

“The Use of Digital Sources to Foster Source-based Learning in Historical Enquiry”

利用數碼資料速進資料導向式 歷史學習

St. Paul's Secondary School

聖保祿中學

History Panel Head

Mr. K. Tang



About St. Paul's Secondary School

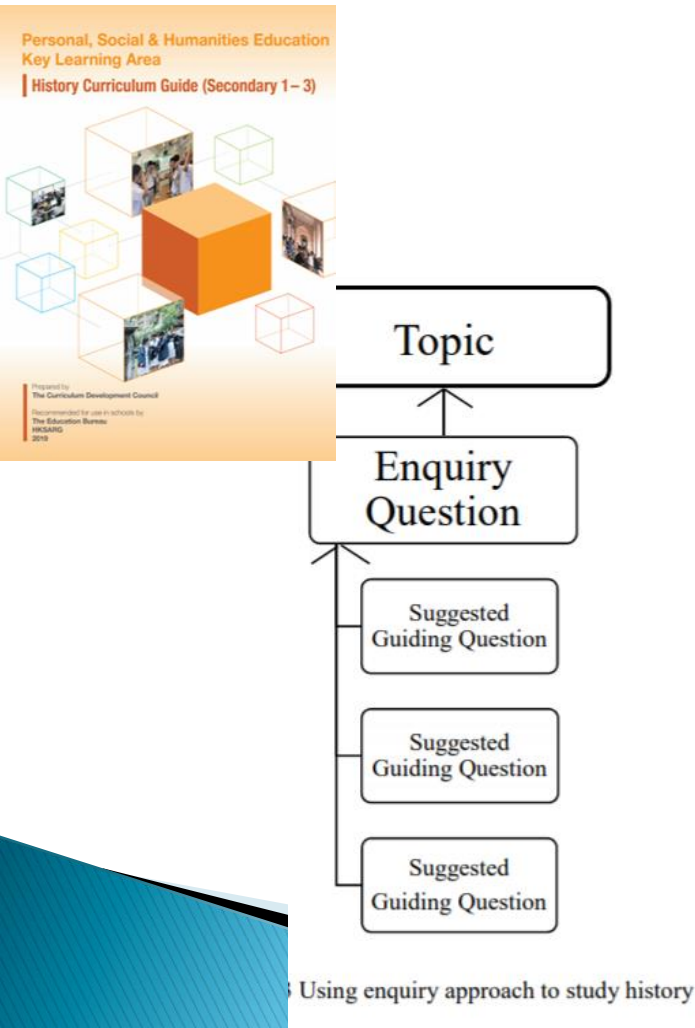


School Information:

| | |
|---------------------------------|-------------------------------------|
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| Sponsoring Organization: | The Sisters of St. Paul de Chartres |
| Category: | Government Aided, Grant School |
| Type: | All-girls School |
| Religion: | Catholic |
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What is Source-based learning in historical enquiry? 資料為本的探究式歷史學習

▶ “The use of *historical sources* enables our students to **reconstruct the context and situation of a historical problem** 歷史脈絡和情境 from multidimensional perspectives 多維視野. When students analyse a historical problem, they need to **grasp a variety of historical sources** 歷史資料多元化 and **evaluate the validity of the evidence critically** 審慎查證不同的歷史證據是否可信 in order to deepen the understanding of and form personal viewpoint towards a historical topic.” (p.50)



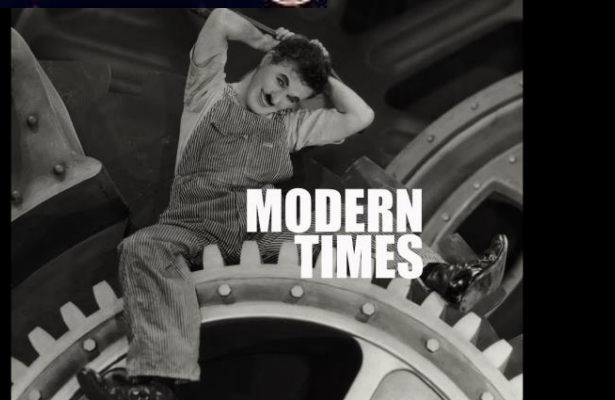
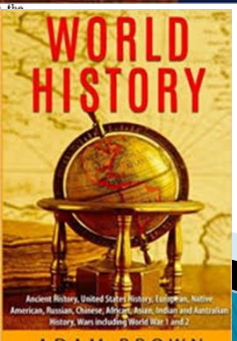
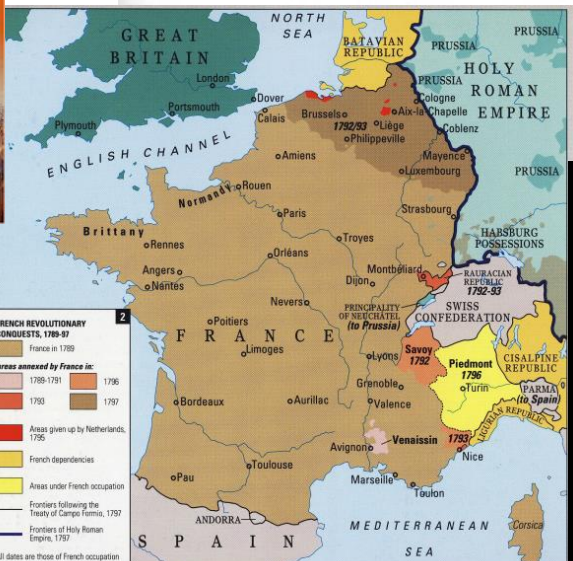
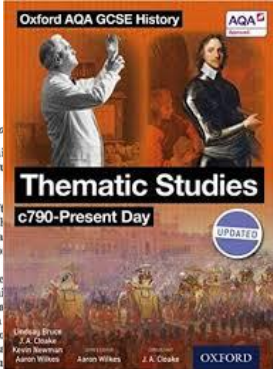
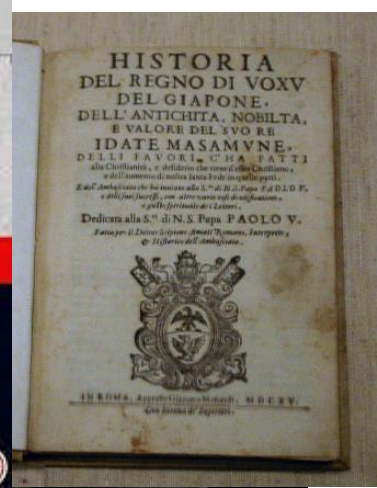
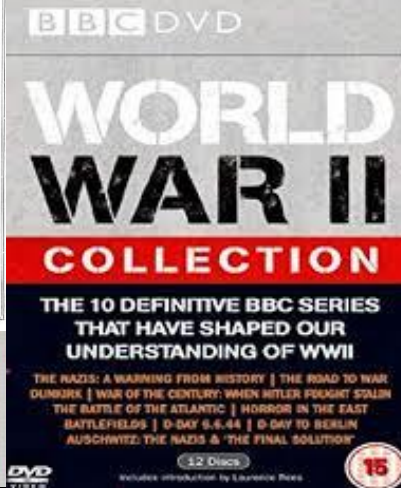
What are *sources*?

