



CINEMA AND THE FIRST WORLD WAR IN SCOTLAND

LEARNING RESOURCE: STUDENTS' SHEET

National 4/5, New Higher History

Curriculum for Excellence subjects: **Literacy / History / Social Studies**

Written by **Alison Gillen** (Teacher of History at St. Columba's School), with **Julia Bohlmann**
and **Maria Velez-Serna** (Researchers, University of Glasgow)

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**GLASGOW
FILM**

FILM 1: TERRITORIAL SOLDIERS AT CAMPBELTOWN

Arrival at Whitehart Hotel, Campbeltown (1914)

<http://scotlandonscreen.org.uk/database/record.php?usi=007-000-002-121-C>

Thinking activity

- a** Watch the film in full. Students should fill in the table below with words and phrases as they watch.

I see... (say what you see!)	I think... (what do you think about it? What do you think is happening?)	I wonder... (what questions do you want to ask your teacher about the film?)

Exam type questions – National 5

Attempt the following questions to practice your exam technique

- 1 The film was made for screening at the De Luxe Cinemas in Rothesay (Bute) and Glasgow by cinema owner Randall Burnette. It was produced in 1914, just before war was declared. Evaluate the usefulness of the film as evidence of ordinary peoples' reactions to an imminent war. (5)
- 2 Describe the reaction of people in Scotland to the war in 1914. (5)

Exam type question – Higher

The film was made for screening at the De Luxe Cinemas in Rothesay (Bute) and Glasgow by cinema owner Randall Burnette. It was produced in 1914, just before war was declared.

Evaluate the usefulness of the film as evidence of Scotland on the eve of the Great War. (6)

In making a judgement you should refer to:

- > *the origin and possible purpose of the source*
- > *the content of the source*
- > *your own knowledge*

FILM 2: TERRITORIAL SOLDIERS AT HAWICK

Scottish Troops for the Front (clip 1) (1914)

<http://scotlandonscreen.org.uk/database/record.php?usi=007-000-002-205-C>

Watch the film, which shows troops preparing, training and parading. Answer the questions that follow. Read all the questions before watching the film.

- 1 What emotions are people displaying? Are they happy or sad? What is the general mood of the films?
- 2 What activities are the troops doing in preparation for war? Make a list.
- 3 What flags do you see and what do you think they might represent?
- 4 Why do you think the films were made?

FILM 3: HAWICK BOY SCOUTS

Scottish Troops for the Front (1914)

<http://scotlandonscreen.org.uk/database/record.php?usi=007-000-002-207-C>

In film 3, we see Boy Scouts learning the skills of a soldier.

Watch the film and pay special attention to the Scouts.

Think about what may have happened in the lives of the children in the years following the film, and develop a 'mind movie' of one of the Boy Scouts in the film. Tell your mind movie to your neighbour.

FILM 4: CHAMBER OF COMMERCE BATTALION

Glasgow's Yesterdays (Segment dating from 1914)

<http://scotlandonscreen.org.uk/database/record.php?usi=007-000-000-005-C>

Background

Members of Glasgow Chamber of Commerce were equally as eager to contribute and so, as part of the rapid expansion of the regular army, a battalion was formed. On 3 September 1914, following a unanimous decision by the Chamber leadership, the 17th Highland Light Infantry (Glasgow Chamber of Commerce Battalion) came into being.

Recruitment took place in Merchants' House and the 17th Battalion was quickly established. Towards the end of 1914 – right through to the summer of 1915 – the Battalion trained at both Gales and Troon in Ayrshire before embarking on further training in England. On 22 November 1915, training was completed and the Battalion departed for the Port of Havre in France.

The Battalion quickly settled into the routine of the trenches where they endured a “hard and monotonous” winter. As the war drew on the Battalion, like many others, was present at the disastrous Battle of the Somme in July 1916. At the Battalion parade for Roll Call on 4 July, casualties totalled 22 officers and 447 from other ranks.

The Battalion was disbanded in early 1918 after a decision by the War Office and its colours were laid in Glasgow Cathedral.

Information taken from www.glasgowchamberofcommerce.com, BLOG Published by Anne Marie Hughes.

ACTIVITY 1

Questions for National 5 or Higher, using film and background information

- 1 What is The Chamber of Commerce?
- 2 Who do we see in this film? What ages? What social classes? Are they all going to war?
- 3 Why do you think a film of The Glasgow Chamber of Commerce Battalion was made?
- 4 What does the film tell us about the classes of people that volunteered for the war?

ACTIVITY 2

Looking at sources – comparing sources

Many records were kept of the 17th Highland Light Infantry (Glasgow Chamber of Commerce Battalion). In 1920, a complete record of War Service was published for the Battalion. It can be accessed for free at <http://www.1914-1918.net/hli.htm>.

