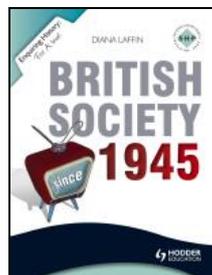




## Enquiring History Series for A Level



# British Society since 1945

**Diana Laffin**

**Teachers' Support Material**

## Contents

<b>Introduction to the Book</b>	<b>3</b>
From the Author – Diana Laffin	3
The role of the Academic Consultant	4
<b>Relationship to A level Specifications</b>	<b>5</b>
AQA – A Sixties Social Revolution? 1959-1975 (AS)	5
Edexcel – Britain in the Later 20th Century: Responding to Change: Mass Media, Popular Culture and Social Change In Britain since 1945	5
AQA – The Making of Modern Britain	6
OCR A – Post-War Britain 1951-94 (AS) and	6
OCR B – The End of Consensus: Britain 1945-90 (AS)	6
<b>Introduction to Notes for Teachers</b>	<b>7</b>
<b>Chapter 1. Introduction: The story of modern Britain pp2-11</b>	<b>8</b>
Structure and issues	8
Activities	8
<b>Chapter 2. When, if ever, did Britain become a multi-cultural society? pp.12-39</b>	<b>9</b>
Structure and issues	9
Activities	11
<b>Chapter 3. Ain't misbehaving? Why did teenagers' lives seem to be changing?</b>	<b>14</b>
Structure and issues	14
Activities	15
Other possible activities	16
<b>Chapter 4. Was sex shaken up in the 1960s? pp.66-91</b>	<b>18</b>
Structure and issues	18
Activities	19
Other activities	19
<b>Chapter 5. Has the British media been a unifying force? pp.92-120</b>	<b>21</b>
Structure and issues	21
Activities	22
<b>Reading and Web-links</b>	<b>24</b>
A selection of books	24
Web-links	25

## Introduction to the Book

### From the Author – Diana Laffin

My prime aim in writing this book has been to help A level students to understand some of the social changes which have shaped the society they live in. Modern social history is very complex and difficult to get to grips with, but in some ways this is a good thing. Young historians studying post-war Britain are faced with the difficulties of measuring youth crime, assessing the impact of television and judging the extent of change in women's lives. Simple answers are impossible, but then rigorous and thoughtful history is, by nature, hard.

The book covers some of the material required by a range of A level specifications but, in keeping with the overall aims of the *Enquiring History* series, I have aimed to:

- write in a way that is accessible to students new to British social history and encourage them to keep turning the pages but also go on to stretch the most able in terms of both their understanding of the topic and of studying History in general.
- develop students' understanding of the nature of historical evidence by considering different kinds of sources in depth and in their context rather than through exam board gobbets. This is the purpose of the 'A Closer Look at ...' pages.
- help students see modern social History as a subject in which different kinds of experts including sociologists, statisticians, media specialists and even anthropologists can contribute their own points from their particular expertise.
- reflect the latest research and publications in ways that students can understand
- help students develop the ability to study independently by guiding them through the process of enquiry so they can transfer this process from one topic to another and so gain confidence in their ability to study History
- provide material that students can use effectively on their own or in collaboration with friends or that teachers can use effectively in class
- interest students in the exciting and immense changes that have transformed the British over the last sixty years whilst also encouraging them to identify continuities.

Modern politicians have repeatedly been telling us what makes us British, what our values are and what we should do to preserve and celebrate them. I hope this book will encourage the reader to reflect for themselves on this fundamental and important issue.

## **The role of the Academic Consultant**

Each book in this series has an academic consultant involved from the planning stage. I am very grateful to **Dr Glen O'Hara** of Oxford Brookes University for taking on this role and generously sharing his knowledge and expertise. Glen commented on my initial plan and read the whole text.

However, in fairness to Glen, I must emphasise that the final decisions on interpretations of individual people and events were all my own.

## Relationship to A level Specifications

This book has been written with specifications in mind and there is relevant material for many A level modules here. However, as modern social history is covered in a patchy and uneven way in our current A level courses, this book cannot claim to cover any one of them completely or be in any way a 'set text'.

One of the principles behind this series is the belief that teachers' own expertise, experience and knowledge of the needs of individual students and classes should shape the programme of teaching and that good teachers do not follow one book in a formulaic way – even this one! We therefore assume that teachers will use the books in this series alongside other books, deciding for themselves when and how to use any particular book. We also expect teachers to use these books in both in classrooms and for set or recommended reading and tasks at home.

This series does not provide assessment guidance. However Hodder Education provides exam guidance for A Level History via **Access to History Online 2**, a free resource for A level students. See

[www.hodderplus.co.uk/accesstohistory2/login.htm](http://www.hodderplus.co.uk/accesstohistory2/login.htm)

### **AQA – A Sixties Social Revolution? 1959-1975 (AS)**

Although this book covers a broader chronological span, all the main chapters provide relevant coverage of key themes for this module. In addition, the 'Closer look at ..' sections will help them tackle the source based questions for this syllabus by encouraging careful consideration of common sources used in this module such as political speeches, statistics and newspapers. In particular, the book provides more detailed coverage of the following:

The growth of multiculturalism to 1975	Chapter 2
Changes in culture and society in the 1960s	Chapters 3, 4 and 5.

