

Going Beyond Facts: Developing Conceptual Understanding in Young Historians

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“The task of the historian is more complex than that of the scientist.” – Robin George Collingwood (1993, p.214).

Abstract

This article discusses the merits of the intentional use of conceptual lenses that spirals across the four years of a student’s secondary-level History education to develop conceptual understandings and powerful knowledge. By developing a concept-driven set of inquiry tasks that spans across levels, it allows repeated engagement with familiar first and second-order concepts, and opportunities for students to deepen their understanding.

Introduction

The Historical Investigation (HI) process embodies many goals of history education at the secondary-level. For many students, this process of inquiry, with a focus on efforts to address questions about past human behaviour through a process of historical investigation of evidence

(Collingwood, 1993: 9-10), will be the closest thing to complete historical work that they will ever participate in. As history educators, we want our students to emerge from the process with many disciplinary competences – such as an appreciation of historical narratives, an understanding of the significance of context, and to develop multiple perspectives when analysing historical issues. Beyond these disciplinary dispositions, the overarching goal of HI is also to develop transferrable skills and concepts that have a more universal application beyond the subject of history.

Therefore, HI presents authentic opportunities for teachers to go beyond facts in the classroom. However, it also presents significant challenges to teachers when attempting to craft a meaningful HI experience – unlike other aspects of the history curriculum, teachers are more directly tasked to design the implemented

curriculum when it comes to HI. What this paper hopes to do is to explore some of the considerations that goes towards crafting a HI experience that can lead to enduring conceptual understanding among young historians, and subsequently look at the process of implementing such a HI package.

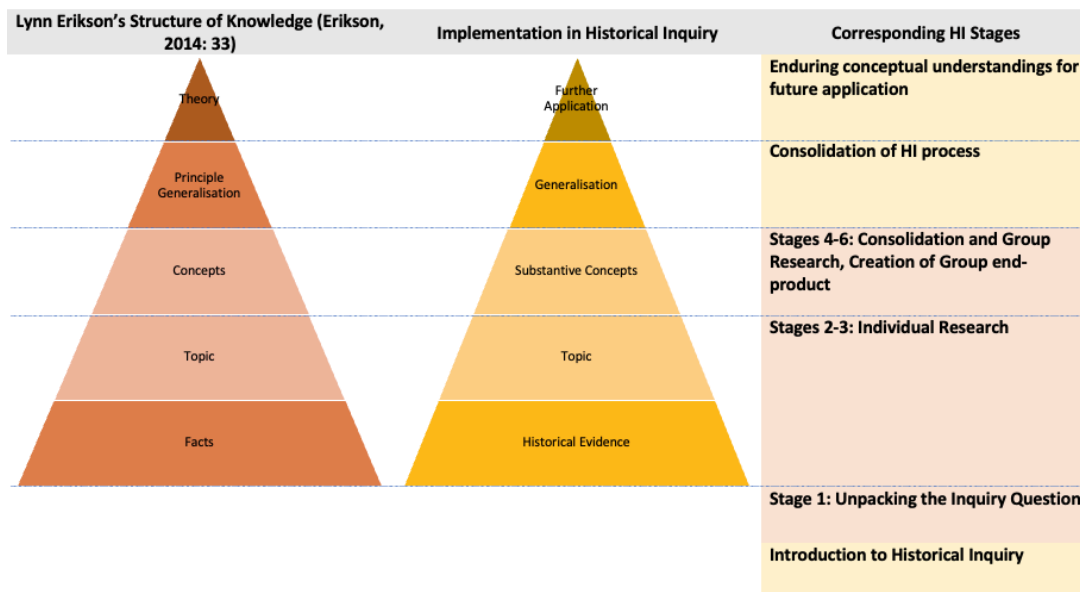
Conceptual Understanding and Historical Investigation

The development of conceptual understanding will sit upon the processing of facts, as outlined in Figure 1 below. HI, as with disciplinary historical work, involves the transformation of facts into concepts, and using these concepts to develop generalised principles that can be applied to other scenarios. Figure 1 attempts to articulate the relationship between data and knowledge, and map it over to the six stages of HI typically used in

the classroom.

