin Tsai in Sai Kung, find out the information about the Dongjiang Guerrilla Force in Sai Kung during the Japanese Occupation on internet or from reference books and then complete the table below:

Full name	Hong Kong-Kowloon Independent Company under the People's Anti-Japanese Principle Guerrilla Force of Guangdong
Date and place of formation	3 February 1942 Wong Mo Ying Church in Sai Kung
Example of rescuing members from the Allied nations	Lieutenant of the "American Flying Tigers" Donald W Kem was rescued.
Participation of the people in Yim Tin Tsai	Several villagers had joined the Guerrilla Force and one of them looked after Donald W Kem

Reference : 馬木池等《西貢歷史與風物》及張兆和《東江遊擊隊與抗日戰爭期間的西貢》(香港：西貢區議會，2003年9月)

Remark : To provide more life-wide learning opportunities for students, teachers can stay tuned to the latest information about the activities or special exhibitions on the Dongjiang Guerrilla Force online. There are two Dongjiang Column Memorial Halls in Dongguan and Weizhou respectively. Please visit the following websites for further details:

廣東東江縱隊紀念館 | 中國·廣東省東莞市大嶺山鎮大王嶺村(厚大公路旁)

<http://www.dongzong.net.cn/>

東江縱隊紀念館 | 坪山區坪山街道東縱路230號-1

<http://www.djzong.com/>

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Field study task

Appendix 13

What did people learn from the two world wars?

#### Interview the villagers

Interview the villagers by asking them their memories of the war. Write down the main points below.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C2 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Post-lesson task

What did people learn from the two world wars?

Appendix 14

#### Extended activity 2 : Reflection worksheet for field study (Yim Tin Tsai in Sai Kung)

Answer the following questions :

1. Which adjective would best describe your activity today? Why?

Based on sympathy, students would generally describe total war as 'brutal', 'horrible', 'scary', and 'unprecedented', etc.

2. Which part of this field study is most unforgettable to you? Why?

Generally speaking, students would believe that the visit of military cemetery is the most unforgettable. However, some may think that interviewing foreigners was more unforgettable.

3. What are the memories of your interviewees about war?

Faded	Vague	Clear	Unforgettable

4. With regard to the above results, what do you learn from history?

Generally speaking, students would find war very brutal, and wish our world to get away from war, and become more peaceful.

### C2 To know more

(4): Extended reading

- DK. (2015). *World War II: Visual Encyclopedia*. London: DK Publishing.
- Kershaw, I. (2016). *To Hell and Back : Europe, 1914-1949*. New York: Penguin books.
- 魯登道夫著，魏止戈譯 (2016) 《總體戰》，武漢：華中科技大學出版社。



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)



### C3 Brief introduction of teaching plan

“Topic 10: International conflicts and crises in the 20th century (II) –the Cold War and the post-Cold War period” in the revised S1-3 History curriculum allows students to study the major conflicts during the Cold War period and the international situation in the post-Cold War period. Following the end of the World War Two, there were changes in the international situation. The rise of the US and the USSR, problems countered by the European countries, together with ideological differences led to the confrontation between the US and the USSR. This topic enables students to trace the developments of Cold War since its commencement up to the end. This topic also covers the major characteristics of the international situation in the post-Cold War period, such as the rise of different regional forces, and the emerging economies and the threat of terrorism. Given that there were different historical figures representing different stages in the Cold War, more able students or those interested in this topic may understand the qualities of leaders by conducting case study on one of the suggested historical figures.

Historical development is inseparable from human element. The revised curriculum, therefore, suggested that teachers may, in accordance with students’ ability and interest, conduct case study on the five influential leaders in the Cold War period. The teaching plan demonstrates how teacher adopts self-learning strategy by allowing students to explore the leadership qualities and importance of a historical figure themselves and at the same time, effectively encourage students to read more. In addition, teacher specifically asked the students to design posters for the selected historical figures, which not only challenged the students’ understanding of the characteristics of historical figures, but also addressed the diversity of abilities of students.

Teachers can also let students know the qualities of leadership by discussing with the students the five leaders proposed in the topic. The sense of responsibility and commitment shown by these leaders and their resolute attitude to adversity help students understand and learn the entrepreneurial spirit. At the same time, students can learn perseverance and commitment by learning from these leaders.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century –  
the Cold War and the post-Cold War period (Topic 10)

### C3 To know more

(2): Chinese-English Glossary

邱吉爾	Winston Churchill
胡志明	Ho Chi Minh
毛澤東	Mao Zedong
甘迺迪	J.F. Kennedy
戈巴卓夫	Mikhail Gorbachev
古巴導彈危機	Cuban Missile Crisis
戈巴卓夫的開放政策及新思維	Glasnost and Perestroika
亞非會議（萬隆會議）	Asian-Africa Conference (Bandung Conference)
鐵幕宣言	Iron Curtain Speech
越南南方民族解放陣線（越共）	National Liberation Front of South Vietnam (Vietcong)

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)

### C3 To know more

(3): Explanation of terms

#### Winston Churchill

Winston Churchill (1874-1965) was a British statesman, orator, and author who as prime minister (1940–45, 1951–55) rallied the British people during World War II and led his country from the brink of defeat to victory. Adolf Hitler's challenge brought him to leadership of a national coalition in 1940. With Franklin D. Roosevelt and Joseph Stalin he then shaped Allied strategy in World War II, and after the breakdown of the alliance he alerted the West to the expansionist threat of the Soviet Union. He led the Conservative Party back to office in 1951 and remained prime minister until 1955, when ill health forced his resignation.

Britannica Academic (Encyclopedia Britannica)

#### Ho Chi Minh

Ho Chi Minh (1890-1969) was the founder of the Indochina Communist Party (1930) and its successor, the Viet-Minh (1941), and president from 1945 to 1969 of the Democratic Republic of Vietnam (North Vietnam). As the leader of the Vietnamese nationalist movement for nearly three decades, Ho was one of the prime movers of the post-World War II anticolonial movement in Asia and one of the most influential communist leaders of the 20th century.

Britannica Academic (Encyclopedia Britannica)

#### Mao Zedong

Mao Zedong (1893-1976) was a Chinese Marxist theorist, soldier, and statesman who led his country's communist revolution. Mao was the leader of the Chinese Communist Party (CCP) from 1935 until his death, and he was chairman (chief of state) of the People's Republic of China from 1949 to 1959 and chairman of the party also until his death.

Britannica Academic (Encyclopedia Britannica)

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)

### C3 To know more

(3): Explanation of terms

<b>John F. Kennedy</b>	<p>John F. Kennedy (1917-1963) was the 35th president of the United States (1961–63), who faced a number of foreign crises, especially in Cuba and Berlin, but managed to secure such achievements as the Nuclear Test-Ban Treaty and the Alliance for Progress. He was assassinated while riding in a motorcade in Dallas.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Mikhail Gorbachev</b>	<p>Mikhail Gorbachev (1931-) was the general secretary of the Communist Party of the Soviet Union (CPSU) from 1985 to 1991 and president of the Soviet Union in 1990–91. His efforts to democratize his country's political system and decentralize its economy led to the downfall of communism and the breakup of the Soviet Union in 1991. In part because he ended the Soviet Union's postwar domination of eastern Europe, Gorbachev was awarded the Nobel Prize for Peace in 1990.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>



## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)

### C3 Trial teaching plan

Case study : Historical figures during the Cold War period

Target students	S3
Topic of trial teaching	Topic 10 : International conflicts and crises in the 20th century (II) – the Cold War and the post-Cold War period – The extended part (Case study) Case study: Historical figures during the Cold War period
Suggested number of lessons	N.A. (Student project)
Suggested lesson time	N.A
Enquiry questions	<ul style="list-style-type: none"> <li>What are the qualities of leaders? How did the historical figures during the Cold War demonstrate these qualities?</li> </ul>
<b>Learning objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>Know one of the following historical figures representing different stages in the Cold War (choose 1 out of 5) : Winston Churchill (1874-1965) Ho Chi Minh (1890-1969) Mao Zedong (1893-1976) J.F. Kennedy (1917-1963) Mikhail Gorbachev (1931-)</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Identify the qualities of leaders</li> <li>Interpret the significance of the historical figures</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Understand the decisions made by the historical figures at their time through historical empathy</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>Enquiry learning</li> <li>Reading to learn</li> </ul>
<b>Learning and Teaching Materials</b>	
Project assignment*	<ul style="list-style-type: none"> <li>Introductory notes (Appendix 1)</li> <li>Information sheet on historical figures (Appendix 2)</li> <li>Worksheet (Appendix 3)</li> <li>Poster design (Appendix 4)</li> </ul>

\*Remark : Since this is a self-learning project for students of the trial school, there is no trial teaching flow for this topic. Teachers may refer to the appendix as post-lesson assignment for students.

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)

### Introduction of the project assignment

Appendix 1

What are the qualities of leaders? How did the historical figures during the Cold War demonstrate these qualities?

Choose **ONE** of the following leaders during the Cold War period, and read the relevant information about the figures by referring to the websites on Appendix 2 :

- Winston Churchill (1874-1965)
- Ho Chi Minh (1890-1969)
- Mao Zedong (1893-1976)
- John F. Kennedy (1917-1963)
- Mikhail Gorbachev (1931- )

1. **Introduce the qualities of leaders** in at least 100 words.
2. Write at least 150 words to **explain how the leader selected by you demonstrated the qualities of leaders you have mentioned.**
3. **Attach a photo** of the leader during the Cold War period you have chosen.
4. Design **a poster** for the leader you have chosen during the Cold War period to show his qualities of leadership.
5. Then write at least 50 words to **introduce your design.**

Remarks :

- Either hand-written or computer processed project can be accepted.
- The marks of this project will be counted as your term marks

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)

### Information of the historical figures

Appendix 2

What are the qualities of leaders? How did the historical figures during the Cold War demonstrate these qualities?

Leaders in Cold War period	Websites
1. Winston Churchill (1874-1965)	
2. Ho Chi Minh (1890-1969)	
3. Mao Zedong (1893-1976)	<ul style="list-style-type: none"><li>• All articles adopted by the trial teaching school came from the following website : <a href="https://www.biography.com/">https://www.biography.com/</a></li><li>• Teachers are suggested to adapt the content according to student's abilities.</li></ul>
4. John F. Kennedy (1917-1963)	
5. Mikhail Gorbachev (1931- )	

## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)

### Worksheet on historical figures

What are the qualities of leaders? How did the historical figures during the Cold War demonstrate these qualities?

Appendix 3

The leader during the Cold War period I have chosen :

\_\_\_\_\_

1. The qualities of leaders (at least 100 words):

Generally speaking, students would suggest the following qualities:

Good leadership, perseverance, responsibility, commitment, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How the leader selected by you demonstrated the qualities of leaders you have mentioned in Q1? (at least 150 words)

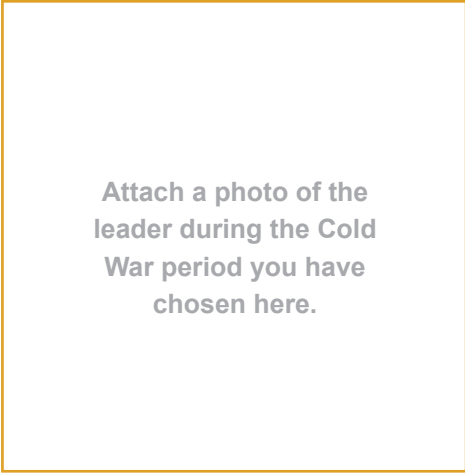
Taking J.F. Kennedy as example, students may analysis his qualities from the following perspectives:

- stay calm and collected when problem comes

- be far-sighted

- courage and perseverance

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Nurturing humanistic qualities and Language Across Curriculum (LaC)


C3 International conflicts and crises in the 20th century – the Cold War and the post-Cold War period (Topic 10)

### Poster design

Appendix 4

What are the qualities of leaders? How did the historical figures during the Cold War demonstrate these qualities?

3. A poster for the leader during the Cold War period (Colouring is required) :



4. Introduce your design (at least 50 words) :

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## Nurturing humanistic qualities and Language Across Curriculum (LaC)

C3 International conflicts and crises in the 20th century –  
the Cold War and the post-Cold War period (Topic 10)

### C3 To know more

(4): Extended reading

- Gaddis, J. (2007). *The Cold War : A new history*. New York: Penguin Books.
- Joshua, G. (2019). *The Cold War Explained: Pocket History for Kids*. Independently Published.
- 沈志華編 (2018)《冷戰國際史二十四講》，北京：世界知識出版社。



## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)



### D1 Brief introduction of teaching plan

Topic 2: The development of European civilisation in the revised curriculum aims at enhancing students' understanding of the European classical civilisations, their impact on our society today and the main characteristics of Europe in Medieval Times. European classical civilisations included the ancient Greco-Roman forms of governance and creation of culture and their impacts on our society. If we are observant and pay attention to things around us, it is apparent that many things around us nowadays are closely related to European classical and medieval civilisations, including architectures, and mythologies.

This teaching plan demonstrates how to adopt enquiry approach and collaborative learning to help students understand the legacy of ancient Greek and ancient Roman civilisations. Through the study of historical sources during the lesson, students are able to understand the achievement of the two ancient civilisations in the aspects of architecture as well as law and order. The post-lesson perspective-taking activities designed by teacher offers an opportunity for students to demonstrate the historical knowledge that they have learnt from a first person point of view.

Teachers may use this teaching plan to help students understand the close relationship between historical study and their daily lives, thus strengthening their concepts of preserving antiquities and monuments, conserving cultural heritage and their sense of commitment to promote history and culture. The teaching plan shows some cultural heritage of ancient Rome such as Latin alphabets, abbreviations, architecture and art works etc. In addition, teachers may enhance students' understanding of the famous historical architectures such as Pantheon and Parthenon, so as to develop their responsibility to preserve and conserve the cultural heritage.

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

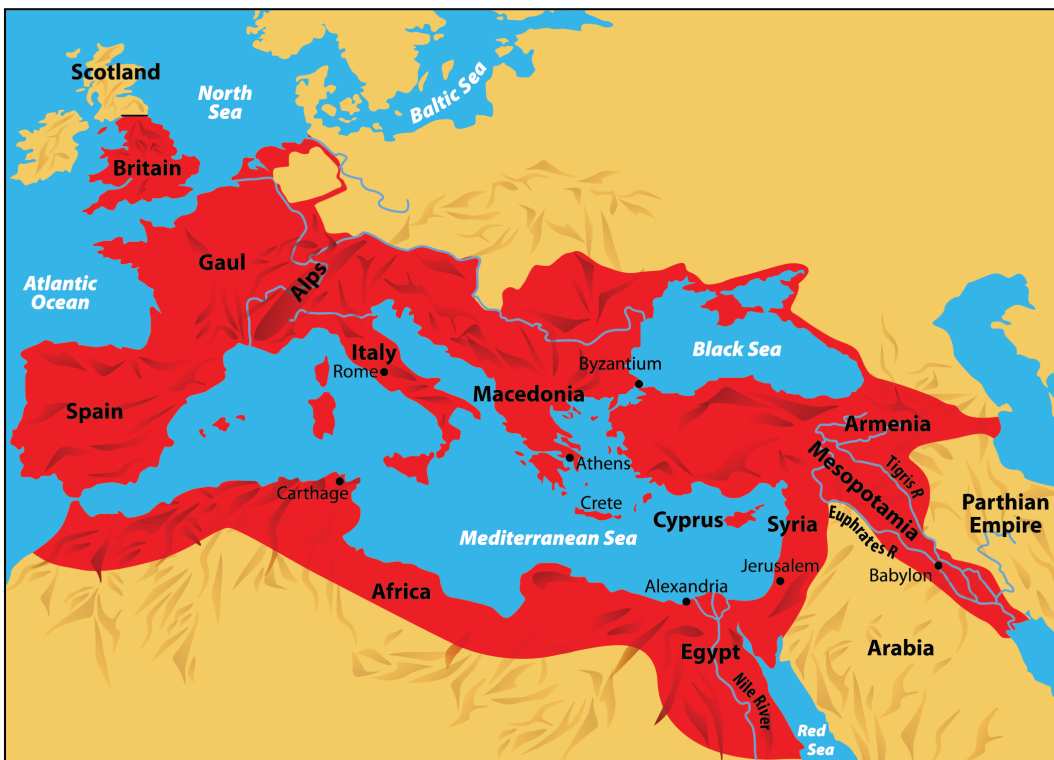
### D1 To know more

(1): Learning history through maps

The following map shows the conquest of Alexander the Great in 323B.C.