### **Edexcel – Britain in the Later 20th Century: Responding to Change: Mass Media, Popular Culture and Social Change In Britain since 1945**

The book provides good coverage of the major social changes in Britain in these years including youth culture, the permissive society and immigration. In addition, the 'Closer look at ..' sections will help them tackle the source based questions for this syllabus by encouraging careful consideration of common sources used in this module such as political speeches, newspapers and statistics.

More detailed and directly relevant material can be found as follows:

The relationship between mass media and changes in attitudes and values in British society.	Chapter 5
The impact of the mass media on British society including satire and celebrity culture	Chapter 5
Electronic technology and its impact ; the internet and the world wide web	Chapter 5
Popular and youth culture from the mid 1950s	Chapter 3

In addition, this book adds depth and contextual knowledge to topics within other syllabi although the main focus of these modules is political history.

### **AQA – The Making of Modern Britain**

The post-war consensus 1951-64 : British society and social tensions	Chapter 2 Chapter 5
The end of consensus 1964-75 : British society and social trends	Chapter 2
The Thatcher revolution 1975-90 British society	Chapter 5
Conservative decline and the triumph of New Labour 1990-2007 Population change and social issues	Chapter 2

### **OCR A – Post-War Britain 1951-94 (AS) and**

### **OCR B – The End of Consensus: Britain 1945-90 (AS)**

These two modules are mainly political in focus. Nevertheless this book does provide useful extra reading and analysis for study of Enoch Powell and immigration policy.

## Introduction to Notes for Teachers

As with other books in this series, *British Society since 1945* has been planned and written with two different kinds of use in mind. Firstly there are many opportunities to use the book and the enquiry activities in class and the suggestions below include a variety of strategies for such classroom use. Secondly, and just as importantly, the book has been designed for independent use by students, either individually or in collaborative groups. This kind of use is made possible by the extensive guidance on following and completing the enquiries. In both cases we assume that teachers will use this book alongside others and will encourage students to read this and other books for themselves.

The notes for each chapter are divided into two sections:

- **Structure and issues** – provide a summary of the rationale behind each chapter enquiry and its contents and of noteworthy interpretations in the chapter, chiefly those that differ from interpretations in older books.
- **Activities** – this section begins with commentary on the Enquiry Focus activity (the activity in the large blue box near the beginning of each chapter) that guides students through each chapter. This is followed by a menu of other ideas for activities – please don't interpret this range of ideas as a scheme of work! None of this includes basic note-taking guidance but offers a variety of other hopefully engaging and enthusing ideas. No attempt has been made to provide activities for every page.

Where appropriate, suggestions have been included for further reading which may be useful for both students and teachers new to the topic. The last section of these notes provides further notes on reading and relevant web-links. However I have not tried to be encyclopaedic because of the speed with which such lists can become out-dated, especially when the topics studied are in the recent past.

## Chapter 1. Introduction: The story of modern Britain pp2-11

### Structure and issues

#### Overview pp 2-9

The purpose of the overview from pages 2-9 is to provide a background survey of the main trends in Britain over the sixty year period while 'humanising' these great sweeps of change by including my own family story.

#### How far has Britain changed? pp 10-11

The aim of these introductory pages (and indeed, this whole introductory chapter) is to alert students to the particular problems of studying modern social history. Teenagers prefer certainty and come to history wanting to make clear and confident judgements, even if they do understand that there are alternative views. They can do this fairly well with topics like the French or Russian revolutions. This book's themes, however, are by nature more controversial, more intangible and more influenced by present day values and perspectives. When addressing these topics, teachers need to make their students more comfortable with uncertainty and diversity.

### Activities

NB. This is a menu of activities, not a scheme of work.

The family and national timeline could be a useful template to use with your students by asking them to bring in a family photo from the 1940s or 1950s and contrast it with a present day snapshot; using this as a framework for their own overview of social change. You could then use these pictures to create your own classroom timeline on the wall, adding points from your studies as you work your way through the module.

It's tempting to get straight into the 'meat' of the course and prioritise coverage of the set topics, but making time for a starting activity like this which personalises the enquiry and engages your class, pays dividends in motivation and interest.

In order to give them a sense of 'then' and 'now' it would be a good idea to give them a visual taste of austerity Britain. A clip from episode 1 of Andrew Marr's BBC series *The History of Modern Britain* could be used here or archive footage which is freely available on YouTube, DVDs or Pathe film.

## Chapter 2. When, if ever, did Britain become a multi-cultural society? pp.12-39

### Structure and issues

This is the longest chapter in the book and probably the hardest to write. That's for good reasons – this issue is still very controversial and sensitive. It would seem arrogant to tell teachers the best way to approach it as this will depend greatly on the context of your school or college and your local community.