In such a framing, concepts are hence mental models that constitutes a big idea, with its examples sharing common attributes, and are also transferrable from one context to another (Erikson, 2014: 33). More significantly, these conceptual understandings have to be synthesised by the students in an authentic manner, rather than delivered to students as if it were substantive content. Therefore, students are challenged to utilise disciplinary concepts to create substantive concepts. What this means for the development of conceptual understanding through HI is that teachers need to make a conscious-effort to guide and scaffold the process of negotiating between these two sets of concepts. This will be unpacked to greater detail in the subsequent sections.

Figure 1. Lynn Erikson’s Structure of Knowledge and its relation to a concept-driven Historical Investigation.



Furthermore, there is a need to note distinction between substantive and historical concepts. Substantive concepts refers to the terms and knowledge relevant

to the subject matter, while disciplinary concepts refers to the bedrock of how historical knowledge is constructed, such as evidence and causation (MOE Curriculum

Planning and Development Division, 2012: 119). These concepts are distinct, and hence often utilised separately in the classroom. However, as seen from Erikson’s Structure of Knowledge substantive concepts are developed through the careful application of historical concepts. Given that students, especially at the secondary 1 level, join the classroom with little prior understanding of historical concepts, the HI package does not enjoy the luxury of treating these two basket of concepts as separate. Therefore, when designing a HI package with conceptual understanding as a focus, there are advantages to consider substantive and historical concepts in tandem.

Integrating Substantive and Historical Concepts

By considering the substantive concepts in tandem with the historical concepts, it becomes possible to develop a HI package that takes into consideration the affordances that the exploration of a substantive concept can lead to the acquisition historical concepts.

Furthermore, considering these concepts in-tandem of each other also means that it is possible to develop a progression of understanding of the same substantive concept over a four year course of study in secondary school. This will also encourage students to utilise the generalised understandings of the concept of security and apply it forward in subsequent years. Figure 2 shows an outline of how the concept of security could progress over four years.

Figure 2. A table depicting how the content concept of ‘security’ can be used as a conceptual lens and applied across a four-year history curriculum

Level	Topic
Secondary 1	Security Challenges experienced in early Singapore
Secondary 2	Strikes and Riots in early Singapore
Secondary 3	Outbreak of World Wars which threatened the national security of states
Secondary 4	Competition and tension between the Superpowers which caused the other to feel that its national security was being challenged and compromised

There is also potential for articulation from Social Studies at the Primary level (SSP), as it also explore various issues and ideas which students also learn about in Lower Secondary History. For instance, the revised SSP curriculum at Primary Four has the following inquiry focus: “How is life in Singapore today shaped by what happened in the past?” (MOE, 2020). By expanding on students’ understandings of concepts, learning and move beyond the factual and become more meaningful.

Operationalising a Concept-driven Historical Investigation

Our HI package was centred around the Secondary 1 Unit 2 topic of challenges of a growing migrant population, with a focus on crime and abuse in early Singapore (MOE Lower Secondary History Syllabus, 2021: 16). We differentiated the scope of the HI question for Express and

Normal(Academic) streams, and used both substantive concepts as well as historical

concepts to frame the investigation, as seen from the figure below:

Figure 3: Concepts explored in the HI for Express and Normal Academic based on the respective HI question

	Express	Normal (Academic)
HI inquiry question	<i>How did Singapore manage security challenges experienced before independence?</i>	<i>What were the security challenges experienced by Singapore before independence?</i>
Content concepts	<u>Security</u> , Challenges, Solutions	<u>Security</u> , Challenges
Historical concepts	Evidence, Change and continuity, Causation, Diversity	

The substantive concept of security was then further unpacked into the following topics, with differentiation for the Express and Normal (Academic) streams based on the difficulty of each topics – for instance, governmental organisations such as the

Police Force and the Chinese Protectorate require a deeper level of abstraction to understand and hence were not assigned to the Normal (Academic) stream, as seen below:

Figure 4: Differentiated aspects for Express and Normal Academic students based on the HI question

