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## YOU'VE BEEN TRUMPED



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# YOU'VE BEEN TRUMPED

Directed by Anthony Baxter

UK | 2011 | 100 min

## TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of documentary film by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their classes, activities for before, during and after viewing the film, and some web links that provide starting points for further research or discussion. In separate packages, there will also be support materials available with information regarding general viewing and teaching principles for documentary film and the fundamental aspects of making documentary films.

## The Film

Described as "Scotland's Amazon rainforest" by the country's leading climate change expert, the stretch of untouched coastal wilderness north of Aberdeen has Britain's top conservation ranking. No large scale development is supposed to take place there. Yet Donald Trump is now building a millionaire's playground: 1,500 houses, a 450-bed hotel and two golf courses.

Trump claims he has "great support" from environmental groups. However, the film reveals how every major conservation group in Scotland has come out against the plan, including Scottish Natural Heritage, the Royal Society for the Protection of Birds, the Scottish Wildlife Trust and the Ramblers Association. Scottish Natural Heritage, the government's own environmental agency, says the resort will destroy the "the crown jewels" of Scotland's natural heritage. And Scotland is bursting with golf courses already.

Yet Trump has convinced the Scottish government to upend the planning process and its own environmental laws on the pretext that the project is "in the national interest." The documentary calls into question this extraordinary decision, following a cast of real-life "Local Heroes" (the classic film *Local Hero* was made just up the coast) as they battle against the odds to protect the ancient, globally important landscape that has been the backdrop to their lives. Their homes are under threat too; the authorities could level them to improve the view from the Trump hotel.

Educational package written and compiled by Dimitra Tsanos  
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## VIEWING THE FILM WITH STUDENTS

There are important themes in this film that have broad implications for students and their futures.

Take time to activate your students' background understanding of these themes before viewing.

This will help them as they come to their own understanding and develop their critical abilities.

The following three subsections, on this page, are intended to provide you with a range of pre-viewing, viewing and post-viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes, and a page of web links for further investigation.

### Pre-Viewing Activities

Show students the trailer for the film from the film's official website ([http://www.youvebeentrumped.com/youvebeentrumped.com/THE\\_MOVIE.html](http://www.youvebeentrumped.com/youvebeentrumped.com/THE_MOVIE.html)). Have students work in small groups to try and identify themes or ideas conveyed by the trailer.

Discuss with students how effective/affective the trailer is as a media piece.

Print several of the questions or quotations from the extension activities on individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas. Have them share the statement and what they think or believe about it with the class.

Review with students the definition of sustainable practices. Have them research what these include, and if the golf development has included these principals. The Scottish government website can be used for this activity and is found in the Websites and Online Resource section of this guide.

Have students visit the BBC News Online resource titled Coastlines of the North East (<http://www.bbc.co.uk/scotland/education/geog/coastline/standard/physical/features/deposition/?topic=sanddunes>). Have them complete the online quizzes and explore the site. Debrief as a class after the lab.

Set a purpose for viewing by having a discussion about one or more of the questions or quotations from the Extension Activities section of this guide.

### Viewing Activities

Have students take notes on, or jot down connections to, one of the thematic domains from the Big Questions/Ideas/Themes section of this guide. Ask students to find proof from the film that supports their connections.

During the film, have students make a T-chart listing the pros and cons of the golf development.

Have students jot down five ideas for discussion, or questions that the film raised in their minds.

## Post-Viewing Activities

Show the students their quotations from the Pre-Viewing Activity and see if their minds were changed or opinions altered or enhanced by the film.

Have student complete an exit note (single small sheet of paper with one phrase or idea written on it) that demonstrates one thing they have learned, felt or decided as a result of watching the film.

Discuss with students their initial reactions to the various characters and situations confronted in the film. Did it change by the end of the film? Why?

Show students all the paintings from David McCue's art exhibit found on the Triumphant website (<http://www.davidmccue.co.uk>). Have a class discussion about what they think about each art piece and the symbolism behind each one.

Have students write a supportive postcard to the families that are affected by the project.

Have a class role-play about the golf development on Menie Estate Sand Dunes. The role-play will mimic a town hall meeting for all members to come and voice their opinions to the city councillors and mayor about the project. The mayor will listen to all aspects and opinions and come to a decision with his/her fellow councillors about whether to stop or continue the development of the golf course in Aberdeenshire. Each student will be given a role/organization to research. Students will then visit the official website of the assigned group. The assignment and rubric, Role-Play About the Golf Development on Menie Estate Sand Dunes, are found on the following pages. Many of the groups mentioned in the film can be found under in the Website and Online Resources section of this guide. Assign a mayor and four councillors; some local residents from the film like Michael Forbes, Susan Munroe, David Milne, artist David McCue and Paul Holleran; union of journalists, etc. People that are for the development could include Donald Trump, his son, Sarah Malone, spokesperson Paul O'Connor and the Scotland government. Allow one day for preparation and one day for the role-play activity. Students will write a personal response on the role-play, addressing both sides of the issue and their personal opinion.