The following map shows territories controlled by the Roman Empire in 117 A.D..







## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)



## D1 To know more

(2): Chinese-English Glossary



羅穆拉斯爾	Romulus
帕特農廟	Parthenon
宙斯	Zeus
羅馬競技場	Colosseum
圓柱	Column
選舉權	Voting rights
共和國	Republic
萬神殿	Pantheon
拉丁文	Latin
十二銅表法	Law of the Twelve Tables

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### D1 To know more

(3): Explanation of terms

<b>Parthenon</b>	<p>Parthenon, temple that dominates the hill of the Acropolis at Athens. It was built in the mid-5th century BC and dedicated to the Greek goddess Athena Parthenos. The temple is generally considered to be the culmination of the development of the Doric order, the simplest of the three Classical Greek architectural orders.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Colosseum</b>	<p>Colosseum, a giant amphitheatre built in Rome under the Flavian emperors. Construction of the Colosseum was begun sometime between 70 and 72 AD. The amphitheatre seated some 50,000 spectators, was the scene of thousands of hand-to-hand combats between gladiators, of contests between men and animals, and of many larger combats, including mock naval engagements.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Law of the Twelve Tables</b>	<p>Law of the Twelve Tables, was the earliest written legislation of ancient Roman law, traditionally dated 451–450 BC. The Twelve Tables allegedly were written by 10 commissioners at the insistence of the plebeians, who felt their legal rights were hampered by the fact that court judgments were rendered according to unwritten custom preserved only within a small group of learned patricians. The written recording of the law in the Twelve Tables enabled the plebeians both to become acquainted with the law and to protect themselves against patricians' abuses of power.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Latin</b>	<p>Latin language was originally spoken by small groups of people living along the lower Tiber River, Latin spread with the increase of Roman political power, first throughout Italy and then throughout most of western and southern Europe and the central and western Mediterranean coastal regions of Africa. During the Middle Ages and until comparatively recent times, Latin was the language most widely used in the West for scholarly and literary purposes. Until the latter part of the 20th century its use was required in the liturgy of the Roman Catholic Church.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Republic</b>	<p>Republic, form of government in which a state is ruled by representatives of the citizen body. Modern republics are founded on the idea that sovereignty rests with the people, though who is included and excluded from the category of the people has varied across history. The term republic may also be applied to any form of government in which the head of state is not a hereditary monarch.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### D1 Trial teaching plan

Legacy of ancient Roman civilisation

Target students	S1
Topic of trial teaching	Topic 2 : The development of European civilization Legacy of ancient Roman civilisation
Suggested number of lessons	2 lessons
Suggested lesson time	40 minutes
Enquiry questions	What has the ancient Roman civilisation left to us today?
<b>Learning objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>Understand the legacy of ancient Roman civilisation from various types of examples</li> <li>Understand the relationship between legacy of ancient Roman civilisation and the world today</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Make deduction and inferences from historical sources</li> <li>Make an imaginative reconstruction of past events</li> <li>Select, organize and deploy sources, and express in a wellstructured way</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Cultivate in students the responsibility of preserving antiquities and monuments, conserving cultural heritage and promoting history and culture</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>Enquiry learning</li> <li>Collaborative learning</li> </ul>
<b>Learning and Teaching Materials</b>	
Pre-lesson task	<ul style="list-style-type: none"> <li>Group 1 (Appendix 1)</li> <li>Group 2 (Appendix 4)</li> <li>Group 3 (Appendix 7)</li> <li>Group 4 (Appendix 10)</li> <li>Group 5 (Appendix 13)</li> </ul>
Classwork	<ul style="list-style-type: none"> <li>Group 1 (Appendix 2)</li> <li>Group 2 (Appendix 5)</li> <li>Group 3 (Appendix 8)</li> <li>Group 4 (Appendix 11)</li> <li>Group 5 (Appendix 14)</li> </ul>
Post-lesson task	<ul style="list-style-type: none"> <li>Group 1 : Promoting ancient Roman activities (Appendix 3)</li> <li>Group 2 : History and Today (Appendix 6)</li> <li>Group 3 : Promoting 'The Laws of the Twelve Tables' (Appendix 9)</li> <li>Group 4 : Use of Roman numbers today (Appendix 12)</li> <li>Group 5 : A letter to Julius Caesar (Appendix 15)</li> <li>Post-lesson worksheet (Appendix 16)</li> </ul>

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### D1 Trial teaching flow

Legacy of ancient Roman civilisation

Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
	Pre-lesson task	<ul style="list-style-type: none"> <li>Divide the class into 5 groups, exploring respectively the ancient Roman calendar, architecture, laws, language &amp; numbers, and political system.</li> <li>Each group collect relevant information, complete the pre-lesson task, note down the learning points and prepare its presentation in class.</li> </ul>	Appendix 1 Appendix 4 Appendix 7 Appendix 10 Appendix 13
<b>Lesson 1</b>			
5 minutes	Introduction	<ul style="list-style-type: none"> <li>Teacher introduces learning objectives and teaching flow</li> </ul>	
30 minutes	Group presentation	<ul style="list-style-type: none"> <li>Group 1 : ancient Roman calendar</li> <li>Group 2 : ancient Roman architecture</li> <li>Group 3 : ancient Roman laws</li> </ul>	Appendix 2 Appendix 5 Appendix 8
	Collaborative learning	<ul style="list-style-type: none"> <li>Group presentation. Questioning and comment from students</li> <li>Teacher summaries the results from report of various groups and deepens the results of the students' enquiry.</li> </ul>	
5 minutes	Summary and extended activity	<ul style="list-style-type: none"> <li>Summary</li> <li>Arrangement of extended activity</li> </ul>	Appendix 3 Appendix 6 Appendix 9
<b>Lesson 2</b>			
5 minutes	Introduction	<ul style="list-style-type: none"> <li>Teacher introduces learning objectives and teaching flow</li> </ul>	
15 minutes	Group presentation	<ul style="list-style-type: none"> <li>Group 4 : ancient Roman language &amp; numbers</li> <li>Group 5 : ancient Roman political system</li> </ul>	Appendix 11 Appendix 14
15 minutes	Collaborative learning	<ul style="list-style-type: none"> <li>Group presentation. Questioning and comment from students</li> <li>Teacher summaries the results from report of various groups and deepens the results of the students' inquiry.</li> </ul>	
5 minutes	Summary and extended activity	<ul style="list-style-type: none"> <li>Summary</li> <li>Arrangement of extended activity</li> </ul>	Appendix 12 Appendix 15
		Post-lesson worksheet	Appendix 16



## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)



### Pre-lesson task

Appendix 1

What has the ancient Roman civilisation left to us today?

#### ..... Group 1 .....

Complete the following questions.

1. Write down today's date in Chinese and English.

Chinese : \_\_\_\_\_

English : \_\_\_\_\_

2. What principle does the order of the Chinese month follow?

*It follows numerical order e.g. 1,2,3.*

3. What are the advantages of this order of arrangement?

*Arranged in numerical order is good for easy memory as well as easy to know the early and late dates.*

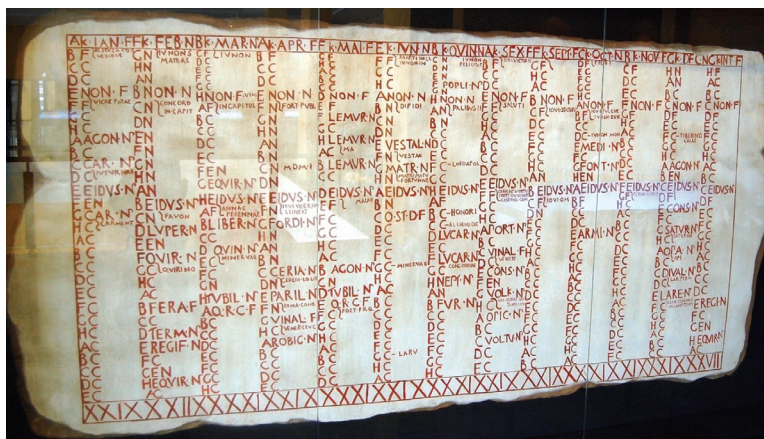
4. Write down the English names from the first month to the twelfth month.

1st month	January	2nd month	February
3rd month	March	4th month	April
5th month	May	6th month	June
7th month	July	8th month	August
9th month	September	10th month	October
11th month	November	12th month	December

5. Study Source A below, and answer all questions that follow.

#### (Source A)

..... The following picture is about the ancient Roman calendar .....



**Roman calendar**

Source : [https://upload.wikimedia.org/wikipedia/commons/e/ea/Museo\\_del\\_Teatro\\_Romano\\_de\\_CaesarAugusta.43.jpg](https://upload.wikimedia.org/wikipedia/commons/e/ea/Museo_del_Teatro_Romano_de_CaesarAugusta.43.jpg)

## History investigation through enquiry learning

### D1 The development of European civilisation (Topic 2)



a. Look at the words at the top of the picture. What do you think of these words?

They are the short forms for today's months e.g. JAN., FEB., MAR. etc.

b. According to your knowledge of ancient Rome, what are the characteristics of its religion?

It worshipped many gods.

c. What are the similarities between the above characteristics and the religious characteristics of ancient Greece?

Both worshipped many gods, and their gods were also similar.

6. Study Source B below, and answer all questions that follow.

#### (Source B)

Month	English names	Origin
1st month	January	Named from Janus, the God of Gates in Greek and Roman mythology
2nd month	February	Named from 'Februa', a Roman festival
3rd month	March	Named from 'Mars', a Roman war
4th month	April	Named from Latin word 'Aprilis'
5th month	May	Named from 'Maius', a Roman goddess
6th month	June	Named from 'Junius', a Roman goddess
7th month	July	Named from 'Julius' Caesar (Caesar the Great), a former Roman dictator
8th month	August	Named from 'Augustus', heir to Julius Caesar
9th month	September	Named from Latin word 'Septem'
10th month	October	Named from Latin word 'Octo'
11th month	November	Named from Latin word 'Novem'
12th month	December	Named from Latin word 'Decem'

..... Reference from Wikimedia : .....

From the information above, can you induce the principles underlying how English months are named?

- Named from Roman gods, festival, war, emperor or rulers
- Named from Latin words

7. Visit the following website to understand more about the Roman calendar.

Website: <https://kknews.cc/zh-hk/culture/an9jaox.html>

8. Think one more step

The early Roman calendar had 10 months only, why is there a 12-month Roman calendar today?

- The early Roman calendar followed the ancient Greek calendar and was known as the 'Romulus Calendar'. The calendar provided that there were 304 days a year, which was divided into 10 months (6 months had 30 days while 4 months had 31 days)
- The 'Romulus Calendar' set 'Martius' as the beginning of the year, followed by Aprilis, Maius, Junius, Quintilis, Sextilis, September, October, November and December.
- Quintilis, Sextilis, September, October, November and December were named from Latin numerals 5, 6, 7, 8, 9 and 10.
- As the 'Romulus Calendar' was different from the 365 days of a solar year by 61 days, the Roman government decided to make an adjustment by adding two more months, namely Januarius and Februarius which then became the model of today's calendar.

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

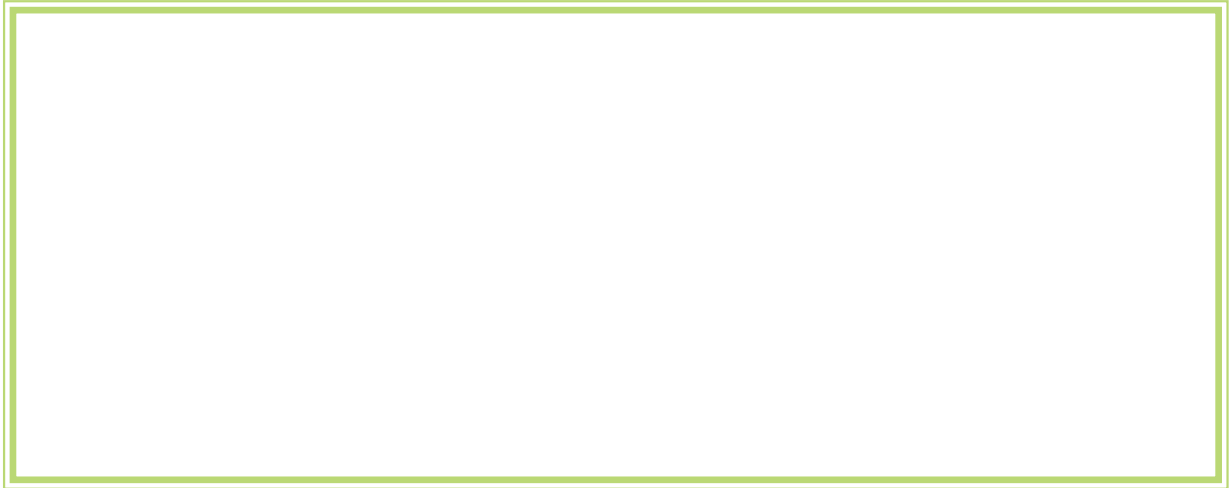
### Classwork

What has the ancient Roman civilisation left to us today?

..... **Group 1** .....

Note down the main points below, and prepare to report in class.

Appendix 2



### Extended activity

What has the ancient Roman civilisation left to us today?

..... **Group 1** .....

**Promoting ancient Roman activities**

Appendix 3

#### Background :

- You were a government official in ancient Rome. Julius Caesar intended to promote the achievements of ancient Rome in order to establish the prestige of the government. You are required to process the work in the form of a short film.

#### Grouping :

- Two in a group

#### Film requirements :

- Length of film should not exceed 3 minutes.
- You should let people have a deeper understanding of the achievements of ancient Rome.
- If students don't want to be photographed, they can use pictures, animations etc. Only sound but no image is not recommended.

#### Marking criteria (Total marks: 50) :

- Consistency of content with historical facts: 35%
- Creativity: 15%

#### Marking method :

- Teacher rating (50%)
- Student peer review (50%)



video

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Pre-lesson task

What has the ancient Roman civilisation left to us today?

..... **Group 2** .....

Study Source A below, and answer all questions that follow.

Appendix 4

#### (Source A)

..... The following photograph is about the Parthenon in Greece. ....



**The Parthenon**

#### (Source B)

..... The following photograph is about the Temple of Zeus in Greece. ....



**Temple of Zeus**

1. With reference to Sources A and B, induce the architectural features of some ancient Greek buildings.

The buildings were supported by tall stone pillars.

The capitals (tops) of the pillars were carved with beautiful patterns.



## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Appendix 4

#### (Source C)

The following passage relates to the architectural features of ancient Rome.

The ancient Roman architectural style was inspired by ancient Greece. Both had tall columns but bases were added to Roman columns. Besides, arches and domes were also features of Roman architectural style.

2. With reference to Source C, induce some features of ancient Roman building style.

When compared with the ancient Greek style, the Roman columns added base. There were arches and domes.

#### (Source D)

..... The following photograph is about The Pantheon in Rome. ....



**The Pantheon**

3. Compare Source D with Sources A, B and C, in what ways did the Pantheon inherit the ancient Greek architectural style?

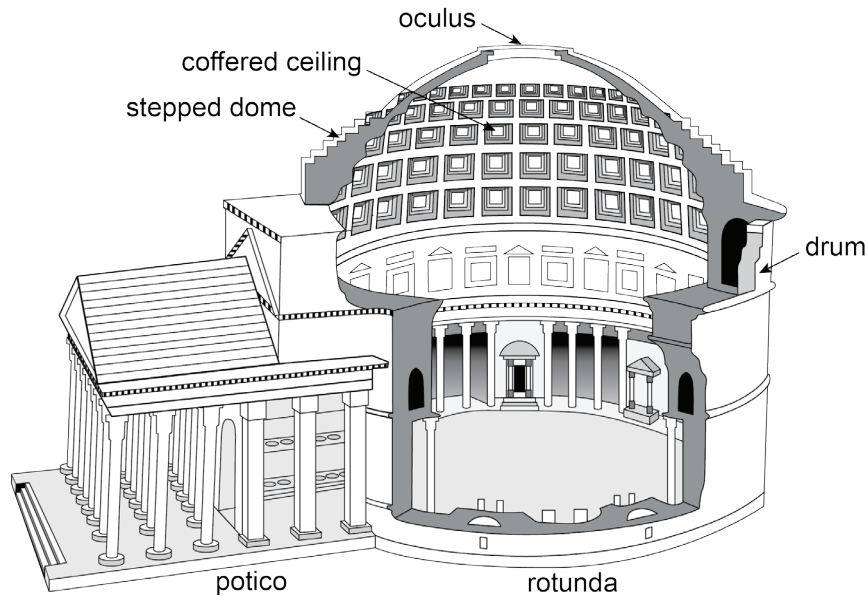
Both the Pantheon and the ancient Greek buildings were supported by tall stone pillars.