	Express	Normal Academic
HI inquiry question	<i>How did Singapore manage security challenges experienced before independence?</i>	<i>What were the security challenges experienced by Singapore before independence?</i>
Facts of the topic i.e. aspects students would later take on individually for the research component	<ul style="list-style-type: none"> ● Labour Abuse & Prostitution ● Secret Societies ● Piracy ● Police Force ● Chinese Protectorate 	<ul style="list-style-type: none"> ● Labour Abuse ● Secret Societies ● Piracy ● Prostitution ● Vices (e.g. opium smoking)

When translating Erikson’s Structure of Knowledge into the HI package, we derived three tiers of questions to guide students through the HI (Figure 5) - guiding

questions would prompt thinking during the unpacking of the inquiry question; factual questions would form the basis of inquiry; and conceptual questions would be used to

guide students throughout the six stages of HI to elevate their thinking to a conceptual level.

We focused on three big ideas to guide students as they examined the impact of security challenges on people and

Singapore (both Express and Normal Academic) as well as ways to mitigate these security challenges (Express only). These big ideas formed the enduring understandings that we want students to learn, before transferring their learning to new situations for greater meaning-making.

Figure 5. Structure of Knowledge for the topic of Labour Abuse and Crime in Early Singapore
[With input from Lim Puay Yin, MTT/ Geography, AST]

<p>Big Ideas/Generalisations/ Conceptual Understandings/ Enduring Understandings: A security challenge has an impact on people and/ or the country.</p> <p>In a community, the gathering of people from diverse backgrounds can lead to a lack of security in the absence of a common agreement or a set of laws.</p> <p>A security challenge can be managed through cooperation by the people and/or government organisations united by a common vision.</p>
<p>Concepts: Content Concepts: security, challenges, management, communities, independence</p> <p>Historical Concepts: Change and Continuity, Causation, Diversity, Evidence</p>
<p>Conceptual Questions: Why is it important to ensure the security of the people and the country? What are some efforts that people and the government can take to ensure security in a community?</p> <p>Factual Questions [HI Inquiry question]: What were the security challenges caused by different migrant communities who came to Singapore? How were security challenges managed in Singapore before and after independence?</p> <p>Guiding Questions: What are some traits associated with security? Who provides security? When is a place considered secure? Where do you think is a secure place? Why would you want to be in a secure place? How can a place be secure?</p>
<p>Topic: Crime and Abuse in early Singapore</p>
<p>Facts: Male immigrants from China faced labour abuse while female immigrants were tricked into prostitution. Members of secret societies often took part in gang robberies, gang fights and other forms of lawlessness. Piracy posed a grave danger to the lives, property and trade of the trading community. The Police Force and Chinese Protectorate were set up to tackle the problems caused by secret societies.</p>

Technological Affordances in a
Historical Investigation

With the growing ubiquity of digital devices, such as the personal learning device, this HI package also actively attempts to exploit these opportunities in order to enhance the learning experience for students in a meaningful manner. For instance, students were tasked to conduct research online to select sources relevant to their assigned aspect. The meaningful use of technology also provided opportunities to develop our students' digital literacies when they used communication tools to collaborate and create multimedia presentations to demonstrate their understanding of the concepts and big ideas. The clarity that the preceding framing of substantive and historical concepts provide towards the learning goals of this HI package also serves to prevent the use of technology from being a distraction to the core learning objectives of HI (Laurillard, 2012: 2).

The HI was designed with blended learning that supports conceptual

understanding as it allows students to work at their own pace, providing a dimension of differentiated instruction. The accelerated use of blended learning, the hybrid of in-person and online learning (Graham, 2013, p. 333) provide opportunities to strengthen teaching and learning as students take ownership of their learning.

During the HI process, students would have conducted online research about aspects of security at their own time and pace, and lesson time was used to clarify misconceptions or doubts they encountered in the process of research. Students were given the space to explore and learn independently and we found that students valued such a learning opportunity. They found that it was a safe learning environment to develop understanding of the issues and this facilitated the process of research. Students harnessed technology and submitted their research findings using SLS and Google Classroom. The benefits of such online platforms were the mobility in accessing their research, and it was convenient to refer to their research during in-person class discussion.