## THE BIG QUESTIONS/IDEAS/THEMES

### Multiple Perspectives

What is the subject of this film? Can you determine the filmmakers' perspective on this subject? What evidence can you find in the film to support your view?

How does this film help you analyze and interpret points of view about issues that concern people?

Does the filmmakers' perspective foster respect for diversity and an inclusive society? If so, how?

### Identity

Whose story is told in this documentary? Whose story is not told? How does this story, and the way it is told, help you understand your own community/life?

How do the people in this film identify with their community? What are the common bonds among the people in this film? What challenges do they face in expressing their identity?

What film techniques do the filmmakers use to convey the identity of the people in this film?

### Citizenship

What insights does this documentary offer about the ideals of good citizenship in the community depicted in this film?

How does the film deal with issues of freedom, equality, human dignity, and individual and collective rights and responsibilities?

### Change and Continuity

How does this film help you understand a community's values and its attitudes towards an issue at a particular time?

What changes do the people in the film experience? What causes those changes? What are the consequences of those changes for the people in the documentary?

### Culture and Community

Which aspects of a people's culture does this film focus on? Why do you think the filmmakers focused on those aspects?

How do the images, themes and message of this film help you understand the filmmakers' attitude towards the subject? What do you think might have been the intended audience's attitude towards the documentary subject?

### Individuals, Societies and Economic Decisions

What economic systems are at work in this film? What are some of the causes and effects of the economic decisions made by the people in the film's community?

Does money play a part in the decisions being made in the film and what does it tell you about their local culture?

### Power and Governance

What system of government control do we see in this documentary? How is power distributed within this society? What are the implications of that distribution on issues affecting the people's well-being and freedom?

### Global Connections

What global issues are addressed in this film? What is the filmmakers' point of view on the opportunities and challenges of those issues?

Adapted from NFB Documentary Lens: <http://www.nfb.ca>

## EXTENSION ACTIVITIES

### Additional Questions for Pre-Viewing or Post-Viewing Activities

The subtitle to the film is "Because money and power should not cost the earth." What has the golf course cost the earth?

Why do you think the government gave the go-ahead to the development even in the face of opposition from the community?

Trump claims his development is "environmentally perfect." Is this claim true? What would help them make this claim?

Donald Trump claims to be an honest man and calls Michael's property a pigsty among other names. Is there a fine line between honesty and rudeness? Should Trump speak more diplomatically as a guest in Scotland? Or does investing money in a country let you say whatever is on your mind?

The Menie dunes are classified as sites of importance for nature conservation. How are the sand dunes a unique and dynamic ecosystem worth protecting?

Why was the art show an important event for the media, Michael and the community?

How did David's use of colour differentiate between the characters that he painted?

How can private companies destroy land that is not theirs? Are you sceptical of the Aberdeenshire police when they refused to help Michael stop the destruction of his property even when he showed them his land survey?

Trump's projected job opportunities and local economic profit was not looked at carefully by the government, according to an interviewed economics professor. Should developers be allowed to make economic claims without local government studies?

Was the March of Menie too little too late? We see groups succeed with other unwanted development projects, so what should the town have done to prevent this one from even breaking ground?

### Quotations From the Film to Explore

*"You'll never miss the water 'til the well runs dry."* Molly Forbes, local resident

*"It's a much better situation than before we bought the site."* Donald Trump, developer

*"He's standing up for what's his. Why shouldn't he, why wouldn't he?"* Micky Foote, local resident

*"To me, they seem to get away with anything they want. I mean, they cut off the water, what will they try next? Cutting off the electric? They'll knock down a pole or something."* Walter Forbes, local resident

*"They know that piece of land belonged to me, why didn't they know that belonged to me over there? Because they need that bit, they need it for something."* Michael Forbes, local resident

*"You just wonder when it's going to end."* Susan Munroe, local resident

*"It took them a week to 10 days to actually construct. There was quite a lot of work involved, there's a lot of time involved, there's a lot of effort involved, for no real purpose."* David Milne, local resident

*"I'm sure it will be a spectacular course. I'm not sure if it will fit in with the tradition."* Scottish golfer