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### (Source E)

..... The following perspective drawing is about the Pantheon in Rome. ....



**Perspective drawing of the Pantheon**

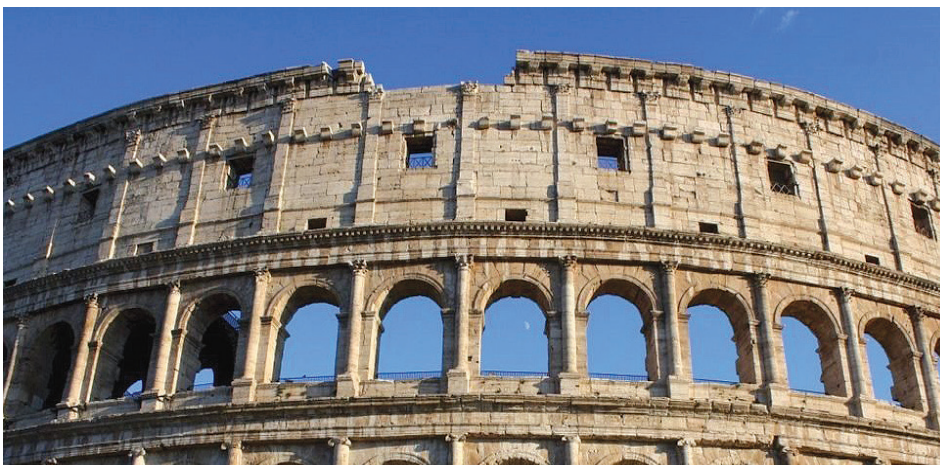
4. With reference to Source E, what are the architectural features of the Pantheon?

The building was supported by many tall stone pillars.

The roof is of dome-shaped design.

### (Source F)

..... The following photograph is about the Colosseum in Rome. ....



**Colosseum**

5. With reference to Source F, what are the architectural features of the Roman Colosseum?

There are many round entrances and exits.



## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Classwork

Appendix 5

What has the ancient Roman civilisation left to us today?

..... **Group 2** .....

Note down the main points below, and prepare to report in class.

### Extended activity

Appendix 6

What has the ancient Roman civilisation left to us today?

..... **Group 2** .....

**History and Today**

**Background :**

- Many buildings today have the architectural features of ancient Rome. Find pictures of these buildings on the internet, and then make a travel guide / IG PAGE to introduce them to the others.

**Grouping :**

- Two in a group

**Travel guide / IG Page requirements :**

- What is the name of the building?
- Where does the building locate?
- When was the building built?
- In what ways does the building follow the ancient Roman architectural style?

**Marking criteria (Total marks: 50) :**

- Consistency of content with historical facts: 35%
- Creativity: 15%

**Marking method :**

- Teacher rating (50%)
- Student peer review (50%)



.....  
**tour guide book**  
.....

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Pre-lesson task

What has the ancient Roman civilisation left to us today?

..... **Group 3** .....

Appendix 7

Complete the following questions.

1. If you have power to make a law, what elements do you think a good law should have?

Generally speaking, students would focus on the elements of 'fairness', 'feasibility',  
comprehensiveness.

2. Today, we often say "Everyone is equal before the law." What do you think the meaning of this saying?

Everyone should be treated the same in the face of the law, without any difference in his/her  
identity, wealth and gender etc.

3. Refer to Sources A and B below, and answer all questions that follow.

#### (Source A)

The following excerpt introduces 'The Laws of the Twelve Tables' of ancient Rome.

'The Laws of the Twelve Tables' was a set of laws created in ancient Rome in 450 BC. The laws were so called because they were carved on twelve bronze tablets. It is considered to be the forerunner of the current 'Statutory law' as well as the basis of 'Roman Laws' in the European legal system. The content of 'The Laws of Twelve Tables' includes 'Procedure', 'Trials', 'Debts', 'Rights of fathers over the family', 'Legal guardianship and inheritance', 'Ownership and possession', 'Land rights and crimes', 'Torts and delicts', 'Public law', 'Sacred law', 'Supplement to the five preceding laws' and 'Supplement to the five succeeding laws'. After its promulgation, 'The Laws of the Twelve Tables' had become the main source of Roman laws in the Republican period.

Translated from : <https://zh.wikipedia.org/zh-hk/%E5%8D%81%E4%BA%8C%E9%93%9C%E8%A1%A8%E6%B3%95>

With reference to Source A, do you think the ancient Roman laws are comprehensive?

Generally, students would agree that the Roman laws were comprehensive.

More capable students might be able to point out some contemporary legal concerns, and argue that the Roman laws were comprehensive only in that historical context.

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Appendix 7

#### ..... Group 3 ..... (Source B)

The following excerpt introduces 'The Laws of the Twelve Tables' of ancient Rome.

Table	Legal provisions
1	<ul style="list-style-type: none"><li>• If you are called to go to the court, you must go. If you don't show up, you can be taken to court by force.</li></ul>
4	<ul style="list-style-type: none"><li>• A father shall have the right of life and death over his children.</li></ul>
7	<ul style="list-style-type: none"><li>• Should a tree be fallen into a neighbour's farm, the owner of the farm has the right to remove the tree.</li><li>• On the other hand, the owner of the tree can take back his own fruit.</li></ul>
8	<ul style="list-style-type: none"><li>• Stolen things cannot be legally owned and can never become one's own property.</li></ul>
9	<ul style="list-style-type: none"><li>• Putting to death of any man not undergoing a trial is forbidden.</li></ul>
11	<ul style="list-style-type: none"><li>• Marriages should not take place between common people (plebeians) and nobles (patricians).</li></ul>

a. With reference to Source B, analyze the features of ancient Roman laws.

- The law emphasizes that the defendant must take responsibility and go to the court for trial, otherwise he will be punished.
- In ancient Rome, the father has the greatest power in the family and can even decide the life and death of his children.
- While protecting individual ownership of articles, it also protects the rights of other groups. (e.g. in Table 7, the law guarantees that the owner of the tree can take back his own fruit after the tree is fallen into the neighbour's farm. On the other hand, the law also guarantees that owners of neighbouring farm have the right to remove the tree.)
- It protects an individual's legal rights. He must undergo a trial before he can be punished according to the seriousness of the crime.
- Under the law, nobles still keep certain privileges e.g. marriages should not take place between common people and nobles.

b. With reference to Source B, do you think that ancient Rome can practice the principle of 'equality before the law'?

No, it can't. First, according to the content of 'The Laws of Twelve Tables', the nobles still enjoy privileges. So not all the people enjoy the same rights. Secondly, the power of the father is much bigger than his children.

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Classwork

What has the ancient Roman civilisation left to us today?

..... **Group 3** .....

Note down the main points below, and prepare to report in class.

Appendix 8

### Extended activity

What has the ancient Roman civilisation left to us today?

..... **Group 3** .....

**Promoting 'The Laws of the Twelve Tables'**

#### Background :

- You were a government official in ancient Rome. Julius Caesar intended to promote 'The Law of the Twelve Tables' to encourage people to abide by the law. You are required to process the work in the form of a short film.

#### Grouping :

- Two in a group

#### Film requirements :

- Length of film should not exceed 3 minutes.
- You should let people have a deeper understanding of 'The Law of the Twelve Tables'.
- If students don't want to be photographed, they can use pictures, animations etc. Only sound but no image is not recommended.

#### Marking criteria (Total marks: 50) :

- Consistency of content with historical facts: 35%
- Creativity: 15%

#### Marking method :

- Teacher rating (50%)
- Student peer review (50%)

Appendix 9



video

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Pre-lesson task

Appendix 10

What has the ancient Roman civilisation left to us today?

#### ..... Group 4 .....

1. Guess the meaning of the following sentences.

Ut in bus ad scholam.	I go to school by bus.
Amo papa	I love daddy.
Ne derelinquas me.	Don't leave me.
Hoc enim Latine.	It's Latin.

Learning Latin is not easy as this kind of language involves complex grammar. But when we study the legacy of ancient Roman civilization, we know that the main language used in ancient Rome is Latin which is also the basis of many European languages today. We will use English language as an example.

According to research, 25% of English words comes from Latin and for medical English words, it is 75%. Simply speaking, among the 26 letters used in English today (except J and W), the remaining 24 are from Latin.

In addition, some of the abbreviations we use every day originate from Latin.

2. Use your own knowledge and write down the meaning of the following abbreviations.

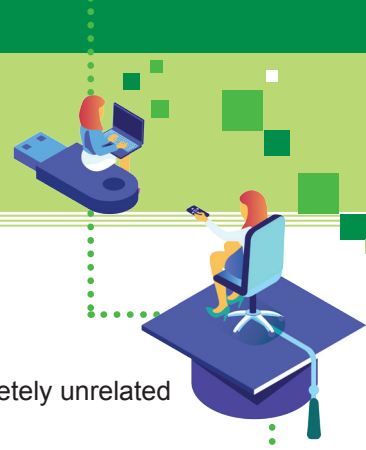
a.m.	morning
p.m.	afternoon
e.g.	for example
etc.	and so on
i.e.	that is
AD	Anno Domini

3. Guess what these abbreviations are based on.

These abbreviations come from the first letter of the Latin words.

## History investigation through enquiry learning

### D1 The development of European civilisation (Topic 2)



From the table above, even if we don't understand Latin today, our daily life is not completely unrelated to it.

Besides language, ancient Roman numbers is another legacy of ancient Roman civilization. How much do you know about them? The ancient Romans have a numeral system that is completely different from the Arabic numbers we frequently use. Please read the following information.

Arabic numbers	Roman numbers	Arabic numbers	Roman numbers
1	I	5	V
10	X	50	L
100	C	500	D
1000	M		

Except for the fact that the numeral system is not the same as the Arabic numbers, the Roman numbers also follow certain criteria :

- Write a smaller Roman number to the right of the larger Roman number, indicating a large number plus a small number.
- Write a smaller Roman number to the left of the larger Roman number, indicating a large number minus a small number.

#### 4. Try to write the Roman numbers corresponding to the following Arabic numbers.

4	IV	101	CI
15	XV	1501	MDI

5. Since the ancient Romans has had their own numeral system, do you think that we still often use Roman numbers to record and perform calculation today? Explain your answer.

No, we won't.

It is because the Roman numeral system is much more complicated than the Arabic counting system.

It can be used as a record but if it is used for calculation, it will take a much longer time to complete.

6. Think one more step :

If you want to know more about the inadequacy of the numeral system of ancient Romans, you can visit the following website to watch the short film – 'Advantages & Disadvantages of the Roman Numeral System: Math & Geometry Tips'.

Website : [http://www.eisland.com.tw/Main.php?stat=a\\_4FpGLjO&mid=2](http://www.eisland.com.tw/Main.php?stat=a_4FpGLjO&mid=2)



## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)



### Classwork

Appendix 11

What has the ancient Roman civilisation left to us today?

..... **Group 4** .....

Note down the main points below, and prepare to report in class.

### Extended activity

Appendix 12

What has the ancient Roman civilisation left to us today?

..... **Group 4** .....

**Use of Roman numbers today**

Observe where we will use Roman numbers today. Take a photo of the relevant object and then paste it in the table below. You have to explain briefly your observation in not more than 150 words.



.....  
**camera**  
.....

Generally speaking, students would mention watches and clocks.

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## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Pre-lesson task

What has the ancient Roman civilisation left to us today?

..... **Group 5** .....

Appendix 13

1. Find information about the 'Republican system' on the internet and extract the essential points.

The Republican system is a form of government under which the supreme ruler of the country is not the monarch, but the one who is elected by law.

2. Study Source A below, and answer the question that follow.

#### (Source A)

The following content is about the electoral system in ancient Rome.

- The Roman citizens held the 'Popular Assembly' every year. They elected government officials in the form of election, and then elected two consuls from these officials. The consuls stayed in office for one year and they had the executive power to handle domestic policies of the city.
- The Roman government set up The Senate which had the highest executive power in the city. It was composed of retired consuls and its role was to monitor the important policies of the city. The government stipulated that all policies must be approved by the Senate before they became official policies.
- In ancient Rome, only male citizens had the right to vote. Female citizens and slaves had no such right.
- Later, in order to protect the interests of the civilians, the ancient Roman government set up the tribunes. The tribunes enjoyed veto power and could overthrow all policies that violated the interests of the civilians.

Identify from Source A one characteristic about the Republican system of ancient Rome. Explain your answer with reference to Source A.

**Suggested answer:** Public participation can be found in the Republican system of ancient Rome.

According to Source A, Roman citizens could join the 'Popular Assembly', while male citizens had the right to vote. These show that public participation is a characteristic of Republican system of ancient Rome.

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## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### ..... Group 5 .....

3. Study Source B below, and answer the question that follow.

#### (Source B)

The following table shows some features of the political system in ancient Athens and ancient Rome.

Right to vote	Formulation of policies
<ul style="list-style-type: none"> <li>Male citizens have the right to vote in both places.</li> <li>Female citizens and slaves have no right to vote in both places.</li> </ul>	<ul style="list-style-type: none"> <li>The Executive and the Legislative are separated in ancient Rome. The Consuls and the government officials take charge of the Executive while the Senate takes charge of the Legislative.</li> <li>In ancient Athens, all policies are decided by citizens' discussion and voting, and the minority has to obey the majority.</li> </ul>

Identify one similarity and one difference between the political systems in ancient Athens and ancient Rome. Explain your answer by referring to Source B.

#### Suggested answer:

**Similarity:** Both systems had elections. The political systems in ancient Athens and ancient Rome had given the right to vote to male citizens.

**Difference:** Citizens in ancient Athens could decide policies with the voting right. However, in ancient Rome, citizens could only elect government officials and the consuls who represented the citizens decided policies. Comparatively, it was more indirect.

## Classwork

Appendix 14

What has the ancient Roman civilisation left to us today?

### ..... Group 5 .....

Note down the main points below, and prepare to report in class.

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Extended activity

What has the ancient Roman civilisation left to us today?

..... **Group 5** .....

#### A letter to Julius Caesar

Suppose you were a female or a slave who has no civil rights in ancient Rome. Julius Caesar now provides you an opportunity to express your opinion so as to consider amending the law to give you civil rights. Write a letter to Julius Caesar and strive for his positive response to your appeals.

Dear Caesar the Great,

As a person without civil rights, I sincerely thank your Honour for giving me a chance to express my opinion. I think your Honour should amend the law and let me also have civil rights because \_\_\_\_\_

Generally speaking, students would focus on the following aspects:

- unfairly treated by the masters
- being discriminated by the government policies
- potential threat of causing social unrest

With respect from your people,

Appendix 15



letter

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### Post-lesson worksheet

Appendix 16

What has the ancient Roman civilisation left to us today?