Figure 6. Students engaged in independent research

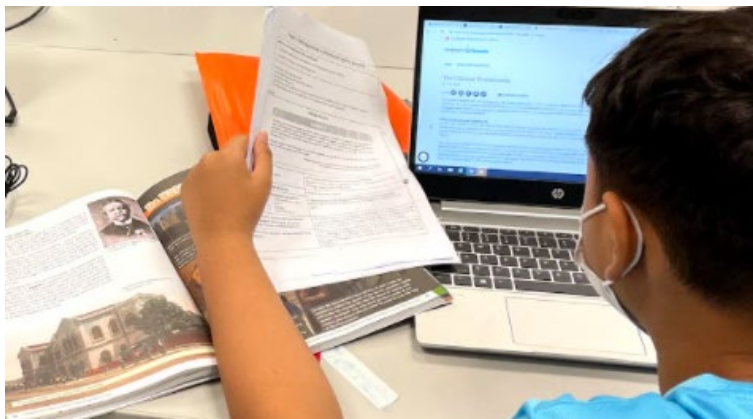


Figure 7. Students navigating the internet to gather and select sources to support their inquiry



Pre-Activity: Historical Investigation
Context Setting

Before commencing on the HI task, students are put through a series of lessons aimed at setting the context of the investigation. The process of context setting includes providing students an overview of how migrants who came to early Singapore lived, the labour abuses they experienced, and how the British introduced organisations such as the Chinese Protectorate and Police Force to enforce law and order. These were delivered through a gallery walk activity which featured sources accessed through quick response (QR) codes. Student Learning Space (SLS) packages were also utilised to engage students in source analysis.

This series of lessons prior to the HI were important stepping stones to prepare our students for an inquiry experience in which they would interact with online sources, make connections to what they have learnt and engage in knowledge construction.

Stage 1: Unpacking the Inquiry Question

At the start of the investigation process, students' curiosity was first sparked through the use of an illustrative scenario aimed to place students in the shoes of a coolie who experienced hardship to set the scene for the introduction of potential security threats a coolie would encounter. The scenario also aims to activate the prior knowledge of students, bearing in mind that students are rarely blank slates, and their personal experiences do contribute to developing conceptual understandings (Wineburg, 2001: 301). They also influence their perception when interacting with historical accounts and sources. Hence, the activation of prior knowledge will better allow teachers to facilitate conceptual learning. The scenario was focused on the inquiry question "How were security challenges managed by people in early Singapore?"

Figure 8. Scenario to set the context for students embarking on HI.

Scenario

You are hiding in your wardrobe, peeking out, you see a group of secret society members ransacking your room. You dare not even breathe.

At that moment, you think back to when you first arrived in Singapore. You remember that a friend of yours suggested that you leave China for a better life in Singapore. You find a broker and borrow a sum of money from your cousin for the passage money to get to Singapore. Upon arrival, you find that Singapore was not the land of hope that you had dreamed of. Life was more difficult than you imagined it to be - you worked long hours and returned to an overcrowded and unsanitary shophouse shared with other migrants. You often felt lost as the people around you mostly spoke a different dialect and you did not understand them. You had no choice but to work as a coolie to pay off your debt. The work was tough and you sought relief in gambling and opium dens. When you couldn't pay for these entertainment, you borrowed more. How did you get yourself in this mess?

The secret society members have left your room. You managed to hide from them. You are safe... for now. Just the other day, you heard of an acquaintance who was not so lucky; he had his arms and legs broken for delaying payment. You shudder in fear. Singapore was not the safe haven you yearned for.