Multi-cultural history was neglected until the 1980s when there was a plethora of 'black history' books produced such as Peter Fryer's *Staying Power: The History of Black People in Britain (1984)* and Gilroy's *There Ain't No Black in the Union Jack (1987)* seeking to challenge the dominant 'white' narrative of previous British history. These books focused on the long battle immigrant groups have faced to win social and political equality. More recent writing has addressed the complexity of multi-culturalism by looking at different communities within Britain and their differing experiences such as *Sikhs in Britain: The Making of a Community* by G and DS Singh Tatla, published in 2006 or *Rethinking Muslim Women and the Veil* by Katherine Bullock, published in 2002.

Starting with food (pp 12-13), is a very useful way in as everyone eats it and it's hard to find any teenager who has not enjoyed some 'foreign' import whether it's a curry, Chinese take away or pizza. So this provides common experiences to share while also introducing key themes which come later – integration, assimilation, multi-culturalism and differing religious practices.

The enquiry focus (p 15) provides a particular definition of multi-culturalism which enables the students to measure how far it was been achieved in four differing aspects. At the end of the chapter the definition of the term is addressed more directly and it would be good to alert your students that this is one interpretation of the term which could be challenged.

Measures 1 and 2 (pp 16-19) act as exemplars or models for students to understand how to manage the material that follows. The boxes on 'The historical problem' are deliberately included to help them to understand how they can make a series of qualified judgements and avoid the bold assertions which all too often mar their writing.

West Indian and Asian experiences (pp 22-25) provide a general, but clearly not comprehensive, account of the most numerous immigrant groups arriving in the post-war years. You might well want to supplement this with information about immigration in your local context. In Farnborough, for instance, it is the growing Nepalese community and the history of the Gurkhas within the British army, which are the most significant developments.

Enoch Powell and the 'Rivers of Blood' speech, April 1968 pp 26-29.

This is a very complex issue and Powell is a very complex man. Teenagers will want to simplify it- Powell was simply a racist. The section on the historical problem is included to help them to reflect on the word 'racist' and its use in this context. It is vital to discuss, here, the purpose of historical enquiries – to gain insight and understanding- rather than to judge from a modern day perspective. It's a challenge for teenagers to grasp that a deeper understanding of Powell does not mean an endorsement of his views. Getting them to reflect on their grandparents' views and how these sometimes might seem wrong to them, may help here. It

is also worth making them aware of how far their own opinions are products of their families, friends and environment rather than individual choices. Powell's policies in 1968 were, after all, mainstream. The purpose of the enquiry is to highlight how, despite the uncontroversial opinions he expressed, the speech still caused a furore.

A second issue your students should be aware of, is the way the speech has been remembered. It is always called the 'Rivers of Blood' speech although Powell never used these words. Alert them to the fact that he disliked this label and always called it the 'Birmingham Speech'. This issue may seem pedantic but actually raises an important point about historical labelling which students should be asked to reflect on.

### Police and multi-culturalism

The main focus here is continuity and change so a study of the two reports: Scarman and Macpherson and the similarities and differences between them is an important aspect of the study.

### Multi-culturalism 1970-2005

The contrasting accounts of Leicester and London's East End should not be over-simplified into 'good' and 'bad' but should be used to analyse patterns of immigration and what features may ease or increase tensions between minority groups.

### Review: How far has Britain become a multi-cultural society?

The purpose of this plenary section is to make them reflect on the original definition of multi-culturalism and judge its validity. The concepts of 'celebratory' or 'consumer' multi-culturalism are deliberately introduced to encourage a critical review of how far respect, integration and mixing have occurred and how far they need to happen in order for Britain to be considered truly multi-cultural.

Teachers are naturally desirous of promoting a liberal and tolerant view of multi-culturalism and, at times, this may lead to an overly optimistic telling of the story of immigration. There are, of course, lots of positive stories that should be told, Olympic super Saturday when we all celebrated the success of the Somali-born Mo Farah and the mixed race Jessica Ennis is just one example. Yet telling these stories can lead to over-simplistic judgements. Only a few months after the Olympics, the press are running scare stories about the increased number of immigrants likely to arrive from Romania and Bulgaria in 2014. The story of the British Airways tail fin design has been deliberately chosen to end the chapter on a slight question mark about the nature and extent of multi-cultural acceptance.

### A closer look at political speeches pp 38-9

A majority of the modern British modules have source exercises as part of the assessment. It is not the purpose of this book to provide practice questions or answers for these kinds of questions. The 'closer look at' sections are designed, instead, to provoke deeper thought about the nature, origin and purpose of some of the historical evidence students will handle. This study of political speeches should encourage critical consideration of audience and timing for your students to discuss.

## Activities

NB. This is a menu of activities, not a scheme of work.

### 1. Food and Multi-Culturalism

The introductory pages 12-13 are a good starting point to introduce some key ideas about multi-culturalism, using their own family experiences of food consumption. A possible introductory homework could be to interview family members about how British eating habits have changed. In class discussion this could then be a way of introducing ideas of national identity and integration while also recognising different religious traditions and rules regarding diet.

A different lesson starter might be to raid your own kitchen cupboards and bring in a range of products to see if the students recognise their origins. You could then use a real or interactive whiteboard map to place the various food items and use this as a way of tracing Britain's relationships with different areas round the world.