Source A is taken from the complete record of War Service for the Glasgow Chamber of Commerce Battalion, published in 1920. A member of the Battalion gives a general impression of the first days of the battalion.

“We all assembled in our various drill halls. We watched and whispered. Some asked, who is that man with the loud voice shouting at us, giving us papers and getting us into what he called Companies. We knew soon. Then they selected N.C.O.’s (acting) from amongst those who had some previous training. After that we went away.

The N.C.O.’s stayed and took the bundles of papers, our pledged word to our king, and wearily for hours sorted them and listed the names. Days followed when we marched and when we got to know our officers by sight and to call ourselves by our Company name. Then came the day we drew our kit and carried off strange bundles to our homes. We got the magic words ‘To camp at Gailies.’ Then we were soldiers now. We paraded by Companies and assembled in the Square and marched to the train. A motley crowd carrying on our shoulders all manner of weird shaped bundles. The crowd laughed and cheered us. Thus we left the City that held us very peculiarly her own, her citizens and sons for the last time. Henceforth her soldiers.”

Questions

NATIONAL 5

- 1 Watch the film and read Source A. Do the film and Source agree with each other? Find 3 pieces of information in Source A that are shown in the film.
- 2 Evaluate the usefulness of Source A as evidence of recruitment for the War in 1914. (5)
- 3 Explain the reasons why many men wanted to volunteer for the army in 1914. (5)

HIGHER

- 1 Watch the film and read Source A.
Compare the views of the Film and Source A about recruitment and conscription in Scotland. (5)
Compare the sources overall and in detail.
- 2 Evaluate the usefulness of Source A as evidence of recruitment and conscription in Scotland. (6)
In making a judgement you should refer to:
 - > *the origin and possible purpose of the source*
 - > *the content of the source*
 - > *your own knowledge*

ACTIVITY 3

In the shoes of a Pals' Battalion

Watch the film.

Imagine that you and your friends have all enlisted in the army in 1914, just like the men in the Chamber of Commerce.

Your class would be a Pals' Battalion and would undergo training. Give the class a battalion name. This may be the first time you have been out of your local area and visited even another town!

Take one minute for each question. Respond to the questions on your own using words, pictures and/or colour to express your emotion.

Questions and tasks

- 1 How do you feel about going away with all your friends?
- 2 You have never held a gun before, or even been in a fight. How do you feel about being taught to fight and kill?
- 3 You are going to travel to France by train and boat on a very long journey. This is the first time you have left the British Isles. How do you feel about this?
- 4 You have never been away from your family for more than a night. How do you feel about not seeing your family for an unknown amount of time?
- 5 You've just got yourself a new 'sweetheart' and she'll be at home. How do you feel about that?
- 6 You are going to fight and may see your fellow class mates injured or killed. How do you feel about that?
- 7 Write a diary entry as a soldier who has enlisted as a volunteer in the army in 1914. Use the film and your responses to the questions to help focus the mixed feelings you have about being a volunteer.

FILM 5: SCOTTISH WOMEN’S HOSPITALS

Scottish Women’s Hospitals (1917)

<http://scotlandonscreen.org.uk/database/record.php?usi=007-000-000-019-C>

Using contradicting sources: Field hospitals, casualties and death

Watch the film depicting a field hospital.

Then read Source A below and complete the activities that follow according to your level.

Source A was written by Dr. I. Hutton. He describes the state of the patients that the women nursed at the Royaumont Abbey Field Hospital during World War One.

Information taken from <http://spartacus-educational.com/Winglis.htm>.

“It was bitterly cold. The patients who were not in a raging fever shivered and tried vainly to adjust their tattered uniforms to gain a little warmth. Their clothing crawled with maggots and bugs and their bodies with lice. Dying men lay huddled so closely together on the floor that they touched each other. Others sat up gasping and blue in the throes of pneumonia. Blood and pus oozed from the wounds. A few of the patients feebly extended their hands but most of them were too ill to care what happened. Seventy-odd soldiers, in the last stages of dysentery lay crouched along the walls, emaciated, dying. They crawled outside from time to time. There were no sanitary arrangements and the grass plot was foul.”

- 1 Read Source A again. Use one colour to highlight evidence that you have seen in the film. Use another colour to highlight evidence that was not shown in the film or disagrees with the film.
- 2 Use the highlighted evidence to fill in the table which compares the film and Source A.

How Source A and film agree – state the evidence	How Source A and film disagree – state the evidence
<p>e.g. <i>Cold weather – Source A says “bitterly cold”. In the film we see snow on the floor.</i></p>	

- 3 Why do you think the film missed some of the details that have been described in Source A?

NATIONAL 5

Use all the evidence from questions 1 and 2 to answer exam type questions:

- 4 Compare the views of Source A and the film about field hospitals in World War One. (4)
- 5 How fully does the film show field hospitals in World War One? (5)
- 6 The film was produced in 1917. Its production was sponsored by the National Union of Women's Suffrage Societies (NUWSS).

