



WW1 Heroism: Through Art and Film

Discover just some of the ways that heroism and the First World War is portrayed through art and film.

If your students are completing the whole of this course online, then they can complete useful and engaging activities, or a test based on the content covered.

You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Choose whichever suits your students and needs.

Each task has student-facing instructions you can use (found later in this pack).

Individual student tasks taken from the course

Reflection: Students write a 500-word reflection on what they learned from the course, including anything they might do differently now as a result of their learning and anything additional they found out from their own reading around the topic. They submit this reflection as a written essay, podcast or video.

Analytical task: Students choose a WW1 poster and analyse its message and how that message is expressed. They submit their analysis alongside the image to you.

Activity: Students create their own WW1 propaganda poster and submit it to you.

Group tasks based on the course

Discussion task: Students watch the three film trailers on Step 2.3, then discuss responses to the questions listed in the step. You will need to set up a discussion board on a platform of your choice. It may be helpful to split the discussion into three streams for the three videos.

Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks, so they are appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. You can decide if you want to include this information when you share the assessment with your students.

Additional support

You can use the [How to use Futurelearn guide](#) with your students to get started. If you have any more questions, please refer to the [FAQ](#) section.

Student instructions

Reflection

Write a 500-word reflection on what you have learned from the course. It should include anything you might do differently now because of what you learned and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast or video.

Analytical task

Choose a WW1 poster from the internet (or using the links from Step 1.5 of the course) and analyse it to explore its message and how that message is expressed. Try to answer the question: How does this poster use words and images to invoke emotions about heroism?

You may find it helpful to break it down to look at:

- images
- colours
- language
- anything else you can see on the poster.

You can choose to write a short essay with the image or label each aspect of the poster with your analysis. Make sure your teacher can see both your analysis and your chosen poster when you submit it.

Activity

Create your own WW1 propaganda poster. Think carefully about what your message is and design a poster to express that. When you submit your poster to your teacher, tell them what your intended message is.

Group discussion

Watch the three film trailers on Step 2.3 then discuss these questions in the discussion board your teacher has set up:

- What type of film does the trailer present? Does this look like a mainstream movie with mass appeal, or does it seem to present itself as more of a niche film, aimed, perhaps at a smaller, 'art house'-type audience? And how does the trailer communicate this feeling to the spectator?
- How does this period of history 'look' in these films? What symbols and images do the films pick out in order to tell us about the nature of life at that time?
- How do these films 'use' the past to reflect upon the present? How do they try to point forward to present-day concerns and how does this relate to the course's main theme of Heroism and the War?

Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.

1. Some WW1 posters were mainly text. Why was this, and what approaches did they take? Use examples to illustrate your answer. (5 marks) [Step 1.2 and 1.3]

2. How was the Red Baron shown and why? (5 marks) [Step 2.2]

3. What role did posters and film play in the perception of heroism in WW? (5 marks) [Could include information from throughout the course]