Complete the following table:

Writing	<ul style="list-style-type: none"><li>• <u>Latin</u> is used as a verbal and writing language</li><li>• This language is originated from the <u>Greek</u> letters but with a slight change.</li><li>• This language forms the basis of many European languages such as <u>English</u>, <u>Italian</u>, <u>French</u>.</li></ul>
Architecture	<ul style="list-style-type: none"><li>• Ancient Romans followed the Greek building style which used <u>tall stone pillars</u> to support buildings.</li><li>• However, they would add innovative elements such as <u>arches</u> and <u>domes</u> to the building.</li><li>• Famous ancient Roman buildings are <u>the Colosseum</u> and <u>the Pantheon</u>.</li></ul>
Law	<ul style="list-style-type: none"><li>• The ancient Roman government promulgated <u>the Laws of the Twelve Tables</u> which was regarded as the most complete law in ancient times.</li><li>• The laws protected individual <u>property</u> from being swallowed up by others. Besides, everyone was <u>equal</u> before the law.</li></ul>
Calendar	<ul style="list-style-type: none"><li>• When Julius Caesar ruled the city, he issued a new calendar with <u>365</u> days as a year and one leap day every <u>four</u> year. This was known as <u>the Julian Calendar</u>.</li></ul>
Political system	<ul style="list-style-type: none"><li>• Ancient Rome learnt democracy from the ancient Greeks.</li><li>• It set up a bicameral government with <u>the Senate</u> and <u>the Popular Assembly</u>.</li></ul>

## History investigation through enquiry learning

D1 The development of European civilisation (Topic 2)

### D1 To know more

(4): Extended reading



- Cartledge, & Cartledge, Paul. (1998). *The Cambridge illustrated history of ancient Greece (Cambridge illustrated history)*. Cambridge ; New York: Cambridge University Press.
- Fullman, J. (2013). *DK Eyewitness books: Ancient civilizations: Discover the golden ages of history, from ancient Egypt and Greece to mighty Rome and the exotic Maya*. New York: DK Publishing
- 杰弗斯著，謝芬芬譯 (2013) 《古希臘—羅馬文明：歷史和背景：新約時期的希羅世界》，上海：華東師範大學出版社。



## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)

### D2 Brief introduction of teaching plan



“Topic 4: History, culture and heritage of early Hong Kong region” in the revised S1-3 History curriculum allows students to study the imprints of the historical development of early Hong Kong region. The history of Hong Kong region may be traced back as early as the New Stone Age and that the early residents in the Hong Kong region (including the Five clans in the New Territories and other major groups such as Tanka people, Hoklo people and Hakka people) began to move to Hong Kong from mainland about the period of the Song and Yuan dynasties. They have different backgrounds and lifestyles, which lead to different customs and beliefs and develop the multi-cultural tradition in Hong Kong. After studying this topic, students will be able to:

- a) know the different lifestyles of the early residents in Hong Kong region;
- b) understand the tradition of local residents and develop the concern of conserving and caring about local cultural heritage by choosing one of the four case studies of the local intangible cultural heritage (Chiu Chow Hungry Ghost Festival, Cheung Chau Jiao Festival, Tai Hang Fire Dragon Dance and Tai O Traditional Dragon Boat Parade).

This teaching plan demonstrates how teacher uses enquiry learning and cooperative learning approaches to allow students to explore the types and lives of early residents in Hong Kong region. In the classroom, students will learn about the lifestyles of people of Punti, Hakka, Hoklo and Tanka, and their unique culture through studying historical sources.

Teachers can also explore values such as persistence and appreciation of history and culture with students through this teaching plan. In Hong Kong region, the living conditions of the early residents were not good, but they showed perseverance to overcome challenges with courage and strive in face of hardship, which is worth learning by students. Furthermore, the different lifestyles of Hong Kong residents in the early days created different festivals and events. Students can further understand and appreciate traditional history and culture by studying this topic.

## History investigation through enquiry learning

D2 History, culture and heritage of early  
Hong Kong region (Topic 4)

### D2 To know more

(1): Learning history through maps

The following map shows Hong Kong's location on the South China Coast.







## History investigation through enquiry learning

D2 History, culture and heritage of early  
Hong Kong region (Topic 4)



## D2 To know more

(2): Chinese-English Glossary

蠟家	Tanka
鶴佬/ 福佬	Hoklo
本地人	Punti
客家人	Hakka
盆菜	Basin Meal
廣東	Guangdong
廣西	Guangxi
過客	Sojourner
屏山區	Ping Shan District
大埔區	Tai Po District

## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)

### D2 To know more

(3): Explanation of terms

<p><b>The Punti</b></p>	<p>Most of the ancestors of the Punti moved to Hong Kong from mainland in the Song and Yuan dynasties. They mainly spoke Cantonese. Due to offspring reproduction, large clans were formed in the middle and late Ming Dynasty. The clans built ancestral halls and edited genealogy. The five major clans living in the New Territories are all Punti.</p> <p style="text-align: right;">Leisure and Cultural Services Department Hong Kong Intangible Cultural Heritage Database Website</p>
<p><b>The Hakka</b></p>	<p>The Hakka mostly moved to Hong Kong after 1669 during the early Qing Dynasty. Today, some Hakka villagers still communicate in Hakka dialect. In order to prevent coastal residents from supporting the Zheng Chenggong army in the early Qing Dynasty, the imperial court issued a relocation order to force coastal residents to migrate inland. In 1669, the Qing court re-populated the coastal regions when the threat was eliminated. But the returning population was scarce and the land was deserted, which seriously affected the local economy. During the period of Emperor Yongzheng and Emperor Qianlong (1723-1795), the imperial court encouraged wasteland reclamation. A large number of people came to Hong Kong from Guangdong, Jiangxi and Fujian. These newcomers were all registered as 'guest households' as they arrived in Hong Kong later than the Punti. That's why they were called 'The Hakka'.</p> <p style="text-align: right;">Leisure and Cultural Services Department Hong Kong Intangible Cultural Heritage Database Website</p>
<p><b>Basin Meal</b></p>	<p>Basin Meal is a unique food culture that has been passed down for hundreds of years in the local clan villages in the New Territories. It not only plays a role in maintaining ethnic groups, but also has a social function to confirm the identity of clan members. Basin Meal is also included in the representative list of Hong Kong's intangible cultural heritage.</p> <p style="text-align: right;">Leisure and Cultural Services Department Hong Kong Intangible Cultural Heritage Database Website</p>
<p><b>The Tanka</b></p>	<p>The Tanka was a branch of the Baiyue people in the pre-Qin period. They were people who used boats as their home in Guangdong, Guangxi and Fujian. There were a large number of boat people along the coast of Hong Kong, especially Deep Bay, Castle Peak Bay, Tai Po Sea and the coast of Saigon and the outlying islands. Most of them are engaged in fishing and shipping and their folk culture is mainly dependent on fishery activities. However, this folk culture is on the verge of disappearing as it has continued to integrate into Hong Kong's land culture after the Tanka are going ashore. The shores where they currently live are mainly Shek Pai Wan Estate, Yue Kwong Chuen, Aberdeen Centre and Ap Lei Chau Estate.</p> <p style="text-align: right;">Agriculture, Fisheries and Conservation Department Website</p>
<p><b>The Hoklo</b></p>	<p>The Hoklo is also called the Fuklo. According to records, the Hoklo in Fujian had already moved south to the east coast of the New Territories during the Song dynasty. After they came to Hong Kong, they originally lived in Sheung Wan. They later settled in Shau Kei Wan, Tiger Rock, Lam Tin, Kwun Tong, Tsz Wan Shan, Diamond Hill, Ngau Tau Kok and Chai Wan while some of them moved to Cheung Chau, Sam Mun Tsai and Aberdeen to make a living by fishing.</p> <p style="text-align: right;">Agriculture, Fisheries and Conservation Department Website</p>



## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)



### D2 Trial teaching plan

Imprints of the early settlers in Hong Kong region

Target students	S1
Topic of trial teaching	Topic 4 : History, culture and heritage of early Hong Kong region
	Imprints of the early settlers in Hong Kong region
Suggested number of lessons	1 lesson
Suggested lesson time	40 minutes
Enquiry questions	How do we find the imprints related to the early settlers in Hong Kong region?
<b>Learning objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>Know the types and lifestyles of the early settlers in Hong Kong region</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Distinguish types of sources for studying history</li> <li>Analyse change and continuity</li> <li>Connect history with daily lives</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Appreciate and respect the traditional culture and heritage</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>Enquiry learning</li> <li>Cooperative learning</li> </ul>
<b>Learning and Teaching Materials</b>	
Pre-lesson task	<ul style="list-style-type: none"> <li>Table (Appendix 1)</li> </ul>
Classwork	<ul style="list-style-type: none"> <li>Data-based questions (Appendix 2)</li> <li>Worksheet A- the Punti (Appendix 3)</li> <li>Worksheet B- the Hakka (Appendix 3)</li> <li>Worksheet C- the Hoklo (Appendix 3)</li> <li>Worksheet D-the Tanka (Appendix 3)</li> </ul>
Post-lesson task	<ul style="list-style-type: none"> <li>Table (Appendix 4)</li> </ul>

## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)

### D2 Trial teaching flow

Imprints of the early settlers in Hong Kong region

Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
5 minutes	Pre-lesson task and introduction	<ul style="list-style-type: none"><li>• Check answers of Pre-lesson task.</li><li>• After finishing the task, students will understand that people living in Hong Kong in the early days can be roughly divided by their places of living - land or sea.</li></ul>	Appendix 1
15 minutes	Cooperative learning	<ul style="list-style-type: none"><li>• To identify the four major groups of people, students study Source A and finish the questions that follow.</li><li>• The class will be divided into 4-6 groups. Each group focuses on one set of worksheets and finish related questions to understand the lifestyle of different major groups of people.</li></ul>	Appendix 2 Appendix 3
15 minutes	Presentation	<ul style="list-style-type: none"><li>• Each group nominates a representative to present their findings on their worksheet.</li></ul>	
5 minutes	Summary and Post-lesson task	<ul style="list-style-type: none"><li>• With teacher's input, students complete a post-lesson task to consolidate what they have learnt.</li></ul>	Appendix 4



## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)



## Pre-lesson task

Imprints of the early settlers in Hong Kong region

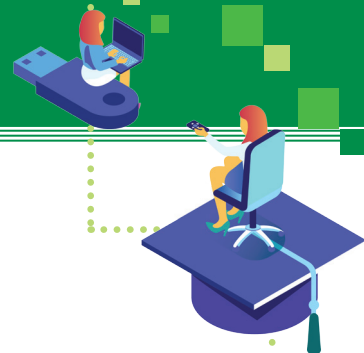
Appendix 1

Can you name the following food found in early Hong Kong?

<p style="text-align: center;"><b>Food A</b></p> 	<p style="text-align: center;"><b>Major Ingredients:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pork</li> <li><input type="checkbox"/> Beef</li> <li><input type="checkbox"/> Lamb</li> <li><input type="checkbox"/> Chicken</li> <li><input type="checkbox"/> Duck</li> <li><input type="checkbox"/> Mushrooms</li> <li><input type="checkbox"/> Chinese radish</li> <li><input type="checkbox"/> Tofu</li> </ul> <p style="text-align: center;"><b>Name: Big Bowl Feast (Poon Choi) 盤菜</b></p>
<p style="text-align: center;"><b>Food B</b></p> 	<p style="text-align: center;"><b>Major Ingredients:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fresh crab</li> <li><input type="checkbox"/> Fired garlic</li> <li><input type="checkbox"/> Chillies</li> </ul> <p style="text-align: center;"><b>Name: Spicy Crab with Fried Garlic 避風塘炒蟹</b></p>
<p style="text-align: center;"><b>Food C</b></p> 	<p style="text-align: center;"><b>Major Ingredients:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pork belly</li> <li><input type="checkbox"/> Preserved vegetable</li> <li><input type="checkbox"/> Dark soy sauce</li> <li><input type="checkbox"/> Ginger</li> <li><input type="checkbox"/> Onions</li> </ul> <p style="text-align: center;"><b>Name: Braised Pork with Preserved Vegetable 梅菜扣肉</b></p>
<p style="text-align: center;"><b>Food D</b></p> 	<p style="text-align: center;"><b>Major Ingredients:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fresh Shrimp</li> <li><input type="checkbox"/> Salt</li> </ul> <p style="text-align: center;"><b>Name: Shrimp paste 蝦醬</b></p>

## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)



Answer the following questions:

1. How different were the major ingredients of Food A and C, with that of Food B and D?

While the major ingredients of Food A and C were mainly coming from land (chicken, pork),  
ingredients of food B and D were mainly coming from sea (crab, shrimp).

2. According to Question (1), can you conclude two types of lifestyle that existed in early Hong Kong region?

There were mainly two groups of people, one mainly lived on land, and one mainly lived on sea.

## Classwork

## Appendix 2

How do we find the imprints related to the early settlers in Hong Kong region?

Study Source A below, and answer the question that follows.

### (Source A)

The following is extracted from the 1911 Census report in Hong Kong.

**Table XI.**  
*Dialects spoken in the Home for Chinese Population of the Colony  
(except New Territories, North and South).*

Dialects.	Males.	Females.	Total.
Punti, .....	209,936	102,056	311,992
Hakka, .....	16,394	6,428	22,822
Hoklo. ....	6,353	596	6,949
Not stated (Mercantile Marine), .....	5,551	240	5,791

Source: Report on the Census of the Colony for 1911, Census Office

Identify the four major groups of people from Source A.

Punti, Hakka, Hoklo (Fuklo), and Mercantile Marine (Tanka / Boat people)



## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)



## Classwork

Appendix 3

How do we find the imprints related to the early settlers in Hong Kong region?

### ..... Group A .....

#### Worksheet A—the Punti

Study Sources B and C below, and answer all questions that follow.

#### (Source B)

The following is extracted from the 1911 Census report in Hong Kong.

**Table XII.**  
*Dialects spoken in the Home. New Territories  
(Northern District).*

Districts and Dialects.	Males.	Females.	Total.
<b>P'ing Shan District :—</b>			
Punti, .....	4,377	3,641	8,018
Hakka, .....	997	1,751	2,748
Hoklo, .....	2	1	3
Others, .....	28	...	28
<b>San T'in District :—</b>			
Punti, .....	1,706	1,663	3,369
Hakka, .....	...	3	3
<b>Sheung Shui District :—</b>			
Punti, .....	2,747	2,652	5,399
Hakka, .....	767	693	1,460
<b>Tai Po District :—</b>			
Punti, .....	1,039	1,291	2,330
Hakka, .....	3,498	3,489	6,987
Hoklo, .....	3	8	11
Not stated, .....	...	113	113
<b>Ts'un Wan District :—</b>			
Punti, .....	375	155	530
Hakka, .....	1,259	1,190	2,449
Hoklo, .....	1	...	1
Not stated, .....	1	1	2

Source: Report on the Census of the Colony for 1911, Census Office

## History investigation through enquiry learning

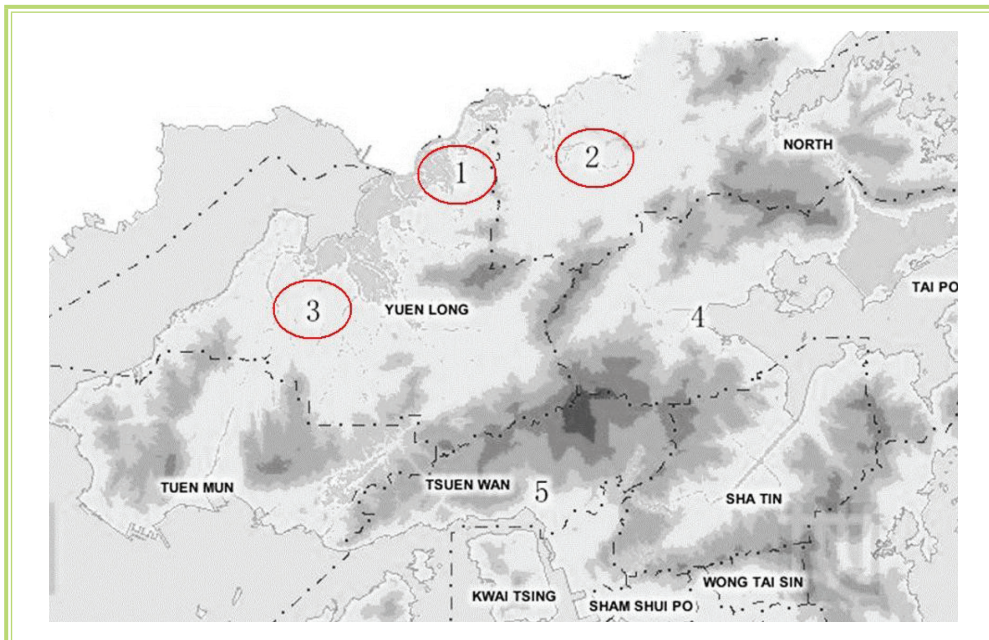
D2 History, culture and heritage of early Hong Kong region (Topic 4)

### (Source C)

The following description is about the Punti in early Hong Kong.

I come from a Punti family in Hong Kong and I am living in the New Territories. In about the 10<sup>th</sup> century, my ancestors moved from Guangdong and Guangxi in the mainland to Hong Kong. As they were the first group to settle in Hong Kong, they called themselves the “original residents”. They also took advantage of the fertile land in the New Territories and made a living by farming. We speak Cantonese.

1. Circle the major places of residence of the Punti in the map below.



Locations: Ping Shan District (1), Sheung Shui District (2), San Tin District (3),  
Tai Po District (4), Tsuen Wan District (5)

Landscape: Dark colour= hilly; Light colour= flat land

Source: *GeoInfo Map, Land Department, Hong Kong government*  
<http://www2.map.gov.hk/gih3/view/index.jsp>

- 2 (a) With reference to Source C, why did the Punti call themselves the ‘original residents’?