Alternatively, find photos of the local high street or get your students to find them and trace how it has been transformed by different kinds of shops, restaurants and take-aways over the last fifty years. This could then be mirrored by a timeline of the main trends in immigration.

The story of Charan Gill could be echoed by stories from your locality of immigrants who have built up food businesses in your area. You could even take this further and invite them in to talk to your students about their experiences.

### 2. Enquiry focus p15

They will need lots of space for their timeline so I suggest A3 paper. Put the line along the middle as on page 15 with a heading at the very top 'Completely multi-cultural' and a heading nearly at the bottom 'not at all multi-cultural' and ask them to place the provided comments on their own lines. They should then have lots of space for their own additional points as they work their way through the chapter.

### 3. Measures 1 and 2 pp 16-19

The ideas of qualified conclusions and typicality can be used in the subsequent material by finding examples and asking them what judgements could be drawn from them. You could find local examples of immigrants who have found economic, sporting or cultural success and assess how far these life stories are 'typical', 'representative' or the 'exception that proves the rule'. The economic well being of different groups could be a difficult issue to explore but, if appropriate, you could examine the economic well being of different minorities in your own communities and see how far these reflect national trends.

### 4. West Indian and Asian experiences pp 22-25

As well as plotting points on the A3 sheet, use the very bottom part of the sheet as a timeline of the main waves of immigration from Asia and the Caribbean. It would be a good idea to supplement this to reflect the

history of immigration in your school's community, by adding other immigrant arrivals in your neighbourhood.

A useful follow up activity would be to look at reporting of 'immigration' issues in the local papers for your area from the 1960s onwards to identify the barriers suggested on page 25. Your more able students might like to look into the issue of race and the media in more depth by looking at the work of the Glasgow media group. One of their online articles examines the use of language in newspapers and on television and how this confirms negative views of immigration, see:

<http://www.glasgowmediagroup.org/images/stories/BookChapters/MsgReceived/racemig.pdf>

#### 5. Enoch Powell and the 'Rivers of Blood' speech, April 1968 pp26-29

If you are studying Powell in depth, it would be worth exploring how the man appeared to different people to draw out the complexity of his character and life story. An in-depth way of doing this would be to set up a version of 'This is Your Life' with students playing the role of TV presenters and different characters from his family, academic, army and political careers who could all contribute mementos, pictures and memories to a class 'red book'. A simpler and shorter version of this would be to list people who knew Powell in these different roles and ask them to choose a photo of the man (from the internet) and write a two line caption to describe him. This could then be put together for a wall display with a range from most to least positive views.

#### 6. Police and multi-culturalism pp30- 31

A good starting point here would be the story of the Stephen Lawrence murder. There are various documentaries about this with clips available on YouTube. You might stop the story at the moment that Stephen is lying injured on the ground and ask what happened next?

You might add more depth here by asking them to break up the criminal justice system into parts and consider the degree of racism in each part i.e. police on the streets, treatment of those arrested, the legal process, juries and verdicts and so on.

At the end of the study of this issue you could set up a court case charging the police with institutional racism. Student teams could conduct deeper research into race relations and the police for the period 1960-2010. Evidence could be heard for the different decades up to the present and a student jury could hold up 'guilty' or 'not guilty' for the last four decades.

#### 7. Multi-culturalism 1970-2005

Depending on your local context, you might want to compare and contrast your regional experiences of immigration and community harmony with the descriptions of Leicester and London's East End.

There are also good points for class discussion here about the differences between first and second generation migrants.

## 8. Review: How far has Britain become a multi-cultural society?

Two video clips might be used to start off your plenary session:

1. The story of the 2005 bombing and the bombers behind it, highlighting their apparent integration into British society and yet their apparent hatred of all it stood for.
2. A film clip of 'Super Saturday' at the 2012 Olympics, celebrating the success of the Somali –born Mo Farah, the mixed race Jessica Ennis and white Geoff Rutherford.

Use these as a spring board for a deeper review in a class seminar, with the completed A3 sheet as a basis. To encourage deeper thinking, provide them with reading in advance and prime them to consider the terms 'celebratory' and 'consumer' multi-culturalism in their preparation. Hold a seminar (if your class is large, divide it in two) with a clear agenda going through the points raised in these last pages about the nature and extent of multi-culturalism in Britain. Force every student to finish one of these sentences at the end and justify their judgement:

Britain became a multi-cultural society when.....

Britain has never become truly multi-cultural because ...

Britain is multi-cultural in (*these ways*) but

## 9. A closer look at political speeches pp 38-9

Use this section to consider why Powell did not contribute to the parliamentary debate in February and why he chose the particular time and place for his own speech. An extension to this study could be a detailed comparison of his speech at Walsall in February and his Birmingham speech in April to identify key differences and reasons for them. All Powell's writings and speeches are online at:

<http://www.enochpowell.net/speeches.html>

An extension for your more able students could be to analyse the views of Paul Foot in *The Rise of Enoch Powell: An Examination of Enoch Powell's Attitude to Immigration and Race*, (1969). Foot, a committed socialist, saw Powell purely as a political opportunist. This book is fairly slim and polemical, so excellent material for a critical book review.

