



CINEMA AND THE FIRST WORLD WAR IN SCOTLAND

LEARNING RESOURCE
National 4/5, New Higher History

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

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Glasgow Film Learning <http://www.glasgowfilm.org/theatre/schools>

Scottish Screen Archive <http://ssa.nls.uk>

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In 1914, cinema was already very popular all over Scotland. Almost every small town had its own cinema and Glasgow had almost a hundred! At the time, most cinemas did not show long films like today, but rather a programme made up of several shorter silent films, with music provided by a pianist or an orchestra. The programme would include different types of films, such as comedies, adventure stories, travelogues, and newsreels. This teaching resource introduces ten short films made in Scotland around the time of the First World War, in connection to different areas of the Curriculum for Excellence, with particular relevance to the History National 5 unit on The Era of the Great War, 1910 – 1928 with additional material suitable for the New Higher History unit on Scottish Study: The Impact of the Great War, 1914 – 28.

The accompanying DVD includes every clip used in this resource. Alternatively, the clips can be accessed online by using the links given in the resource. It is suggested that the clips are shown separately, using the activities which go with each individual clip before moving on to the next one. The activities are designed in a modular way, so not all the clips need to be used during a teaching session. Please note the DVD also contains in a separate menu the full films from which each clip is taken, which teachers may wish to show their class at any time. The title of the full film from which each clip is taken is listed below every clip in the resource.

CLIP 1: TERRITORIAL SOLDIERS AT CAMPBELTOWN

Arrival at Whitehart Hotel, Campbeltown (1914)

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

- > **LIT 3-05a / LIT 4-05a** *As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.*
- > **SOC 4-06b** *I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.*
- > **NATIONAL 4/5** *The Era of the Great War, 1910-1928: Recruitment; Domestic impact of war; Scotland on the eve of the Great War.*
- > **NEW HIGHER** *Scottish Study: The Impact of the Great War, 1914-28: Scotland on the eve of the Great War.*

ABOUT THE FILM

This film shows some Territorial battalions of the Argyll and Sutherland Highlanders as they arrived in Campbeltown for their annual training camp, two weeks before the start of the war. It also shows a large crowd of local people and holidaymakers who were enjoying the summer in this touristic town. The film was commissioned by the owner of the local cinema, the Picture House, so that people would come to the show to see themselves and their friends. This type of film is called a **local topical** and there are many examples of it at the Scottish Screen Archive.

TEACHING ACTIVITY 1

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?)

- b** Students should get into pairs and discuss the film using the table to focus their discussion...
I see, I think ...
- c** Students then choose one of the questions they have asked about the film and write it on a sticky note provided by the teacher. Collate all the sticky notes together on a board.
- d** The teacher now should go through the questions with the class, picking out interesting ones and ask the class to think of answers to the questions.

TEACHING ACTIVITY 2

Hot seating activity

An example of active learning, which enables all students at all levels to engage with the film. This activity can be used at National 4, 5 and Higher with differentiation by outcome.

- a** In groups of 4, students should think of 3 questions they would ask one of the soldiers marching through Campbeltown in 1914.

For example:

Where are you going?

What are you carrying?

Do you have any family?

How do you feel about going to war?

- b** Teacher then assumes the role of the soldier by sitting/standing at the front of the class (prop, e.g. a hat, to show change of character optional).
- c** The class then ask their questions to the teacher/soldier, and the teacher replies in character.

TEACHING ACTIVITY 3

Student exam type questions – National 5

Examples of how the film could be used to develop exam skills.

- 1 The film was made for screening at the Campbeltown Picture House 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)

TEACHING ACTIVITY 4

Student exam type question – Higher

The film was made for screening at the Campbeltown Picture House by cinema owner Randall Burnette. It was produced in 1914, just before war was declared.