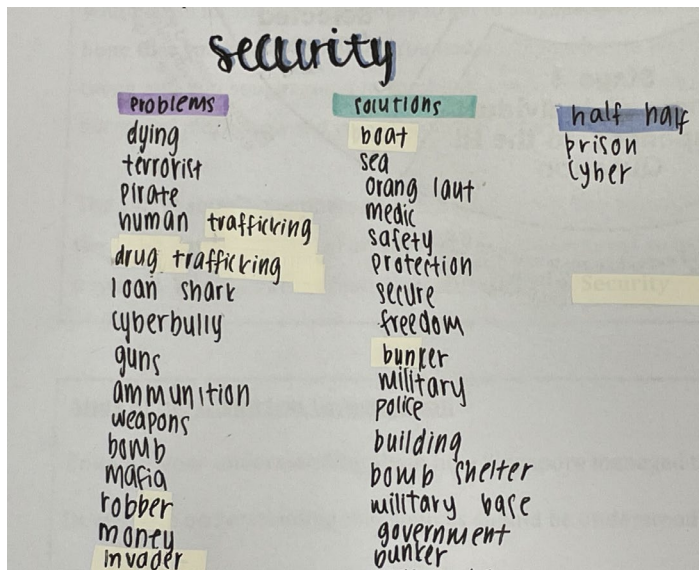
Subsequently, the students participated in a concept-mapping activity. Visual organizers such as concept maps are useful visual representations that helps students gain an understanding of concepts. Students do so by putting the facts together, classify the terms into meaningful categories, make connections between the facts and concepts, and form big ideas to aid their

understanding about the topic (McTighe and Silver, 2020: 18-23). To activate students' prior knowledge and scaffold the unpacking of the inquiry question, we used guiding questions to prompt students' thinking (Figure 5). For example, "What are some traits associated with security?", "When is a place considered secure?" and "How can a place be secure?"

Figure 9. Sample of concept mapping on the key content concept of security



Figure 10. Sample of how students group the terms from the concept mapping activity



It was observed that students tend to build on each other’s responses and this facilitated the generation of ideas (Figure 9). Students who were usually quiet during lessons were engaged and participated in the class activity. The next step involved classifying the facts and concepts into different groups. Students were able to provide justification and explain why some terms should be grouped together, as well as the categories for each group. For example, students were able to classify general security threats, groups which posed a security threat and law enforcement agencies (Figure 10).

Stages 2 to 4: Individual Research

For these three stages of HI, students worked in groups of five person and

collaborated with their peers to conduct individual research on an aspect of security as outlined in Figure 4 above. Students engaged in online research to gather and select sources which were relevant to their chosen aspect of security. Aligned to the process of inquiry, students exercised reasoning and constructed an analysis of the sources they had selected to address the inquiry question.

At this stage, students were asked to consider the impact of these security challenges and how it could be managed. Students found this lesson useful in helping them to understand the varying levels of security and this would later prove useful in enabling them to examine present-day security issues in greater depth.

Figure 11. Guiding questions used to prompt students to think about the impact of security challenges and how it could be managed

Labour Abuse [page 94, 96, 97]	
Some Questions I have	What do I know about the aspect?
What is labour abuse?	Coolies worked without pay to pay off debts
Who was involved in labour abuse?	1. Coolies 2. Coolie-agents
How is labour abuse a security issue?	Coolies were tricked or kidnapped by coolie-agents <i>Let's think: Is there a link between coolies and secret societies?</i>
Who is labour abuse a security issue for?	1. Coolies were denied safety and freedom 2. British Colonial Government [Maintain Law and order]

Police Force [page 91]	
Some Questions I have	What do I know about the aspect?
What was the Police Force?	A small police force led by William Farquhar
What did it do?	Dealt with crimes that were committed Tried to keep peace among the population
How did it ensure security?	Ensure a safe and peaceful environment Maintained peace among the different groups of people

Piracy [page 104]	
Some Questions I have	What do I know about the aspect?
What is piracy?	Trading ships were attacked by pirates
Who was involved in piracy?	1. Pirates 2. Traders
How was piracy a security issue?	Piracy posed a danger to the lives, property and trade of the trading communities
Who was piracy a security issue for?	Traders British Colonial Government [Maintain Law & Order]

Chinese Protectorate [page 102, 103]	
Some Questions I have	What do I know about the aspect?
What was the Police Protectorate?	A government department set up to tackle the problems of secret societies, coolie abuses, poverty and prostitution [led by William Pickering]
What did it do?	The Chinese community settled their quarrels at the Chinese Protectorate instead of going to the secret societies
How did it ensure security?	Controlled the coolie trade and ensure fair treatment Maintained Law and Order by preventing riots and fights

We facilitated a discussion with students to help them understand how security threats could impact migrants who experienced labour abuses; and how security threats had an impact on the national security of Singapore when secret societies engaged in acts of lawlessness.