## Chapter 3. Ain't misbehaving? Why did teenagers' lives seem to be changing?

### Structure and issues

#### 1. Enquiry Focus p 41

The main task for this chapter is the evaluation of how far the five main identified factors influenced the development of the modern British teenager. Although they will need to organise this in notes under headings, as they go through, encourage them to recognise the interplay between the factors and not view them in discreet boxes.

Before you get going, it is important to establish the definition of the teenager as this has changed over time.

Views of the 'teen revolution' of these decades have greatly changed over time, with modern historians very uncertain whether the changes can be called revolutionary at all. Mark Donnelly's book, *The Sixties: Culture, Society and Politics* (2005) provides the best summary of how views of youth culture have been interpreted over time and also used by those on the left and the right in modern politics. For the best modern re-appraisal of youth culture then turn to David Fowler's *Youth Culture in Modern Britain c1920-1970* (2008) in which he shows significant differences between working class and middle class youth experiences due to their economic and educational contexts.

#### 2. Did gangs and groups make young people violent?

The purpose of this section is to provide an overview of the main post-war sub-cultures over time. Your students can probably bring the list up to date with more recent youth looks and trends. These pages can be used to discuss why the reaction to the subcultures was often disproportionate to the threat they posed. The heart of the enquiry, though, is whether the subcultures increased youth misbehaviour or not.

#### 3. Were young people spoiled by Uncle Sam? How far was America to blame? pp 48-49

This spread suggests the range of US influences on British youth and the interplay between American and British styles, goods and culture.

#### 4. Were young people corrupted by money? pp50-51

When guiding them through this section, encourage them to make precise judgements about young people's incomes. They should be able to draw some conclusions about teenage incomes from Abrams' work but they should also recognise his omissions and regional differences too.

#### 5. Were young people led astray by rock and roll? pp52-57

Make your students aware of change over time in their study of the impact of rock and roll, especially when looking at The Beatles as their image and message changed radically over the sixties decade.

## 6. Were young people led on by the far left? pp58-60

Depending on how well briefed your students are on politics, you may need to give them some introduction to political ideas such as left wing, Marxist, socialist and communist. They will also need some background information about what's going on in the world so that student involvement in anti-Vietnam and CND protests make some sense.

## 7. Why did teenagers' lives seem to be changing? pp61-63

There are two main purposes to this final review:

1. to highlight the differences between contemporary perceptions of youth revolt and the reality presented by the evidence
2. to emphasise the interplay between the different factors affecting changes in teenage behaviour such as higher incomes, sub-cultures and pop music.

## 8. A closer look at photos pp64-65

A Level examinations do not regularly include images these days, although they can appear. Yet in this highly visual age, the ability to look at pictures critically and thoughtfully is more important than ever. Students struggle with this and seem worryingly unaware of the complex processes involved in creating the images they encounter. So it's worth spending time looking at these two Beatles photos, not only to emphasise how far the Beatles changed over the decade but also to develop those critical skills.

### **Activities**

#### The Enquiry Focus activity (p.41)

Clarify the definition of a teenager to start by asking them to write their own pen portrait with annotations on mini whiteboards. Contrast this with Abrams's definition of someone who was aged between 15 and 25 and, most likely, working for a living. Point out also the early age of marriage at the time ( average 22) to highlight the shifts in young people's lifestyles.

You could follow this with a class discussion, asking your students what factors influence their behaviour and then ask them to pair up and put them into a priority pyramid and consider what aspects of behaviour are affected by each influence. They could then study the list of five key influences on young people in the post-war years and see if there are similarities.

Preparing them for the chapter with a grid on A3 paper of the key influences and columns for positive, negative affects and the extent of influence will ensure they record the key points as they work their way through.

A good cross-curricular activity for any students studying Sociology would be to research Cohen's theories in more depth and make more modern comparisons with the Mods and Rockers incidents. There have been scares, for instance, over hoodies and ASBOs in more recent years.

## Other possible activities

### Did gangs and groups make young people violent? pp46-47

A fun way of ensuring your class have learnt the key features of the various subcultures would be to do a version of 'Who am I?' with a large picture of a hippy/ punk/ rocker on a whiteboard or poster behind one of the class in the hot seat. The challenge is then to work out who they are by asking no more than 5 questions with yes / no answers to the rest of the class.

Your students will have personal experiences on the issues of peer pressure and youth identity to share in class discussion to tease out which aspects of youth behaviour, if any, pose a serious social threat.

This online article <http://www.historyandpolicy.org/papers/policy-paper-60.html> 'Historical myth-making in juvenile justice policy' provides an interesting extension to this study by putting youth anti-social behaviour in historical perspective. Your more able students could use this to consider whether there was something distinctly more troublesome about juvenile delinquency in this era.

### Were young people spoiled by Uncle Sam ? How far was America to blame ? pp 48-49

American movie clips here would be appropriate starting points. One of the best clips to use would be the scene in *The Wild One* when Brando and a gang of similar leather-jacketed motor cyclists invade a quiet country town. When asked by a respectable citizen what he is rebelling against, he draws

'What have you got?'