Primary and secondary sources

Defense Estimates of the Great Powers, 1870–1914
(in millions of pounds)

| | 1870 | 1880 | 1890 | 1900 | 1910 | 1914 |
|-----------------|------|------|------|-------|------|-------|
| Germany | 10.8 | 20.4 | 28.8 | 41.0 | 64.0 | 110.8 |
| Austria-Hungary | 8.2 | 13.2 | 12.8 | 13.6 | 17.4 | 36.4 |
| France | 22.0 | 31.4 | 37.4 | 42.4 | 52.4 | 57.4 |
| Great Britain | 23.4 | 25.2 | 31.4 | 116.0 | 68.0 | 76.8 |
| Italy | 7.8 | 10.0 | 14.8 | 14.6 | 24.4 | 28.2 |
| Russia | 22.0 | 29.6 | 29.0 | 40.8 | 63.4 | 88.2 |

Source: A.J.P. Taylor, *The Struggle for Mastery in Europe: 1848–1918*. Press (adapted)



Digital sources 數碼資料



← → ↻ google.com/search?bih=458&biw=994&hl=zh-TW&ei=KSVnX_2eONisoASBuYHIBg&q=hitle...

hitler



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en.wikipedia.org > wiki > Adolf_Hitler ▾ 翻譯這個網頁

Adolf Hitler - Wikipedia

Adolf **Hitler** was a German politician and leader of the Nazi Party (Nationalsozialistische Deutsche Arbeiterpartei; NSDAP). He rose to power as the chancellor of ...

Service years: 1914–1920

Political party: **Nazi Party** (1921–1945)

Other political affiliations: **German Workers'...**

Cause of death: **Suicide by gunshot**

Military career of Adolf Hitler

The military career of Adolf Hitler can be divided into two distinct ...

Religious views of Adolf Hitler

Adolf Hitler's religious beliefs have been a matter of debate. His ...

Psychopathology of Adolf ...

The psychopathology of Adolf Hitler is an umbrella term for

Ian Kershaw

Kershaw's biography of Hitler is an examination of Hitler's power



阿道夫·希
特拉



阿道夫·希特勒，德國政治人物，前納粹黨領袖，1933年至1945年擔任德國總理，1934年至1945年亦任元首。其於1939年9月發動波蘭戰役，導致第二次世界大戰在歐洲爆發，並為納粹大屠殺的主要策劃者、發令者之一。證據顯示希特勒知曉並下達了對猶太人的屠殺命令。
維基百科



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Wilhelm II
YEARS 9-12


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ARTICLE

William II

Article Annotations (0) Reading Level 1 2 3

William II

Alternate titles: Wilhelm II, Friedrich Wilhelm Viktor Albert

Introduction



William II, German Wilhelm II, in full Friedrich Wilhelm Viktor Albert . (born January 27, 1859, Potsdam, near Berlin [Germany]—died June 4, 1941, Doorn, Netherlands), German emperor (kaiser) and king of Prussia from 1888 to the end of World War I in 1918, known for his frequently militaristic manner as well as for his vacillating policies.

Article Contributors

Michael Graham Balfour - Professor of European History, University of East Anglia, Norwich, England, 1966–74. Author of *The Kaiser and His Times*.

Articles written by leading experts



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OBITUARY: Professor Michael Balfour

Leonard Miall | Thursday 28 September 1995 00:02 |

Michael Balfour, formerly Professor of European History at the University of East Anglia, was a leading expert on the political warfare conducted by both Germany and Britain during the Second World War. His book *Propaganda in War 1939-45* (1979) is an immensely impressive and stimulating work, based on personal experience in the Ministry of Information, the Political Warfare Executive, the Psychological Warfare Division of the Supreme Headquarters Allied Expeditionary Force, and

← Ads I
Ser
Why

Mao Zedong

Alternate titles: Mao Tse-tung

Introduction

Mao Zedong, Wade-Giles romanization Mao Tse-tung, (born Dec 26, 1893, Shaoshan, Hunan province, China—died September 9, 1976, Beijing, China) Marxist theorist, soldier, and statesman who led his country's communist revolution. He was the leader of the Chinese Communist Party (CCP) from 1935 to 1959 and was chairman (chief of state) of the People's Republic of China from 1949 to 1976.

(ed.), *Mao Tse-tung in the Scales of History: A Preliminary Study* (2010).

Stuart Reynolds Schram

EB Editors

Article Contributors

Article Contributors

Stuart Reynolds Schram - Emeritus Professor of Politics, School of Oriental and African Studies, University of London. Author of *The Thought of Mao Tse-tung* and others.

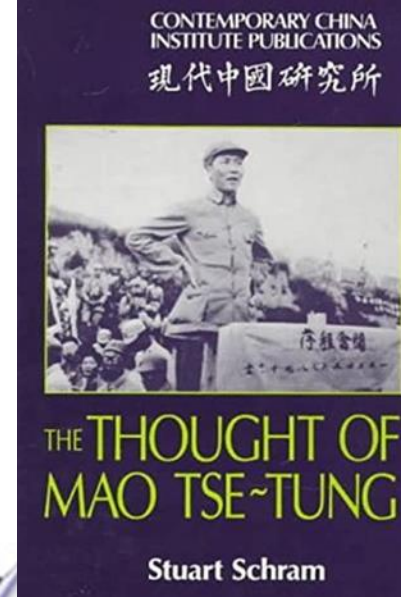
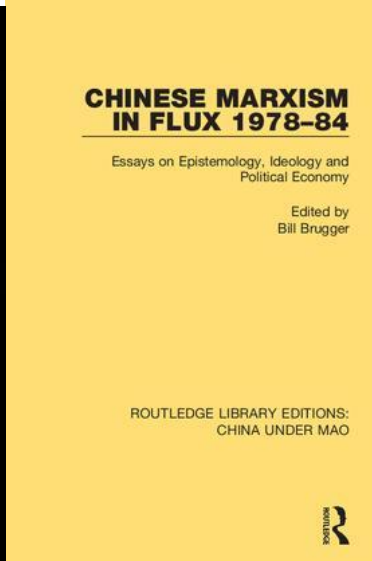
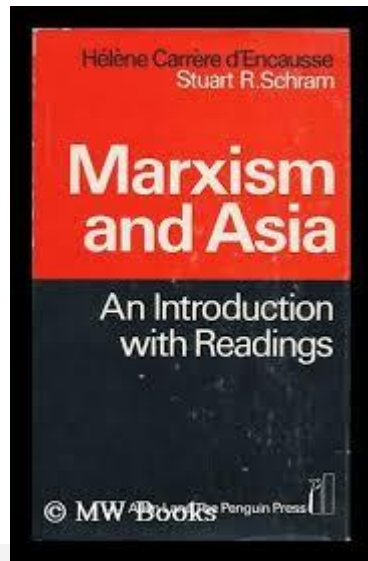


Additional Reading



A standard work on Mao in English is ROSS TERRILL, *Mao: A Biography* (1980, rev. and expanded ed. 1999); JONATHAN D. SPENCE, *Mao Zedong* (1999, reissued 2006), is a readable and more concise treatment of his life. Two earlier works that remain useful for the pre-1949 period are JEROME CHEN, *Mao and the Chinese Revolution: With Thirty-Seven Poems by Mao Tse-tung* (1965, reissued 1976); and STUART R. SCHRAM, *Mao Tse-tung*, rev. ed. (1967, reprinted 1977). A vivid account of Mao's youth is his autobiography as recounted in 1936 in EDGAR SNOW, *Red Star over China*, rev. and enlarged ed. (1972, reissued 1981).

