Subject Information

Lower Secondary History

Singapore: The Making Of A Nation-State, 1300-1975
Overview of Topics Covered

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Tracing Singapore’s Origins: How Old is Singapore? [Sec 1]</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Life in Colonial Singapore: Was it the Same for Everyone? [Sec 1]</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Towards Independence: Was Singapore an Accidental Nation? [Sec 2]</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Singapore’s First Decade (1965-1975): How did Life Change? [Sec 2]</td>
</tr>
</tbody>
</table>
Pedagogical Practices in Lower Sec History

• Inquiry
• Narratives
• Role-Play
• Flipped Classroom
• Collaborative Learning
Use of Historical Inquiry

Historical Inquiry Process

- Sparking Curiosity
  (Ask guiding historical questions)

- Gathering Evidence
  (Identify & locate relevant sources)

- Reflective Thinking
  (Check derived interpretations and/or present historical interpretations)

- Exercising Reasoning
  (Construct historical interpretations; Evaluate sources and develop arguments)
SEC 1:
Unit 1 – Tracing Singapore’s Origins

- How is knowledge of Singapore’s early past constructed?
- What can historical evidence tell us about Singapore’s connections with the world up to the 19th century?
SEC 1: Unit 2 – Life in Colonial Singapore

- Why did people come to colonial Singapore before World War Two?
- How was life different for the various people in colonial Singapore before World War Two?
SEC 2:  
Unit 3 – Towards Independence

- Did the Japanese Occupation change the way people viewed Singapore?
- What aspirations did the people have for Singapore after 1945?
What did independence mean for Singapore?

How far were people’s lives transformed after independence?
Why study History?

History helps us understand people and societies.

Different ethnicity
Political system
British colony
1965
Why Study History?

• The Importance of History in our own lives.

• History contributes to moral understanding.

• History provides identity.
Application of history skills to upper secondary subjects

- Social Studies (compulsory component of Humanities at GCE N and O levels)
- Basis laid at lower secondary for further development of skills such as analyzing sources and essay-writing
Skills Required

- Explanation with sound reasoning to support
- Inference
- Comparison
- Content application
- Language & Comprehension
- Making Connections
Source-Based Questions

• The study of sources
  – to extract relevant information
  – to make valid interpretations
  – to compare views

• 3 to 4 sources

• 3 sub-questions
Types of Sources

Written sources
e.g. books

Artefacts
e.g. ancient coins

Pictorial sources
e.g. paintings

Oral accounts
e.g. oral interviews
What type of source?
Example of a Source-Based Question (Making inference)

Study Source A.

What can you infer from this photograph about the life of the Europeans living in Singapore during the early 20th century?

Use details from the source to explain your answer. [4m]
Source A: A photograph of European men who lived in Singapore during the 1930s. They are accompanied by their men-servants in the photograph.

Background: Large house, with decorative ornaments e.g. paintings.
Valid inference, supported by evidence

What can you infer from this photograph about the life of the Europeans living in Singapore during the early 20th century?

e.g.

Life of the Europeans was very comfortable.

• these European men lived in a huge house
• more than one servant serving them.
Study Sources B and C.

In what ways are these sources different? Explain your answer.  [6m]
Marking Guide (Comparison)

Study Sources B and C. In what ways are these sources different? Explain your answer.

Expectations

• Difference in content (based on common criteria)
• Supported by evidence from each source
Structured questions

- Sec 1 & 2 Normal Academic:
  - Identify and recall factors
  - Describe factors

- Sec 2 (Express):
  - Identify and recall factors
  - Explain factors
Structured Questions

Skills

• ability to comprehend the question
• ability to recall and identify factors
• provide straightforward accounts of events
• provide explanation (Sec 2 Express only)
This question is on the reasons why people came to colonial Singapore.

(a) State three reasons which attracted people to come to Singapore during the 19th and early 20th centuries. [3m]

(b) Describe the reasons which forced people in Asia to leave their home countries during the 19th and early 20th centuries. [7m]
**Example of Structured Questions**

### SEC 2 NORMAL ACADEMIC

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>This question is on how Singapore was transformed in the years after independence.</td>
<td></td>
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<tr>
<td>a)</td>
<td><strong>State three actions the Singapore government took to transform the economy after independence.</strong></td>
<td>3m</td>
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<tr>
<td>b)</td>
<td><strong>Describe</strong> the reasons for the building of proper public housing for people in the 1960s.</td>
<td>7m</td>
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### SEC 2 EXPRESS

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<td><strong>Explain</strong> why people needed proper public housing to be built for them in the 1960s.</td>
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* Similar to Sec 1
Why do we learn these skills?