*"I'm horrified, of course, to see the sand just piled up like that, willy nilly. This was a pristine and fantastic dune system. Now parts of it are in the process of being wrecked and that's very sad and as things stand at the moment, much of the rest of it is going to be wrecked as well."* Resident

*"I think it's an important name, much more important than Menie. It's dedicated to my mother and the people of Scotland. I think these are the greatest dunes in the world and I think they should have an appropriate name, so I'm calling them henceforth the Great Dunes of Scotland."* Donald Trump

## POST-VIEWING ACTIVITY: A ROLE-PLAY ABOUT THE GOLF DEVELOPMENT ON MENIE ESTATES SAND DUNES

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Mark: \_\_\_\_\_ /20 (see rubric)

Aberdeenshire is rich in built and natural heritage. The council has a duty to preserve this heritage and does so in a number of ways.

- Consider environmental issues in development planning
- Support local biodiversity action plans
- Support and advice to local groups and communities

The council's environment team (part of planning and environmental services) provides services at the local area and strategic level, with in-depth advice is available on:

- Biodiversity
- Habitat management and creation
- Countryside access
- Woodland and forestry
- Nature and landscape designations
- Sustainability issues
- Landscape design
- Environmental education

Recent development of the sand dunes has impinged on this natural heritage and has spurred a town meeting for all members to come and voice their opinions to the city councillors and mayor about the development happening along this important coastal system. The mayor will listen to all aspects and opinions and come to a decision with his/her fellow councillors and decide whether to stop or continue the development of the golf course in Aberdeenshire.

You will be given a role/organization to research. Make sure to visit the official website of the group. Feel free to bring props to enhance your role.

Format of the role-play: (to be presented on: \_\_\_\_\_)

- Opening statements from the mayor and then from the council
- Speakers against the golf course development: opening statement, two minutes each speaker
- Speakers for the golf course development: opening statement, two minutes each speaker
- Council congregates and announces decision
- Closing statements

As a final assessment for the role-play, you will use your research and your notes from the role-play and type a one- to two-page double-spaced report introducing the topic, addressing both sides of the issue and concluding with your opinion.

Due: \_\_\_\_\_. Make sure to attach your research for your role to your report.

# A ROLE-PLAY ABOUT THE GOLF DEVELOPMENT ON MENIE ESTATES SAND DUNES RUBRIC

Name: \_\_\_\_\_ Role/Research: \_\_\_\_\_

## Knowledge and Understanding

	2.5	2.9	3.0	3.4	3.5	3.9	4.0	5	
Concepts: Clear understanding of issues, terms and concepts	Limited success in understanding issues, terms and concepts		Some success in understanding issues, terms and concepts		Moderate success in understanding issues, terms and concepts		Understands issues, terms and concepts with a high degree of success		/5

## Thinking/Inquiry

	2.5	2.9	3.0	3.4	3.5	3.9	4.0	5	
Research: Collection of Information	Information indicates limited research skills and does not include sufficient research on own topic		Information indicates moderately effective research skills on own topic		Information indicates effective research skills with most issues examined and considered		Information indicates excellent research skills with all issues thoroughly examined and considered		/5

## Application

	2.5	2.9	3.0	3.4	3.5	3.9	4.0	5	
Report: Accounts in writing both sides of the debate, as well as a well supported opinion (grammar, 1-2 typed pages)	Communicates in writing with limited effectiveness		Communicates in writing with some effectiveness		Communicates in writing with considerable effectiveness		Communicates in writing with a high degree of effectiveness		/5

## Communication

	2.5	2.9	3.0	3.4	3.5	3.9	4.0	5	
Role-Play: Overall communication skills are clear and to the point, with well supported points; presented with emphasis, clarity and confidence	Points are limited/vague; hard to understand, very little emphasis		Points are somewhat effective, with a few details; had some confidence in speech		Points and overall aim is clear; some points supported		Excellent suggestions and debating skills; research is used in speech		/5

Comments:

Total: \_\_\_\_\_/20



## EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 9 Geography	<ul style="list-style-type: none"> <li>• analyze the ways in which natural systems interact with human systems and make predictions about the outcomes of these interactions.</li> <li>• report on global issues that affect Canadians.</li> <li>• explain how natural and human systems change over time and from place to place.</li> <li>• explain how global economic and environmental factors affect individual choices.</li> <li>• communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.</li> </ul>
Grade 9 Art	<ul style="list-style-type: none"> <li>• use a variety of tools, techniques and technologies to create integrated art works/productions that communicate specific messages and demonstrate creativity.</li> <li>• demonstrate an understanding of how creating, presenting and analyzing art works has affected their understanding of personal, community and cultural values and of Canadian identity.</li> <li>• demonstrate an understanding of symbols and themes associated with art works produced by various cultures, and describe past and present influences on various arts disciplines.</li> <li>• apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information and/or messages.</li> <li>• demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values.</li> </ul>
Grade 10 Civics	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.</li> <li>• demonstrate an understanding of the need for democratic decision-making.</li> <li>• analyze responses, at the local, national and international levels, to civic issues that involve multiple perspectives and differing civic purposes.</li> </ul>
Grade 11 Art	<ul style="list-style-type: none"> <li>• demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect both social and personal values.</li> </ul>
Grade 11 Geography	<ul style="list-style-type: none"> <li>• explain the physical processes that create landforms, climate, soils and vegetation.</li> <li>• evaluate the impact of human life on the environment.</li> <li>• explain the importance of stewardship and sustainability as guiding principles for human use of the physical environment.</li> <li>• analyze local, regional and global issues related to physical geography.</li> <li>• explain how human uses of the earth, especially uses involving technology, cause changes over time in natural systems.</li> <li>• analyze the impact of different types of travel and tourism on the natural environment.</li> <li>• evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based.</li> <li>• analyze the social, environmental, cultural, economic and political effects of tourism-related development on a community or region.</li> </ul>

COURSE	OVERALL EXPECTATIONS
Grade 11 Politics	<ul style="list-style-type: none"> <li>• evaluate the influence of various forms of citizen action on public policy.</li> <li>• explain ways in which social and cultural identity influence political participation.</li> <li>• explain power relationships among individuals, groups and governments.</li> <li>• analyze how pressure groups, media, technology and governments influence the political process.</li> <li>• evaluate different approaches to conflict resolution.</li> <li>• communicate knowledge, opinions and interpretations about events, issues and trends relating to politics and citizenship, using a variety of forms of communication.</li> </ul>
Grade 12 Business	<ul style="list-style-type: none"> <li>• analyze the ways in which ethical considerations affect international business decisions.</li> <li>• identify and describe various environmental, ethical, social and legal issues that affect marketing activities.</li> <li>• evaluate the impact of issues related to ethics and social responsibility on the management of organizations.</li> <li>• analyze how companies respond to internal and external pressures for change.</li> </ul>
Grade 12 Philosophy	<ul style="list-style-type: none"> <li>• illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life.</li> </ul>
Grade 12 Economics	<ul style="list-style-type: none"> <li>• analyze examples of conflicts of self-interest that prevent the achievement of economic goals.</li> </ul>
Grade 12 Geography	<ul style="list-style-type: none"> <li>• compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues.</li> <li>• analyze geographic issues that arise from the impact of human activities on the environment in different regions of the world.</li> <li>• evaluate approaches, policies and principles relating to the protection and sustainability of the planet's life-support systems.</li> <li>• evaluate the social, economic and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations and institutions.</li> <li>• evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national and global level.</li> <li>• communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.</li> <li>• evaluate ways in which humans adapt or have adapted to the natural environment and natural phenomena.</li> <li>• explain how key ecological processes contribute to ecosystem health.</li> <li>• explain significant short-term and long-term effects of human activity on the natural environment.</li> <li>• analyze and evaluate interrelationships among the environment, the economy and society.</li> <li>• evaluate a variety of approaches to resolving environmental and resource management concerns on a local, regional and national scale.</li> </ul>

## WEBSITES AND ONLINE RESOURCES

The official website for the film includes the trailer and a link to donate to the cause, with more information about the groups involved.

[http://www.youvebeentrumped.com/youvebeentrumped.com/THE\\_MOVIE.html](http://www.youvebeentrumped.com/youvebeentrumped.com/THE_MOVIE.html)

BBC News. The feature "Coast Lines of the North East" includes information about sand dunes, an online quiz, photos of physical environmental features and a description of the processes that drive them. An analysis of human impacts to coastal landscapes is included, as well as the issues that impact the dunes and solutions. A teachers' page will help you navigate through the resource.

<http://www.bbc.co.uk/scotland/education/geog/coastline/standard/physical/features/deposition/?topic=sanddunes>

Aberdeen City and Shire. The official site for the city includes background information useful for a Post-Viewing Activity.

[http://www.aberdeencityandshire.com/home/home\\_Aberdeenshire.asp](http://www.aberdeencityandshire.com/home/home_Aberdeenshire.asp)

Aberdeen Council. The council's website includes information on their environmental policies. Good for a Post-Viewing Activity.