It will be essential also for your students to see and hear Elvis in action, preferably with a contrasting clip from the rather tame folksy bands (*The Stargazers* are a good example) which were the popular hits in 1950s Britain. Play the two clips requiring them to make a list of words which spring to mind when listening and use the differences as a way to understand the impact of American rock and roll.

Once you have added to the examples on the page, a useful summary activity would be to ask them to summarise the influence of the USA on teenagers in a diagram. Prompt them to include cultural and commercial aspects and to recognise the interplay between British and American styles, music and commerce.

### Were young people corrupted by money? pp50-51

If you can make your own collection of teen magazines such as *Jackie* or *NME*, then this is definitely the best way to help modern teenagers understand the world view of young people in these earlier decades. They love flicking through them with derision at the fashions and amazement at their naivety. If you cannot get the magazines themselves then there are some books with compilations e.g. DC Thomson *The Best of Jackie Magazine* (2005). It is often possible to pick up a bargain second hand or use e-bay. The adverts are particularly useful for this enquiry as they reveal a lot about the target market.

The rest of this spread can be used as an opportunity to critically assess Abrams's work, recognising its huge value for historians but also its limitations. This is a good opportunity to remind them of the need for precise and qualified judgements.

#### Were the young led astray by rock and roll? pp52-57

Tell the story of the police raid on Mick Jagger's house in February 1967. They will love the detail of Marianne Faithful dressed in no more than a fur rug which she let drop occasionally. The police took this as firm evidence that she must be under the influence of cannabis! You could then get them to write the front page newspaper reports of the arrests, giving them different kinds of papers from tabloids to high brow. After this activity show them the famous article in *The Times* by William Rees-Mogg 'Who would break a butterfly on a wheel?' which criticises the authorities for their harsh sentencing of Jagger. This article is available online at <http://www.iorr.org/talk/read.php?1,1755802,1756208> This will challenge possible over simplification of the issue. If your school or college has an online *Times* subscription then you could follow this up by looking at the letters that were written in response to Rees-Mogg's article to get a sense of the views of *Times* readers.

When reading the summary on Jagger, you could have a discussion and vote about whether Jagger should have been knighted by the Queen in 2002, given his mixed record in the 1960s.

For the impact of the Beatles generally, creating a summary mindmap (if you have computer access the *Inspirations* software or similar is a great tool) with colour coding for positive and negative aspects of their impact would work well.

Add depth to the study by looking at the *Sergeant Pepper* album cover in more detail and comparing this with the standard design of *Please Please Me*, four years earlier. The album cover design itself is hugely innovative and the story of the choice of images in the collage tells a lot about what they were trying to say in 1968. There is more information on this at the SHP website.

#### Were the young led astray by the far left? pp58-60

If they are not familiar with the key terms here e.g. CND, Marxist, it would be a good idea to organise an online glossary which you can then add to later in the course.

Use a video clip to give them a greater sense of the world context. There are lots of relatively cheap DVDs available for each decade from which you could select a clip to cover the Cold War context.

#### Review: Why did teenagers' lives seem to be changing? pp61-63

Point out to students the strong criticism made by the historian of the sociological theories. This could be used as a springboard for discussion of the different methods of historians and sociologists and why they might have alternative views of the same topic.

The final questions on page 63 will ensure that students bring together the themes of his chapter and understand the inter-relationship between them.

## Chapter 4. Was sex shaken up in the 1960s? pp.66-91

### Structure and issues

There are two different debates to consider in this chapter: the changing status and role of women and shifts in attitudes to sex and sexuality. Understanding of these issues was transformed by the blossoming of women's history from the 1970s onwards, with the publication of several seminal books such as Jane Lewis's *Women in Britain since 1945* (1992) and Hera Cook's *The Long Sexual Revolution: English Women, Sex and Contraception 1800-1975* (2005). These books traced the history of women's roles and sexual lives, offering an alternative to the male perspectives of previous works of social history. There has been a shift in the last decade away from the feminist perspective to a more nuanced understanding of adjustments in gender roles, women's rights and the relationships between the sexes and the use of a broader range of source material. In his book *Modern Love: An Intimate History of Men and Women* (2003), for instance, Marcus Collins has used records of marriage guidance counsellors. Recently, more specialised studies have emerged such as Matt Houlbrook's *Queer London: Perils and Pleasures in the Sexual Metropolis* (2006) describing the experiences of male homosexuals in London. This research has recognised the diversity of sexual experiences, highlighting the need to qualify any general conclusions on these complex issues.

Was there a seismic shift in the sixties? pp68-72

and

Did the pill cause a 'sexplosion' in the 1960s? pp73-5

These are both simple summaries of the evidence of continuing conservatism and significant change. Use the information provided to encourage them to make developed judgements, recognising the problems of evidence and also differences according to class and gender.

Was women's work in a whirl? pp 76-78

This spread provides a good opportunity to talk about the significance of legislative change. In the case of gender equality, changes in the laws did not lead to rapid or revolutionary changes in female employment.