Evaluate the usefulness of the film as evidence of women's work in World War One. (5)

HIGHER

- 1 The film was produced in 1917. Its production was sponsored by the National Union of Women's Suffrage Societies (NUWSS).

Evaluate the usefulness of **the film** as evidence of the impact of the war on Scottish women. (6)

In reaching a conclusion you should refer to:

- > *the origin and possible purpose of the source;*
 - > *the content of the source;*
 - > *recalled knowledge.*
- 2 How fully does **the film** depict the impact of the war on Scottish women? (9)
Use evidence from the film and your own knowledge.
 - 3 How fully does **Source A** describe the experience of the Scots on the Western Front? (9)
Use the source and your own knowledge.

FILM 6: THE 'TANK BANK' CAMPAIGN

Scottish Moving Picture News 32 (1918)

<http://scotlandonscreen.org.uk/database/record.php?usi=007-000-000-223-C>

ACTIVITY 1

This film is interesting as it was produced in 1918, a few months before the war ended.

Answer the questions that follow after watching the film:

- 1 What evidence can you see in the film that many now wanted the war to end?
- 2 Why would the government parade a tank through Scotland as a 'Tank Bank'?
What impact might it have on the Home Front?
- 3 Why was the film made? What is the purpose of the film?
- 4 What is the significance of the last written slide in the film?



ACTIVITY 2

In the film many dignitaries make speeches to crowds. The speeches were to encourage those who could not fight or actively participate in the war to donate money to the war effort.

A crucial phrase that is used in the film is, “We don’t need money to continue the war, but to end it.” That may give you clues what tone the speeches had.

In pairs:

- 1 Produce a mind map of words, phrases and stories the dignitaries might use to persuade the people of Scotland to donate money to the war effort.
- 2 Choose one of the dignitaries. Make up a short minute speech that could be spoken over the film using your words and phrases.

FILM 7: PATRIOTIC PORKERS

Patriotic Porkers (1918)

<http://scotlandonscreen.org.uk/database/record.php?usi=007-000-000-323-C>

ACTIVITY 1

Fact or opinion

Sometimes it is difficult to separate fact from opinion in films. The following activities will help students to critically analyse the film.

1 While watching the film, fill in the table below with any examples you see.

FACT	OPINION

2 Why was the film made? What is the purpose of the film?

3 What information does the film give about the role of women and the work they did in the First World War?

4 What is the overall message of the film. Write one sentence that describes this message and compare it with your neighbour.

5 How does the film use humour?

ACTIVITY 2**Exam questions – National 5 and Higher****NATIONAL 5**

- 1** How fully does the film depict life in the trenches for Scottish soldiers in World War One? (6)
Use evidence from the film and your own knowledge.

HIGHER

- 2** How fully does the film depict the experience of Scots on the Western Front? (9)
Use evidence from the film and your own knowledge.
- 3** How fully does the film show the impact of the War on Scottish society? (9)
Use evidence from the film and your own knowledge.

FILM 8: THE KING VISITS THE CLYDE

His Majesty's visit to the Clyde (1917)

<http://ssa.nls.uk/film/3358>

TEACHING ACTIVITY 1

For use with National 4/5 and Higher

Watch the film in full, Students should fill in the table below with words and phrases as you watch.

I see... (say what you see!)	I think... (what do you think about it? What do you think is happening?)	I wonder... (what questions do you want to ask your teacher about the film?)

FILM 9: ARDROSSAN SHIPYARD

Ardrossan Shipyard

<http://www.scran.ac.uk/database/record.php?usi=000-000-482-620-C>

- 1 Why was the film produced in 1919?
- 2 At around 9 mins, the following appears:
 “Witnessing the celerity and skill the workmen display one can easily understand why Great Britain is the greatest shipbuilding nation on earth”
 - a What does this sentence mean?
 - b Why has it been used in a film made in 1919?
- 3 Pay attention to the people watching the christening of the ship. What ages and gender do they appear to be? Why is this the case?

FILM 10: LOCHGELLY WAR MEMORIAL

Lochgelly War Memorial (1924)

<http://ssa.nls.uk/film/0966> [not on Scotlandonscreen]

Watch the clip depicting the unveiling of Lochgelly War Memorial in 1924.

- 1 Fill in the table below individually with any ideas, thoughts or feelings.

Positive	Minus	Interesting

- 2 Pick one word or phrase from each column and write them on separate post-it notes. Share your post-its in groups of 4 and discuss the relevance and meaning of the clip for your Higher course, using the following question as a starting point:
 What was the scale and effect of military loss on Scottish society?
- 3 Explain the reasons why commemoration and remembrance of the First World War is so important.