<http://www.aberdeenshire.gov.uk/environment/index.asp>

*Local Hero*. The 1983 fictional film that was shown in the film parallels this documentary. It is about an American oil company who sends a man to Scotland to buy up an entire village where they want to build a refinery. But things don't go as expected.

Scottish Wildlife Trust. Their objective is to "advance the conservation of Scotland's biodiversity for the benefit of present and future generations." The link includes the history of their campaigns against the Trump development and what can be done with campaigning and fundraising.

<http://www.swt.org.uk/campaigns/trump-development/>

The Guardian. The article titled "Film-makers arrested on Site of Donald Trump's Scottish Golf Resort" addresses the arrest of the filmmakers, questioning their rights and the freedom of the press.

<http://www.guardian.co.uk/world/2010/sep/12/film-makers-arrested-donald-trump-scottish-golf-resort>

The Ramblers Association. The Ramblers is Britain's walking charity, working to safeguard the footpaths, the countryside and other places people go walking and to encourage more people to take up walking. Their website includes a case study of the Trump golf course, and how it affects the group's interests. Links to news articles are also included.

[http://www.ramblers.org.uk/scotland/ourwork\\_scotland/access/casestudies/golfcourse](http://www.ramblers.org.uk/scotland/ourwork_scotland/access/casestudies/golfcourse)

The Royal Society for the Protection of Birds. A link to the Menie golf course development includes the case, the group's position, a timeline and the outcome of the project.

<http://www.rspb.org.uk/ourwork/casework/details.aspx?id=tcm:9-264498>

The Scottish government. The site looks at protecting Scotland's natural heritage and resources. Information includes biodiversity, management of natural resource and tourism impacts. Used in a Pre-Viewing Activity.

<http://www.scotland.gov.uk/Publications/2005/12/1493902/39106>

The Scottish Sun. The article covers the criticism of Donald Trump for renaming the dunes.

<http://www.thesun.co.uk/scotsol/homepage/news/2989242/Donald-Trump-blasted-after-renaming-famous-Scottish-sand-dunes.html>

The Scottish Natural Heritage. The website discusses sand dunes and the problems they are encountering.

<http://www.snh.gov.uk/about-scotlands-nature/habitats-and-ecosystems/coasts-and-seas/coastal-habitats/sand-dunes/>

Triumphant. The art exhibit by David McCue, which was featured in the film, has a site with all the images from the art show, as well as media links and a blog about the exhibit.

<http://www.davidmccue.co.uk>

Tripping up Trump. The group showcased in the film established itself as the popular movement against the use of compulsory purchase for private profit. TUT's campaign has stood alongside the people and protected environment threatened by Donald Trump's development in Aberdeenshire.

It includes information about the residents, video links, employment claims and links to many news articles about the development. Good links for the role-play activity.

<http://www.trippinguptrump.com>

Trump International Golf Links. Trump's official website includes a link to Aberdeen Scotland project. Many links include the project overview and photographs, news and events which links to many articles about the project. A master plan overview includes a sketch and short video clip with details of the golf course and the village.

<http://www.trumpgolfscotland.com/Default.aspx?p=DynamicModule&pageid=308648&ssid=196900&vnf=1>

U.K. Biodiversity Action Plan. The U.K. Biodiversity Action Plan aims to describe the biological diversity resources of the U.K. and set out a detailed plan for their conservation. The link is for an action plan to protect the sand dunes from any threats towards the important ecosystem.

<http://www.ukbap.org.uk/ukplans.aspx?ID=28#2>

## Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

Using Documentaries in the Classroom: This teacher librarian's personal website contains excellent resources for teaching with documentary films.

[http://www.frankwbaker.com/using\\_docs\\_in\\_the\\_classroom.htm](http://www.frankwbaker.com/using_docs_in_the_classroom.htm)

Media Awareness: A Canadian non-profit media education and Internet-literacy resource library.

<http://www.media-awareness.ca>

Center for Media Literacy: A U.S. website which provides several resources for making, understanding and criticizing media.

<http://www.medialit.org>

The National Film Board of Canada website: On this site is an area with teaching resources and short documentary films that can be used as teaching aides.

<http://www.nfb.ca>

The Association for Media Literacy: This Canadian website examines how media impacts and influences culture.

<http://www.aml.ca/home>

Hot Docs Looking at Documentaries: A teaching guide that sets out questions designed to help teacher include the study of documentary film in their curriculum.

[http://www.hotdocs.ca/youth/docs\\_for\\_schools/](http://www.hotdocs.ca/youth/docs_for_schools/)