Regarding Mao Zedong's thought, a substantial collection of source materials for the period before 1949 is available in *Selected Works of Mao Tse-tung*, 5 vol. (1961-77); as well as in STUART R. SCHRAM (ed.), *Mao's Road to Power: Revolutionary Writings, 1912-1949*, 7 vol. (1992-2005), which remained incomplete at Schram's death in 2012. Mao's talks and



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Volume 212

December 2012, pp. 1099-1122

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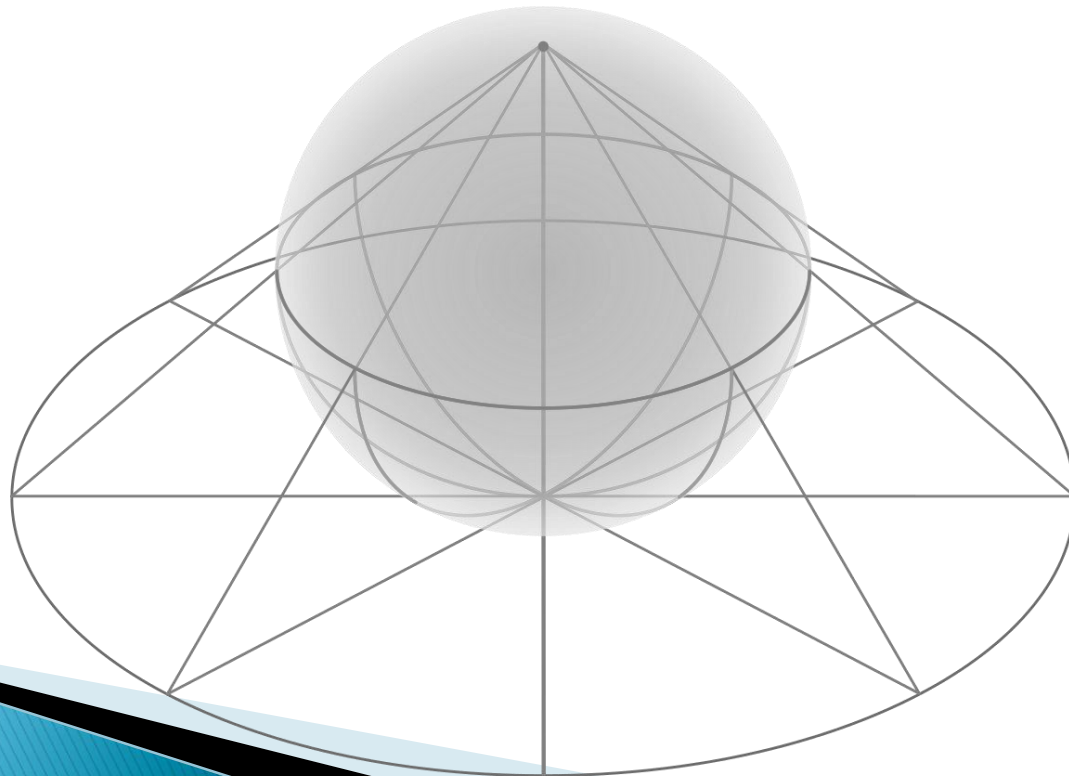
Stuart Schram, polymath and polyglot, the greatest Western expert on Mao Zedong's life and thought, died peacefully in Brittany early in the morning of 8 July 2012 at the age of 88. During his lifetime he had studied a wide range of subjects and countries before finally settling into what readers of this journal would consider his major field in his thirties.

Stuart was born in Excelsior, Minnesota on 27 February 1924, the son of a dentist and a company financial officer who divorced when their son was quite young. Stuart's anger that they never spoke to each other thereafter persisted well into manhood, indicating the emotional scar the divorce caused him. Though much of his adult life was spent in great cities – New York, Paris, London – he never lost his taste for fishing the lakes of his native state. After he married again in 1972, he and his French wife Marie-Annick (née Lancelot) would spend about three weeks there most summers in a log cabin. Stuart used to fish with his father and later, when their only child Arthur was old enough, he delighted in teaching him the ways of the woods and how to fish.

In his youth, Stuart also developed a passion for music. He studied the piano and always regretted having given it up when he was 17. As a father, he was very involved in Arthur studying the violin, and always took him to his lessons; Harold Kahn, the emeritus Stanford Qing historian, believes that he “put a violin in the baby's hands as an affirmation of his pride and expectations”! David Shambaugh, Stuart's junior colleague at SOAS, recalls Arthur being asked to perform for dinner guests at a young age at the Schram's London residence.

2. Key feature: *Multidimensional*

- ▶ A rich variety of digital historical sources 多元的歷史資料
- ▶ Multidimensional perspectives 多維視野呈現歷史



Britannica LaunchPacks: Middle Ages in Europe

- ▶ Audiovisual and textual interpretation of sources

(e.g. maps, pictures, photos, videos, texts, interactive graphic sources etc)

The screenshot displays the Britannica LaunchPacks interface for the topic 'Middle Ages in Europe'. The interface is organized into several sections:

- Header:** Features the Britannica logo, '250 LAUNCHPACKS', and navigation links for Home, Search, Help, and My Account.
- Account Creation:** A purple box titled 'CREATE A PERSONAL ACCOUNT' with a list of benefits: 'Customise Packs', 'Save your work', 'Assign students activities', and 'Track student progress'. It includes 'Create Account' and 'Sign In' buttons.
- Article:** A section titled 'Middle Ages' with a thumbnail image of a medieval scene. The text describes the medieval period and mentions the 4th century AD. It includes an 'Article Reading Level' indicator with levels 1, 2, and 3.
- Interactive:** A section titled 'spread of Christianity in the Middle Ages' with a map thumbnail. The text explains the spread of Christianity and Islam in the Mediterranean area during the Middle Ages.
- Video:** A section titled 'Charlemagne' with a video thumbnail. The text describes Charlemagne as the first Holy Roman emperor and his campaign against the Saxons.
- Primary Source:** A section titled 'Document: Magna Carta 1215' with a yellow background. It includes a 'Britannica Note' about the Magna Carta.
- Image:** A section titled 'Black Death: map' with a map thumbnail showing the spread of the Black Death.
- Article:** A section titled 'Europe' with a world map thumbnail.
- Primary Source:** A section titled 'The Salic Law' with a yellow background. It includes a 'Britannica Note' about the Salic Law.

Multidimensional perspectives

多維視野，立體呈現歷史



Château of the dukes of Anjou, Saumur, France.

