

YOU'VE BEEN TRUMPED TOO



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YOU'VE BEEN TRUMPED TOO

Directed by Anthony Baxter

2016 | UK | 79 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *You've Been Trumped Too* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

Michael Forbes and his mother Molly are living in the shadow of the Trump International Golf Links in Aberdeen, Scotland. When they and their neighbours refused to leave the land to make way for development, the Trump organization initiated a campaign of intimidation and bullying, enlisting even the police to help them. *You've Been Trumped Too* is a unique look at a globally historic election and a timeless tale of the unlikely encounter between a salt-of-the-Earth Scottish family and one of the planet's richest and most controversial figures.

Source: <https://www.facebook.com/youvebeentrumpedtoo>

The Filmmaker

Anthony Baxter founded Montrose Pictures in 2005, in the Scottish coastal town (famous for its golf course) where his family goes back several generations. After a career spanning two decades working for the BBC, ITN, Channel 4 and others, Baxter is now firmly established as one of the UK's leading documentary filmmakers.

Source: <http://www.montrosepictures.co.uk>

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VIEWING THE FILM WITH STUDENTS

The following three subsections 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 weblinks for further investigation.

Pre-Viewing Activities

Show students the trailer (<http://trumpedfilm.com>) and poster (<http://www.imdb.com/title/tt6158604/>) for *You've Been Trumped Too*. Have students work in pairs or small groups to try to identify themes or ideas conveyed by the trailer. As a larger group, discuss the effectiveness of the trailer and poster as media pieces.

Have an informal class discussion on how students access and share news and media online. What sources do they consider credible and reputable for reporting on politics?

Have students create a KWL chart for Donald Trump. They can add to this chart as they watch the film, as well as after they finish watching the film.

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. Have students share the statement and what they think or believe about it with the class.

Viewing Activities

Have students keep track of any words, terms or ideas they don't understand. After viewing the film, have students look up the definitions.

Have students make notes on the different types of footage and techniques that are used throughout the documentary. Students can consider the purpose and effectiveness of the footage and techniques in their notes.

Pause the film at various points. Have students discuss or record their immediate reactions, and then discuss as a class in a Post-Viewing Activity.

Have students jot down two to three ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Post-Viewing Activities

Have students comment/makes notes on the director's use of split screen throughout the film, comparing and contrasting Trump to Molly Forbes. What is the purpose of this technique? Discuss its effectiveness as a class.

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

Have students consider their perceptions of Donald Trump before and after viewing the film. Were their perceptions affected at all? Using this as a prompt, have students write a one-page written response.

In the film, Michael Forbes says, "The press wants to talk to me, the radio wants to talk to me, but I stopped doing that because it just keeps [Donald Trump] in the limelight." Have students discuss this statement. What does it mean to be in the limelight? Do students agree or disagree with Forbes? Has Trump used the limelight to his advantage? Have students find and share several news and media sources that support Forbes' statement.

Using Google News, have students conduct a search for "Donald Trump." How is he portrayed in the news? Compare and contrast students' findings with how Trump is portrayed in the film. Students may also consider looking at specific news sources for how Donald Trump has been portrayed.

At the end of the film, the audience learns from on-screen text at 1:16:37 that "Scottish officials said they could not rule out the ruse of eminent domain, should Donald Trump seek future expansion of his golf course." During one class, have students conduct research on eminent domain and where it has occurred. After students have completed their research, take an additional class to share and discuss their findings.

In the film, Molly Forbes talks about the importance of water: "We really depend on water. Of course, everybody does. You don't know the amount of water you need when you haven't got it." Anthony Baxter is brought to Flint, Michigan, by one of the Trump protesters that he meets after she hears about Molly Forbes' story. Have students conduct research and answer the five Ws for the Flint water crisis.

In the film, Greg Palkot asks, "Is what [Donald Trump] has been saying classified as hate speech?" Have students conduct research on what constitutes hate speech in both the US and Canada. Next, have students find examples from the film and online news sources to support their responses to the question.

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

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

WEBSITES AND ONLINE RESOURCES

About the Film

<http://trumpedfilm.com>

Facebook: <https://www.facebook.com/youvebeentrumpedtoo/>

Additional Resources

CBC: Suzanne Kelly began a petition to ban Trump from the UK. Although it was debated in parliament, it wasn't passed. This resource from January 18, 2016, "Banning Donald Trump from UK debated in Parliament Today," includes an overview of the petition and quotes from the parliamentary debate.
<http://www.cbc.ca/> Type the title of the resource into the search function of the website.