Stages 5: Consolidation and Group Research

After the individual stages, students worked in groups to brainstorm and research on present-day security challenges and how it impacts different groups and societies. Change and continuity was a particularly relevant historical concept to help students appreciate how some security threats are enduring and draw parallels to see how there are different solutions to mitigate these challenges across time.

To guide our students in unpacking the historical concept of change and continuity, we have designed a lesson to elicit responses on their understanding of

present-day security issues. We used the questions previously in the concept mapping activity to prompt them to share their knowledge of present-day security challenges. For example, “where do you think is a secure place?” and “why would you want to be in a secure place?” helped students consider the impact of security challenges on their daily lives and allow them to be immersed in the inquiry experience.

Current affairs such as counter-terrorism exercises and speeches made by ministers on security threats facing Singapore were also showcased. These sources proved useful in prompting students to think about the issue and students were able to bring up relevant examples of security threats such as threats to racial and religious harmony, threats to health security (with the current COVID-19 pandemic) and threats to public order such as acts of terrorism. Students were also able to consider cyber security threats and technological disruptions, citing examples

such as the SingHealth data breach incident.

Reference was made to the concept map of security which students had co-created in stage one of the HI. Students recalled the traits of security and it helped them to draw relevance to the discussion of present-day security challenges. We observed that

students were particularly engaged as they could relate to the security issues discussed. Students were also able to better apply the historical concept of causation as they could also identify the impact of security challenges in the present-day, for example the threat caused by racial tension and health security.

Figures 12 and 13: Samples of group responses to the management of present-day security challenges

How were the security challenges managed by Singapore after independence #2

<https://www.straitstimes.com/singapore/17-year-old-secondary-school-student-detained-under-internal-security-act-for-supporting>

Evidence from the source.	The boy's journey to radicalisation began in 2017, when he was introduced to pro-ISIS social media groups by a foreign online contact. Through these groups, the boy gained access to what he believed was exclusive ISIS content, said MHA. "In his eyes, ISIS was a powerful group that was fighting for Islam and its use of violence against its opponents was therefore justified." After this came to light in 2017, the ministry said it had tried to steer the boy away from the radical path, but he remained a staunch supporter of ISIS.
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How were the security challenges managed by Singapore after independence #2

How does the source support how security challenge is managed?	I can tell that Singapore uses the Internal Security Act (ISA) to enforce preventive detention, prevent subversion, and do other things incidental to the internal security of Singapore. This is evident as the source states that: "Due to his age, the MHA had made arrangements for him to undergo religious counselling, while making sure that he does not influence his peers, a ministry spokesman told The Straits Times." This suggest ISA gives the punishment according to the person needs. For example this boy in the news had to undergo religious counselling for his pro-ISIS views.
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Figure 14: A group response which shows how students were able to draw parallels between the management of security challenges in the past and in present-day

Compare security challenges and how it was managed in early Singapore and present-day Singapore.

Similarity:

Both were similar because they both had a way to counter each threat and did not face difficulties in doing so. This is evident as the protectorate was there to manage Secret Societies. When the riot between the Hokkien and Teochew happened, there were army forces ready to suppress the riot. When anything bad bad happens online, the CSA is ready to help. From the evidence above, we can also tell that Singapore has always been very organised with all these crimes because they have a unit or force to counter each treat.

Stage 6: Creation of Group Product

The HI proved effective in enabling students to attain conceptual understanding as students were able to draw connections between security challenges and solutions across different contexts. Students were able to articulate how individuals such as the migrants from China were denied personal security and how it was necessary to put in place measures to ensure peace and security of early Singapore. Students generally agreed on the importance of protecting the rights of the migrants, with a few answers exploring the issues of the rights of women and human rights. These responses clearly demonstrate an understanding of the concept of security and the impact on the individual and

national level. The responses also show the application of the concepts of causation and diversity.

In the process of the HI, students were able to hone their analytical skills and frame their understanding through the conceptual lens of security. Students navigated the internet and were able to source for relevant and reliable sources which focused on the inquiry question. Students also showcased their understanding of security and the historical concepts of causation, diversity and change and continuity in their end-product. Many were able to give good examples and draw parallels on the challenges and how security challenges were managed in both early and present-day Singapore.