It was because they were the first group of people to settle in Hong Kong.

- (b) With reference to Source C, when did the Punti move to settle in Hong Kong?

In about the 10<sup>th</sup> century.

3. Refer to Source C and the map above, how could the Punti make their living?

Agricultural activities. Source C has mentioned that they settled in fertile territories while the map above shows that they settled in flat land. Therefore, with flat and fertile land, the Punti could practice farming easily.





## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)

### ..... Group B .....

#### Worksheet B—the Hakka

Study Sources D and E below, and answer all questions that follow.

#### (Source D)

The following is extracted from the 1911 Census report in Hong Kong.

**Table XII.**  
*Dialects spoken in the Home, New Territories  
(Northern District).*

Districts and Dialects.	Males.	Females.	Total.
<b>P'ing Shan District :—</b>			
Punti, .....	4,377	3,641	8,018
Hakka, .....	997	1,751	2,748
Hoklo, .....	2	1	3
Others.....	28	...	28
<b>San T'in District :—</b>			
Punti, .....	1,706	1,663	3,369
Hakka,.....	...	3	3
<b>Sheung Shui District :—</b>			
Punti,.....	2,747	2,652	5,399
Hakka,.....	767	693	1,460
<b>Tai Po District :—</b>			
Punti, ....	1,039	1,291	2,330
Hakka,.....	3,498	3,489	6,987
Hoklo, .....	3	8	11
Not stated,.....	...	113	113
<b>Ts'un Wan District :—</b>			
Punti, .....	375	155	530
Hakka, .....	1,259	1,190	2,449
Hoklo, .....	1	...	1
Not stated, .....	1	1	2

Source: Report on the Census of the Colony for 1911, Census Office

#### (Source E)

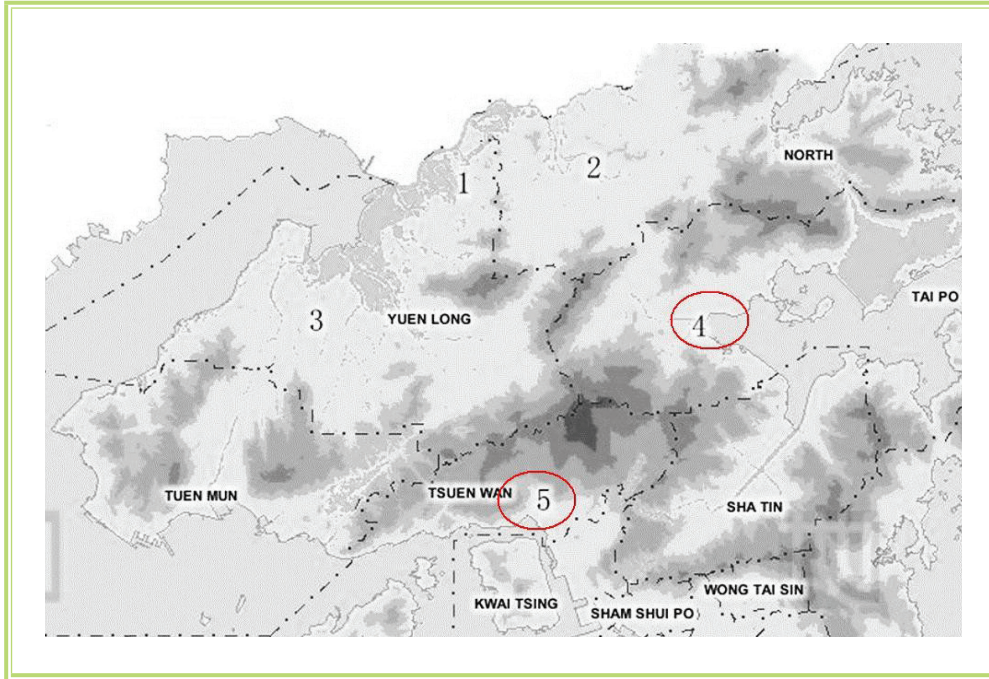
The following description is about the Hakka in early Hong Kong region.

I come from a Hakka family in Hong Kong and I am living in the New Territories. The name Hakka means 'guests'. In about the 17<sup>th</sup> century, my ancestors moved from Jiangxi, Guangdong and Fujian in the mainland to Hong Kong. Most of them settled in nowadays New Territories. Since they were the latecomers, their farming lands were not as fertile as the Punti. So they also raised livestock to earn a living. We speak Hakka dialect.

## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)

1. Circle the major places of residence of the Hakkas in the map below.



Locations: Ping Shan District (1), Sheung Shui District (2), San Tin District (3),  
Tai Po District (4), Tsuen Wan District (5)

Landscape: Dark colour= hilly; Light colour= flat land

Source: GeoInfo Map, Land Department, Hong Kong government  
<http://www2.map.gov.hk/gih3/view/index.jsp>

2 (a) With reference to Source E, why was the Hakka known as 'guests'?

It was because they were not originally living in Hong Kong.

(b) With reference to Source E, when did the Hakkas settle in Hong Kong?

In about the 17<sup>th</sup> century

3. Refer to Source E and the map above, how could the Hakka make their living?

Source E shows that the Hakka practiced farming and kept livestock. The map above shows that the Hakka settled in flat land that was also easy for farming.

## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)

### ..... Group C .....

#### Worksheet C—the Fuklo

Study Sources F and G below, and answer all questions that follow.

#### (Source F)

The following photo portrays the life of the Fuklo in Hong Kong.



Source: [https://www.hkmemory.hk/search/search?searchword=Hoklo+fishermen&channelid=230719&perpage=&templet=search\\_result\\_all.jsp&extend\\_expr=](https://www.hkmemory.hk/search/search?searchword=Hoklo+fishermen&channelid=230719&perpage=&templet=search_result_all.jsp&extend_expr=)

#### (Source G)

The following description is about the Fuklo in early Hong Kong region.

I come from a Fuklo family and I am now living in North Point. The Fuklo is also known as the Hoklo. In about the 11<sup>th</sup> century, my ancestors moved from Fujian in the mainland to Hong Kong. They mainly lived on boats and fished for a living. We speak the Fujian dialect.

1. With reference to Source F and G, how did the Fuklo make a living?

Source F shows that the Fuklo were fishing while Source G reflects that they fished for a living.

Therefore, they practiced fishing to make a living.

2. With reference to Source G, where did the Fuklo come from?

They came from Fujian.

## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)

### ..... Group D .....

#### Worksheet D—the Tanka

Study Sources H and I below, and answer all questions that follow.

#### (Source H)

The following picture shows a Tanka community in Hong Kong under early British colonial rule.



Source: <http://porttowns.port.ac.uk/tankas-early-colonial-hong-kong/>

#### (Source I)

The following description is about the Tanka in early Hong Kong region

I come from a Tanka family and I am living in Shau Kei Wan. I do not know when my ancestors come to Hong Kong. They moved from Guangdong and Fujian in the mainland and lived in Hong Kong for a long time. They always lived on boats so they were also known as 'boat people'. They were mainly fishermen. We speak Cantonese.

1. With reference to Sources H and I, how did the Tanka make a living?

According to Source H, the Tanka stayed on boat while Source I described the Tanka as 'fishermen'.

Therefore, they practiced fishing to make a living.

2. With reference to Source I, where did the Tanka come from?

They came from Guangdong and Fujian.



## History investigation through enquiry learning

D2 History, culture and heritage of early Hong Kong region (Topic 4)



## Post-lesson task

Appendix 4

How do we find the imprints related to the early settlers in Hong Kong region?

Complete the following table about the early settlers in Hong Kong.

Name of the major groups	Time settling in Hong Kong	Place of origin	Location of residence	Ways of making a living	Dialects
The Punti	● 10 <sup>th</sup> century	<ul style="list-style-type: none"> <li>● Guangdong</li> <li>● Guangxi</li> </ul>	<ul style="list-style-type: none"> <li>● Sheung Shui</li> <li>● San Tin</li> <li>● Ping Shan</li> </ul>	<ul style="list-style-type: none"> <li>● Farming</li> </ul>	<ul style="list-style-type: none"> <li>● Cantonese</li> </ul>
The Hakka	● 17 <sup>th</sup> century	<ul style="list-style-type: none"> <li>● Guangdong</li> <li>● Jiangxi</li> <li>● Fujian</li> </ul>	<ul style="list-style-type: none"> <li>● Tsuen Wan</li> <li>● Tai Po</li> </ul>	<ul style="list-style-type: none"> <li>● Farming</li> </ul>	<ul style="list-style-type: none"> <li>● Hakka dialect</li> </ul>
The Fuklo (or Hoklo)	● 11 <sup>th</sup> century	<ul style="list-style-type: none"> <li>● Fujian</li> </ul>	<ul style="list-style-type: none"> <li>● North Point</li> <li>● Kowloon City</li> </ul>	<ul style="list-style-type: none"> <li>● Fishing</li> </ul>	<ul style="list-style-type: none"> <li>● Fujian dialect</li> </ul>
The Tanka	● Unknown	<ul style="list-style-type: none"> <li>● Guangdong</li> <li>● Fujian</li> </ul>	<ul style="list-style-type: none"> <li>● Aberdeen</li> <li>● Shau Kei Wan</li> <li>● Cheung Chau</li> </ul>	<ul style="list-style-type: none"> <li>● Fishing</li> </ul>	<ul style="list-style-type: none"> <li>● Cantonese</li> </ul>

## History investigation through enquiry learning

D2 History, culture and heritage of early  
Hong Kong region (Topic 4)

### D2 To know more

(4): Extended reading

- Lim, P. (1997). *Discovering Hong Kong's Cultural Heritage*. Hong Kong ; New York : Oxford University Press.
- Yim, S. (2006). *Experiencing the Clan Culture of New Territories*. Hong Kong: Wan Li Book Co.
- 蔡志祥 (2000) 《打醮：香港的節日和地域社會》，香港：三聯書店(香港)有限公司。



## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)



### D3 Brief introduction of teaching plan

“Students may explore the origin and the impact of the two world wars in Topic 9: International conflicts and crises in the 20th century (I) – the two world wars of the revised curriculum. In the 20th century, the two world wars and the Cold War had great impact on the shaping of the present world. This topic focuses on the discussion of the fundamental causes of the two world wars and how the two world wars changed the world order such as the decolonisation in Asia and Africa, and the rise of the “Third World”. Through case study students may understand different changes concerning the war tactics and armaments during the two world wars, and how military innovations were used in our daily lives in post-war years. In addition, genocide was a repeated historical phenomenon in the 20th century. The Holocaust is used as an example for students to understand the background and the miserable experiences of the Jews during the war and the reflections made by the Germans after the war.

This teaching plan demonstrates how the adoption of enquiry approach and collaborative learning may enhance students’ understanding of the case study: “Genocide: using the Holocaust as an example” in this topic. Genocide repeatedly took place in the 20th century. By studying historical sources, students are able to understand its cause-and-effect relationship. This teaching plan may enrich students’ knowledge on the Nazi massacre of the Jews during the Second World War and facilitate their understanding of the background of the Holocaust, the sufferings of the Jews and the German reflection after the war. Apart from demonstration of enquiry learning, this teaching plan also shows how students’ historical empathy may be strengthened by using the first person point of view to think about historical issues.

Through this teaching plan, students are able to understand the positive values such as respect and fair treatment to others. At the same time, students may understand the present in the context of the past and develop positive values and attitudes such as treasuring peace. Nazi Germany brutally persecuted the Jews and carried out genocide which resulted in the death of nearly 6 million Jews. The teaching plan shows the background and course of the Holocaust as well as the German reflection on the Holocaust. This lesson enables students to know the origin and harmful effect of the Holocaust, helps them learn from history and realize the importance of promoting peace in order to avoid history from repeating itself.

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### D3 To know more

(1): Learning history through maps

The following map shows Europe in the inter-war period.





## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### D3 To know more

(2): Chinese-English Glossary

納粹黨	National Socialist German Workers' Party (NSDAP) (Nazi Party)
大屠殺	Holocaust
第三帝國	Third Reich
集中營	Concentration camp
猶太人	Jew
猶太問題最後解決方案	Final Solution to the Jewish Question
奧斯維辛	Auschwitz
希特拉	Hitler, Adolf
布蘭特	Brandt, Willy
紐倫堡審判	Nuremberg trials

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### D3 To know more

(3): Explanation of terms

<b>Nazi Party</b>	<p>Nazi Party, byname of National Socialist German Workers' Party, German Nationalsozialistische Deutsche Arbeiterpartei (NSDAP), political party of the mass movement known as National Socialism. Under the leadership of Adolf Hitler, the party came to power in Germany in 1933 and governed by totalitarian methods until 1945.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Concentration camp</b>	<p>Concentration camp, internment centre for political prisoners and members of national or minority groups who are confined for reasons of state security, exploitation, or punishment, usually by executive decree or military order. Persons are placed in such camps often on the basis of identification with a particular ethnic or political group rather than as individuals and without benefit either of indictment or fair trial. Extermination camp is a kind of Nazi German concentration camp that specialized in the mass annihilation of unwanted persons in the Third Reich and conquered territories. The camps' victims were mostly Jews but also included Roma (Gypsies), Slavs, homosexuals, alleged mental defectives, and others. The extermination camps played a central role in the Holocaust.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Holocaust</b>	<p>Holocaust refers to the systematic state-sponsored killing of six million Jewish men, women, and children and millions of others by Nazi Germany and its collaborators during World War II.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Third Reich</b>	<p>Third Reich, official Nazi designation for the regime in Germany from January 1933 to May 1945, as the presumed successor of the medieval and early modern Holy Roman Empire of 800 to 1806 (the First Reich) and the German Empire of 1871 to 1918 (the Second Reich).</p> <p>Britannica Academic (Encyclopedia Britannica)</p>
<b>Willy Brandt</b>	<p>Willy Brandt (1913-1992), German statesman, leader of the German Social Democratic Party of Germany (SPD) from 1964 to 1987, and chancellor of the Federal Republic of Germany from 1969 to 1974. He was awarded the Nobel Prize for Peace in 1971 for his efforts to achieve reconciliation between West Germany and the countries of the Soviet bloc.</p> <p>Britannica Academic (Encyclopedia Britannica)</p>



## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)



### D3 Trial teaching plan

Case study : lessons learnt from the Holocaust

Target students	S3
Topic of trial teaching	Topic 9 : International conflicts and crises in the twentieth century (I) – the two world wars
	Case study - lessons learnt from the Holocaust
Suggested number of lessons	2 lessons
Suggested lesson time	40 minutes per lesson
Enquiry questions	Using the Holocaust as an example, what did people learn from the two world wars?
<b>Learning Objectives</b>	
Knowledge	<ul style="list-style-type: none"> <li>Know the meaning of the Genocide and the Holocaust</li> <li>Understand the background of the Holocaust</li> <li>Understand the German reflections in the post-WWII period</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Make deductions and inferences from historical sources</li> <li>Distinguish the differences between historical facts and opinions</li> <li>Relate the study of history to contemporary life</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Develop an attitude for building a peaceful world and a better future</li> </ul>
<b>Learning and Teaching Strategy</b>	
	<ul style="list-style-type: none"> <li>Enquiry approach</li> <li>Cooperative learning</li> </ul>
<b>Learning and Teaching Materials</b>	
Pre-lesson task	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Pre-lesson task 1 (Appendix 1)</li> <li>Pre-lesson task 2 (Appendix 2)</li> <li>Graphic organizer in Part 1 (Appendix 3)</li> </ul>
Classwork	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Historical sources (Appendix 4)</li> <li>Graphic organizer in Part 2 (Appendix 3)</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>Questions for reflection (Appendix 6)</li> <li>Historical sources (Appendix 7)</li> <li>Graphic organizer (Appendix 8)</li> </ul>
Post-lesson task	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Post-lesson task 1 (Appendix 5)</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>Post-lesson task 2 (Appendix 9)</li> </ul>

