Examples of differentiated lesson plans

8. Relationship between Hong Kong and the mainland in the 20th century
   (Tiered activities)
## Example 8

**SS History** | **S4**
---|---
**Topic** | Relationship between Hong Kong and the mainland in the 20th century

**Number of Lessons** | 4 lessons (40 minutes per lesson)

### Learning objectives

| **Know** | • the important events in Hong Kong and the mainland in the 20th century |
| **Understand** | • the relationship between Hong Kong and the mainland before and during the 20th century |
| **Do** | • analyse different ways and different periods in which Hong Kong and the mainland affected the development of each other |

### Tools for differentiation/Instructional strategies

| **Tools for differentiation** | • Form A and B (Appendix 1)  
|                             | • Equalizer (Appendix 2) |

| **Instructional strategies** | • Tiered Activities and Assignments  
|                             | Tiered activities and assignments are developed by providing materials from basic to advanced, from familiar to unfamiliar and from personal experience to beyond personal experience. Tasks are matched to students interest, readiness and learning profile.  
|                             | *You may view chapter 3 in the animated video for reference.* |

### Learning and teaching materials

| **Video clip** | One Stormy Night |
| **Classwork** | • Group Discussion (Appendix 3)  
|               | • Pictures and Cards (Appendix 4)  
|               | • Video Worksheet (Appendix 5) |
### Teaching Flow

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements/strategies of Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-10 mins</td>
<td>Pre-assessment</td>
<td>• Students recalled what they had learnt about Hong Kong: political, economic and social development.</td>
<td>This lesson uses the concept of cause-and-effect relationship to analyse how Hong Kong and the mainland affected each other in the 20th century. Differentiation in this lesson is mainly readiness-based. According to results of Form A and Form B and teacher’s observation, students like history, enjoy watching video and need clear instructions for assignments. (Appendix 1) <strong>Differentiation by readiness</strong>: Adjust the teaching based on students’ prior knowledge.</td>
</tr>
</tbody>
</table>
| 20-30 mins | How events in the mainland affected Hong Kong | • Group discussion and presentation  
  • 4 to 5 students in one group | Refer to Matching Game Worksheet (Appendix 3)  
  **Equalizer** (Appendix 2)  
  **Differentiation by process**: Peer or teacher support for students of different abilities. |
| 5 mins     | Home assignment     | • Students summarise the connection in a mind map, table or picture. | **Differentiation by product**: Choice of preferred way of presentation |
| **Lesson 2**                                                                                       |
| 5-10 mins  | Pre-assessment      | • Recall types of connection between Hong Kong and the mainland discussed in previous lesson.  
  **Differentiation by product**: Adjust the teaching based on students’ prior knowledge. |
| 25-30 mins | Historical links between Hong Kong and the mainland | • Group presentation: Each group chooses one card with pictures and text description and explains the historical links between Hong Kong and the mainland. (version 1 and 2)  
  **Pictures and Cards** (Appendix 4)  
  **Differentiation by content**: Students select the picture cards with description and decide to answer the questions in version 1 or 2 according to their interest and ability. |
| 5 mins     | Home assignment     | (1) Write an outline to show the historical links between Hong Kong and the mainland in the 20th century; OR  
  (2) Analyse the impact of the mainland on the economic development in two aspects; OR  
  (3) If you came to Hong Kong in the early 1950s to stay away from war in the mainland, how would you start your life in Hong Kong?  
  **Differentiation by product**: Choice of tasks (From structured to open)  
  **Tiered activity**: Task 3 is more challenging which requires skills of historical empathy to understand what people did in the past. |
## Lesson 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements/strategies of Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 mins</td>
<td>Pre-assessment</td>
<td>• Questioning: Recall what historical links existed between Hong Kong and the mainland in the 20th century.</td>
<td>Differentiation by readiness: Adjust the teaching based on students’ prior knowledge.</td>
</tr>
</tbody>
</table>
| 20-25 mins | Political impact    | • Play video ‘One Stormy Night’.  
• Teacher asks students, "Would you support the 1911 Revolution if you were ONE of the characters in the drama? Why?" | Video Worksheet (Appendix 5)  
Differentiation by process: Choice of roles  
(From concrete to abstract) |
|            | of Hong Kong on the mainland |                                                                                               |                                                                                       |
| 5 mins     | Home assignment     | (1) Draw a cartoon to show the contribution of local Chinese elites to the 1911 Revolution; OR  | Differentiated by product: Choice of task                                              |
|            |                     | (2) Write a short report on the importance of the role of Hong Kong in the 1911 Revolution.    |                                                                                       |

