

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Long Way North (Tout en haut du monde)

Levels 2, 3 and 4

Created by Joy Christie

Discovery Film Festival: Sat 22 October – Sun 6 November 2016

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


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Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals. Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy / moving image texts

Each resource is free and available to download from

www.discoveryfilmfestival.org.uk/resources



Long Way North (Tout en haut du monde)

Dir: Rémi Chayé

France/Denmark 2015 / 1h20m

In French with English subtitles

Synopsis

It's 1882 in St Petersburg and Sacha, a charming, naïve and headstrong fifteen year old girl lives a rich, sheltered life with her parents as part of the Russian aristocracy. Sacha's father, Count Chernetsov is seeking a husband for his daughter but she has other things on her mind.

From the very start we are introduced to the bond between Sacha and her missing grandfather, Oloukine, a great explorer who has failed to return from his latest expedition to the North Pole.

When she overhears his name being tarnished she becomes increasingly frustrated that no one believes his ship could still be found. Reviewing Oloukine's maps and plans she is convinced that previous searches have been looking in the wrong place. In desperation she leaves behind her privileged life and embarks on an exciting adventure that tests her inner strength and courage, proving she holds great similarity to the very person she is searching for.

This stunning hand-drawn 2D animation in French will have you hooked from the start with its strong use of character development, enchanting animation and mixture of music genres.

Underlying themes: Family honour, overcoming difficulties, determination, sexism, rich and poor.

Advisory Note: Several scenes take place in a pub where patrons are drinking alcohol and there is a scene where a character has been frozen to death (this just looks like an ice sculpture of the person).



Before Your Visit to the Cinema

Activity 1 – Setting

Discuss with your class the setting of this animation relating to its title *Long Way North*.

Use Google Earth to locate the Arctic and Russia on a map. Discuss the fact that the Arctic is not part of one continent but includes territories belonging to several nations. Locate St Petersburg in Russia.

Brainstorm prior knowledge about Russia and the Arctic. What do they know already? Bring together all the ideas and make a class mind map which can be added to after the film has been viewed.

Make a list of any films they know that have been set in Russia or the Arctic.

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

SOC 2-14a



Activity 2 – Film Detectives

Watch the trailer at:

<https://www.youtube.com/watch?v=pW7JDw2Qimo>

Discuss Sacha – what kind of character is she? Who might the other characters be?

Walkabout Talkabout – Critical Evaluation

On five large separate sheets of paper, stick one of the stills given from the film and distribute different ones to each group.

Groups have five minutes per still to be film detectives and critically evaluate the film. Here are just some of the questions they should consider:

1. Who is in the frame?
2. How is the scene lit? Are there contrasts between light and shadow? Why is it lit this way?
3. Are there key colours in the scene? What does this tell us about the mood of the scene and the character?
4. Describe the props, body language and facial expressions. Do characters have similarly drawn features? What information does this give us about the setting and characters?

These answers should be listed on the sheet of paper in one colour and when five minutes is up groups should rotate and add their own ideas to the new still whilst ticking off previous ideas they agree with.

Groups feedback to class at end. Can they make an educated guess as to the possible sequence of the stills – beginning, middle or end of film?

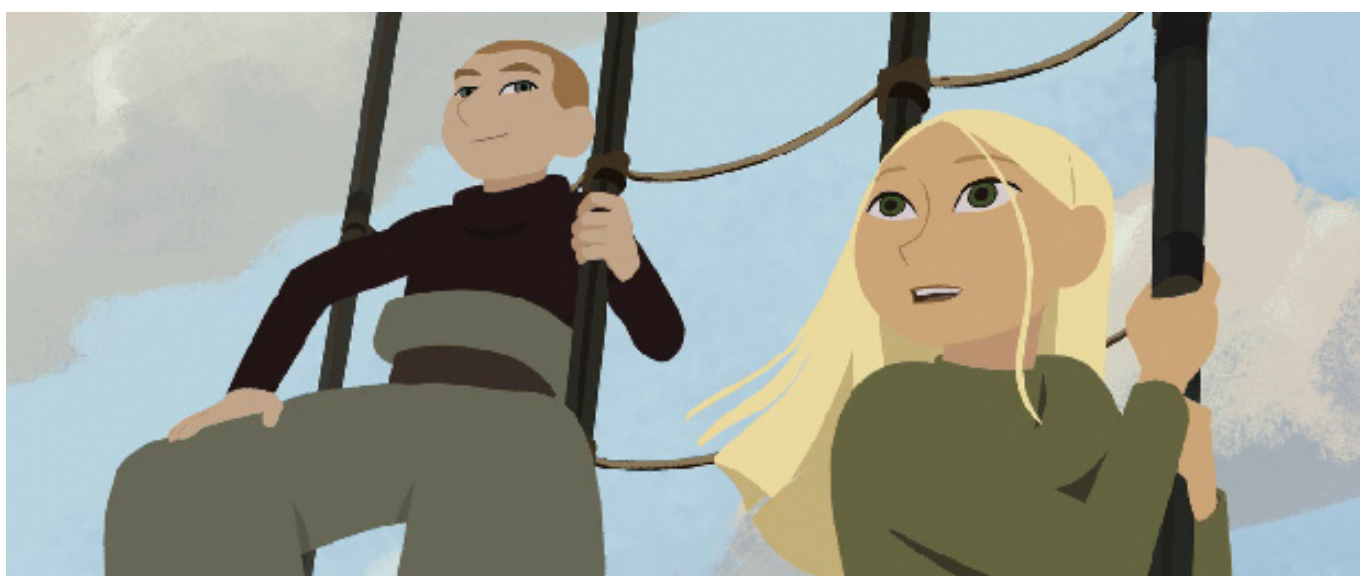
I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-07a