Did feminism make an impact? pp79-82

The main point to consider here is how feminists might have remained a minority yet have a disproportionate influence on challenging established attitudes. The study of the books is intended to focus debate on the long standing female culture of 'finding Mr Right', a theme of Austen's novels. Women's magazines and contemporary 'chick flicks' and how far this undermines the apparent progress made by feminist pioneers such as Greer.

When were attitudes to homosexuals shaken up? pp 83-85

Once again, a key point here is that there are contrasts between legal changes and changes in public attitudes. An interesting point to raise in class is how far the law was reflecting or driving social views at this time.

Review: Was sex shaken up in the sixties? pp 86-89

This plenary section encourages students to abandon the goal of one simple judgement and accept that historical research more often leads to several complementary conclusions. The purpose is also to guide them away from the idea that some historical writing is 'reliable' while some is not towards a more sophisticated understanding of how historians (and sociologists) work.

### Activities

The Enquiry Focus activity (p.67)

The main purpose of the 'shockometer' activity is to focus on the nature and extent of change. The labels on the graphic provide students with useful vocabulary for this which should guide them to more nuanced judgements at the end of the chapter.

### Other activities

Was there a seismic shift in the sixties? pp68-72

This is a fairly straightforward enquiry but there's little chance in the text here to explore changing attitudes in much depth. I would strongly recommend getting them to read a novel from these decades such as *Room at the Top* (John Braine), *Lucky Jim* (Kingsley Amis) or *The L Shaped Room* (Lynne Reid Banks) as these will give them a deeper insight into how people thought and felt at the time. Alternatively provide them with excerpts from these books and have a reading discussion, with the authors' differing perspectives of gender and class in mind.

Did the pill cause a 'sexplosion' in the 1960s? pp 76-78

Make your students aware of the desperation of poor mothers in the pre-pill era by showing them a clip from an appropriate film. You need to show some sensitivity here but, used with caution, a clip from the 1968 film *Up the Junction* or the BBC series *Call the Midwife* (second series) or the movie *Vera Drake* will bring the life the misery and risks of back street abortions. Whichever you use, make sure you highlight the background to this interpretation of the issue. All these films caused a stir and a good research activity would be to see who complained and why and how this affects their value as evidence.

Did feminism make an impact ? pp79-82

Once again copies of magazines are a rich source of study here as are original Mills and Boons. You can find copies of Mills and Boon covers online – the titles and illustrations are very revealing of readers' tastes. Showing a clip from *Bridget Jones' Diary* could reinforce the unchanging story here.

Germaine Greer is also a fascinating subject for research, using the key question as to how far she has advanced the cause of feminism.



Review: Was sex shaken up in the sixties? pp 86-89

Reinforce the principles here by giving pairs or small groups of students a different kind of historical writing to reach their own conclusions and contribute them to a class 'jigsaw' of conclusions ( if you wish you can cut card into jigsaw pieces and get them to match them together for a wall or floor display). Then as a class draw two to three general conclusions from your evidence. If it is too hard to find 4-5 historical researchers, you could use kinds of evidence such as statistics, memoirs, magazines and so on.

## Chapter 5. Has the British media been a unifying force? pp.92-120

### Structure and issues

As the start of this chapter warns, hard and fast judgements about the impact of the media are impossible to reach. Encourage your students to make supported suggestions on the more tangible issues in order to work towards tentative judgements at the end of the study.

It is very hard to find coherent *historical* interpretations of the history of the media over the last sixty years. The best general overview can be found in Kevin Williams's book *Get Me a Murder a Day: A History of Media and Communication in Britain* (updated version published in 2009). Sociologists and media experts have a lot to say about issues such as the impact of television on race and class but, as can be seen from this chapter, their writings have not been widely accepted by historians.

#### Has national identity been changed by television and technology? pp96-98

Provide them with a bit of context here by pointing out the very distinct status of the BBC and how this differs from broadcasting organisations in other countries. Arguably the BBC itself reflects or even forms part of British national identity.

In the 1970s when asked about the impact of the French revolution, the Chinese leader Zhou Enlai responded 'It's too early to say'. This is now regarded as a misunderstanding but the idea can certainly be applied to the internet. You won't find any historian evaluating the impact of the internet yet nor would it be wise for us to do so. However, making your students aware of Woolgar's book which challenges some of the unfounded assumptions many of us make about its revolutionary social impact, is important.

#### How far have class barriers been broken down by film and television? pp99-102

The problem with this enquiry (and indeed all this media section) is to measure impact. Address this head on by contrasting the shorter term and less wide reaching influence of the New Wave films, with their radical message and methods with the mainstream and more stereotypical success of the *Carry on* films.

#### Was the decline in deference due to the media?

and

#### Public manners and private morals: did Mary speak for the majority? pp103-108

Spend some time with the vocabulary here. Getting your students to define the key words such as those in the Wordle on p104 gives them the tools for tackling this issue.

Most young people will have experiences of clashes with authority and will be able to contribute ideas about how far those in positions of power should be treated with deference. This makes a good springboard for a discussion of how far their attitudes might be moulded by media or other influences on their lives.

It is easy to depict Mary Whitehouse as an old fashioned bigot, trying to impose her outdated morals on the liberal majority. Tackle this kind of lazy thinking. She strengthened the idea of the watershed hour, she opposed pornography and reflected the views of thousands of British families at the time.