Evaluate the usefulness of the film as evidence of social conditions and everyday life in 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*

CLIP 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>

- > **LIT 4-04a** *As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; gather, link and use information from different sources and use this for different purposes.*
- > **NATIONAL 4/5** *The Era of the Great War, 1910-1928: Recruitment.*
- > **NEW HIGHER Scottish Study:** *The Impact of the Great War, 1914–28: Voluntary recruitment.*

ABOUT THE FILM

This film shows a Territorial battalion of the Royal Scots at their annual training camp in the Borders, days before the declaration of war. It was commissioned by Tom Watt, who managed the Palace cinema in Edinburgh. This group of Territorials was mostly from Edinburgh, so their friends and family could go to the cinema and see what the soldiers' camp was like. The Territorials were initially not part of the regular army, but most of them volunteered to go to the front or to serve in home defence as soon as war was declared.

TEACHING ACTIVITY

Student questions – National 4/5 and Higher

It would be useful to go over all the student questions as a class before the film is watched.

Watch the film, which shows troops preparing, training and parading.

Answer the questions that follow.

- 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?

CLIP 3: HAWICK BOY SCOUTS

Scottish Troops for the Front (1914)

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

- > **SOC 4-06b** *I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.*
- > **NATIONAL 4/5 The Era of the Great War, 1910 – 1928:** *Recruitment; Life in the trenches; War work.*
- > **NEW HIGHER Scottish Study: The Impact of the Great War, 1914 – 28:** *Recruitment and conscription; Role of Scottish military personnel; Domestic impact of war.*

ABOUT THE FILM

This film was made in the summer of 1914 near Hawick, and it shows the local Boy Scouts demonstrating their skills by sending messages, putting up tents, and building a rope bridge across a stream. The film was commissioned by Tom Watt to be shown at the local cinema.

TEACHING ACTIVITY

What next? Thinking exercise for use with National 5 or Higher

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

Watch the film and pay special attention to the Scouts.

Once the film has been watched, ask the students to think forward 3 years to 1917, and think about what may have happened in the lives of the children. This could be done in pairs, individually or groups.

If students are struggling, helpers may be given, such as...

- > the Scouts may have lost relatives
- > they now may be in training themselves and have been conscripted into the army
- > they may have been fighting and lost friends
- > the girls who also appear in the film may be working in munitions or as a nurse

Once it is clear the students understand what they are doing, ask them to fill in the 3 years following the film, developing the story of the children as a 'mind movie.'

Ask the students to describe, either in groups or as a whole class, what happened in their mind movies after the camera stopped rolling in 1914.

CLIP 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>

- > **SOC 4-04a** *By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.*
- > **SOC 4-06b** *I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.*
- > **SOC 4-20b** *I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders.*
- > **SOC 4-15a** *I can evaluate conflicting sources of evidence to sustain a line of argument.*
- > **LIT 3-14a / LIT 4-14a** *Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.*
- > **LIT 4-04a** *As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; gather, link and use information from different sources and use this for different purposes.*
- > **LIT 4-07a** *I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.*
- > **NATIONAL 4/5 The Era of the Great War, 1910 – 1928: Recruitment; Life in the trenches; War work.**
- > **NEW HIGHER Scottish Study: The Impact of the Great War, 1914 – 28: Recruitment and conscription; Role of Scottish military personnel; Domestic impact of war.**

ABOUT THE FILM

The film shows a march of a battalion of the Glasgow Chambers of Commerce to recruit volunteers to become soldiers at the beginning of the First World War. The 17th Highland Light Infantry (Glasgow Chamber of Commerce Battalion) came into being on 3rd September 1914 as a response to the call for new battalions. *Glasgow's Yesterdays* is a compilation of local topical films, some of which were filmed by Glasgow producer and exhibitor James Hart. Local topicals were films produced by local organisations and cinemas showing recent events and people.

ADDITIONAL MATERIAL

“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 for the battalion 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 the 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, were present at the disastrous Battle of the Somme in July 1916. At the Battalion parade for Roll Call on the 4th of July, the casualties totalled 22 officers and 447 other ranks.