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### D3 Trial teaching flow

Case study: lessons learnt from the Holocaust

Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
<b>Lesson 1</b>			
	Arouse learning motivation and develop prior knowledge	<ul style="list-style-type: none"> <li>Students complete pre-lesson task (Appendix 1) at home by watching the video “Key Historical Concepts in Holocaust Education: Nazi Camps” for reference so as to develop an understanding of the concentration camps.</li> <li>Before the lesson, students should also study Source A in Appendix 2 and together with Appendix 1 to complete a part of graphic organizer: part 1 on “Who were the victims?”, “When did it take place?” and “How were the victims killed?” of the Holocaust (Appendix 3).</li> </ul>	<p>Appendix 1</p> <p>Appendix 2</p> <p>Appendix 3(Part1)</p>
5 minutes	Introduction	<ul style="list-style-type: none"> <li>Introduce examples of the Genocide in the 20<sup>th</sup> century</li> </ul>	
15 minutes	Cooperative learning	<ul style="list-style-type: none"> <li>The class will be divided into groups of four students each.</li> <li>Students of each group have to study Sources C, D, E and F (Appendix 4) and complete graphic organizer: part 2 (Appendix 3).</li> <li>The graphic organizer includes six major elements (What, why, when, who, where and how) that are related to the Holocaust. For “who”, “when” and “how”, students have already completed at home. They only need to summarize the answers of these three “2W1H”, and focus on discussing “What”, “why” and “How” by studying sources C, D, E and F. Apart from finding answers from the sources, students should cite concrete clues from the sources as supporting evidence.</li> </ul> <p>Remarks : Students with different level of abilities will be able to participate in group work. For example, students can choose to study written sources or map in accordance with their abilities.</p>	<p>Appendix 3(Part 2)</p> <p>Appendix 4</p>
15 minutes	Presentation	<ul style="list-style-type: none"> <li>Each group has to present their findings by demonstrating the graphic organizer (Appendix 3).</li> </ul>	Appendix 3
5 minutes	Summary and preparation for the next lesson	<ul style="list-style-type: none"> <li>Students understand the Holocaust by studying different sources.</li> <li>Teacher raises a question, “Did Germany and the international communities make any efforts to prevent the Holocaust from happening again after World War Two?”</li> <li>Students complete post-lesson task 1(Appendix 5) by searching the information of Willy Brandt on the internet.</li> </ul>	Appendix 5



## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### D3 Trial teaching flow

Case study: lessons learnt from the Holocaust

Time	Teaching Steps	Learning and teaching activities	Learning and teaching materials
<b>Lesson 2</b>			
	Arouse learning motivation	<ul style="list-style-type: none"> <li>Students have completed post-lesson task 1 (Appendix 5) in the previous lesson.</li> <li>They should be able to find out who Willy Brandt is and why he was kneeling down. This aimed at arousing students' interest about the reflection made by Germany on the Holocaust after WWII.</li> </ul>	Appendix 5
5 minutes	Motivation by questioning	<ul style="list-style-type: none"> <li>Teacher asks questions to stimulate students' thinking.</li> </ul>	Appendix 6
5 minutes	Explanation	<ul style="list-style-type: none"> <li>Teacher explains the significant efforts made by the international communities to prevent another Holocaust.</li> </ul>	
15 minutes	Cooperative learning	<ul style="list-style-type: none"> <li>The class will be divided into groups of four students each.</li> <li>Sources G,H,I and J are about the reflections of Germany from the Holocaust and will be distributed to each group.</li> <li>Three separated pieces of triangular puzzle regarding "What", "Who" and "How" and impacts of the Holocaust will be distributed (Appendix 8).</li> <li>Students explore the reflections made by Germany on the Holocaust from the sources.</li> </ul> <p>Remarks :</p> <ul style="list-style-type: none"> <li>Students with different level of abilities will be able to participate in group work. For example, students can choose to study written sources or unwritten sources in accordance with their abilities.</li> <li>For more able students, they can also use the three new 2W1H (the other three triangular puzzles) to replace the old 2W1H on graphic organizer adopted in the 1st lesson. Students can have deeper understanding on the Holocaust.</li> </ul>	Appendix 7 Appendix 8
10 minutes	Presentation	<ul style="list-style-type: none"> <li>Each group has to present their findings by demonstrating the answers on triangular puzzle.</li> </ul>	Appendix 8
5 minutes	Summary and preparation for next lesson	<ul style="list-style-type: none"> <li>Students understand the efforts made by Germany and the international communities to prevent another Holocaust from happening after WWII.</li> <li>Students complete Post-lesson task 2 (Appendix 9). The task aimed at :               <ol style="list-style-type: none"> <li>consolidating students' understanding of the Holocaust.</li> <li>developing an attitude to build a peaceful world and a better future.</li> </ol> </li> </ul>	Appendix 9



## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Pre- lesson task (1)

Using the Holocaust as an example, what did people  
learn from the two world wars?

Appendix 1

Watch the video “Key Historical Concepts in Holocaust Education: Nazi Camps” and choose one Concentration Camp/Prisoner of War Camp/Extermination Camp which was operated under Nazi rule during the period of the Third Reich.

Link for the video : <https://www.youtube.com/watch?v=0XQBRVCToTg>

1. Name of the Camp : For example: the Dachau Concentration Camp
2. Picture of the Camp :

Paste / Draw two pictures of the Camp.

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3. Location of the Camp :

It was near Munich in southern Germany.

4. Reason for setting up the Camp :

To put political prisoners into prison in order to consolidate the power of the Third Reich.

5. Brief history of the Camp :

The Dachau Concentration Camp was built in March 1933. It was the first concentration camp built by the Nazi government

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Pre-lesson task (2)

Appendix 2

Using the Holocaust as an example, what did people  
learn from the two world wars?

Study Sources A and B below, and answer all questions that follow.

#### ..... Source A .....

The following are some definitions of the Holocaust.

- The Holocaust was the mass murder of Jews under the German Nazi regime during the period 1941–5. (Oxford dictionary)
- The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. (Holocaust Encyclopedia)

#### ..... Source B .....

Refer to the information you have searched in pre-lesson task 1.

With reference to Sources A and B, and complete Graphic organizer Part 1 (Appendix 3).

1. Who were the victims of the Holocaust?
2. When did the Holocaust take place?
3. How were the victims killed in concentration camps?

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### Graphic organizer

Using the Holocaust as an example, what did people learn from the two world wars?

Appendix 3







## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)



## Graphic organizer

Appendix 3

Using the Holocaust as an example, what did people learn from the two world wars?

### Clue

Concentrations camps were established in Germany, German occupied states and Germany's allied states.

(Source C)

### Clue

The Jew who lives among us and is forced to make use of the German language. He does not thereby become a German.

(Source D)

### Clue

The Jewish spirit can ever really be eradicated. Don't be misled into thinking you can fight a disease without killing the carrier, without destroying the bacillus.

(Source E)

### Clue

"An overall plan...for the execution of the intended final solution of the Jewish question".

(Source F)

## Holocaust

Why did it happen?

1. Hitler regarded Jews as "alien" race who were not Germans.
2. Hitler discriminated Jews who was believed to be the "disease" of Germany.

Where did it take place?

Concentration and extermination camps in Germany, German occupied states and Germany's allied states

What was the "final solution" of Jews?

A plan for the execution of Jews

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

## Classwork

Appendix 4

Using the Holocaust as an example, what did people learn from the two world wars?

Divide the class into groups with four students each. Study Sources C-F below, and find answers related to the Holocaust.

### ..... Source C .....

The following map shows the location of major Nazi camps in Europe (1943-1944).



Source : United States Holocaust Memorial Museum,  
[https://www.ushmm.org/outreach/en/media\\_nm.php?MediaId=354](https://www.ushmm.org/outreach/en/media_nm.php?MediaId=354)



## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### ..... Source D .....

The following is adapted and translated from a letter written by Adolf Hitler in 1919.

Jews have never yet adopted much more than the language of the foreign nations among whom they live. A German who is forced to make use of the French language in France, Italian in Italy, Chinese in China does not thereby become a Frenchman, Italian, or Chinaman. It's the same with the Jew who lives among us and is forced to make use of the German language. He does not thereby become a German.

Frank Mc. (2012). *Hitler and the Rise of the Nazi Party*. London and New York: Routledge.

### ..... Source E .....

The following is adapted and translated from a speech by Adolf Hitler in 1920.

For us, it is a problem of whether our nation can ever recover its health, whether the Jewish spirit can ever really be eradicated. Don't be misled into thinking you can fight a disease without killing the carrier, without destroying the virus. This Jewish contamination will not decrease, this poisoning of the nation will not end, until the carrier himself, the Jew, has been banished from our midst.

Victor, B., Joseph, G.K & David, L. (2012). *A Rage to Live : Surviving The Holocaust So Hitler Would Not Win*.

### ..... Source F .....

The following is adapted and translated from the letter of Hermann Goering (one of the leaders of the Nazi Party) to Reinhard Heydrich (the Chief of Reich security and Deputy head of the SS\*) to prepare a plan for the 'Final Solution to the Jewish Question' in 1941.

Complementing the task that was assigned to you on 24 January 1939, which dealt with arriving at ..., a solution of the Jewish problem, as advantageous as possible, I hereby charge you with making all necessary preparations ...for bringing about a complete solution of the Jewish question in the German sphere of influence in Europe. ...I charge you furthermore to send me, before long, an overall plan ...necessary for the accomplishment of the desired solution of the Jewish question.

Source : The Wiener Library, Nuremberg War Crimes Trial, collection reference 1655/1721

\*The SS : Protection squads

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### Post-lesson task (1)

Using the Holocaust as an example, what did people learn from the two world wars?

Appendix 5

Search information about Willy Brandt on the internet and answer all questions that follow.

1. Who is Willy Brandt?

Former Chancellor of West Germany (1969-1974)

2. What was he doing in Warsaw (the capital of Poland) on December 7, 1970?

He was asking for the forgiveness of the victims of the Holocaust on behalf of Germany.

### Classwork

Using the Holocaust as an example, what did people learn from the two world wars?

Appendix 6

#### Questions for reflection :

1. Who was Willy Brandt and why was he kneeling down?
2. Why should we prevent another Holocaust from happening again?
3. What efforts should be made by Germany and the international communities to prevent another Holocaust from happening again?

#### Efforts made by Germany and the international communities to prevent another Holocaust from happening after WWII :

- a. Nuremberg trials, 1945 (Source H)
- b. The Convention on the Prevention and Punishment of the Crime of Genocide, 1951
- c. International Holocaust Remembrance Day, 2005

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

# Classwork

## Appendix 7

Using the Holocaust as an example, what did people learn from the two world wars?

Study Sources G-J below, and complete the three triangular puzzle regarding 'What', 'Who' and 'How' in Appendix 8.

### ..... Source G .....

The following table shows a list of perpetrators of the Holocaust and their punishments.

Perpetrators of Holocaust	Name and description	Punishment / Consequence
<a href="https://www.britannica.com/biography/Adolf-Hitler">https://www.britannica.com/biography/Adolf-Hitler</a>	<b>Adolf Hitler</b> - Head of Nazi Germany	He committed suicide.
<a href="https://en.wikipedia.org/wiki/Heinrich_Himmler">https://en.wikipedia.org/wiki/Heinrich_Himmler</a>	<b>Heinrich Himmler</b> - Head of the SS (The Schutzstaffel)	He was arrested and committed suicide.
<a href="https://en.wikipedia.org/wiki/Adolf_Eichmann">https://en.wikipedia.org/wiki/Adolf_Eichmann</a>	<b>Adolf Eichmann</b> - one of the major organizers of the Holocaust	War crimes, crimes against humanity - sentenced to death by hanging
<a href="https://en.wikipedia.org/wiki/Kurt_Daluege">https://en.wikipedia.org/wiki/Kurt_Daluege</a>	<b>Kurt Daluege</b> - Leader of the SS	Crimes against humanity - sentenced to death by hanging
<a href="https://www.alamy.com/stock-photo/himmler.html">https://www.alamy.com/stock-photo/himmler.html</a>	<b>The SS</b> Elite guard of the Nazi regime, were key players in the "Final Solution," the plan to murder the Jews of Europe.	Judged by the International Military Tribunal at Nuremberg to be criminal organizations

## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century –  
the two world wars (Topic 9)

### ..... Source H .....

The following photos show the Memorial to the Murdered Jews of Europe. It was completed and opened in 2005.



Source : <https://www.bing.com/images/search?view=detailV2&ccid=nbspAeJz&id=AE9DC-76341C2B9E0970B1EB350153BEA81A44410&thid=OIP.nbspAeJzuGioawwB4LQsrwHaFh&mediaurl=https%3a%2f%2fpetocoastxxx.files.wordpress.com%2f2012%2f03%2f20120308-193918.jpg&exph=480&expw=643&q=memorial+to+the+murdered+jews+of+europe&simid=607991347406113347&selectedIndex=134&ajaxhist=0>



Source : [https://www.bing.com/images/search?view=detailV2&ccid=IB50FVf%2f&id=65CB767AABC8AC02C8B22B5EC905A4D136B422AF&thid=OIP.IB50FVf\\_OB7IIJmOJU6nnQHaFj&mediaurl=https%3a%2f%2fclassconnection.s3.amazonaws.com%2f113%2fflashcards%2f2713113%2fjpg%2fpeter\\_eisenman\\_memorial\\_to\\_the\\_murdered\\_jews\\_of\\_europe14582C3D0D67776974B.jpg&exph=2184&expw=2916&q=memorial+to+the+murdered+jews+of+europe&simid=608027931898023092&selectedIndex=36&ajaxhist=0](https://www.bing.com/images/search?view=detailV2&ccid=IB50FVf%2f&id=65CB767AABC8AC02C8B22B5EC905A4D136B422AF&thid=OIP.IB50FVf_OB7IIJmOJU6nnQHaFj&mediaurl=https%3a%2f%2fclassconnection.s3.amazonaws.com%2f113%2fflashcards%2f2713113%2fjpg%2fpeter_eisenman_memorial_to_the_murdered_jews_of_europe14582C3D0D67776974B.jpg&exph=2184&expw=2916&q=memorial+to+the+murdered+jews+of+europe&simid=608027931898023092&selectedIndex=36&ajaxhist=0)



## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### ..... Source I .....

The following paragraph describes today's German education on the Holocaust.

*The Nazi dictatorship and the Holocaust are widely discussed at schools. The Nazi history, including Hitler's rise to power, his establishment of a dictatorship, the persecution of the Jews culminating in the Holocaust, and Germany's instigation of World War II, is compulsory courses at all types of schools in Germany and at all levels of education.*

### ..... Source J .....

The following photo was taken in December 7, 1970. The man in the photo is Willy Brandt.



Source : Rare Historical Photos

<https://rarehistoricalphotos.com/warschauer-kniefall-1970/>

## History investigation through enquiry learning

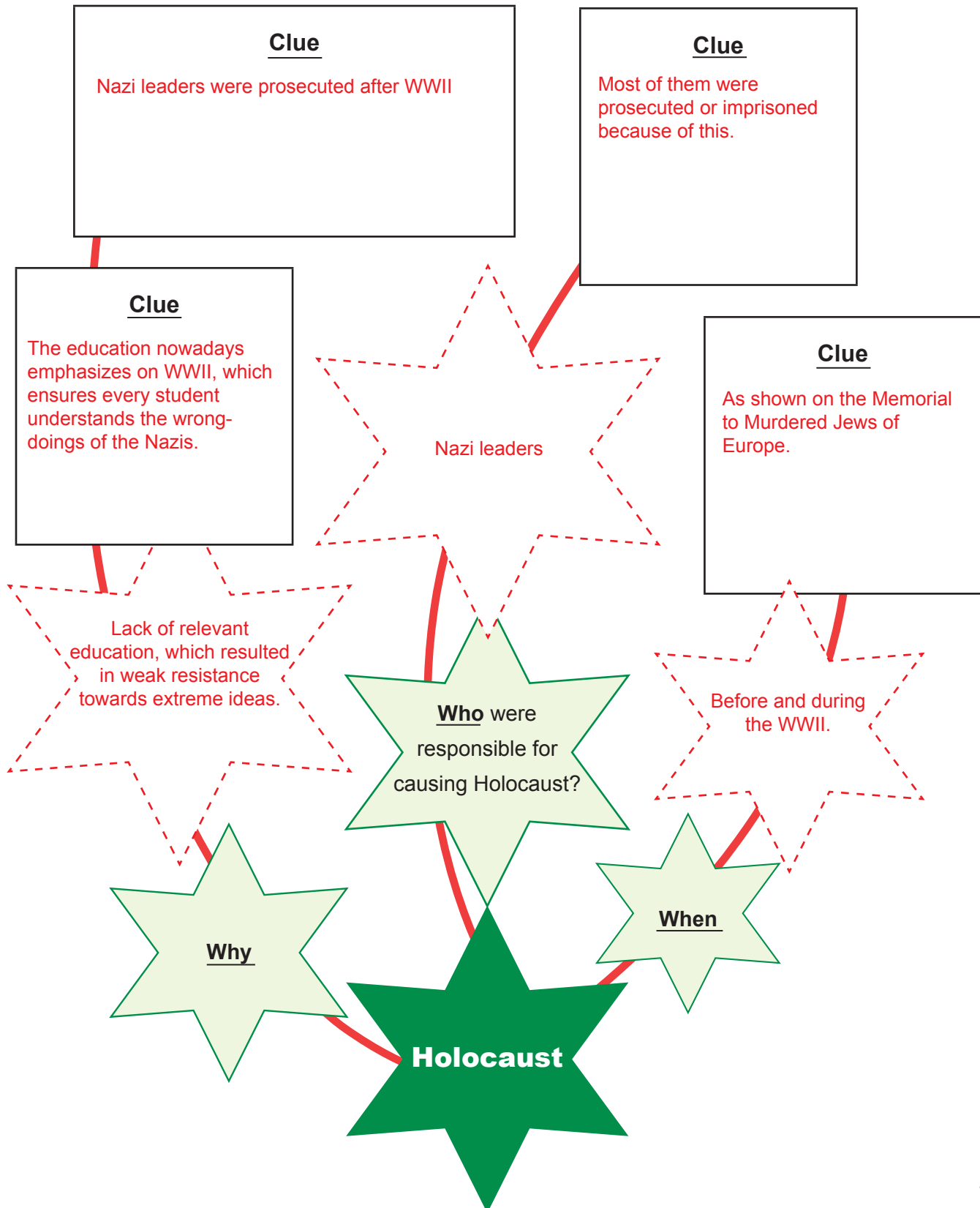
D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### Classwork

Using the Holocaust as an example, what did people learn from the two world wars?