Figure 15: Lego stop-motion animation product done by students to showcase how security challenges like riots were managed in the past, which draws parallels to how security challenges like terrorism are managed in present-day



Figure 16: A video produced by students showcasing how different security challenges were managed over time.



For instance, students were able to explain security challenges and showed that they had a better understanding of security

in early Singapore and present-day Singapore. (Figures 17 and 18)

Figure 17. Student responses, demonstrating how their understanding of the concept of security has developed from a surface level understanding to a deeper level of understanding.

I used to think ...	Now I think ...
Was just safety	An essential thing for the country
Police and security guards	Involvement of everyone, to play a part so that the country is protected and safe
School security	Terrorism and different security challenges in the past and present

Figure 18. Student reflection on the Historical Investigation.

Reflections from Students
The whole experience helped me to understand security before and after independence better
Now I have a better idea of security
The HI was very interesting and doing the research was fun. I also learnt more about security challenges

These students' outcomes demonstrate that we should continue to provide students with suitably challenging tasks while providing them with the necessary guidance in order to encourage the development of conceptual understandings.

Consolidation of Learning from the Historical Investigation

To consolidate students' learning, we designed a SLS lesson to check for students' conceptual understanding. We used a series of guiding questions to concretize their understanding of the concept of security. (Figure 19)

Figure 19. Overview of lesson to consolidate the HI and guiding questions used

SLS Lesson Activity	Lesson Description	Guiding Questions
<p>What can we recall about the concept of security?</p>	<p>1. Students indicated what they could recall about security using the Interactive Thinking Tool feature in SLS</p>	<p>1. What were some security challenges in early Singapore? 2. What were some ways in which security challenges were managed?</p>
	<p>2. Students viewed video resources on security challenges and wrote down responses to guiding questions</p>	<p>1. What is the security challenge? 2. Who was it a security challenge for? 3. Why was it a security challenge? 4. What are some ways to manage the security challenge?</p>
<p>What’s the big idea about security?</p>	<p>1. Students were shown the big ideas for the topic (Fig. 4) 2. Students wrote down responses to the guiding questions, for early Singapore and present-day Singapore</p>	<p>1. What were some security challenges experienced by the people of Singapore? 2. What made it a security challenge? 3. Was the security challenge experienced by many people? Explain your answer.</p>
<p>Let’s practice some Source-Based Questions</p>	<p>1. Students applied their understanding about security in three source-based questions.</p>	<p>What can you learn from the source about security challenges experienced?</p>
<p>What do I now understand about the concept of security?</p>	<p>1. Students participated in a poll to indicate which group experienced the greatest security challenge, and provide an explanation for their choice</p>	<p>1. Why do you think the group you selected experienced the greatest security challenge? 2. Do you think the measures taken to manage the security challenge for the group you selected was effective? 3. How important is it to manage the security challenge for the group you selected?</p>
		<p>1. In your opinion, what is the greatest security challenge that Singapore or the people of Singapore experience in the present? 2. Why is it a security challenge? [Who is it a challenge for?] 3. What are some ways to manage the security challenge you listed above?</p>

Students were prompted to consider the security situation in early Singapore and present-day Singapore. As students considered the impact of the security

challenges on different groups of people across different time periods, it demonstrated their understanding of both content concepts and historical concepts.

(Figure 20 to 23) Students were able to articulate the different players involved and they also recognised the importance of

managing security challenges as it would otherwise negatively impact individuals and the country.

Figure 20. Student response which showed conceptual understanding, particularly the content concept of security and the historical concepts of causation and diversity

What do I now understand about the concept of security?

Poll

In your opinion, which group of people in early Singapore experienced the greatest security challenges?

- Male immigrants (mostly coolies involved in hard labour)
- Female immigrants (mostly tricked into prostitution)
- The people of Singapore
- The British Colonial Government
- Traders affected by piracy

Why do you think that the group you selected experienced the greatest security?

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1-we can see that among the four groups, this group of people who were forced to be deeply insulted and hurt.
2-Maybe the female immigrants could earn money from the prostitution, but the key point I focus on is "tricked".