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

Source: Anne Marie Hughes, “WW1 Commemoration and Glasgow Chamber of Commerce Battalion”, published 7 August 2014 on *Glasgow Chamber of Commerce* website, accessed 11 Sept 2014:

<http://www.glasgowchamberofcommerce.com/news/glasgow-buzz/2014/august-2014/ww1-commemoration-and-glasgow-chamber-of-commerce-battalion.aspx>

See also: John W Arthur and Ion Smeaton Munro (eds.), *The Seventeenth Highland Light Infantry (Glasgow Chamber of Commerce Battalion) record of war service, 1914 – 1918 (1920)*. Glasgow: David L Clark, 1920. Available on the Internet Archive, <https://archive.org/details/17thHLI00glasuoft> accessed 11 Sept 2014.

TEACHING ACTIVITY 1

Student 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?

TEACHING ACTIVITY 2

Looking at sources – comparing sources

This activity can be used with National 5 and Higher.

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 <https://archive.org/details/17thHLI00glasuoft>.

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 Gales.’ 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.”

Student 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)

Student questions

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*
-

TEACHING ACTIVITY 3

Thinking activity for use with all levels: In the shoes of a Pals' Battalion

- 1 Imagine that your class has all enlisted in the army in 1914. Your class would be a Pals Battalion and would undergo training. Give the class a battalion name. Explain to the class that this may be the first time they have been out of their local area or visited even another town!

Read out each question below to the class, taking one minute for each question. Students should respond to the questions individually using words, pictures and/or colours. This could be done on individual pieces of paper or Show-me boards if available.

- a How do you feel about going away with all your friends?
- b You have never held a gun before, or even been in a fight. How do you feel about being taught to fight and kill?
- c 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?
- d 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?
- e You've just got yourself a new 'sweetheart' and she'll be at home. How do you feel about that?
- f You are going to fight and may see your fellow classmates injured or killed. How do you feel about that?

Follow up activity: In the shoes of a Pals' Battalion

Once the 6 questions have been asked, show the film again and then ask the class to write a diary entry as a soldier who has enlisted as a volunteer in the army in 1914. Use the video clip and your responses to the questions to help focus the mixed feelings you have about being a volunteer.

CLIP 5: SCOTTISH WOMEN'S HOSPITALS

Scottish Women's Hospitals (1917)

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

- > **LIT 4-08a** *To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.*
- > **LIT 4-10a** *I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.*
- > **SOC 4-15a** *I can evaluate conflicting sources of evidence to sustain a line of argument.*
- > **NATIONAL 4/5 The Era of the Great War, 1910 – 1928:** *Experience of life in the trenches; Changing role of women; Campaigns for women's suffrage.*
- > **NEW HIGHER Scottish Study:** *The Impact of the Great War, 1914–28: Experience of Scots on the Western Front; Changing role of women.*

ABOUT THE FILM

Scottish Women's Hospitals was shot in Villers-Cotterets in France as well as Salonika in Serbia. It shows patients arriving at the Hospital Benvole in France, a patient taken to be x-rayed and operated on as well as comprising more general ward scenes. This film is classified as documentary film, because it shows daily life in a field hospital. However, it can also be regarded as a propaganda film due to its association with a political organisation supporting the war effort, the National Union of Women's Suffrage Societies (NUWSS), which sponsored its production. The NUWSS was initially opposed to a European war, but supported the war effort once Britain entered it in August 1914. The Scottish Women's Hospitals Unit, an umbrella organisation that set up hospitals with female staff on the battlefields of France, Russia, Corsica and Romania, was established by Scottish doctor and suffragist Elsie Inglis.



TEACHING ACTIVITY 1

Presentation activity for National 4/5 and Higher

In the film we see a day in the life of a field hospital in France. Dr Elsie Inglis, the Scottish physician who established these hospitals, was also a founding member of the Scottish Women's Suffrage Federation. The Scottish Women's Hospitals movement set up 14 field hospitals on the front line, mostly in Serbia, and they were staffed almost all by women. The part played by women in World War One changed women's lives forever.

In pairs, students are to research the life of Dr. Elsie Inglis and the part she played in the changing role of women. They should think about her role in the women's suffrage movements before the war, her background, the part she played in the war and the legacy she has left since her death. Students should produce a PowerPoint presentation, poster or their own movie about her life and why she was an important Scot.

