

Yan Oi Tong Tin Ka Ping Secondary School
F.5 History Teaching Schedule, 2021-2022

Textbook: Ho Wai Kin, Liu Yik Ling, **New Century World History, Introduction and Theme A, Modernization and Transformation in the 20th-century Asia, Volume I & II** (2019 Ed)
Teacher: Wong Kwai Mui
Lessons per week: 3

Theme A Modernization and Transformation of Twentieth-Century Asia

Lesson	Topic	Content Focus	Teaching Points①④	Assignments	Values & Attitudes②	Study Skill③	Remarks
15	Modernization and transformation of China	1. Early attempts in modernization - reforms and revolution	<ul style="list-style-type: none">➤ The Late Qing Reforms➤ The 1911 revolution➤ The May Fourth Movement➤ Attempts at modernisation by the Nanjing government➤ The communist revolution and the establishment of the PRC	<p><i>Group Discussion:</i></p> <p>1. (a) What were the objectives of Cixi in initiating the Late Qing Reforms? (b) Explain how the Qing government achieved these objectives in its reform programmes.</p> <p>2. To what extent did the Nanjing government succeed in modernizing China in the period 1927-1937?</p> <p><i>Essay Writing:</i></p> <p>Compare the significance of the 1911 Revolution and the May Fourth Movement in the light of China's transformation into a modern nation</p>	<ul style="list-style-type: none">➤ Solidarity➤ Patriotism➤ sustainability➤ responsibilities➤ care and concern➤ justice➤ respect for the rule of law➤ participation➤ democracy➤ Awareness of national security⑤	<ul style="list-style-type: none">➤ Language & argument➤ Nature / feature / characteristic	Test (1)
15		2. Socialist modernisation in the Maoist period and the evolution	<ul style="list-style-type: none">➤ The institutional set-up and the transition from New Democracy to socialism➤ Attempts at modernisation	<p><i>Group Discussion:</i></p> <p>1. (a) What were the problems faced by the newly established People's Republic of China? (b) How did Mao Zedong try to solve these problems in</p>	<ul style="list-style-type: none">➤ Solidarity➤ Patriotism➤ sustainability➤ responsibilities	<ul style="list-style-type: none">➤ Turning point➤ Language & argument➤ Compare /	Test (2)

		of “socialism with Chinese characteristics” in the post-Mao period	<ul style="list-style-type: none">➤ in the Maoist period➤ The “Cultural Revolution” and its impact on Chinese modernisation➤ Reform and opening-up since 1978	<p>the period from 1949 to 1976?</p> <p>2. (a) What are the main goals of Deng Xiaoping’s ‘building socialism with Chinese characteristics’?</p> <p>(b) In what ways did Deng Xiaoping achieve these goals?</p> <p><i>Essay Writing:</i></p> <p>1. Describe and explain the difference between Deng Xiaoping and Mao Zedong in building socialism in China.</p>	<ul style="list-style-type: none">➤ care and concern➤ justice➤ plurality➤ Interdependence➤ Awareness of national security⑥	Contrast / Compare & Contrast	
15	Modernisation and transformation of Hong Kong	1. Political and institutional changes	<ul style="list-style-type: none">➤ main trends of development➤ characteristics of different stages of development	<p><i>Group Discussion:</i></p> <p>1. (a) To what extent did the Hong Kong government represent the Hong Kong people in the first half of the 20th century?</p> <p>(b) ‘By 1997, the Hong Kong government greatly represented the people of Hong Kong.’ Comment on the validity of this statement.</p> <p><i>Essay Writing:</i></p> <p>1. (a) What were the main features of British rule in Hong Kong during the first half of the 20th century?</p> <p>(b) Did these features persist up to 1997? Explain your answer.</p>	<ul style="list-style-type: none">➤ respect for the rule of law➤ participation➤ human rights➤ responsibilities➤ democracy➤ Justice➤ Awareness of national security⑦	<ul style="list-style-type: none">➤ Primarily➤ Rather than➤ Most / more➤ Infer	Test (3)
15	Modernisation and transformation of Hong Kong	2. Development as an international city	<ul style="list-style-type: none">➤ Economic development, urbanisation and population changes➤ The coexistence and	<p><i>Group Discussion:</i></p> <p>1. (a) Identify the major economic development in Hong Kong since the end of World War II.</p> <p>(b) Explain how those economic development affected</p>	<ul style="list-style-type: none">➤ respect for quality and excellence➤ sustainability➤ rationality	<ul style="list-style-type: none">➤ Trace & explain➤ Primarily➤ Rather than➤ Most / more	Test (4)