Donald Trump: The official website of Donald Trump includes his positions on a variety of issues, as well as related media.
<https://www.donaldjtrump.com>

Scottish National Heritage: This resource provides information on sand dunes in Scotland, including the different types of dunes, problems affecting dunes and links to additional resources and reports on conservation.
<http://www.snh.gov.uk/> Type "Sand dunes Scottish Natural Heritage" into the search function of the website.

Teen Vogue: In her op-ed "Donald Trump Is Gaslighting America," Lauren Duca investigates Trump's use of gaslighting to manipulate the truth and achieve his goals in the 2016 election.
<http://www.teenvogue.com/> Type the title of the article into the search function of the website.

The Atlantic: In the article "Seizing Private Property Is No Problem for Donald Trump" from October 7, 2015, Russell Berman explores Donald Trump's enthusiasm and experiences with eminent domain.
<https://www.theatlantic.com/> Type the title of the article into the search function of the website.

The Atlantic: In the article "He'll Take the Low Road: Trump's Tortured History With Scotland," David A. Graham investigates Donald Trump's reasons for building a golf course in Scotland, his mother's homeland, and the repercussions from the venture.
<https://www.theatlantic.com/> Type the title of the article into the search function of the website.

The Huffington Post: In the article "A Surprising Thing Happens When Presidential Candidates Use Emotional Language" from March 21, 2016, Carolyn Gregoire connects the results of a study from Ohio State University to the emotional appeals in Donald Trump's rhetoric. The article also includes a link to the original study.
<http://www.huffingtonpost.com/> Type the title of the article into the search function of the website.

The New Yorker: In "The plot Against America: Donald Trump's Rhetoric" from December 2015, David Denby explores the persuasive appeals of Trump's rhetoric for his followers.
<http://www.newyorker.com/> Type the title of the article into the search function of the website.

Tripping Up Trump: The Tripping Up Trump campaign rose up against Donald Trump's developments in Aberdeenshire and is "against the use of compulsory purchase for private profit." The website includes what the movement has already accomplished and what they plan to do.
<http://www.trippinguptrump.co.uk>

United Nations: The right to clean drinking water and sanitation was recognized as essential to the realization of all other human rights by the United Nations General Assembly in Resolution 64/292 in July 2010.
<http://www.un.org/en/ga/sessions/> Click on 64th (2009-2010), then Resolutions, then A/RES/64/292.

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Discuss your reactions to Donald Trump and the Forbes family. Did they evolve while watching the film? Why? What kind of portrait can be painted of the individuals in the film?

Why do his supporters believe that Donald Trump will be a good president? Should it matter that Donald Trump has no political experience?

Why does Anthony Baxter appear so frequently in the film? What is the purpose of this, and is it effective?

Can you think of other ways that the documentary could have been filmed and edited? How would this change the way you interpreted the film?

Is the "other side" presented in this documentary at all?

What has happened since Donald Trump won the election in 2016?

Consider what the filmmaker decided to capture on film. Are there any scenes that stand out, and why? What might have been left out of the film, and why?

What are the different issues and themes that surface in this film?

How are issues of social class presented in the film?

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

Why would the police officers be so supportive of Donald Trump in Aberdeenshire?

What are some of the social and environmental impacts and consequences of commercial land development?

Why is it important to stand up for what you believe in, like many people did in the film? What are some of the consequences of standing up for your beliefs?

What are the small ways that an individual can cause change to happen?

Can disruption lead to change? Support your response with examples from the film, current events and your life.

In the film, Anthony Baxter mentions, "When I made my first film [*You've Been Trumped*] on the environmental damage caused by Donald Trump's luxury golf course in Scotland, none of the Trumps would speak to me. But when my film was shown on television, that suddenly changed." Donald Trump says that Baxter became a "much more important person" after his documentary was shown on the BBC. How has Trump treated and reacted to the media and journalists since being elected? What is a "real journalist"? Have students consider the First Amendment as they respond to these questions.