TEACHING ACTIVITY 2

Using contradicting sources: Field hospitals, casualties and death

This activity is for National 5 and Higher, with different exam type questions at the end of the activity.

- > Watch the film depicting a field hospital.
- > Then read Source A below and complete the activities that follow.

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.

(Source 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
e.g. > Cold weather – Source A says "bitterly cold". In the film we see snow on the floor.	

- 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

CLIP 6: THE 'TANK BANK' CAMPAIGN

Scottish Moving Picture News 32 (1918)

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

- > **LIT 3-06a / LIT 4-06a** *I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.*
- > **LIT 4-18a** *To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.*
- > **LIT 4-29a** *I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.*
- > **NATIONAL 4/5 The Era of the Great War, 1910 – 1928:** *Technology of war; War work.*
- > **NEW HIGHER Scottish Study: The Impact of the Great War, 1914 – 28:** *Overall contribution to the war effort; Domestic impact of war.*

ABOUT THE FILM

As the war dragged on, the War Aims Committee organised a fundraising campaign to finance the war effort by asking ordinary people to invest their money in government bonds. In order to promote this campaign, military tanks were taken to different cities. Tanks were a new invention of the First World War and therefore people were very curious to see them. This film shows the visit of a tank nicknamed 'Julian' to Aberdeen in January 1918, and was made to be shown in different cities as part of the fundraising effort.

TEACHING ACTIVITY 1

Activity for use with all levels

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

Students should 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?

TEACHING ACTIVITY 2

End of war speeches – activity for National 5 and Higher



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 as to what tone the speeches had.

In pairs, students should:

- 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 Students should then choose one of the dignitaries and make up a short speech that could be spoken over the film using the students' own words and phrases.

CLIP 7: PATRIOTIC PORKERS

Patriotic Porkers (1918)

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

- > **LIT 4-04a** *As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; gather, link and use information from different sources and use this for different purposes.*
- > **LIT 4-18a** *To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.*
- > **NATIONAL 4/5 The Era of the Great War, 1910 – 1928:** *Experience of life in the trenches; Rationing; War work; Changing role of women.*
- > **NEW HIGHER Scottish Study: The Impact of the Great War, 1914 – 28:** *Experience of Scots on the Western Front; The killed regiments; Wartime effects of war on industry, agriculture and fishing; Price rises and rationing.*

ABOUT THE FILM

Patriotic Porkers encouraged people to save their household waste to feed pigs in order to provide soldiers with cheap ham and pork. It shows land girls and soldiers feeding pigs as well as soldiers at the trenches smoking and eating. The central message of the film is expressed in an intertitle: “Household Waste. Save it and breed Pigs; Collect it and feed Pigs; Use it to beat Pigs – The ones in Germany,” followed by an illustration of the Kaiser. This is a propaganda film, which means a film sponsored by the government (or other political or religious organisations) to convey a certain message to the public and persuade them to take some action or opinion. *Patriotic Porkers* was sponsored by the Ministry of Food and produced by Green’s Film Service in 1918. Green’s Film Service was part of a Glasgow-based company established by George Green and taken over by his sons Fred and Bert in 1915. Apart from owning and managing a circuit of cinemas, Green’s also rented films to other exhibitors, sold projection equipment and furnishings and produced local topical and newsreels.

TEACHING ACTIVITY 1

Presentation activity for National 4/5 and Higher

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?

TEACHING 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.

CLIP 8: THE KING VISITS THE CLYDE

His Majesty's visit to the Clyde (1917)

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

- > **LIT 3-05a / LIT 4-05a** *As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.*
- > **LIT 4-28a** *I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.*

ABOUT THE FILM

King George V visited Clydeside in September 1917, to give a boost to the war work being carried out in the local shipyards and steelworks, and to present British Empire Orders to Glasgow veterans. This was seen by some as an attempt to shift opinion away from emerging social unrest and Socialist movements.

TEACHING ACTIVITY 1

For use with National 4/5 and Higher

- 1 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?)