Art Resource, New York

castle | Britannica LaunchPacks x +

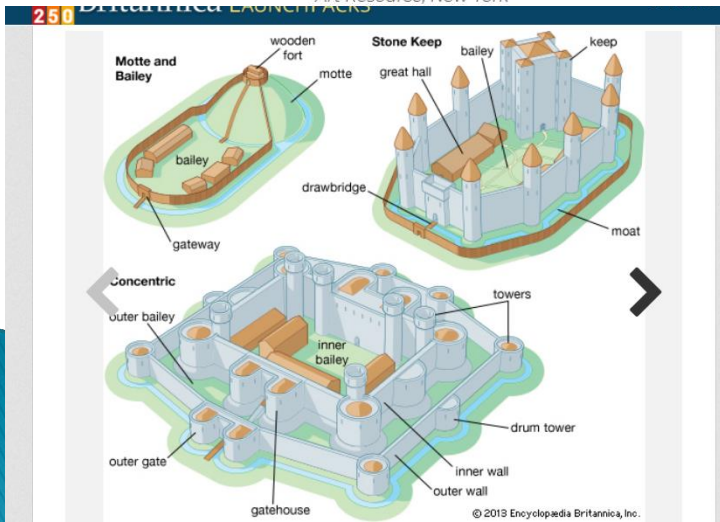
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Visit the castles along the Rhine River and learn about the efforts to maintain them

NARRATOR: The Upper Middle Rhine Valley between Rüdesheim and Koblenz. There are more castles and ruins here than anywhere else on Earth. Designated as a world cultural heritage with one of Europe's most spectacular landscapes. Majestic castles atop steep cliffs - in the Middle Ages, this was the seat of the aristocracy, who collected tolls from passing ships.

Discussion of ca
Contunico © ZDF Ent

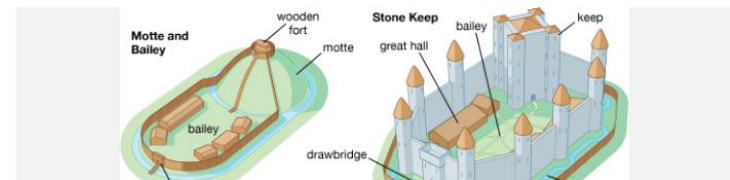
The movement to save the castles in the Valley of the Lorelei came in the 19th century. Romanticism took Germany by storm, and



castle

Article

castle, medieval stronghold, generally the residence of the king or lord of the territory in which it stands. Strongholds designed with the same functionality have been built throughout the world, including in Japan, India, and other countries. The word *castle* is sometimes applied to prehistoric earthworks, such as Maiden Castle in England, and is also applied, in various linguistic forms (e.g., *château*, *castello*, and *Burg*), to princely mansions or country seats.



Interactive Learning

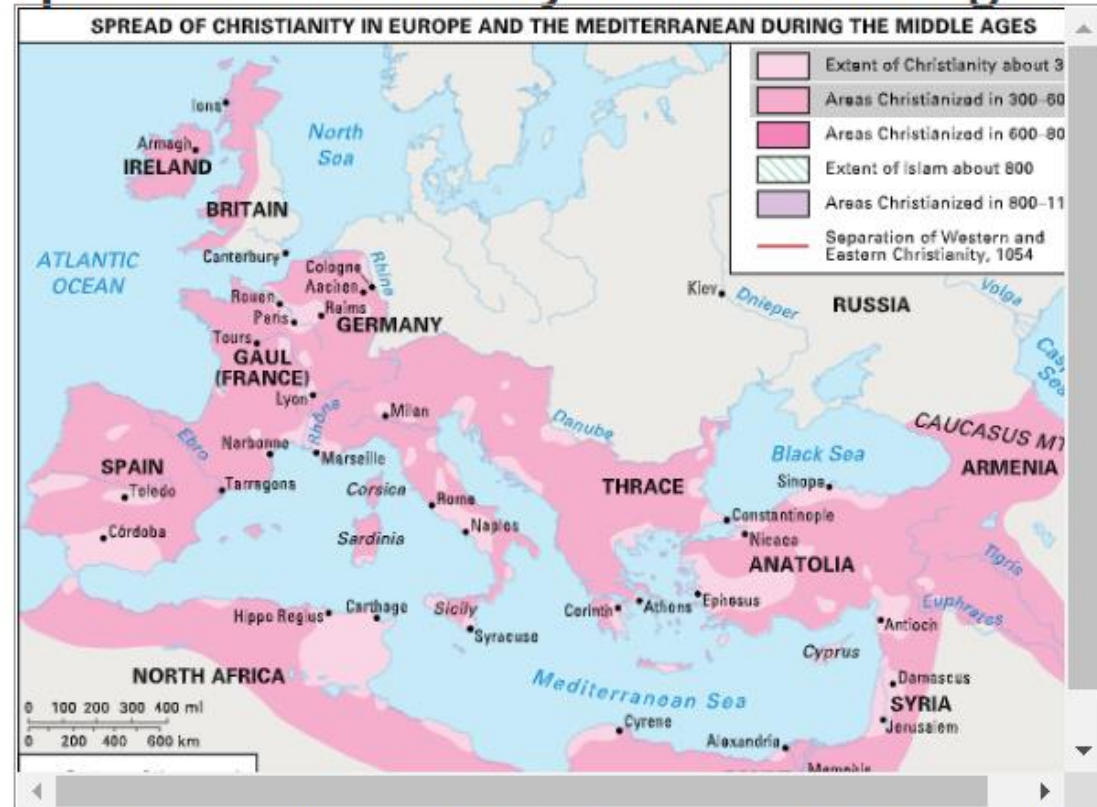
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spread of Christianity in the Middle Ages

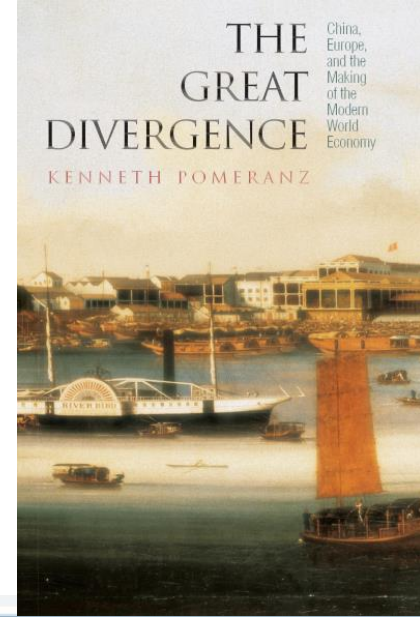


Christianity spread throughout much of the Mediterranean area during the Middle Ages. Click on the boxes in the map key at upper right to see the expansion of Christianity and Islam in the area and the separation between Western and Eastern Christianity in 1054.

