

Wartime West Sussex 1939-1945
The Great Escape - Scheme of Work

KEY QUESTIONS & learning OBJECTIVES	Recommended TEACHING STRATEGIES	Specific LEARNING RESOURCES	Core PRODUCTS made by pupils
<p>Q: Did the film makers get it right: Was The Great Escape really how it was shown in the film?</p> <ul style="list-style-type: none"> To show that interpretations of the past are constructs To know how and why interpretations are constructed To compare the interpretation with the available evidence. To workout which parts of the interpretation are factual and which parts are imagined 	<p>Start by asking the class if they have ever heard this song - sung at England football matches. Play them the extract: http://www.youtube.com/watch?v=2dX52dZmvL0&feature=related Ask them where this tune came from originally? Listen to their answers then either tell them it came from the film 'The Great Escape' or play them a clip of the music from your own DVD copy.</p> <p>Show the class the opening quote of the film: <i>"This is a true story. Although the characters are composites of real men, time and place have been compressed, every detail of the escape is the way it really happened."</i></p> <p>Pose the question: Were the film makers right? Should this statement be changed?</p> <p>Watch five short clips from the film (Teachers to select). The clips should highlight: 1. Living conditions, 2. How the tunnel was dug 3. How long the tunnel was, 4. The different nationalities involved in the dig 5. Who escaped Once these five areas have been established, introduce Leslie Speller. Use the photograph in Source C and information provided in the Summary of his life. Explain that we have a wealth of sources about Leslie's time at the 'Great Escape' camp. This source material will help us to answer our big question.</p> <p>Give each pupil a copy of the worksheet. (Print this A3 & double sided). This summarizes what the film shows - column 1. The idea is that students will look at the sources provided and decide if each source agrees or disagrees with that particular aspect of the film. They should</p>	<p>A copy of the film 'The Great Escape'</p> <p>Worksheet</p> <p>Summary of Lesley Spiller's life</p> <p>Sources A-N</p> <p>Summary taken from Wikipedia</p>	<p>Worksheet completed</p>

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	<p>add the source names to the column 2 (write small, there may be more than 1 source for each of the column 1 statements). In column 3 add a ✓ if the source agrees with the statement or a ✗ if it disagrees. Use column 4 to write down how the source agrees or disagrees. When they have looked at each source they need to decide how certain they are that each aspect shown in the film was there in reality. They should use a rating grade: 1-5, 1 = totally certain down to 5 = not at all convinced. This goes in column 5.</p> <p>Do the first source (Source A - sound clip) as a class so everyone understands what they need to do. Play the clip and help them fill in their grids.</p> <p>Once Source A has been done as a class introduce the other sources. For the brightest you could give them a pack of all the sources together – they then need to fill in their worksheet using all of these sources. If this is too hard, set up a carousel with a different source on a table. Groups of children could go around, look one source at a time, and then fill in their worksheet for that particular source.</p> <p>When they have completed their worksheets they need to decide how far they think each element shown in the film was correct and which things did they get wrong? It would be good to then consider why they got certain things wrong (the Americans involvement, the motorbike and airplane scenes in particular).</p> <p>Next introduce the extract from Wikipedia – does this back up their views? Is it ok to get things wrong in an historical film? Why did they get certain things wrong? You could then refer back to the statement at the beginning of the film – ask the class if this needs changing? A final task could be to write to the film company asking them to change the statement at the beginning of the film.</p>		<p>Letter of complaint to film company</p>
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