



Lesson plan

Topic : The End of the British Empire and the making of an (inter)national identity
Key stage : KS 3
Age group: 11-14 years old
Subject : History Citizenship



Objectives:

Students will learn and understand how Britain has influenced and has been influenced by the wider world. Specifically, this lesson will focus on the transfer of sovereignty over Hong Kong from the United Kingdom to China, which for many has marked the end of the British Empire. Students will be invited to reflect about the notion of national identity and what makes them “British.” This lesson aims at bringing students to think about the relativism of national identity and the necessity to abandon an ethnocentric perspective in looking at the world.

Learning outcomes:

Knowledge:

- understand the historical events leading to the dissolution of the British Empire
- understand the development of international relations between the UK, Hong Kong and China
- be able to grasp a general understanding of processes that lead to the creation of national identity

Skills:

- be able to understand the causal relations between historical events
- understand the mechanisms behind processes of history-making and its relativity
- presentation and problem solving skills

Understanding:

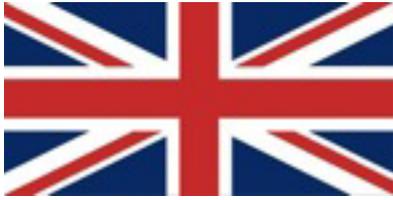
- understand how the UK has influenced colonies and how colonies have changed British culture
- understand the difference between citizenship and national (and cultural) identity

Note: Prior knowledge of the students about the British Empire history is preferred for this lesson as it will mainly focus on the decline of the UK power over its colonies.

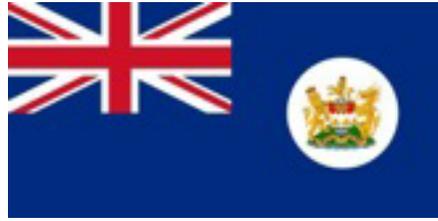
Total: 60 mins	Activities
Introduction (5 mins)	<p>1. Write the following terms on the board: empire sovereignty handover ceremony colony</p> <p>2. Ask the class to provide definitions for each term and provide them with the correct definition at the end of the introduction.</p> <p>Here is a list of the main definitions: empire : a group of countries or regions that are controlled by one ruler or one government sovereignty : unlimited power over a country handover : the giving of control of or responsibility for something to someone else ceremony : a formal religious or public occasion, especially one celebrating a particular event, achievement, or anniversary. colony : a country or area under the full or partial political control of another country and occupied by settlers from that country</p>
Development (45 mins)	<p>1. Show students the following short video about the Handover Ceremony (4mins): www.youtube.com/watch?v=ukXktCut_C4</p> <p>Ask students the following questions: A. Can you recognise the flags in the video? What countries do they belong to? B. What do you think this ceremony stands for? C. Can you describe what you think happens in this video using some of the words previously written on the board?</p> <p>2. Explain to the students that these are key words in understanding a very important historical event: the handover of Hong Kong from the United Kingdom to the People's Republic of China (PRC) in 1997. In order to introduce the topic and briefly explain the history of Hong Kong, here is a useful timeline from the BBC website: http://www.bbc.co.uk/news/world-asia-pacific-16526765</p> <p>3. The main historical events to mention are: A. China cedes Hong Kong to the United Kingdom in 1842 B. Hong Kong established itself as an Asian Tiger in the 1970's C. Hong Kong is handed back to the Chinese authorities in 1997 D. Hong Kong is now a Special Administrative Region ("One country, two systems") If needed, you can choose to include more events from the timeline and add additional information.</p> <p>4. Now ask students to define the phrase "national identity." What does it mean to be British? Can you be British and share another country's cultural identity at the same time?</p> <p>5. Explain to the students that it is very important to know the difference between nationality or citizenship and national and cultural identity. Following the Handover, over 50,000 Hong Kong families were granted citizenship in the UK. What sort of national identity did they have? What about their citizenship?</p> <p>6. Hong Kong is therefore a country that, despite being nowadays ruled by China, still reflects a strong British cultural component. This part of the lesson will focus on how Hong Kong has been influenced by British culture and vice versa.</p>