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3. Key Feature: *History across Culture and Space*

- ▶ Comparative and global perspectives



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The Middle Ages: The Spread of Islam

This Pack contains:

- 7 Articles
- 8 Images
- 1 Video

YEARS 9-12




The Middle Ages: The Spread of Islam

This Pack contains:

- 8 Articles
- 3 Images

YEARS 6-8




The Middle Ages: Civilizations of China

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- 7 Articles
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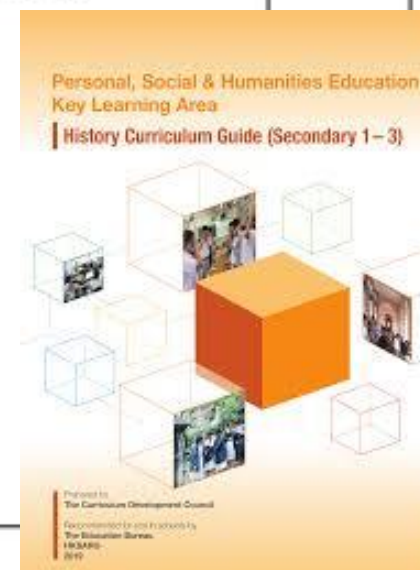
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- 3 Images

YEARS 9-12

Cultural interaction–Achievement of Islamic civilization

| Topic & enquiry questions | Learning points | Suggested guiding questions | Suggested historical skills | Periods |
|---|--|--|--|-----------|
| <p>3. The rise of Islamic civilisation and cultural interactions between Europe and Asia in Medieval Times</p> <p>- How related were the achievements of the Islamic civilisation and cultural interactions between Europe and Asia in Medieval Times?</p> | <ul style="list-style-type: none"> • The origins, teachings and development of Islam • Cultural contacts between Europe and Asia and spread of Islam in Medieval Times • Results and impact of the cultural interactions between Europe and Asia • Cultural interactions between Europe and Asia before Medieval Times * | <ul style="list-style-type: none"> • How was Islam founded and spread? • Why did different peoples in the past interact with one another? How did different forms of interactions foster the cultural interactions between Europe and Asia? • What were the achievements of the Islamic civilisation? • What were the results and impact of the cultural interactions between Europe and Asia? • How was the Greco-Roman civilisation widely spread through wars, trade and commerce? * | <ul style="list-style-type: none"> ✓ Trace historical background ✓ Analyse causes, results and impacts ✓ Understand major historical development and trends | <p>10</p> |



* The extended part



The Middle Ages: The Spread of Islam

YEARS 9-12 | See this Pack for YEARS 6-8

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IMAGE

Islamic world: medieval mathematicians

Mathematicians of the Islamic world
This map spans more than 600 years of prominent Islamic mathematicians, from al-Khwārizmī (c.AD 800) to al-Kāshī (c.AD 1400). Their names



IMAGE

Córdoba: interior of Mosque...



ARTICLE

Islam



ARTICLE

Caliphate

the political-religious state comprising the Muslim community and the lands and peoples under its dominion in the centuries following the death (632 ce) of the Prophet...

Article Reading Level 1 2 3



IMAGE

Ottoman Empire

Expansion of the Ottoman Empire.



IMAGE

Dome of the Rock, Jerusalem

Dome of the Rock, Jerusalem.

Britannica Note:
The Dome of the Rock is a shrine in Jerusalem built by the Umayyad caliph 'Abd al-Malik ibn Marwān in the late 7th century. It is the oldest extant Islamic monument.



ARTICLE

'Abd al-Malik

(born 646/647, Medina, Arabia—died October 705, Damascus), fifth caliph (685–705) of the Umayyad Arab dynasty centred in Damascus. He reorganized and strengthened...

Article Reading Level 3



VIDEO

Take a historical and



ARTICLE

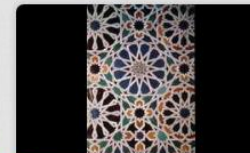
Orhan

(born 1288—died 1360), the second ruler of the Ottoman dynasty, which had been founded by his father, Osman I. Orhan's reign (1324–60) marked the beginning of Ottoman



IMAGE

'Abd al-Wādid dynasty



IMAGE

Hist—Medieval Europe

| Topic & enquiry questions | Learning points | Suggested guiding questions | Suggested historical skills | Periods |
|--|--|---|---|-----------|
| <p>2. The development of European civilisation</p> <p>a. Overview of ancient Greek and ancient Roman civilisation</p> <ul style="list-style-type: none"> - What legacy has the classical European civilisation left to us? <p>b. Medieval Europe and the making of Christendom</p> <ul style="list-style-type: none"> - What were the characteristics of medieval Europe? | <ul style="list-style-type: none"> • Introduction of classical civilisation • Legacy of classical civilisation and its meaning for today • Characteristics of feudal society • The making of Christendom and the Church in the Medieval Times • Civilisation and living: life in the European Medieval Times* | <ul style="list-style-type: none"> • How do we distinguish ancient times and Medieval Times? When and how did European classical civilisation emerge? • Why were there different political systems in ancient Greece and ancient Rome? • What has the ancient Greek and ancient Roman civilisations left to us today? • What are the characteristics of medieval feudal society? • What functions did Christianity and the Church perform in medieval Europe? • How did castles, manors, churches and markets reflect the lives of different classes in medieval Europe?* | <ul style="list-style-type: none"> ✓ Understand the historical periodisation (ancient times, Medieval Times, modern times and contemporary times) ✓ Connect the past with the present, compare similarities and differences, ✓ Analyse change and continuity ✓ Induce and summarise the characteristics | <p>18</p> |

* The extended part

Form 2 Medieval Europe: LaunchPacks Pre-lesson Task

- ▶ **Source-based history enquiry** (資料為本的探究式歷史學習)
- ▶ Can be adapted to facilitate “**flip the classroom**” and other forms of in-class **collaborative** and **self-directed e-learning**.

Dear Form 2 students,

In addition to the chapter on the Middle Ages in your textbook, please also refer to the Britannica LaunchPacks and think about the following questions before our lesson

<https://packs.eb.com.au/hss/248090#/pinboard>

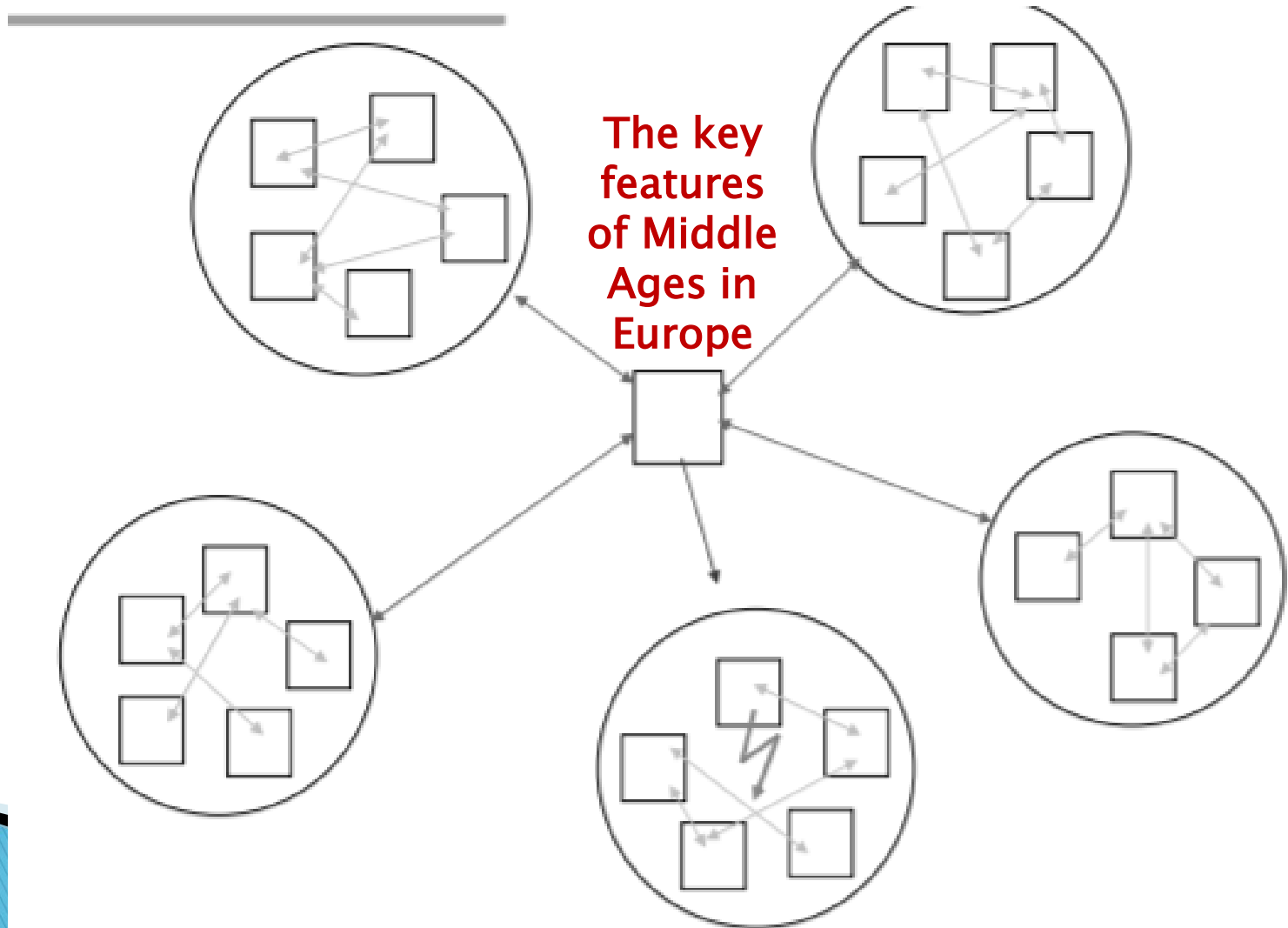
1. **When did the Middle Ages begin in Europe?**
2. **What were the key features of the Middle Ages in Europe?**
3. **Which feature impresses you most? Why?**

