

# The Falklands War Timeline Challenge



## Teacher's Notes

**The Big Question** Why do conflicts arise, how do they develop and how are they resolved?

**Level** Fourth

**Significant Aspect of Learning SOC** Understanding economic, political, social and environmental issues.

**LIT** Listening and Talking

### Experience and Outcomes

Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.

**SOC 4-06a**

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 4-06b**

I can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were.

**SOC 4-06C**

I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past.

**SOC 4-06d**

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 4-06a**

Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.

**LIT 4-13a**

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.

**LIT 4-28a**

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read

# The Falklands War Timeline Challenge



unfamiliar texts with increasing fluency, understanding and expression.

**ENG 4-12a**

## Additional Resources

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website <http://learning.poppyscotland.org.uk/resources-category/films/> or by ordering for free the 'Sowing the Poppy seed' DVD from our website: <http://learning.poppyscotland.org.uk/resources/order-education-pack/>

## Introduction

There are a number of activities that can be attempted using the suggested support materials for The Falklands War, The sheets are best copied onto card where they can then be used by students in various exercises before either writing them out or sticking them into jotters.

## Simple chronological exercises

- Decision making exercise, e.g. what three events were the most important in the lead up to the war?
- Rank all the events in order of importance.
- Include thematic approach cards in any decision making exercise, either on its own or alongside the chronology cards.
- Think about main themes that caused The Falklands War and make up cards for this.

## Presentation of larger timeline

- IT skills could be used as it could be put onto a Microsoft PowerPoint.
- Use IT skills to source appropriate pictures or other information.
- English Department could be used to think about writing appropriate information sheets to go with each event.
- Produce a 'Newspaper Timeline' with a newspaper front page for each of the events shown.
- Produce a documentary or newsreel for the lead up to war or how it was concluded.

# The Falklands War Timeline Challenge



## Your Challenge

### Task 1

Cut out the following dates and then arrange them in chronological order.

### Task 2

Use the dates to make a timeline showing what caused The Falklands War and how it unfolded. Your timeline should include pictures, graphics and key information. You can present it in any size, shape or form.

### Task 3

In your timeline underline or highlight what you think were the three most important causes of this conflict. Give a reason for each of these being so important in causing the war to break out. Once the war began were there any events which made the war worse? Try to find at least two and explain why they did.

**Good Luck!**

# The Falklands War Timeline Challenge



## Task 1: Cut out the dates and arrange them in chronological order:

2 April 1982 – Argentina invades the Falkland Islands.

3 April 1982 – UN passes Resolution 502 that demands Argentina withdraws from the Falkland Islands.

5 April 1982 – First British warships head for the Falklands.

7 April 1982 – America tries to set up peace talks between Britain and Argentina.

9 April 1982 – European countries agree to stop trading with Argentina.

30 April 1982 – America promises to support Britain and provides them with equipment and intelligence information.

1 May 1982 – British Special Forces soldiers land on the Falklands. British air and naval attacks begin.

2 May 1982 – Argentine warship General Belgrano is sunk by a British submarine, killing 323 men.

3 May 1982 – Argentina rejects first peace proposals after the sinking of the Belgrano claiming Britain had escalated the war (made it worse).

4 May 1982 – HMS Sheffield sunk by Argentine missile.

7 May 1982 – More peace talks held between Britain and Argentina in New York.

20 May 1982 – Prime Minister Margaret Thatcher tells parliament that peace talks have failed.

21 May 1982 – British soldiers begin landing at San Carlos in the Falkland Islands. British ships come under heavy attack by Argentine aircraft.

23 – 25 May 1982 – Many Argentine aircraft shot down, 3 British ships are sunk.

# The Falklands War Timeline Challenge



28 May 1982 – British paratroopers defeat Argentine forces at the Battle of Goose Green.

1 June 1982 – More British soldiers arrive at San Carlos.

8 June 1982 – Argentine aircraft bomb the British ships Galahad and Tristram at Fitzroy. Fifty-one men are killed.

11 June 1982 - British forces defeat Argentines in battle for the mountains Two Sisters, Harriet, and Mount Longdon.

13 June 1982 – British forces defeat Argentines in the battles for Mount Tumbledown and Wireless Ridge.

14 June 1982 – Argentina surrenders control of the Falklands back to Britain. The war is over but 258 British military personnel have been killed with nearly 800 wounded. Argentina suffered 649 dead and 1,068 wounded.

## Task 2: Photo Resources for your timeline are below:



# The Falklands War Timeline Challenge



## What Progress Have I Made Today?

**SAL SOC**

Understanding economic, political, social and environmental issues

### 2<sup>nd</sup> Level

I can use evidence to support an argument and develop my own view of why the Falklands war started.

My own view about the main reason why the Falklands War started is...

Evidence to support my view is...

### 3<sup>rd</sup> Level

I can consider a range of arguments and points of view to develop my own balanced view of why the Falklands War started.

One reason the war started was....

However, another reason the war started was...

I believe the reason the war started was..... I think this was the main reason because....

### 4<sup>th</sup> Level

I can choose appropriate ICT and numeracy skills to interpret a wide range of data and use this to form my own balanced opinion about why the Falklands War started.

Some data I found was.....

This evidence tells me.....

# The Falklands War Timeline Challenge



## What Progress Have I Made Today?

### Peer Marking Exercise / Self-Assessment

#### Tick all that apply

Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. **SOC 4-06a**

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 4-06b**

I can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were. **SOC 4-06C**

I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. **SOC 4-06d**

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 4-06a**

Before and as I read, I can use strategies and resources on my own to help me read a wide variety of texts and/or find the information I need. **LIT 4-13a**

I can display information and describe events, explain processes or concepts, providing evidence, and synthesise ideas or opinions in different ways. **LIT 4-28a**

Through developing my knowledge of punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **ENG 4-12a**