## Lesson 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements/strategies of Differentiated Instruction</th>
</tr>
</thead>
</table>
| 10-15 mins | Pre-assessment      | • Teacher asks students to think about the following question:  
Q. Do you think Hong Kong was important for the mainland as the  
source of western ideas?  
economic drive?  
fund raising centre?  
provider of entertainment | Differentiation by product: Choice of task and ways of presentation  
From political aspect to economic, social and cultural aspects  
(From single facet to multiple facets)  
Examples of the impact as an analogy of the connection between Hong Kong and the mainland  
(From foundational to transformational)  
Tiered activity:  
From basic to advanced  
High achievers may opt to give the analogy. |
| 20-25 mins | Economic, social and cultural impact of Hong Kong on the mainland. | • Group presentation                                                                          | Differentiation by product: Choice of task and ways of presentation                  |
Data collected from Form A

Data collected from Form B

<table>
<thead>
<tr>
<th>Reading level (R1-3)</th>
<th>Writing level (W1-3)</th>
<th>Group (G)/Solo (S)</th>
<th>Interests</th>
<th>Visual (V)</th>
<th>Auditory (A)</th>
<th>Kinesthetic (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1: 18%</td>
<td>W1: 0%</td>
<td>G: 12%</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>R2: 82%</td>
<td>W2: 76%</td>
<td>S: 9%</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>R3: 0%</td>
<td>W3: 24%</td>
<td>NA: 79%</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking Skills (C1(1-3))</th>
<th>Collaboration Skills (C2(1-3))</th>
<th>Creativity (C3(1-3))</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1-1: 39%</td>
<td>C2-1: 30%</td>
<td>/</td>
</tr>
<tr>
<td>C1-2: 49%</td>
<td>C2-2: 52%</td>
<td>/</td>
</tr>
<tr>
<td>C1-3: 12%</td>
<td>C2-3: 18%</td>
<td>/</td>
</tr>
</tbody>
</table>

Equalizer: A tool for differentiating process and product

**Topic:** Relationship between Hong Kong and the mainland (S4)

**Foundational**
Analyse the impact of the mainland on the development of Hong Kong.

**Transformational**
Give an analogy such as ‘when France sneezes, Europe catches a cold in the 19th century’ to describe the relationship between Hong Kong and the mainland in the 20th century.

**Structured**
Analyse the impact of Chinese Civil War on the economic development of Hong Kong from the following two aspects:
(a) mobility of population
(b) entrepot trade

**Open**
If you came to Hong Kong in the early 1950s to stay away from war in the mainland, how would you start your life in Hong Kong?

**Concrete**
What is the contribution of local Chinese elites to the 1911 Revolution?

**Abstract**
What is the importance of the role of Hong Kong in the 1911 Revolution?

**Single Facet**
Elaborate the relationship between Hong Kong and the mainland in political aspect.

**Multiple Facets**
Elaborate the relationship between Hong Kong and the mainland in different aspects.

Matching game: Match the events happened in Hong Kong which were related to those took place in the mainland.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Policy and development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>e.g. May 30th Incident took place in the mainland in 1925. After that, Canton–Hong Kong General Strike and Boycott broke out.</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Cultural</td>
<td></td>
</tr>
</tbody>
</table>
Law Uk Hakka House, (Chai Wan)

Law Uk is a simple Hakka residence built over 200 years ago by the Law family, whose ancestors settled in Chai Wan early in the Kangxi reign (1662-1722) of the Qing Dynasty. The Laws were poor peasants who grew rice as their livelihood. The village house is the only example left from the old farming villages which used to be in Chai Wan. It has been fully restored and is now a folk museum.  
(Source : Antiquities and Monuments Office)

Morrison Building, Hoh Fuk Tong Centre, (Tuen Mun)