You are required to share your views at the beginning of your lesson on the Middle Ages.

Best,

Mr. Tang

Collaborative learning



Google Doc. LaunchPacks In-Class Task Grouping (by class number)

← → ↻ 🔒 docs.google.com/document/d/1VHIITL36h33P1Ns5d85RWSB7kxkNW4j2Z4NJ8Q4RfKI/edit

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1 2 3 4 5 6 7

In addition to the chapter on the Middle Ages in your textbook, please also refer to the Britannica LaunchPacks and think about the following questions before our lesson <https://packs.eb.com.au/hss/248090#/pinboard>

1. When (why) did the Middle Ages begin and end in Europe?
no.1-10

2. What were the key features of the Middle Ages in Europe?
no.11-20

3. Which feature impresses you most? Why?
No. 21-34

4. What questions you would like to ask about the Middle Ages in order to learn more about it?
(For all students)

Co-construct knowledge, self-directed e-learning

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In addition to the chapter on the Middle Ages in your textbook, please also refer to the Britannica LaunchPacks and think about the following questions before our lesson

<https://packs.eb.com.au/hss/248090#/pinboard>

1. When did the Middle Ages begin in Europe?
no.1-10

AD 476

2. What were the key features of the Middle Ages in Europe?
no.11-20

3. Which feature impresses you most? Why?

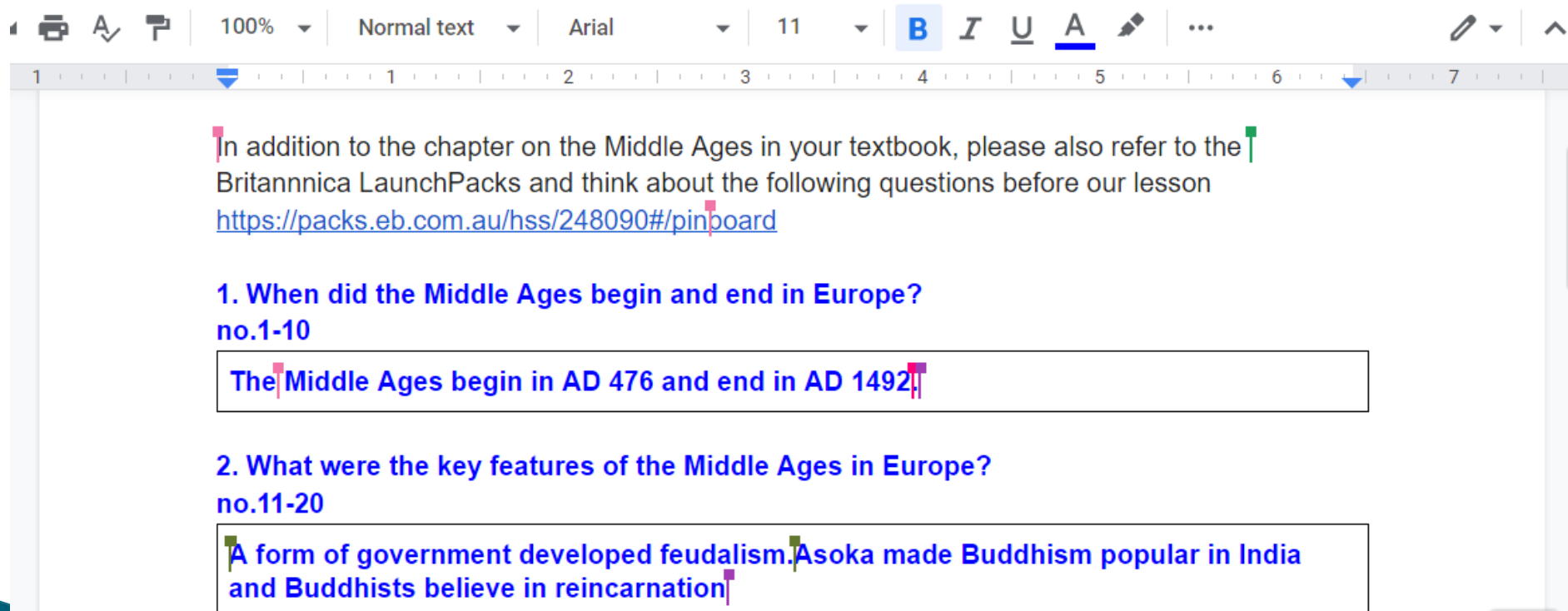
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Les Très Riches Heures du Duc de Berry depicts a pageant attended by young nobles.
Photos.com/Jupiterimages

The Middle Ages cover about 1,000 years—from about AD 500 to about AD 1500. The change from ancient ways to medieval customs came so gradually, however, that it is difficult to tell exactly when the Middle Ages began. The conventional date of the beginning of the Middle Ages is AD 476, when the Germanic general Odoacer defeated the Roman general Orestes and overthrew the emperor Romulus Augustulus, ending the Western Roman Empire. (The eastern part of the empire, called the Byzantine Empire, survived for about another thousand years.) Other historians give the year 410, when Alaric, king of the Visigoths, sacked Rome. Still others say that the ancient world lasted until 750 or even 1000, when the extensive practice of slavery as in the classical world finally came to an end in western Europe.

It is equally hard to determine exactly when the Middle Ages ended, for decisive events leading to the modern age took place at different times. Historians say variously that the Middle Ages ended with the fall of Constantinople, the capital of the Byzantine Empire, in 1453; with the European "discovery" of America, in 1492; with the beginning of the Reformation, in 1517; or with the coming of the French Revolution, in 1789.