• Critically analyse information
• Applicable in real-life
• Important 21st century skills
How are our students assessed?
ASSESSMENT

- Source-Based Questions
- Structured Questions
- Chapter Tasks
- Historical Investigation (HI)
### Assessment Secondary 1 History

**Termly Tests!**

<table>
<thead>
<tr>
<th>Component</th>
<th>Term</th>
<th>Percentage</th>
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<tbody>
<tr>
<td><strong>CA1</strong></td>
<td></td>
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</tr>
<tr>
<td>- SBQ (15%)</td>
<td>Term 3</td>
<td>25%</td>
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<tr>
<td>- SEQ (10%)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Chapter Task, Part 1</strong></td>
<td>Term 3</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Historical Investigation (HI)</strong></td>
<td>Term 4</td>
<td>30%</td>
</tr>
<tr>
<td>- Individual Contribution 10%</td>
<td></td>
<td></td>
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<tr>
<td>- Group Contribution 10%</td>
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<tr>
<td>- Group End-Product 10%</td>
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<tr>
<td><strong>CA2</strong></td>
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<tr>
<td>- SEQ (10%)</td>
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<td></td>
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<tr>
<td><strong>Chapter Task, Part 2</strong></td>
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</table>

**TOTAL:** 100%
# Assessment  Secondary 2 History

- **Written examination!**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Term</th>
<th>Percentage</th>
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<tbody>
<tr>
<td><strong>CA1</strong></td>
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<tr>
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<td>-SEQ (10%)</td>
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<tr>
<td><strong>Chapter Task 1</strong></td>
<td>Term 1</td>
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<tr>
<td><strong>Historical Investigation (HI)</strong></td>
<td>Term 2</td>
<td>30%</td>
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<td></td>
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<td>-Group End-Product 10%</td>
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<tr>
<td><strong>Mid-Year Examination</strong></td>
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<tr>
<td>-SBQ (15%)</td>
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<tr>
<td>-SEQ (20%)</td>
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<td></td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td>100%</td>
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Chapter Tasks

• Self-directed learning

Flipped Classroom Method
Step 1: Watch a set of slides (uploaded online)
Step 2: Complete handout at home (guiding questions are given)
Step 3: Chapter Task Write-up, to be done in class
### Instructions: Please fill up this handout as you go through the slides uploaded on MConline.

<table>
<thead>
<tr>
<th>Factor One: Fall of the Kingdom of Srivijaya</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Provide a brief description of the Srivijaya Kingdom during the 13\textsuperscript{th} century.</strong></td>
</tr>
<tr>
<td>• Powerful maritime kingdom before the rise of Temasek</td>
</tr>
<tr>
<td>• Controlled trade in Sumatra, western Indonesia</td>
</tr>
<tr>
<td>• The Srivijaya kingdom collapsed in the 13\textsuperscript{th} century.</td>
</tr>
<tr>
<td>2. <strong>What was the impact of the collapse of the Srivijaya Kingdom in the 13\textsuperscript{th} Century?</strong></td>
</tr>
<tr>
<td>(Example)</td>
</tr>
</tbody>
</table>
Chapter Tasks

• Describe the reasons that brought about Temasek’s growth in the 14\textsuperscript{th} century.

• Describe the push factors that caused people to leave their homelands for Singapore in the 19\textsuperscript{th} and 20\textsuperscript{th} centuries.
Why Historical Investigation (HI)?

- Collaborative learning
- Student-directed inquiry
- Opportunity to gather multiple sources using different modes of research
- Authentic historical issue
- Holistic assessment
Stage 1: Understand the HI Question

Stage 2: Gather and Select Sources

Stage 3: Examine Selected Sources

Stage 4: Construct Individual Responses to the HI Question

Stage 5: Consolidate Individual Responses

Stage 6: Present Group’s Conclusion
**Historical Investigation**

**Scenario for the Historical Investigation**

• The National Heritage Board and the Heritage Centres representing the various ethnic groups in Singapore, have come together to commemorate the efforts of early pioneers in improving the lives of people in Singapore. Your school is participating in this annual National Heritage Festival. The school wants you to produce a piktochart in which your group will present your findings to the question:

“What were the contributions of the early pioneers in Singapore which improved the people’s lives before the Second World War?”

