

The Falklands War documentary challenge

Teacher's notes

The big question

Why do conflicts arise, how do they develop and how are they resolved?

Level

Second and Third.

Significant aspect of learning

Understanding economic, political, social and environmental issues. **SOC**

Listening and talking. **LIT**

Experiences and outcomes

Learning in the social studies will enable me to learn how to locate, explore and link periods, people and events in time and place. **SOC OA**

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**

Using what I know about the features of different types of texts I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a, LIT 2-14a & LIT 2-26a**

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

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 via this link <http://learning.poppyscotland.org.uk/resources/order-education-pack/> .

Poppyscotland's image library is available at <http://learning.poppyscotland.org.uk/resources-category/media/>

Other websites: www.bbcmotiongallery.com

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Introduction

Using a tablet can be an interesting way of stimulating students' interest in an active learning approach. It is also a useful learning tool for students given that they are not only taking part in active learning but have a resource to take away at the end of their work. This can be a useful learning and revision tool in future for students involved in the project and future students studying the particular topic.

If the school does not have a tablet even the process of making the documentary is an active learning exercise. The documentary can be shot in front of classmates and peer marked according to a marking grid with the best documentary receiving a prize.

Sample marking grid

- 5 points - all criteria met and wow factor
- 4 points - all criteria met satisfactorily
- 3 points - one of criteria missing
- 2 points - two of criteria missing
- 1 point - more than one of the criteria missing

If the activity is recorded it is worthwhile having a class or year group launch. This can be turned into an Oscars-style event using the peer-marking approach above.

Cross curricular

This activity also allows for a number of subjects to become involved.

Some examples would be:

- Art - background, props for mock up interviews;
- Craft, Design and Technology - props for mock up interviews of interview scenes;
- IT/Computing - research, recording;
- Music - background music, intro and end music;
- History/English - research, writing up of scripts;
- Modern Studies - issues of The Falklands War still very relevant today. Examine another country, e.g. Argentina;
- Geography - the location of the Falkland Islands was vital to the conduct of the campaign. There are a number of geographic issues to study. Examine another country, e.g. Argentina.

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Your challenge

You have been commissioned by a TV history channel to make a documentary about The Falklands War. You should work within the timescale provided to produce a programme which should be at least fifteen minutes long.

- Work in small groups
- Produce a documentary (you may wish to use Microsoft PowerPoint as a background)
- Allocate jobs (researchers, reporters, interviewees, producers, scriptwriters).

Your programme should include information on the following:

- The causes of the war;
- The main battles in the war;
- How the war impacted on people who lived on the Falkland Islands, the soldiers who fought in the war and their families back at home;
- How the war was won.

Make use of the following resources:

- The school library;
- Adults in the school and at home who remember the war;
- The internet (your teacher will give you a list of good sites).

Rules

- Everyone participates in the production of your group's work.
- Work within the timescales provided by your teacher.
- Meet the criteria - have you done what you were asked to do?

Some helpful websites for your research:

www.bbcmotiongallery.com

<http://learning.poppyscotland.org.uk/resources-category/films/>

<http://www.bbc.co.uk/news/uk-politics-10377114>

www.theirpastyourfuture.org.uk

<https://www.youtube.com/watch?v=U3sZMYfcu6s>

www.iwm.org.uk/education

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Activity help sheet

Background

The Falklands War began in April 1982. It was a short war. A country, Argentina, invaded an area ruled by the UK for 150 years. This area was called the 'Falkland Islands'. The UK was furious and quickly decided to defend the Falkland Islands. A British task force was sent to reclaim the Islands, 8000 miles away from Britain. Sadly, in the fighting that followed, 255 British servicemen lost their lives, 655 Argentine and 3 Falkland Islanders.

Research

Find out some more information about the Falklands War for your documentary. Try to find and makes notes on the following:

- What caused the Falklands War and who was fighting?
- What were some of the main battles in the war? Try to describe what happened.
- How the war affected people who lived on the Falkland Islands, the soldiers who fought in the war and their families back at home; try to give some examples of how people felt.
- In the end, how was the war won? What happened?
- What is the Falkland Islands like today? Peaceful? Do you believe Britain was right to defend her territory?

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Planning sheet/notes

Planning your documentary

<p>Introduction to our documentary.... Where are the Falklands? Connection to Britain etc.</p>	<p>Who will say this?</p>
<p>What caused the Falklands War?</p>	<p>Who will say this?</p>
<p>Some examples of battles and what happened were....</p> <p>Example 1:</p> <p>Example 2:</p>	<p>Who will say this?</p>

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<p>How the war affected life for the people...</p> <p>Soldiers fighting...</p> <p>Families of soldiers...</p>	<p>Who will say this?</p>
<p>How the war was won?</p>	<p>Who will say this?</p>
<p>What is the Falkland Islands like today? Peaceful? Conclusion/ending... Make a judgement about whether you believe it was right for Britain to respond in this way.</p>	<p>Who will say this?</p>

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What progress have I made today?

When listening and talking I can... **SAL LIT**

2nd level

Select and discuss a range of texts about the Falklands War, giving an increasingly detailed account.

Some points I found were...

3rd level

Select and discuss a range of texts about the Falklands War, justifying personal preference about whether it was an appropriate response by Britain or not.

Some points I found were...

4th level

Select and discuss a range of texts about the Falklands War, justifying personal preference and evidencing personal response about whether it was an appropriate response by Britain.

Some points I found were....

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What progress have I made today?

Understanding economic, political, social and environmental issues. **SAL SOC**

2nd level

I can provide evidence to support my own point of view about whether Britain should have gone to war to defend the Falklands.

Some points I found were.....

3rd level

I can consider both sides of the argument about whether Britain should have gone to war over the Falkland Islands and develop my own personal viewpoint.

Some points I found were.....

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Peer marking exercise / self-assessment

Tick all that apply

Experiences and outcomes

- I can use primary and secondary sources to research events in the past. **SOC 2-01a**
- Through researching, I can identify possible causes of a conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**
- I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my documentary and use suitable vocabulary for my audience. **LIT 2-06a, LIT 2-14a & LIT 2-26a**
- Throughout my learning, I can use search facilities of electronic sources to find information. **TCH 2-03b**
- I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**