Still 1



Still 2



Still 3



A stylized illustration of a diverse group of people in formal attire. In the foreground, a woman with blonde hair and green eyes, wearing a white dress and a red necklace, looks directly at the viewer. Behind her, a crowd of people in various formal outfits, including tuxedos and dresses, are standing in a room with wood-paneled walls. The style is flat and modern, with a focus on human diversity.

A stylized illustration of a person in a white parka and black hat pulling a rope attached to a large ship in a snowy, icy environment. The person is in the foreground, leaning forward and pulling the rope. The ship is partially submerged in the water, with its hull and masts visible. The background shows a vast, icy landscape under a grey sky.



After the film

Activity 3 – Points for discussion

- At the start of the film we see a number of clues that indicate Sacha, the main character lives a very privileged life. Discuss these.
- We see a young girl accompany Sacha at the start of the film. Who do you think she is? Is she related to Sacha? Why do you think we don't see her again?
- Sacha makes a series of errors during her adventure eg, sitting in first class on the train but not paying that fare, expecting others to carry her luggage etc. Why do you think she did this? What else did she do? How did others react to this? Do you think Sacha did these things deliberately?
- Sacha did a number of very brave acts in the film but how did she manage to gain the trust of the crew who were very wary of her from the outset? Discuss this.
- Think about the polar bear shots. How did you feel about what happened? Were they right in their actions? Could they have survived without killing the bear?
- Think about the Disney film *Mulan*. One of the main similarities with *Long Way North* is that the main character is a young girl who goes beyond the limitations set by society to achieve an end goal. What other similarities are there?