#### Has the media made Britain more racist? pp109-111

There's a sharp contrast here between the blatant racist language and attitudes that were tolerated in *Till Death do us Part* and the *Black and White Minstrel Show* with today's programmes. Encourage a more critical review here though, by considering the more subtle discrimination that may continue such as the lack of minority representation amongst producers, directors and governors in the media.

### **Activities**

#### The Enquiry Focus activity (p.93)

In order to make this complex and nebulous topic more manageable, four headings have been provided although, of course, there is some overlap between them. Make sure they have plenty of room for their line graph and annotations – A3 paper is recommended.

Other activities

#### Has national identity been changed by television and technology? pp96-98

Bring this up to date by showing them a clip of the 2012 Olympic commemorative DVD (or use a YouTube clip). Follow this with a clip from the much criticised coverage of the jubilee pageant. This will help them to see very quickly how the media can play a key role in fostering national unity and pride (or not) and would make a good starting point for the following enquiry.

Important issues to raise here are the inter-relationship between local, national and international media and how far they complement rather than compete with each other. Does international fascination with US pop stars necessarily reduce interest in local affairs or national politics?

#### How far have class barriers been broken down by film and television? pp99-102

When tackling the challenge of assessing the impact of *New Wave* versus *Carry on*, it would be useful to get them to create two mindmaps looking at size of audience, length of time they were shown, messages and methods of the films and how they were received at the time. More research would be needed here. There is a lot of information available online but for films by far the best site is that of the British Film Institute <http://www.screenonline.org.uk/>.

Of course, use video and TV clips here as they are essential to bring this topic to life. Most of your students will be familiar with the more recent programmes mentioned but will not be aware of earlier series such as *Boys from the Blackstuff*.

Was the decline in deference due to the media? pp103-105

Clips of TW3 are essential here although modern teenagers can be bemused by the old fashioned humour. The episode which features the queen always strikes a chord, so find this if you can and contrast it with a more modern reporting. News reporting of the queen still has a surprisingly deferential tone.

Public manners and private morals: did Mary speak for the majority pp106-108

While writing this, a new book was published: *Ban This Filth! Letters from the Mary Whitehouse Archive*, edited by Ben Thompson. It is well worth buying as a resource for your lessons as you can base lots of activities on her letters – giving students the start and then asking them to finish it, asking them to write a response to a television programme and then contrasting it with Mary's actual letter or writing replies.

A closer look at newspapers pp 118-120

Newspapers are a very popular resource for historians, examiners and textbook writers yet students are often poorly informed about the nature of papers (such as tabloid or broadsheet) or their different parts (such as the editorial and front page story). This spread aims to address these issues. The best follow up to this would be to bring in various newspapers covering the same story and get the students to see how it is covered both in different papers and also in different sections of papers.

## Reading and Web-links

### A selection of books

Mostly for teachers but some certainly worth directing students to – like any selection this is an individual choice so you may disagree with my list! I've had new teachers of this topic in mind – not those who've studied the period in detail or taught it for many years.

### Background and overviews:

F Carnevali and J M Strange (editors) (2007) *20<sup>th</sup> Century Britain: Economic, Cultural and Social Change*, Pearson.

M Donnelly (2005), *Sixties Britain*, Pearson

D Kynaston (2008), *Austerity Britain 1945-50* and (2009) *Family Britain 1951-57*, Bloomsbury.

P Hennessy (1992), *Never Again: Britain 1945-51*, Vintage.

D Sandbrook (2006), *White Heat*, Abacus.

### More specialist books

S Cohen (2002 Third edition), *Folk Devils and Moral Panics*, Routledge.

M Collins (2003), *Modern Love: an Intimate History of Men and Women in Twentieth Century Britain*, Atlantic Books.

M Collins (2007), *The Permissive Society and its enemies: Sixties British Culture*, Rivers Oram Press.

H Cook (2005), *The Long Sexual Revolution*, OUP.

D Fowler (2008), *Youth Culture in Modern Britain 1920-1970*, Palgrave Macmillan.

D Gillmor (2006), *We the Media: Grassroots Journalism By the People, For the People*, O'Reilly Media.

L A Hall (2012), *Sex, Gender and Social Change in Britain since 1880*, Palgrave Macmillan.

A Horn (2009), *Juke Box Britain: Americanization and Youth Culture 1945–60*, Manchester University Press.

J Lewis (1992), *Women in Britain since 1945*, Wiley-Blackwell.

Z Sardar (2008), *Balti Britain: A Provocative Journey through Asian Britain*, Granta.

K Williams (2009) *Get Me a Murder a Day: A History of Media and Communication in Britain*.

S Woolgar (editor) (2002) *Virtual Society: Technology, Cyberbole, Reality*, OUP.

### **Web-links**

For films the British Film Institute site is unbeatable: <http://www.screenonline.org.uk/>.

The National Archives have fantastic resources, the best for this study being their material on the 1960s:

<http://www.nationalarchives.gov.uk/education/topics/sixties-britain.htm>