- 2 Students, in pairs, should then discuss the film using the table to focus their discussion...
I see, I think...
- 3 Students should next choose one of the questions they have asked about the film and write it on a sticky note provided by the teacher. The teacher should collate all the sticky notes together on a board.
- 4 The teacher now should go through the questions with the class, picking out interesting ones, and ask the class to think of answers to the questions.

TEACHING ACTIVITY 2

Newspaper reporter activity – suitable for all levels

Students are to take the role of people working in a newsroom in 1917. The King has just visited the area and they are to produce a front page report on the events of the visit.

After watching the film, and after talking about growing unrest among people in Glasgow, students should think about:

- > why the King has visited
- > the welcome he received (or didn't receive!)
- > where he went
- > and why he went to those places

Students should produce a BALANCED newspaper front page on their own, in pairs or groups.

CLIP 9: ARDROSSAN SHIPYARD

Ardrossan Shipyard

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

- > **LIT 4-07a** *I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.*
- > **NEW HIGHER Scottish Study: The Impact of the Great War, 1914 – 28:** *Wartime effects of war on industry; Post-war economic change.*

ABOUT THE FILM

This film documents work on three vessels at the Ardrossan Dry Dock and Shipbuilding Co shipyard during the summer of 1919. These were the first ships to be launched from the company's new yards, which had been built during the war directly on the sea. The film was taken by Green's Film Service and it shows different stages of the construction work, from the design to the launch. The steamer SS Hunstanworth was made for a buyer in Newcastle and launched on 1st July 1919. The film shows the workers and crowd gathered to see the event.

TEACHING ACTIVITY

Student questions

- 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]

- > **NEW HIGHER Scottish Study: The Impact of the Great War, 1914 – 28:** *Casualties, scale and effects of military losses on Scottish society; Commemoration and remembrance.*

ABOUT THE FILM

Monuments to commemorate those who fought in conflicts were not common before the First World War. Such was the scale of the Great War and its impact on people's lives, however, that soon after it was finished, many communities felt the need to have a dedicated place for civic remembrance. This film shows a ceremony in Lochgelly (Fife), in December 1924, unveiling the town's war memorial, which included the names of 257 local men who died in the war. The population of Lochgelly at the time was around 6,000, and its main activity was coal mining.

TEACHING ACTIVITY

This film is for use with the Higher course

As a class, watch the film depicting the unveiling of Lochgelly War Memorial in 1924. Ask students to complete the activities below and take time over the group discussion.

- 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.

- > **LIT 3-05a / LIT 4-05a** *As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.*
- > **LIT 3-06a / LIT 4-06a** *I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.*
- > **LIT 3-14a/ LIT 4-14a** *Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.*
- > **LIT 4-04a** *As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; gather, link and use information from different sources and use this for different purposes.*
- > **LIT 4-07a** *I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.*
- > **LIT 4-08a** *To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.*
- > **LIT 4-10a** *I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.*
- > **LIT 4-18a** *To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.*
- > **LIT 4-28a** *I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.*
- > **LIT 4-29a** *I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.*
- > **SOC 4-06b** *I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.*
- > **SOC 4-04a** *By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.*
- > **SOC 4-15a** *I can evaluate conflicting sources of evidence to sustain a line of argument.*
- > **SOC 4-20b** *I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders.*

NATIONAL 4/5 The Era of the Great War, 1910 – 1928: *Recruitment, Domestic impact of war, Scotland on the eve of the Great War; Life in the trenches; War work; Changing role of women; Campaigns for women's suffrage; Technology of war; War work; Rationing; Wartime effects of war on industry; Post-war economic change.*

NEW HIGHER Scottish Study: The Impact of the Great War, 1914 – 28: *Scotland on the eve of the Great War; Voluntary recruitment; Recruitment and conscription; Role of Scottish military personnel; Domestic impact of war; Experience of Scots on the Western Front; Changing role of women; Overall contribution to the war effort; Domestic impact of war; The kilted regiments; Wartime effects of war on industry, agriculture and fishing; Price rises and rationing; Casualties, scale and effects of military losses on Scottish society; Commemoration and remembrance.*