..... **Graphic organizer** .....

Appendix 8







## History investigation through enquiry learning

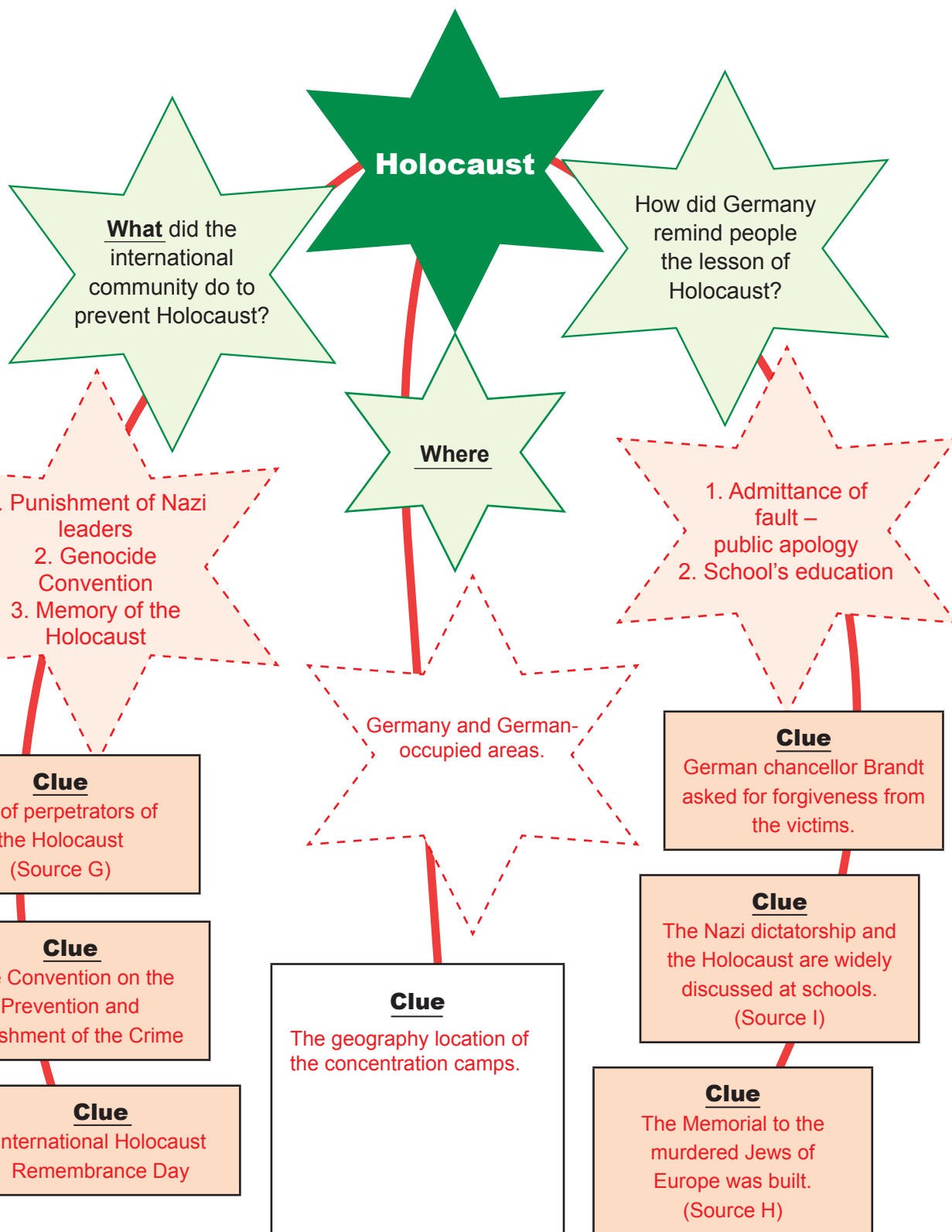
D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### Classwork

Appendix 8

Using the Holocaust as an example, what did people learn from the two world wars?

..... Graphic organizer .....



## History investigation through enquiry learning

D3 International conflicts and crises in the 20th century – the two world wars (Topic 9)

### Post-lesson task (2)

Using the Holocaust as an example, what did people learn from the two world wars?

Appendix 9

Suppose you were a Jew who was born after WWII and had read a lot of books about the Holocaust. Write a letter to the German chancellor, and explain your view that you will forgive but not forget the history of the Holocaust.

Generally speaking, student would answer the question as follow:

- show sympathy to Germany's situation during the interwar period and believe that the Germans were fooled by the Nazis

- The death of 6 million Jews was a tragedy that no one could forget

### D3 To know more

(4): Extended reading

- Rees, L. (2017). *The Holocaust: A new history*. London: Penguin Books Ltd.
- Herman, H. (2018). *What Was the Holocaust?*. London: Penguin Books Ltd.
- 楊曼蘇 (1995) 《猶太大劫難-納粹屠猶紀實》，北京：中國社會科學出版社。

# Acknowledgements

This resource pack is made available due to the active participation of the following teachers in the tryout scheme of implementing the Revised History Curriculum (S1-3) organised by the Education Bureau (EDB). Special thanks to those schools and teachers (marked with an asterisk\*) who shared their tryout resources in both the seminar “Keep abreast of the times, learning while teaching’ – Highlights of learning & teaching strategies in History teaching” on 20 June 2018 and in this resource pack.

Name of schools	Name of teachers
*Confucian Tai Shing Ho Kwok Pui Chun College	Mr LEUNG Kai-chung
HK & KLN Kaifong Women’s Association Sun Fong Chong College	Ms WU Fung-king Ms TAM Yik-ling
HKFYG Lee Shau Kee College	Ms LUK Chi-lan
*HKMLC Queen Maud Secondary School	Mr LUK Chi-ho
*Liu Po Shan Memorial College	Ms LEE Suet-kam Ms HO Yuen-ying
*Po Leung Kuk Ngan Po Ling College	Mr TSOI Yiu-lun
*Pui Kiu College	Mr CHU Chi-ming Mr IP Kai-yiu, Kelvin
*QESOSA Tong Kwok Wah Secondary School	Mr KWAN Chi-hang Mr YEUNG Ka-wai Mr CHOI Tsz-leung
*SKH Tsoi Kung Po Secondary School	Mr YIP Wai-man Ms TIN Lok-ching
St. Francis of Assisi’s College	Mr TANG Ming-fai Mr CHOW Kwok-cheong
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*Wa Ying College	Ms YEUNG Sau-fung



# Teachers' Reflections



## 梁啟聰老師

本校嘗試以人類文明的古與今為出發點，以古埃及文明為例，在課室場境中虛擬考察古埃及的建築(3D模型)，並利用虛擬實境(VR)結合教學平台作評估，讓學生在課堂中也如置身現場般體驗，提高歷史課的教學趣味和效能。

是次教案利用VR帶領學生體驗古埃及文明，令他們更積極投入學習，提高學習成效。透過虛擬考察圖坦卡門的墓室內部情境，探索墓室的壁畫、石棺等墓葬物品，結合預設的影片及設計問題，讓學生主動了解古埃及文明的成就及探討與我們今日生活的關係。

課堂中，學生需配帶三維空間(3D)眼鏡虛擬考察法魯王墓穴，然後回應以擴充實境(AR)科技設定的問題。當學生進行探索並回應所有問題後便成功開啟圖坦卡門的棺蓋，希望借此提升學生認識古埃及宗教和文化的興趣。此外，本校亦利用電子學習平台，讓學生在課前自行搜集與課題相關的資料，並與組員共享學習成果，有助進一步了解課題內容。

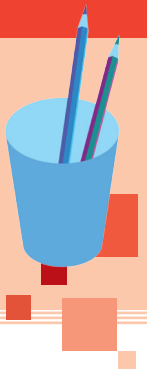
在試教過程中，全體學生積極投入，對墓穴的內部設計驚嘆不已。透過官能刺激再配合歷史元素，引發學生對學習歷史的興趣，相信這亦能引導學生欣賞古文明遺產。此外，老師能利用電子學習平台向學生作即時回饋並帶領討論，增添生生互評的機會。同儕間學習氣氛較以往濃厚，老師講授相關內容時亦更能設身處地呈現古埃及人的文明成就。

## 關志恒老師

傳統的歷史教學，「教」比「學」更受重視。以實地考察為例，老師帶領學生親臨現場，再備以詳盡的背景知識，將歷史大事和名人傳記娓娓道來，由此營造的故事現場感，一直是傳統實地考察的強項，其教學效能雖顯而易見，不過仍流於導賞式的單向講授。在此基礎上，本校嘗試將歷史教學、電子學習和實地考察共治一爐(cross over)。學生利用平板電腦及電子學習軟件，探索埋藏在跑馬地墳場的歷史。我們利用「尋寶」(treasure hunt)遊戲的精神貫穿各項考察任務，學生需要找出何東、何啟、楊衢雲、史釗域、郭士立及遮打6位香港歷史人物的墓碑，再利用相關電子學習工具考察墓碑設計以及墓誌銘等資料，藉此瞭解香港精英階層如何影響19世紀末至20世紀中香港的政治、經濟以及社會發展。

利用電子平台進行歷史考察，為我們提供了不少好處。學生可以自主學習，按自己進度進行，由以往導賞式的單向講授，變成以學生為本、與考察場地互動。此外，評估方式也多元化，由選擇題、填充題到開放式題目；學生也可利用錄音、錄像、文字或其他方式展示學習成果，有助照顧不同的學習需要。更重要的是學生對自己所探求的知識多了一份「擁有感」(ownership)，再次探究歷史的動機自然增加。

# Teachers' Reflections



## 蔡耀倫老師\*

相信大部分歷史科同工都會認同，第二次世界大戰是歷史科課程內受歡迎的課題之一。不少學生既會對戰場上的戰術與武器著迷，也會對戰火下的悲劇主角寄予同情。香港雖然在世界地圖上只是一片彈丸之地，卻在太平洋戰爭爆發時面對日軍入侵，由不同國籍人士組成的香港守軍頑強抵抗達十八天。當時無論對日本政府或日軍大本營來說，戰事都較預期激烈。倘若同工希望讓同學更深入地去體會戰場的實況，前往黃泥涌峽徑考察是不錯的選擇。

日軍在1941年12月18日晚上登陸香港島東北岸後，隨即在黃泥涌峽爆發激烈的戰事，持續數天的激烈交戰中，雙方死傷上千人。近年香港政府將部分金督馳馬徑翻新並開闢黃泥涌峽軍事史蹟徑，這段史蹟徑能讓學生在頗輕鬆的行程中，親身踏足昔日的戰場。史蹟徑的起點是一處曾經發生殺害戰俘暴行的地點，旁邊的防空砲台、彈藥庫、掩蔽體訴說著當時砲兵的生活與香港空防的故事。附近的兩座機槍堡見證了香港義勇防衛軍中一眾年輕歐亞混血兒如何作殊死奮戰，終點則是守軍西旅指揮官羅遜准將的陣亡地點，他是加拿大軍在二戰陣亡將士中領有最高軍階的一位。

在這約3小時的考察內，除了透過老師的解說令課本上刻板的文字活靈活現外，學生更可走過真實的戰場去體會戰鬥的真貌。他們每到一個考察點，需要利用電子學習平台完成指定的學習任務。考察完成後須作反思，寫下自己在考察歷程中的感受，如戰爭帶來了將士的陣亡、家庭的離散或倖存者餘生面對不同程度的心理創傷等。或許，這一切才是我們的學生應該學會的戰爭歷史。

\* 現為協恩中學歷史科教師

## 陸志豪老師

歷史科修訂課程強調探究式學習，本校亦以此作為構思試教課題教學內容的基礎。過往就「古羅馬文明遺產」的講授多集中於協助學生牢記不同例子，如儒略曆、十二銅表法等，但學生對該等例子的產生背景、內容等往往要死記硬背，而能將之與今日世界掛勾的情況則不多見。

為提升學生的參與程度，本校嘗試讓他們於課堂前先搜集與課題相關的資料，並於課節開首擔任小導師，向同儕分享自己搜集所得。在此基礎之上，老師於課堂中運用電子教學應用程式(如Nearpod、Kahoot!等)，並在題目上加入連結今日世界的題目，如「十二銅表法與今日香港法律的比較」，讓學生知道古今世界的連繫。最後，學生藉著製作「推銷十二銅表法」的宣傳短片，重溫條文內容之餘，亦給予學生發揮創意空間，提升其解難能力。

在試教的過程中，學生反應理想，態度認真。負責帶領講解小知識的學生預備充足，同儕的討論熱烈。在此基礎上，老師再講授相關內容時較以往順暢。不過，製作短片的表現相對參差，較理想者能清晰指出十二銅表法內能實踐「法律面前，人人平等」的條文，並予以闡釋；表現稍遜者則只能列舉條文，解釋不多。然而，能令學生的參與度有所提升，學生的表現亦令人欣喜，已達致本教案的學習目標。

# Teachers' Reflections



## 陳凱珊老師

是次試教課題為探究19世紀初華人勞工在美國的經歷。教案的設計以歷史漫畫為中軸，串連起早期在美華人勞工所受的待遇、受歧視的原因和情況以及美國一些界別對華人受歧視的反應等議題作探究。在探究過程中，任教老師利用漫畫作為引導，令學生在探索歷史過程中更覺有興趣。此外，學生對個別漫畫的構圖亦有不同的理解，從而引發高階的討論，足以證明漫畫教學能達到生生互動，增加思考的果效。最後，透過這個課題的研習，學生能身同感受華人在海外的辛酸，認識到華人克勤克儉的美德，從而培養學生的同理心、認同感和正面價值觀。

總的來說，學生的學習成效頗佳，課題令他們認知華人在海外的遭遇和在美國的貢獻。部份學生在學習時感到憤憤不平，有些十分傷感，亦有些因華人在美國最終獲得肯定和認同而感到欣慰，可見探究式學習足能提升學生歷史的代入感和認同感，人文素養亦得以提升。

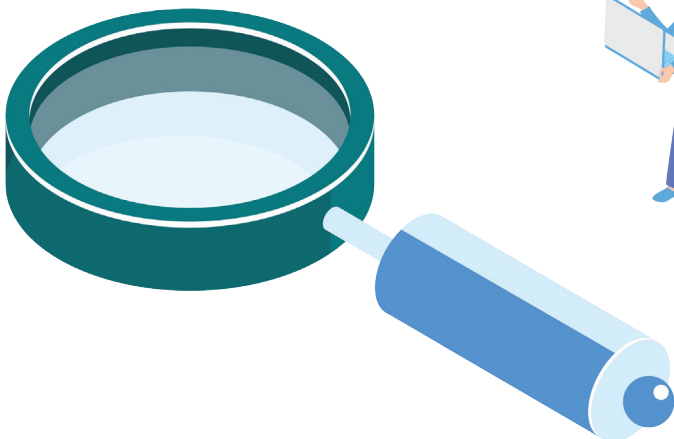
## 葉偉文老師

本校希望透過試教，結合歷史教學和跨學科英語學習，提升學生英語運用能力；同時進行探究式學習和協作學習，以及實地考察、訪問及社會服務等，提升學生的人文素養。

我們選取了兩次世界大戰的延伸課題「總體戰」作為教學主題。歷史科與英文科緊密合作，交替課堂，先教授學生相關歷史知識，再於英語課堂教授學生相關英語詞彙、句式、文法和會話，為隨後的走出課室學習活動作好準備。當學生掌握基礎知識後，兩科老師便攜手合作，組織學生前往赤柱軍人墳場作探究式學習。