			<p>interaction of Chinese and foreign cultures</p> <p>➤ Relationship with the mainland and its role in the Asia-Pacific Rim</p>	<p>the process of urbanization in Hong Kong.</p> <p><i>Group Presentation:</i></p> <p>The coexistence and interaction of local and foreign culture in Hong Kong in the 20th century.</p> <p><i>Essay Writing:</i></p> <p>1. (a) What were the main characteristics of Hong Kong economic development in the first half of the 20th century?</p> <p>(b) Were those characteristics sustained into the 1960s? Explain your answer.</p> <p>2. Analyze Hong Kong's links with the mainland and its role in the Asia-Pacific Rim in the 20th century.</p>	<p>➤ care and concern</p> <p>➤ sense of belonging</p> <p>➤ plurality</p> <p>➤ open-minded- ness</p> <p>➤ Interdependence</p> <p>➤ Awareness of national security⑧</p>		
30	Modernisation and transformation of Japan and Southeast Asia	1. Japan	<p>➤ Modernisation in the early 20th century</p> <p>- overview of political, social, economic and cultural conditions in the early 20th century</p> <p>- the rise of militarism and its consequences</p> <p>➤ Reconstruction and growth after WWII</p> <p>➤ Relations with other Asian countries</p>	<p><i>Group Discussion:</i></p> <p>1. (a) Describe the main features of Japanese militarism in the 1930s.</p> <p>(b) What were the positive and negative effects of militarism in Japan? Explain your answer with reference to the period 1920-1945?</p> <p>2. (a) Describe the development of Sino-Japanese relationship during the period of 1950-1990.</p> <p>(b) How did the Japanese government attempt to improve her relations with other Asian countries in the post Second World War period?</p> <p><i>Essay Writing:</i></p> <p>1. To what extent was the Supreme Commander Allied Powers (SCAP) responsible for Japan's rapid economic</p>	<p>➤ Patriotism</p> <p>➤ rights and responsibilities</p> <p>➤ commitment</p> <p>➤ Social harmony</p> <p>➤ National identity</p> <p>➤ Respect for self</p> <p>➤ Respect for others</p> <p>➤ Empathy</p> <p>➤ Rationality</p> <p>➤ Plurality</p> <p>➤ Culture and civilization heritage</p> <p>➤ Respect for different</p>	<p>➤ Change & continuity</p> <p>➤ Primarily</p> <p>➤ Rather than</p> <p>➤ Most / more</p>	Test (5)

				<p>growth in the post-Second World War period?</p> <p>2. (a) Discuss the economic problems faced by Japan in the post-Second World period.</p> <p>(b) How did Japan attempt to solve such problems?</p> <p>Explain your answer with reference to relevant examples.</p>	<p>way of life</p> <p>➤ Adapting to changes</p>		
<p>6</p> <p>(Summer</p> <p>Supple-</p> <p>mentary</p> <p>Lessons)</p>		<p>2. Southeast Asia: from colonies to independent countries</p>	<p>➤ Legacy of Western colonialism</p> <p>➤ Reasons for decolonization and struggles for independence</p> <p>➤ Post-colonial developments and the evolution of ASEAN</p>	<p><i>Essay Writing:</i></p> <p>1. To what extent was the decolonization of Southeast Asia caused by internal factors?</p> <p>2. In what ways did the ASEAN help to promote regional cooperation from 1967 onwards?</p>	<p>➤ rights and responsibilities</p> <p>➤ commitment</p> <p>➤ Social harmony</p> <p>➤ National identity</p> <p>➤ Self- determination</p> <p>➤ Respect for self</p> <p>➤ Respect for others</p> <p>➤ Empathy</p> <p>➤ Rationality</p> <p>➤ Inter- dependence</p> <p>➤ Open- mindedness</p> <p>➤ Plurality</p> <p>➤ Adapting to changes</p> <p>➤ Cooperation</p> <p>➤ Moral consideration</p> <p>➤ betterment of humankind</p>	<p>➤ Trace & explain</p> <p>➤ Primarily</p> <p>➤ Rather than</p> <p>➤ Most / more</p>	<p>Test (6)</p>