Formative assessment for learning, teacher's as a facilitator, and timely feedback



In addition to the chapter on the Middle Ages in your textbook, please also refer to the Britannica LaunchPacks and think about the following questions before our lesson
<https://packs.eb.com.au/hss/248090#/pinboard>

1. When did the Middle Ages begin and end in Europe?
no.1-10

The Middle Ages begin in AD 476 and end in AD 1492

2. What were the key features of the Middle Ages in Europe?
no.11-20

A form of government developed feudalism. Asoka made Buddhism popular in India and Buddhists believe in reincarnation

Raise the level of difficulty by adding **high-order thinking question (why?)**



In addition to the chapter on the Middle Ages in your textbook, please also refer to the Britannica LaunchPacks and think about the following questions before our lesson

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1. When (**why**) did the Middle Ages begin and end in Europe? ↑

no.1-10

The Middle Ages begin in AD 476 and end in AD 1492.↑

2. What were the key features of the Middle Ages in Europe?

no.11-20

A form of government developed feudalism.↑

3. Which feature impresses you most? Why?

Co-construction knowledge, in-depth analysis by students

In addition to the chapter on the Middle Ages in your textbook, please also refer to the [Britannica LaunchPacks](#) and think about the following questions before our lesson

<https://packs.eb.com.au/hss/248090#/pinboard>

1. When (why) did the Middle Ages begin and end in Europe? no.1-10

1. When the Western Roman Empire fell in AD 476, The Middle Ages/medieval times in Europe began. The middle ages in Europe, there were many small kingdoms and these tribes were not as civilized as the Romans. Therefore, many wars broke up between Roman's and foreign tribes which was called the "dark ages", and it ended when Columbus arrived in America in about AD1492.

2. The Middle Ages began in AD476 and ended in AD 1492 (15th century). It began with the fall of the Western Roman empire and it merged into the Renaissance. It ended mostly because of the declination of the Church's power and the decline of the feudal system in the feudal society.

3. The Middle Ages began in AD 476 and ended in AD 1492. It began with the fall of the Western Roman Empire and ended because of the decline of the feudal system.


4. The Middle Ages lasted from the 5th to the 15th century. It began from the collapse

Britannica LAUNCHPACKS
250
Lessons and activities for students to explore the Middle Ages and the Renaissance.
Photos.com/Supsterimages

The Middle Ages cover about 1,000 years—from about AD 500 to about AD 1500. The change from ancient ways to medieval customs came so gradually, however, that it is difficult to tell exactly when the Middle Ages began. The conventional date of the beginning of the Middle Ages is AD 476, when the Germanic general Odoacer defeated the Roman general Orestes and overthrew the emperor Romulus Augustulus, ending the Western Roman Empire. (The eastern part of the empire, called the Byzantine Empire, survived for about another thousand years.) Other historians give the year 410, when Alaric, king of the Visigoths, sacked Rome. Still others say that the ancient world lasted until 750 or even 1000, when the extensive practice of slavery as in the classical world finally came to an end in western Europe.

It is equally hard to determine exactly when the Middle Ages ended, for decisive events leading to the modern age took place at different times. Historians say variously that the Middle Ages ended with the fall of Constantinople, the capital of the Byzantine Empire, in 1453; with the European "discovery" of America, in 1492; with the beginning of the Reformation, in 1517; or with the coming of the French Revolution, in 1789.

Britannica LAUNCHPACKS
250
A history of western civilization.



Chartres Cathedral

Chartres Cathedral, Chartres, France, completed mid-13th century.
Manifest_Media/Stock/Getty Images Plus

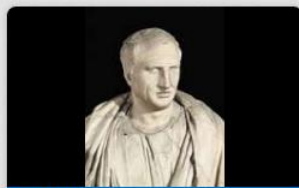


second pandemic of the Black Death in Europe
The second pandemic of the Black Death in Europe (1347–51).



feudalism
historiographic construct designating the social, economic, and political conditions in western Europe during the early Middle Ages, the long stretch of time between the 5th...

Article Reading Level 1 2 3



humanism



Chartres Cathedral: "Beautiful Window"
The so-called "Beautiful Window," stained glass depicting the Virgin Mary on her throne, Chartres Cathedral, France.



Notre-Dame de Paris
Notre-Dame de Paris.



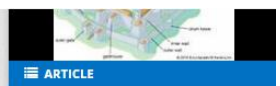
Crusades; scenes from the First Crusade (People's Crusade)
Scenes from the First Crusade (People's Crusade), illustration by Sebastian Marmoret, c. 1490.



VIDEO 2:32
Learn about the history of the Knights Templar established during the Crusades
Overview of the Templars (also called Knights Templar).

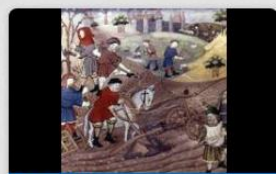


Chaucer, Geoffrey: Chaucer, 15th century Ellesmer manuscript of "The Canterbury Tales"
Geoffrey Chaucer, from the 15th-century Ellesmere manuscript of



ARTICLE
castle
medieval stronghold, generally the residence of the king or lord of the territory in which it stands. Strongholds designed with the same functionality have been built...

Article Reading Level 1 2 3



ARTICLE
manorialism
political, economic, and social system by which the peasants of medieval Europe were rendered dependent on their land and on their lord. Its basic

2. What were the key features of the Middle Ages in Europe?
No.11-20

Self-directed Collaborative e-learning

11. The castle of medieval Europe
12. Feudalism
- 13.
14. The society of medieval Europe worked in a strict system called Feudalism.
15. The system of Feudalism, also called feudal system or feudality. ; Manorialism, also called manorial system, seignorialism, or seignorial system, political, economic, and social system. ; Humanism. It is a system of education and mode of inquiry.
16. The feudalism system in medieval Europe.
17. Feudalism.
18. Feudalism System
19. Humanism, the system of education and mode of inquiry, Feudalism and Manorialism, the political, economic, and social system.
20. They were making a gesture of their sense of freedom. The decline of the unity impossible of centralized government and culture persisted throughout the Migration period, a historical period sometimes called the Dark Ages, Late Antiquity, or the Early Middle Ages.

History: What Teaching Methods for the Future?

“History must also give everyone the possibility of making his/her own assessment of historical and contemporary problems and of learning how to formulate questions.”