Do you think the measures taken to manage the security challenge for the group you selected were effective? Explain your answer.

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1-Yes, I do.
Because improving people's living quality and social security is the best way to solve this problem.

How important is it to manage the security challenge for the group you selected? Explain your answer.

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1-It impacts the rights of women
2-It will influence human rights issues in the development of the country.

Figure 21. Student response which showed conceptual understanding, particularly the content concept of security and the historical concepts of causation

What do I now understand about the concept of security?

Poll

In your opinion, which group of people in early Singapore experienced the greatest security challenges?

- Male immigrants (mostly coolies involved in hard labour)
- Female immigrants (mostly tricked into prostitution)
- The people of Singapore
- The British Colonial Government
- Traders affected by piracy

Why do you think that the group you selected experienced the greatest security?

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Because the government is the one who need to deal with all security challenges and try to solve them.

How important is it to manage the security challenge for the group you selected? Explain your answer.

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Security challenge affects the country and the people.

Figure 22. Student response which showed conceptual understanding, particularly the content concept of security and the historical concepts of causation and diversity

What do I now understand about the concept of security?

Poll

In your opinion, which group of people in early Singapore experienced the greatest security challenges?

- Male immigrants (mostly coolies involved in hard labour)
- Female immigrants (mostly tricked into prostitution)
- The people of Singapore**
- The British Colonial Government
- Traders affected by piracy

Why do you think that the group you selected experienced the greatest security
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The people of Singapore are what makes up the country, so if riots are not stopped, and people die, the country will not evolve.

Why do you think that the group you selected experienced the greatest security
[Read More](#)

every security challenges that happens to Singapore also affects the people of Singapore themselves

Do you think the measures taken to manage the security challenge for the group you selected were **effective**? Explain your answer.

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I think the Chinese protectorate which was made to make connections with secret societies were most effective as pickering managed to make connections and put them on a leash no matter how loose

How important is it to manage the security challenge for the group you selected? Explain your answer.

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if the security challenges were not managed, Singapore would have its downfall

Figure 23. Responses from students on present-day security challenges. Their responses showed conceptual understanding, particularly the content concept of security and the historical concept of causation

In your opinion, what is the greatest security challenge that Singapore or the people of Singapore experience in the present?

Cyber Crime (scams)

Why is it a security challenge?

[Consider: Who is it a security challenge for? Is it a security challenge for the people of
[Read More](#)

People would fall for these scams and lose money. Since people lose money, the government is affected. People with less money, cant afford their daily expenses (food, bills, daily necessities, tax) and if people cany pay bills, no electricity. No tax means the government have lesser money to pay police and hospitals to protect people.

What are some ways to manage the security challenge you listed in part a?

[Consider: What measures have been introduced? What are some other measures which
[Read More](#)

Try not to fall for these scams. It is impossible to counter these scams as they occur from all over the world and police may have a hard time finding the culprits of these scams. Dont go to dodgy websites.

In your opinion, what is the greatest security challenge that Singapore or the people of Singapore experience in the present?

Scamming

Why is it a security challenge?

[Consider: Who is it a security challenge for? Is it a security challenge for the people of
[Read More](#)

As people may be unknowingly helping and aiding a crime or they themselves might get robbed

What are some ways to manage the security challenge you listed in part a?

[Consider: What measures have been introduced? What are some other measures which
[Read More](#)

We can put out websites to teach citizens how to recognise scammers

Conclusion and Implications

Our decision to adopt a concept-based approach in designing the HI for our students was based on the premise that we wanted them to have enduring understanding of the issue, and to move beyond factual recollection. We realised the importance of establishing a culture of inquiry so that our students would be forthcoming in asking questions to clarify their understanding. We wanted to inculcate research skills in our young learners so that they would be discerning in drawing conclusions based on evidence from reliable sources.

Teaching for conceptual understanding is about equipping our learners with the skills to make connections across different contexts and this will help them to navigate changes and disruptions in a globalised world. Ultimately, we seek to nurture future-ready learners who possess a love for learning, see patterns and relevance in the everyday, and are able to make historical sense of the world they live in.

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