The Morrison Building in the Hoh Fuk Tong Centre in Tuen Mun was originally part of a villa built in 1936 by General Cai Tingkai (1892-1968) of the Nineteenth Route Army, a force renowned for its brave resistance against the Japanese invasion. From 1946 to 1949, the Morrison Building was used for tertiary education by the Dade Institute, founded on the directive of Chinese leaders Zhou Enlai and Dong Biwu, and many eminent Chinese academics of the time lectured at the institute, nurturing a group of young intellectuals. The building stands witness to the unique role played by Hong Kong in the history of modern China and the establishment of the People’s Republic of China.  
(Source : Antiquities and Monuments Office)

Lei Cheng Uk Han Tomb, Sham Shui Po

This ancient brick tomb was discovered in 1955 when workmen were levelling a hill slope to make way for the present Lei Cheng Uk Estate. A total of 58 pottery and bronze objects were found inside the tomb. Available evidence based on the design of the tomb and the forms of burial objects suggests that it was built during the Eastern Han Dynasty (A.D.25-220). The site is now the Lei Cheng Uk Han Tomb Museum.  
(Source : Antiquities and Monuments Office)

Source : Antiquities and Monuments Office, Leisure and Cultural Services Department
Kang Yung Study Hall, Sha Tau Kok

Kang Yung Study Hall is one of the few examples of study halls built purely for teaching purposes. Situated in the Hakka village of Sheung Wo Hang in Sha Tau Kok, it was built by the Li clan in the early Qing Dynasty. It began as a small private school for 20 to 30 pupils and was rebuilt in the Qianlong reign (1736-1795) and renamed Kang Yung Study Hall. As it was constructed purely for teaching purposes, the architecture is simple but functional. It is a two-hall building with cocklofts, providing classrooms and living quarters and comprises a rectangular structure of green brick walls, with unfired mud-bricks and rammed earth for internal partitions. It was declared a monument in 1991 followed by a full restoration undertaken by the government. It is now open to the public.  
(Source : Antiquities and Monuments Office)

Remnants of the South Gate of Kowloon Walled City, Kowloon Walled City

Kowloon Walled City was originally a garrison town built by the Qing government in 1847 as a military outpost occupied by several hundred soldiers to reinforce the coastal defence of the region. The City wall was built with large granite slabs and incorporated six watch towers and four gateways. The South Gate was officially recognised as the "main gate". During the Japanese Occupation, the wall was completely torn down to provide material to extend Kai Tak Airport. In 1987, the government decided to demolish and replace the Walled City by a park. Archaeological investigations were conducted in the course of demolition of the buildings. Archaeologists found that foundations of the original South and East Gates were particularly well preserved. The most important discovery was the two stone plaques bearing the characters "South Gate" and "Kowloon Walled City" of the original South Gate. Consequently, the Government decided to preserve the remnants of the South Gate in-situ for display to the public.  
(Source : Antiquities and Monuments Office)

There is one card with picture(s) and description for discussion in each group.

Version 1

<table>
<thead>
<tr>
<th>What are the evidences for historical links between the mainland and Hong Kong?</th>
<th>Point out the cause-and-effect relationship.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Version 2

<table>
<thead>
<tr>
<th>What are the evidences for historical links between the mainland and Hong Kong?</th>
<th>In addition to historic buildings/sites, what other evidences are available to show the historical links?</th>
</tr>
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<tbody>
<tr>
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</table>
Imagine that you were one of the characters and answer the following questions.

(a) What would be your attitude toward the 1911 Revolution? Why did you hold such an attitude?
  Free answer: e.g. supportive, because the responsibility of the Chinese is to help China modernize

(b) What would you do for the 1911 Revolution? Why?
  Free answer: e.g. spread the message to friends, because too young to do others

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**Kwan’s Family Tree in 1901**

1. Guan Yuanchang (dentist)
2. Mrs Guan (teacher, nurse)
3. Guan Jingliang (doctor)
4. Guan Yueying (teacher)
5. Rong Xingqiao (merchant)
6. Guan Yuexia (church preacher)

*Zhou Zhaoyue (Rong Xingqiao’s friend/member of Xingzhonghui)*

Source: adapted from *History Drama ‘One Stormy Night’*, Cross-KLA collaborative project between Chinese Language Education and Personal, Social and Humanities Education Sections, Education Bureau, 2011. P.6