Have a discussion on the role(s) of the news media, especially when it comes to politicians and people in power. Are the media biased or unbiased? What are they influenced by? Is it possible for the media to be unbiased in their approaches?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"This is not simply another four-year election. This is a crossroads in our history of our civilization. This is a struggle for the survival of our nation, and this will be our last chance to save it."* Donald Trump
2. *"He promises the world. It never happens. Never trust Trump."* Molly Forbes
3. *"It's a fundamental thing, water. And when you don't have it, it has a negative effective psychologically, physically, on your well-being."* Mickey Foote
4. *"It's a well-established legal framework in Scotland, if the water comes from a source that's on somebody else's land, that other landowner is under a legal obligation and duty to maintain that water supply. That goes back literally hundreds of years. The trouble with Mr. Trump is that he seems to have no respect not only for Molly Forbes and his neighbours, but he has no respect for the legal framework. And he's quite content to preside over a situation whereby he is, in effect, denying a neighbouring landowner of their legitimate supply of fresh water. Most ordinary people are not in a position to be able to take on an American billionaire."* Andy Wightman
5. *"The American Dream is dead, but if I get elected president, I will bring it back bigger and better and stronger than ever before and we will make America great again."* Donald Trump
6. *"I think it's how you treat animals that [makes them] happy animals."* Molly Forbes
7. *"Donald Trump promised 6,000 jobs at his golf resort near Aberdeen, Scotland, but fewer than 100 are on the payroll. Even the man who allowed Trump to build on the environmentally protected coastline admits the jobs aren't there."* Anthony Baxter
8. *"He doesn't regard these as lies. He regards these as claims which he wants you to believe in, but they're not true."* Andy Wightman
9. *"If he can do it to her, then I'm quite sure he can do it to a lot of American people.... If it was cut off accidentally, why didn't they go back and re-establish it for her? I can't go with that. It was something intentional because of the fact that she didn't want to sell him the land, so this is his way of getting even with her."* American man (20:44)
10. *"He doesn't speak to women or people of colour or anyone unless you're a rich white male who's a Republican."* American woman (21:43)
11. *"My producer and I were both thrown in jail simply for asking questions why the Forbes' water supply had been cut off.... After a public outcry, the charge was thrown out and the police issued a full apology, but the Forbes' water supply remained a mess."* Anthony Baxter
12. *"I think he's telling American people what they want to hear."* Trump supporter (31:31)
13. *"He came to build a golf course next door to me. He ruined all the sand dunes, protected. He ruined them all, bulldozed them all flat. And then he built his own manicured crap. I wouldn't sell up, so he put his bullies on to me, all his security people, and I got hassled for months and months and months. He ruined my water and that's my experience with Donald Trump.... He called me a pig. He called my place a pigsty."* Michael Forbes
14. *"They're living not just with the impact of what Trump did to them, but living with the full knowledge that Trump may also be planning things behind their backs."* Andy Wightman

CULMINATING ACTIVITY: EXAMINING THE ISSUES

In groups of four, identify one of the topics or issues presented in the film. Some examples include:

- Access to clean water
- Eminent domain
- The impact of commercial land development on the environment and/or local residents
- The relationships between politicians/people in power and journalists

In a presentation, you will:

- Outline the issue as it relates to the film and the current time period
- Find examples of the issue in the news and current events
- Discuss the short-term and long-term consequences
- Investigate and propose possible solutions

You should use a variety of multimedia in your presentation, including images, videos and supporting links. Make sure you include a works-cited page for all multimedia and information that you use.

You will present your selected issue as a group, and the presentation tool is up to you. Here are some suggestions for digital presentation tools:

- Adobe Spark (<https://spark.adobe.com>)
- Glogster (<http://edu.glogster.com>)
- Prezi (<http://prezi.com>)

ACTIVITY RUBRIC: EXAMINING THE ISSUES

Knowledge/Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Clear understanding of the facts, ideas and concepts in the given task; persuasively represents the position of the individual or group	Demonstrates limited knowledge of the given task and communicates with a limited degree of understanding and persuasiveness	Demonstrates moderate knowledge of the given task and communicates with a moderate degree of understanding and persuasiveness	Demonstrates considerable knowledge of the given task and communicates with a considerable degree of understanding and persuasiveness	Demonstrates thorough knowledge of the given task and communicates with a thorough degree of understanding and persuasiveness	/5

Thinking/Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Uses critical and creative thinking processes to generate and develop ideas	Uses critical and creative thinking processes with limited effectiveness	Uses critical and creative thinking processes with some effectiveness	Uses critical and creative thinking processes with considerable effectiveness	Uses critical and creative thinking processes with a high degree of effectiveness	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Making connections within and between various contexts	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Organization of ideas and multimedia	The student's visual display is limited in effectiveness and/or creativity, making a basic use of text and/or images	The student's visual display is somewhat effective and creative, making adequate use of both text and images	The student's visual display is very effective and creative, making sound use of both text and images	The student's visual display is exceptionally effective and creative, making wonderful use of both text and images	/5
Delivery (eye contact, audible, enthusiasm)	The student did not engage the audience	The student engaged the audience for some of the time	The audience was engaged for most of the time	The audience was engaged throughout the presentation	

Comments:

Total: _____/20

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 9-12 English	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 9 and 10 Integrated Arts	<ul style="list-style-type: none"> • communicate an understanding of the ability of the arts to inform and instruct and to contribute to social change. • demonstrate an understanding of conventions and responsible practices associated with various arts disciplines, and apply these practices when creating, presenting and experiencing art works.
Grade 11 Media Studies	<ul style="list-style-type: none"> • demonstrate an understanding of a variety of media texts. • deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning.
Grade 10-12 Media Arts	<ul style="list-style-type: none"> • analyze, through examination and reflection, their initial response to media art works, using various strategies and modes of communication. • identify and explain the messages in and meanings of media texts. • describe the characteristics of particular media genres and forms, and explain how they help to convey meaning and influence the audience. • demonstrate an understanding of the sociocultural and historical contexts of media arts. • demonstrate an understanding of responsible practices associated with producing, presenting and experiencing media art works.
Grade 10 Civics	<ul style="list-style-type: none"> • use the political inquiry process and the concepts of political thinking when investigating issues, events and developments of civic importance. • analyze a variety of civic contributions, and ways in which people can contribute to the common good. • analyze responses, at the local, national and international levels, to civic issues that involve multiple perspectives and differing civic purposes. • demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions.
Grade 12 Economics	<ul style="list-style-type: none"> • use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues. • analyze aspects of economic growth/development, including its costs, benefits and sustainability. • analyze how economic and political ideas and various sociocultural factors affect economic decision making. • analyze economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions.
Grade 11 Regional Geography	<ul style="list-style-type: none"> • use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues in a selected region. • demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it. • analyze issues associated with sustainability and stewardship of natural resources in the selected region. • analyze aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability. • analyze various issues associated with development projects, including, where applicable, megaprojects, in the selected region. • analyze aspects of economic, social and political conflict and cooperation in the selected region.

Grade 11 Travel and Tourism	<ul style="list-style-type: none"> • analyze interrelationships between tourism and local human and natural systems. • analyze impacts of environmental conditions and concerns on the tourism industry. • assess impacts of the travel and tourism industry on local populations and indigenous peoples.
Grade 12 World Issues	<ul style="list-style-type: none"> • analyze relationships between quality of life and access to natural resources in various countries and regions. • analyze impacts of selected agents of change on society and quality of life. • analyze issues relating to human rights, food security, healthcare and other challenges to the quality of life of the world's population. • analyze relationships between demographic and political factors and quality of life in various countries and regions.
Grade 12 World Geography: Urban Patterns and Population Issues	<ul style="list-style-type: none"> • analyze interrelationships between social conditions, access to natural resources, government policies and economic disparities within and between countries or regions. • analyze global and regional population trends, and assess their impacts on society, the economy and the ability of societies to meet basic human needs. • analyze impacts of a variety of factors on human rights and quality of life in selected countries.
Grade 12 Canadian and International Law	<ul style="list-style-type: none"> • explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally. • analyze issues associated with the development of human rights law in Canada and internationally. • analyze various contemporary issues in relation to their impact or potential impact on human rights law.
Grade 11 Politics in Action	<ul style="list-style-type: none"> • analyze how various factors can contribute to, and present a barrier to, their own and others' political engagement. • explain the political importance of some current issues and analyze various perspectives associated with these issues. • analyze some issues of political importance in terms of their causes, their impact and ways in which they have been addressed. • analyze the objectives and strategies, and assess the influence of individuals and groups in addressing issues of political importance. • identify and analyze a political issue, with the goal of developing a personal plan of action to address this issue.
Grade 12 Canadian and International Politics	<ul style="list-style-type: none"> • demonstrate an understanding of various political ideologies, theories and concepts, and analyze their relevance to Canadian and international politics. • analyze how social, economic and geographic factors influence contemporary politics in and relations between various countries around the world. • analyze the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community. • assess the importance of the contributions of individuals and other non-governmental stakeholders to national and global communities. • explain violations of human rights in Canada and abroad as well as the role of Canadian and international laws, institutions and processes in the protection of human rights.
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods. • assess, record, analyze and synthesize information gathered through research and inquiry. • demonstrate an understanding of how social activism can be used to support equity and social justice objectives.

Grade 12 Equity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • assess, record, analyze and synthesize information gathered through research and inquiry. • communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills. • demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.
Grade 11 Introduction to Anthropology, Psychology and Sociology	<ul style="list-style-type: none"> • use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour. • use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.
Grade 12 Challenge and Change in Society	<ul style="list-style-type: none"> • demonstrate an understanding of the causes and effects of social change. • demonstrate an understanding of how forces influence and shape social patterns and trends. • demonstrate an understanding of how various social structures and conditions support or limit global inequalities.
Grade 12 Philosophy	<ul style="list-style-type: none"> • demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions. • demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas and various aspects of society, including everyday life.

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>