Remarks

- ① Students are expected to acquire knowledge and develop understanding of:
 - (a) basic historical concepts, such as cause and effect, change and continuity, and similarities and differences;
 - (b) diverse standpoints and perspectives inherent in different ways of representing and interpreting the past;
 - (c) the beliefs, experiences and behaviours of their own nation as well as of other nations, and the ways in which they have shaped the development of the contemporary world;
 - (d) the inter-relations of major events and movements that have occurred in the local community, the nation, Asia and the world in the 20th century; and
 - (e) the major historical developments and trends that have shaped the contemporary world.

- ② Students are expected to cultivate positive values and attitudes that will enable them to:
 - (a) appreciate the difficulties and challenges that humankind faced in the past, and to understand the attitudes and values that influence human behaviour;
 - (b) tolerate and respect different opinions, and to recognize the fact that although different communities have different experiences and beliefs, there are values and ideals that are commonly shared by all humankind;
 - (c) develop and maintain an inquisitive attitude towards human culture; and
 - (d) become responsible citizens with a sense of national identity and a global perspective

- ③ Students are expected to master skills which will enable them to:
 - (a) distinguish fact from opinion; detect biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and build up proper historical perspectives;
 - (b) compare and interpret historical data; arrive at reasoned conclusions based on available evidence; and recognize the fact that history is subject to reassessment based on the interpretation of new evidence ;
 - (c) ascertain and explain the extent to which historical documents and archives reflect contemporary attitudes, values and passions;
 - (d) present logical and coherent arguments through the proper selection and organization of historical data;
 - (e) search for, select, analyze and synthesize information through various means, including the Internet, and consider various ways of arriving at conclusions and making appraisals; and
 - (f) apply historical knowledge and skills in everyday life.

- ④ 歷史科國家安全教育課程整體教學重點
 - (a) 透過學習國家在二十世紀的現代化過程，以及與香港發展相關的課題，使學生從歷史與文化角度了解國家安全中政治安全及文化安全領域的主要內容，進而認同與維護國家安全的必要性。

- (b) 高中歷史科包含了「（一）香港的現代化與蛻變」及「（二）中國的現代化與蛻變」等課題，讓學生從歷史的視角理解「香港自古以來就是中國的領土」的事實，以及香港的發展與國家歷史和文化的緊密關連，有助培養學生的國民意識及國家觀念，強化學生對國家民族的使命感和責任感。
- (c) 透過研習歷史科，學生亦明瞭百年以來國家奮進的艱苦歷程：從被列強侵略，到後來縱使面對重重困難依然堅持現代化努力，改革開放更取得矚目的成就，並在 20世紀末恢復對香港行使主權，發展成為今日國際社會重要成員的歷史。配合課程中其他關於世界不同文化和地域的歷史，最終希望幫助學生成為負責任的公民及具備世界視野的中國人。
- ⑤ 透過了解 20 世紀以來中國，讓學生明瞭國家曾經面對的困難和挑戰，並學習欣賞國人為保家衛國所作的付出和犧牲，以及明白現在享受的和平及福祉得來不易，應努力在各方面維護國家安全。
- ⑥ 指導學生從中認識新中國成立的歷史及國家在面對不同困難中艱辛探索，取得發展的歷程，並可讓學生認識改革開放以來國家在經濟發展上所取得的成就，讓學生了解國家追求現代化的艱苦歷程，從而明白維護國家安全的重要性。
- ⑦ 透過指讓學生從多角度了解香港於鴉片戰爭（1840-1842）後被英國管治期間，在政治及制度上的主要特色，包括政府一直以來皆委任英國人出任主要官員、本地華人直到香港回歸祖國前才有機會參與管治等，從而明白香港回歸祖國的歷史意義，以及維護國家主權和領土完整對國家安全的重要性。
- ⑧ 透過學習本地文化承傳的例子，了解香港與國家在文化上的淵源和連繫，培養學生欣賞中華傳統文化，建立其對維護文化安全的責任感。