全體學生需要考察墓碑，當中埋葬了因戰爭而殉難的軍民，讓學生感受「總體戰」的禍害。隨後，學生可以按興趣參與其中一項活動：由香港皇家退伍軍人協會主辦的賣旗籌款活動或以英語訪問外國旅客對戰爭的看法，讓學生從服務和對話中加深對戰爭的認識與體會。

是次跨科協作，讓學生透過課堂、考察、訪問及服務作探究去認識總體戰，同時提升了他們英語運用能力，學習效能遠高於單向式教授。很多學生是首次接觸戰爭遺跡，從墳墓中近距離認識戰爭禍害，觀察所見，學生積極、投入，學習不再囿於認識文本概念，而是置身歷史現場，感同身受，培育學生的人文素養及正面的價值觀。



# Teachers' Reflections



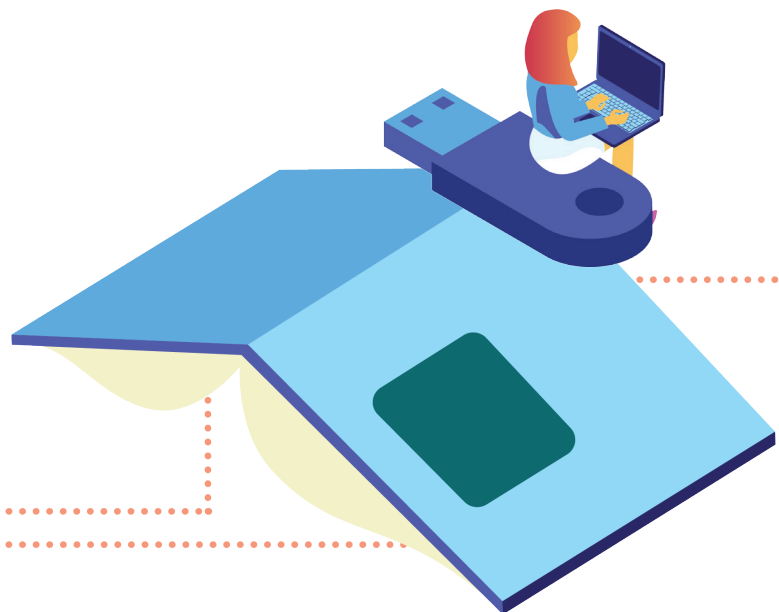
## Ms LEE Suet-kam

History is a jigsaw of fascinating stories, biographies, myths and legends. To generate students' enthusiasm for the learning of History, History teachers may attempt to build up an extensive collection of the above History reading resources, with which students can be led to comprehend the intricacies of history and achieve objective interpretation of historical facts. Based on the above notion of the role of reading in the History education, we scheduled a reading project on the important historical figures in the Cold War period for our S3 students as a part of the 'Reading across the Curriculum' Scheme in our school.

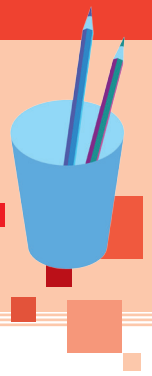
To prepare for the reading project, we procured a wide spectrum of History books and tailor-made reading materials to cater for learner diversity. We treasure very much the arrangement of reading tasks as assignments which can extend history learning beyond the classroom and also enable students to learn history in an interesting way.

Through the reading of the Cold War historical figures, the S3 students could acquire more knowledge of the development of the Cold War, which could hardly be covered in our lessons. We were astonished by the number of students selecting Ho Chin Minh, but not other famous historical figures, including Winston Churchill and Mao Zedong, for their reading project. In here, students' curiosity for the study of the past was palpable and amazing.

Subsequent to the completion of the reading tasks, students were arranged to undergo a hot debate on the qualities of good leaders with reference to the Cold War historical figures in one History lesson. They were engaged to shift their attention from the hard facts of the historical figures to the exploration of different perspectives on the qualities of leadership. In this way, the History classroom served as both a battlefield for the historical figures to emerge as the best leader in the Cold War period and a platform for the students to nurture their humanistic qualities on their own.



# Teachers' Reflections



## Mr CHU Chi-ming

The revised S1-3 History curriculum motivates me to attempt new teaching strategies that I have seldom used. In light of the topic “Using the Holocaust as an example, what did people learn from the two World Wars?”, enquiry learning and catering for learning diversity are the two important strategies adopted in the trial lessons. Two lessons are arranged to cover the topic. The first lesson is about the “understanding of the Holocaust” and the second lesson is about the “reflection from the Holocaust”. “From understanding to reflection” is the core flow of learning and teaching.

Enquiry learning approach emphasizes students' initiative to find out the answers by themselves. In order to equip students with better prior knowledge and arouse their learning interest, a simple learning task about the concentration camp is devised as pre-lesson preparation. During the in-class enquiry activities, students have to study different kinds of sources for completing the enquiry tasks. Guidelines would be given to students with different abilities. Sources are modified to cater for learner diversity. After the lesson, post-lesson reflective work is also important to consolidate students' understanding of the lessons.

By adopting the enquiry learning approach, students have become active learners as most of them can participate in lessons. Students with different abilities can play a proper role in their collaborative work. For example, students with good comprehension ability can study the written sources while students with good geographical sense can study maps.

On the whole, the trial lessons did provide me with an opportunity to review my teaching plans and strategies in the past. Through them, students can also experience different learning methods and enrich their learning outcome in history class.

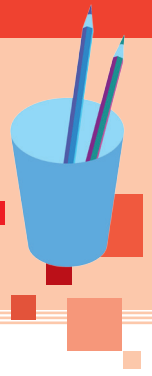
## Mr IP Kai-yiu Kelvin\*

I was very grateful to have various opportunities to work closely with other schools. Given the challenges posed, the collaboration with Tuen Mun Government Secondary School in implementing the tryout teaching plans of the Revised Curriculum Framework of History (Secondary 1-3) was a significant one. I worked closely with the teachers to seek for a better understanding of their students, so as to give more appropriate advice and suggestions. After careful considerations, we decided to arouse S1 students' curiosity to study the topic of History, culture and heritage of early Hong Kong region. A more student-centred teaching strategy was adopted and the flow of the lessons was also planned in a very detailed way. Students enjoyed the lessons with fruitful knowledge gained. The experience is encouraging, and indeed inspiring. Enquiry learning approach serves as an effective teaching strategy in driving students to be active learners. Since professional dialogues and interactions always bring about new thoughts and enhance teachers' professionalism, I treasure this experience to work with the tryout school.

\* Now the Curriculum Development Officer, PSHE Section, EDB



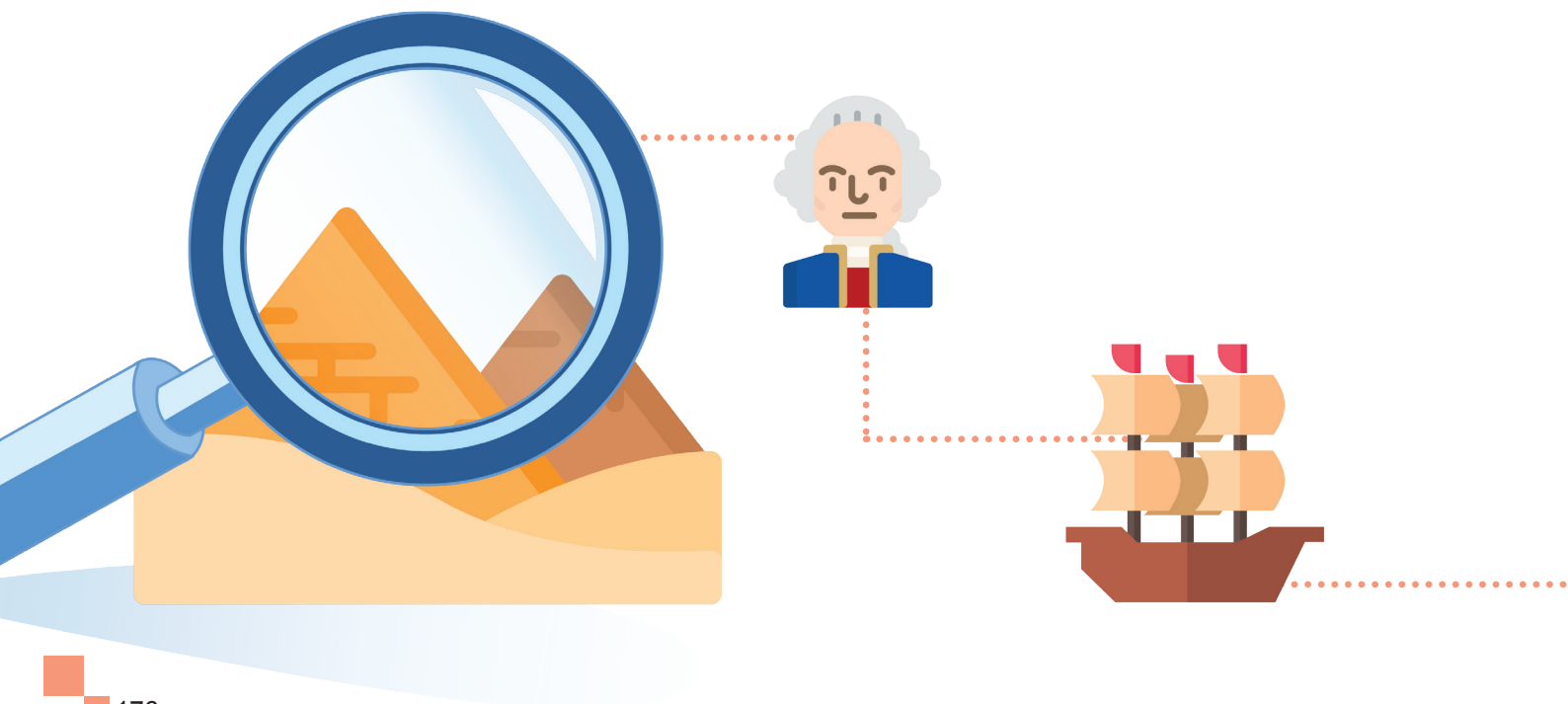
# Teachers' Reflections



## Ms KWOK Miu-yin

The main objective of the trial lesson is to enable our students to understand the different lifestyles of the early residents in Hong Kong through the enquiry approach. To achieve the above objective, teaching strategies like self-regulated learning and cooperative learning are adopted. Before the lesson, students are required to complete the pre-lesson task by using their prior knowledge. Sometimes, students finish the assignment by self-access learning. During the lesson, skill and knowledge building is implemented through group work. Each group has to study different sources to identify the four ethnic groups. In this learning activity, students have to engage in enquiry and collaboration. At the end, students from different groups need to present their findings. To consolidate their learning, students are asked to complete the post-lesson task by using the knowledge they have learnt in the lesson.

In view of the ever-changing society and the world, equipping our students with basic historical knowledge and skills to meet challenges is essential. By using the enquiry approach to study history, students' historical skills and generic skills for further studies and life situation can be developed. As students have to engage in student-centred and enquiry-based learning throughout the lesson, students' generic skills such as critical thinking skills and problem-solving skills are cultivated. For example, in the lesson, students have to analyse different types of information, including pictures, charts and maps in order to find out the answers. This requires various skills. Since the students have diverse abilities, group work seems to be an appropriate strategy to enable the students to learn effectively. In fact, all groups can work together and complete the task successfully through cooperative learning. Throughout the lesson, it was observed that most of the students actively participated in the learning activities. They were willing to express their ideas in class and finish all learning tasks. As a whole, students have learnt how to cooperate with their peers, produce the collective work and solve the problems by themselves.



# Teachers' Reflections



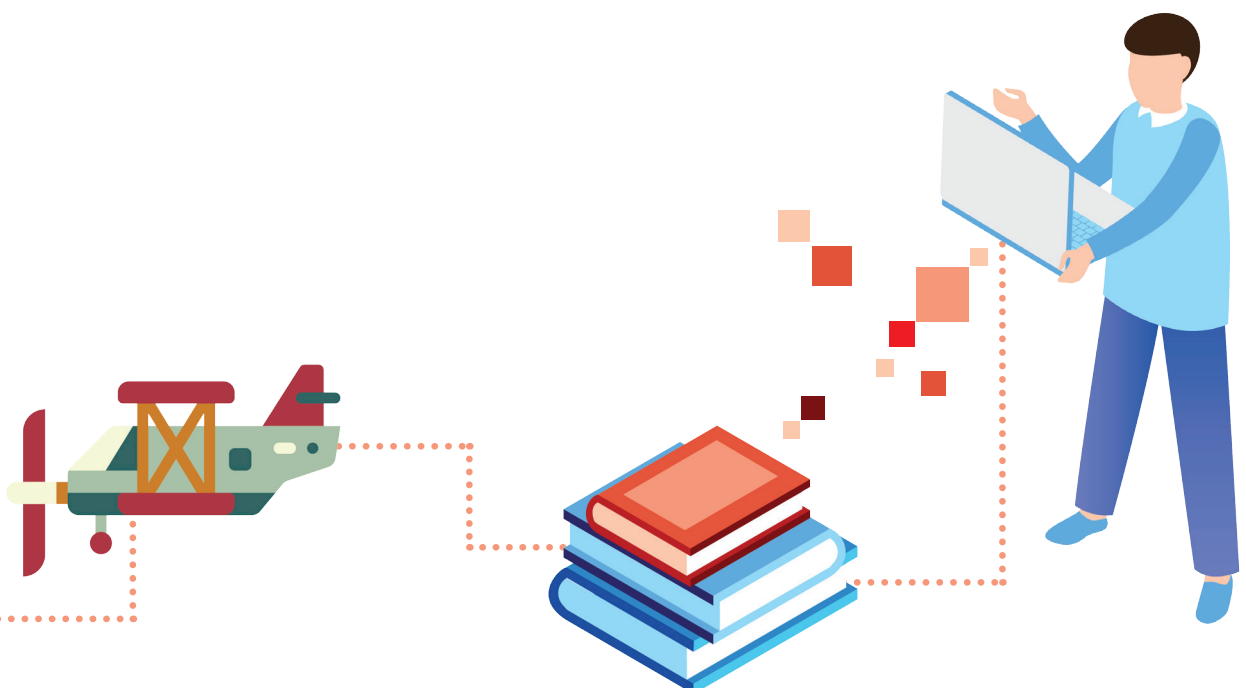
## Ms YEUNG Sau-fung\*

By developing students' global perspective, History enables students to link up the major happenings of the past and present so that they can have a better understanding of the world today. However fascinating History as a school subject to our teachers, it is still a challenge to make it interesting to our students. To facilitate the implementation of the revised S1-3 History curriculum, our school is one of the tryout schools to pursue changes in pedagogies for enhancing the learning and teaching of History. As such, for the benefits of students, experiences with use of various pedagogies to arouse students' interests in learning History have been widely shared in our professional group such as seminars and workshops.

To integrate e-Learning in the learning and teaching of History is one of the ways to make History lessons more interesting. Adopting various educational "apps" makes history lessons more interactive. It was observed that students were more engaged in the learning process. For instance, in the topic "Internal factors for the outbreak of the American Revolution", students can poll whether they agree or disagree with the British rule in the 13 North American colonies since the mid-18th century. Teachers can collect and show students' instant online responses, ask them some follow-up questions and invite them to explain more about their options. Students are guided to share more and develop a deeper understanding of the historical facts, as well as enhance their critical thinking skills.

After the trial lessons, we deeply believe that with the joint efforts of history teachers in developing various pedagogies, both students and teachers are entering a new page of learning history in a more vivid and interesting way.

\* Now the Principal of Carmel Bunnan Tong Memorial Secondary School





# **New Inspirations in Learning and Teaching**

## **New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)**