

MAKE AN ULSTER-SCOTS FILM

TASK 2C



**MAKING
NORTHERN
IRELAND**

KEY STAGE 3 & 4

MODULE 2

[HTTP://MAKINGNORTHERNIRELAND.CO.UK](http://makingnorthernireland.co.uk)

MAKE AN ULSTER-SCOTS FILM

TASK 2C

KEY STAGE 3 CURRICULUM LINKS

KEY ELEMENTS

PERSONAL UNDERSTANDING;
MUTUAL UNDERSTANDING; MORAL
CHARACTER; CITIZENSHIP;
CULTURAL UNDERSTANDING; MEDIA
AWARENESS; ETHICAL AWARENESS

CROSS CURRICULAR SKILLS

COMMUNICATION; USING ICT

THINKING SKILLS & PERSONAL CAPABILITIES

MANAGING INFORMATION;
THINKING, PROBLEM SOLVING,
DECISION MAKING; BEING CREATIVE;
WORKING WITH OTHERS

AREAS OF LEARNING

THE ARTS; ENGLISH (WITH MEDIA
EDUCATION); ENVIRONMENT &
SOCIETY

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MODULE 1

[HTTP://MAKINGNORTHERNIRELAND.CO.UK](http://makingnorthernireland.co.uk)

Create a short film on Ulster-Scots emigration to America.



Students will make a short film exploring the many challenges faced by Ulster-Scots communities emigrating to the American colonies in the 18th century.

The film will examine the experience of Ulster-Scots settlers on the frontier and the contribution that the Ulster-Scots communities made to the founding of the United States of America.

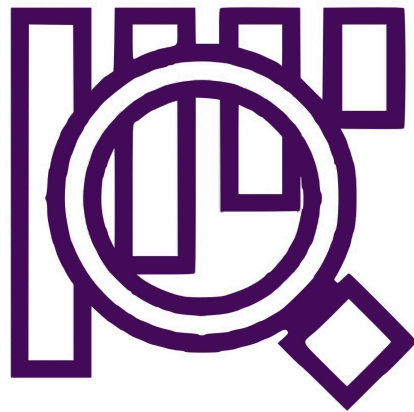




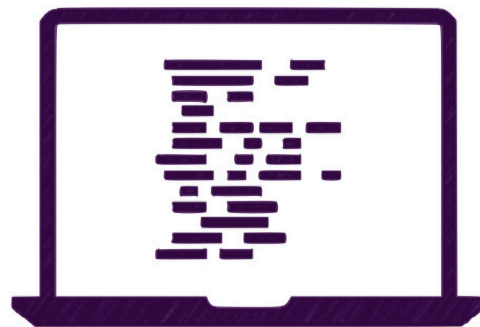
Create a short film on Ulster-Scots emigration to America.

The film should reflect the various stages of the emigration process: preparing to leave, the journey, the arrival in America and the frontier experience.

In groups, students will choose a theme to focus on and research the historical sources contained in Module 2.



Each group will compose a short script. Look closely at these Frames in Module 2: Material Prosperity; Victim of Discrimination; Emigration; The Frontier.



...and record a voice-over narration.



Feel free to use the Glossary which has been compiled from the Ulster-Scots words that appear across the Modules on this site.

Create a short film on Ulster-Scots emigration to America.

The film should reflect the various stages of the emigration process: preparing to leave, the journey, the arrival in America and the frontier experience.

Graphics and illustrations will be provided as visual source material to edit together with the voice-over commentary.

Students can research additional images on the internet.

Students can add appropriate music and sound effects to enhance their film.