• Your piktochart shall highlight the improvements made to the people’s lives by these early pioneers. The piktochart should aim at developing a deeper understanding and appreciation of how our early pioneers, through their concerns for the community, came to contribute their effort, time and money to better the place that they lived in.
HI Qn: What were the contributions of the early pioneers in Singapore which improved the people’s lives before the Second World War?

Group End-Product: Presentation of an attractive and creative piktochart illustrating the contributions of 3 pioneers which improved the lives of the people in Singapore before the Second World War. Show clear organisation and make correct inferences which are supported by relevant source evidence.
CONTRIBUTIONS OF THE EARLY PIONEERS IN SINGAPORE BEFORE 2ND WORLD WAR

Lee Kong Chian
1893-1967

Tan Kah Kee
1874-1961

Govindasamy Pillai
1887-1980
Early pioneers in Singapore

Lee Kong Chian (Dr) (b. 18 October 1893, Nan’an, Quanzhou, Fujian, China—d. 2 June 1967, Singapore), also known as Geok Kun, was a philanthropist and multi-millionaire businessman who made his mark in the rubber trade and later the pineapple, coconut oil and sawmill businesses, among others. Lee also invested large sums in enterprises such as the Oversea-Chinese Banking Corporation (OCBC), Great Eastern Life Insurance, Sime Darby (Singapore), Cold Storage and Straits Trading Company. In spite of his wealth, he led a simple life and was known to be frugal and kind. Lee donated millions of dollars to charitable causes through the Lee Foundation, which he created in 1952. The beneficiaries of the foundation include Nanyang University and National Library.

Tan Kah Kee (b. 21 October 1874, Jimei, Tong’an, Quanzhou, Fujian, China - d. 12 August 1961, Beijing, China) was a prominent Chinese businessman and philanthropist, nicknamed "Henry Ford of Malaya". He contributed extensively to financing schools and setting up well-planned clusters of educational institutions both in Singapore and in China but was better known as a Chinese nationalist who was keen in achieving the nation’s salvation through education and modernisation.

P. Govindasamy Pillai (b. 1887, Mayavaram, Tamil Nadu, India - d. 1980), popularly known as PGP, a well-known and successful South Indian businessman who established the string of PGP stores. He was also a noted philanthropist, the biggest donor to Perumal Temple, founder-member of the Indian Chamber of Commerce set up in 1937, founder of the Ramakrishna Mission and a Justice of the Peace in 1939.
Inference: I can infer that Lee Kong Chian improved people’s lives by creating more jobs for people in Singapore with his success in rubber making business.

Evidence: This can be seen in the source “on the eve of World War II, Lee Rubber had four rubber factories in Singapore at Seletar, Thomson Road, Kallang Road and Bukit Timah.”

Mark Allocation for HI

Individual Contribution   (10m)
Group Contribution        (10m)
Group End-Product         (10m)
How can you help your daughter?

- Go through stories relating to Singapore’s History
- Encourage them to read to know the developments within and outside of Singapore
- Visit historical places
- Practise inference/comparison skills through daily examples
- Practise time management skills
How students should prepare for assessments [1]

RE: Formal Assessments
- Revise notes and apply study skills
- Practise revision papers given
- Consult teachers
-Have an eye for details
How students should prepare for assessments [2]

RE: Alternative forms of Assessments
e.g. (a) Chapter Tasks
- Pay careful attention to teacher’s advice/instructions during lessons
- Ask questions!
- Do preparatory work for the written assessment (to be done in class)
- Timeliness is key
RE: Alternative forms of Assessments
e.g. (b) Historical Investigation

*Note: ICT skills required for HI would have been taught in Semester 1*

- Know what evidences to gather from the field trip
- Relate all work (research, responses, final product) to HI Question
- Improve work based on the teacher’s feedback
- Team synergy and contributions from all team members is important
Acknowledgement

Materials taken from MOE CPDD and SEAB

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Thank you!