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

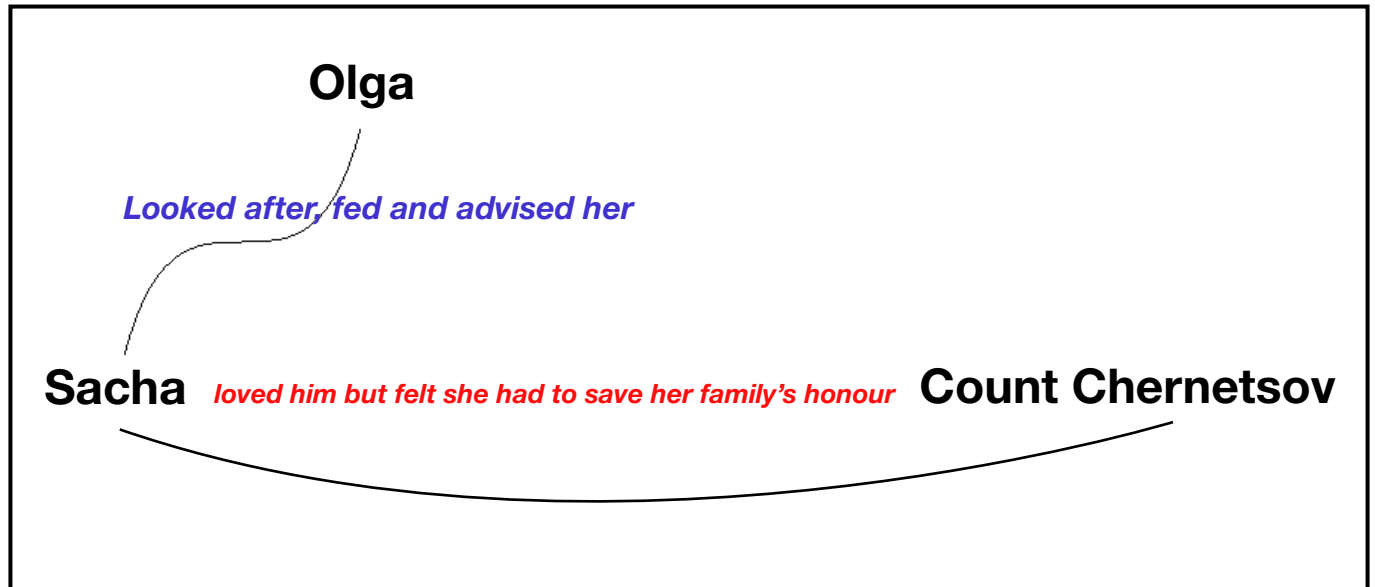
Activity 4: Making Character Links

There are some strong characters in the film from different backgrounds. List the characters you remember.

Here is a list of most of the characters in the film:

Sacha, Sacha's mother, Nadya, Olga, Lund, Larson, Katch, Oloukine, Count Chernetsov, Prince Tomsy, Frenchy

Using a different coloured pen for each new link the pupils should make notes about the relationships and events between each of the characters. When they have completed this they should share with others to develop their findings as much as possible. Here are a couple to get you started:



I understand that a wide range of different kinds of friendships and relationships exist.

HWB 2-44a

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a**

Activity 5: Rémi Chayé

In an interview with the director of *Long Way North*, he says the following about traditional 2D animation, ‘Since the release of the film here in France, we’ve received compliments in many different ways. Some people are telling us “your film is so great, it doesn’t seem like animation”, some others are saying “thank you for reviving traditional 2D animation, we’re tired of 3D”. Same goes for the screenplay and the story: “It’s so brilliant not to underline all aspects of the plots, to trust the intelligence of the audience, especially for kids... It’s like a real film...”

Ask your pupils how they think the film was made. Do they believe hand drawn animation was used? Get them to explain their reasons.

Rémi Chayé was also First Assistant Director and Head of Layout for the film *Secret of Kells*.

Here are some drawings of characters from that film. Can you identify any similarities to the characters in *Long Way North*?

Can you sketch any common features?




*I can respond to the work of artists and designers by discussing my thoughts and feelings.
I can give and accept constructive comment on my own and others' work.*

EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a / EXA 1-05a / EXA 2-05a



Activity 6: Writing

Sacha knew much about what went on during her grandfather's expedition because he kept a diary. This is called a Captain's Log which records the events that took place whilst at sea.

Whilst Oloukine is a fictional character exploring the North Pole, Captain Robert Falcon Scott was a real British Royal Navy officer and explorer who led two expeditions to Antarctic regions: the Discovery Expedition (1901 – 1904) and the Terra nova Expedition (1910 – 1913).

You can find read his last diary entry using the following link:

<http://www.rrsdiscovery.com/documents/Captain%20Robert%20Falcon%20Scott%20last%20diary%20entry%20worksheet.pdf>

Pretend you are Sacha, keeping a log of events happening on your journey to find the Davai. Write some diary entries using the same layout as the real one written by Robert Falcon Scott. Remember to write as if you are Sacha (in the first person) include details of the harsh conditions of the North Pole and things that would become really important to you, like food.

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a***

Activity 7 – What Happens Next?

The film ends with some unanswered questions, leaving us to decide how the journey in the Davai finally ended.

Using their knowledge of the narrative and characters of the film pupils should write about how they feel the film could have ended. They should try to tie up any loose ends and consider some of the following points:

- How do her parents react upon her safe return to St Petersburg?
- Do we see Olga again and does Sacha feel she needs to repay her kindness?
- What happens with the reward for the return of the Davai?
- Is Oloukine's honour restored and if so how is this shown?
- What happens with Prince Tomsy?

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a***

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a***

Activity 8: Poster

Here is a poster advertising the film. Discuss with a partner the following points:

- Why do you think Sacha and the dog form the main part of the poster? Do you agree? Who would you put in place of the dog?
- Look at the wording describing the film. Do you agree? How would you phrase it to be short and to the point?
- The biggest writing is the design of the title. What do you think about the font used? Does it remind you of any part of the film? How and where would you place the title?

Now design your own poster to advertise the film. Although it should be different to the one below make sure you include all the important information about the film.



I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a



Suggested Link

This film ties in perfectly with a trip to Discovery Point in Dundee. Workshops include having a hands on look at the Discovery and becoming a Polar Explorer.

Use this link to find out more and make the viewing of *Long Way North* have a richer depth of understanding.

<http://www.rrsdiscovery.com/index.php?pageID=57>



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Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing mike.tait@dca.org.uk

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail sarah.derrick@dca.org.uk