(French historian, Marc Ferro
p.363)



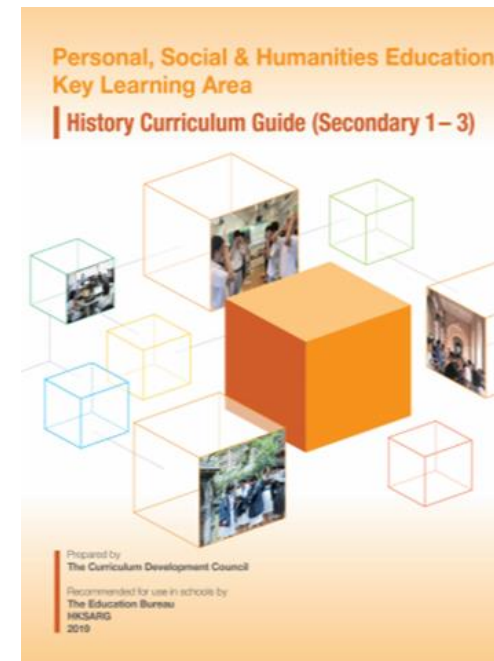
Ferro

The Use and Abuse of History



Subject nature of History

“History is a discipline of enquiry (探究) and analysis(分析). Studying history engages students in an **active learning** process of **asking meaningful questions** about the past, collecting and analysing sources, and drawing conclusions supported by evidence.” (P.1)



Teacher as *facilitator* inspiring students' active learning, asking meaningful questions about the past

4. What questions would you like to ask about the Middle Ages in order to learn more about it?

(For all students)

How did they build the castles? What factors that might shape the design of the castles in the medieval period? (Mr. Tang)

Examples of students asking meaningful questions about the past through exposing them to various sources on the LaunchPacks

4. What questions you would like to ask about the Middle Ages in order to learn more about it?

(For all students)

How did they build the castles? What factors that might shape the design of the castles in the medieval period? (Mr. Tang)

21. How did they keep the castles secure?

18. Who has the highest paying job and power in the Middle Ages?

25. Was religion important in the Middle Ages?

32. Were the people in middle age good at arts?

3. Except Christianity, what other religions were there in the Middle Ages?

20. What kind of literature did people mainly write in those days?

6. Other than castles, are there any other things that can represent the Middle Ages?

Cater for learner diversity

Language across curriculum (LAC)

Humanities and Social Sciences | × 城堡 大不列顛發射包

← → ↻ <https://packs.eb.com.au/hss/248090/>

Google 已翻譯為 中文(繁體) 顯示原文



三種主要的城堡類型：莫特和貝利，石頭城：
大英百科全書公司

250 Britannica LAUNCHPACKS™

← Back to The Middle Ages: Civilizations of Europe Pack

Article Annotations (0) Reading Level 1 2 3 Years 6-8

Middle Ages

Alternate titles: medium aevum, medieval period, media tempora, le moyen âge

Article

Middle Ages. the period in European history from the collapse of Roman civilization in the 5th century CE to the period of the Renaissance (variously interpreted as beginning in the 13th, 14th, or 15th century, depending on the region of Europe and other factors).

在西歐，城堡從9世紀開始發展迅速。十世紀在法國建造的防禦工事通常包括由溝渠環繞的高丘，並

由領袖的特定據點
地面)被封閉在土



原文

In western Europe the castle developed rapidly from the 9th century.

建議更好的譯法

或病房(圍牆之間的
遍布整個西歐。

What if the students didn't have enough time to finish the task in class?

- ▶ Students can continue to finish as a **post-lesson activity** and do a presentation in the coming lesson

Peer learning, self-assessment, and positive reinforcement through sharing

Dear Form 2 students,

Please find the attached suggested answers and the brilliant answers from one Form 2 class for your reference and self-improvement.

If you have any questions, please do not hesitate to contact your history teacher.

Thank you.

Best,

Mr. Tang

3. Which feature impresses you most? Why? No. 21-36

- 21. People in the Middle Ages are devout Roman Catholics and always help each other in Christendom
- 22. The castle of medieval Europe impressed me the most. The castles had different structures and defenses to make it harder for attackers to reach and protect the lord.
- 23. The feudalism system impressed me the most. Under the feudal system, land was granted to people for service. An example of feudalism is that someone will be farming a piece of land for a lord and agreeing to serve under the lord in war in exchange.
- 24. The artist and writers e.g.? impress me most, they use art to express their feelings during the Middle ages. The art shows the life and stories in the Middle ages, the religion of the people. We can learn more about things in the middle ; artwork.
- ism system impressed me most. The kings gave the land to the nobles to ssals. They helped the kings to rule the fief and the feudal society was

4. What questions you would like to ask about the Middle Ages in order to learn more about it? (For all students)

- How did they build the castles? What factors that might shape the design of the castles in the medieval period? (Mr. Tang)
- 21. How did they keep the castles secure?
- 18. Who has the highest paying job and power in the Middle Ages?
- 25. Was religion important in the Middle Ages?
- 32. Were the people in middle age good at arts?
- 3. Except Christianity, what other religions were there in the Middle Ages?
- 20. What kind of literature did people mainly write in those days?
- 6. Other than castles, are there any other things that can represent the Middle Ages?



Microsoft Word Document

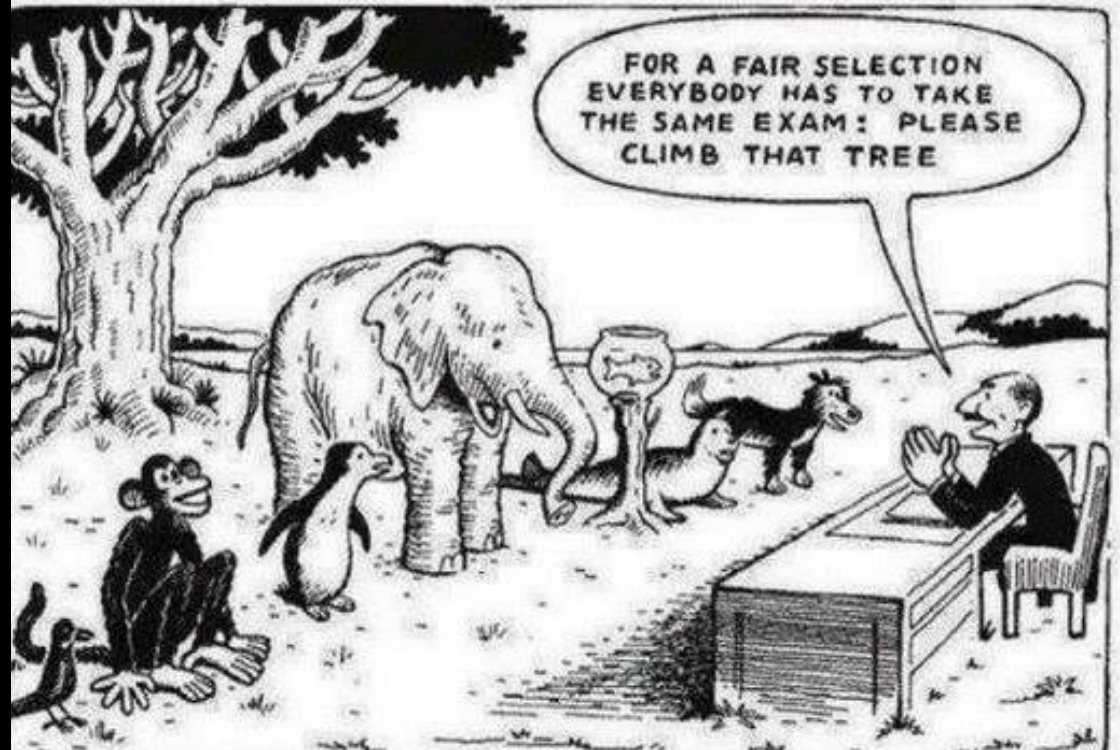
“Be water”

There is no 'one-size-fits-all' way to build an audience.

~ John Stuart Mill



AUTOBIOGRAPHY
of
JOHN STUART MILL



Thank you!