	<p>A. Remind students that Hong Kong had been under British administration from 1862 to 1997. In this period of time, Hong Kong was governed according to British laws and new policies were designed by British institutions. Even following the Handover, many British values and traditions had become so important in Hong Kong to allow for the creation of a new, strong and proud cultural identity that combines Chinese and British cultural values.</p> <p>B. Some of the examples (refer to Note 1)</p> <ul style="list-style-type: none"> • Architecture in Hong Kong resembles British buildings from the Victorian Age. • The University of Hong Kong itself resembles very much the architectural style of many universities in the UK. • Alimentary habits in Hong Kong are also very different compared to those in mainland China. While Chinese people usually eat rice porridge and vegetables or meat for breakfast, Hongkongers' breakfast resembles the British one, with different kinds of teas and fried eggs on toast! • The education system in Hong Kong is still very different from the Chinese one. It is instead very similar to the British system, teaching students intensive English classes in a system similar to UK "A" levels. <p>Try and lead the conversation to the point that although Hong Kong is no longer ruled by Britain, its culture still echoes the influence of over a century of British colonisation (language, education system, culture).</p> <p>7. Now ask students 2 questions:</p> <p>A. What are some of the products that England is famous for? What are they made of? Eg. Tea, Sugar, Cotton etc.</p> <p>B. Do you think these products come from the UK? Explain that colonialism is a process that transformed both the colonies and the UK.</p>
<p>Conclusion (5 mins)</p>	<p>In this lesson we observed the way the UK transferred its sovereignty over Hong Kong to China. We also explored the relations between the United Kingdom and its former colonies, together with their cultural implications and influences in the creation of a national identity. As well as Hong Kong people are aware of the influence of British culture in their self-representation, we should equally recognise that our British culture has been shaped and influenced by UK former colonies.</p>
<p>Homework (5 mins)</p>	<p>The flag of Hong Kong used to be very different from the current one before the Handover. Ask student to work on the worksheet 1 and see if they notice any differences between the flags? Why do you think this might be the case?</p>
<p>Further study</p>	<p>1. Ask students to read this New York Times article, which includes many of the key words, and use it to have a few minutes long discussion. http://www.independent.co.uk/news/world/hong-kong-handover-what-the-chinesepress-had-to-say-on-eve-of-the-colonys-new-era-1248375.html</p> <p>2. Ask students the following questions:</p> <p>A. What do you think the phrase "One country, two systems" means?</p> <p>B. Is Hong Kong a country?</p> <p>C. Hong Kong is not a very big place. Why do you think it is so important to both China and the UK?</p> <p>D. Before the handover, Hong Kong was one of the British overseas territories (or colony, in the past). Can you list any other former British colony?</p>

Worksheet 1



National Flag of _____



Flag of Hong Kong before or after 1997?



National Flag of _____



Flag of Hong Kong before or after 1997?

Any differences between the flags?

Can you think of the reason of its differences?

Additional Information

NATIONALITY and NATIONAL IDENTITY

NATIONALITY refers to the place where you have spent most of your life, it refers to your formal identity on your documents. It means that the country where you live recognises you as its citizen and gives you access to its services. At the same time, you have duties that you need to respect (paying taxes, respecting the law etc.). Some people might have dual or multiple citizenship, which means that they are citizens of two or more countries.

NATIONAL and CULTURAL IDENTITIES are the identities related to where you live or are from. Your ethnicity usually determines part of your national or cultural identity, as well as your family, which educates you according to their own values, traditions, religion, beliefs etc.

These identities are not formally recognised by the state but are - to some extent - 'up to the person.' For example, I can identify myself a British Chinese person (dual national identity) although I only have British citizenship.

National identity is a very subjective practice of self-representation and there are no objective cultural components belonging to a certain culture. International relations and interactions between different cultures contribute to the emergence of a sense of national identity, though what we perceive of as cultural components can be very relative.

Note 1



The headquarters of the Hongkong and Shanghai Banking Corporation Limited in 1890 (Public Domain)



Pedder Street Clocktower, 1880 (Public Domain)



Hong Kong's Underground map remind London's Underground and its structure.(Public Domain)



Road signs in Hong Kong are both in Chinese and English (Public Domain)