Lesson sequence – The Dawn of Affluence

Overall enquiry question	'Why did the government want so much personal information from people in the 1950s?'	
Learning objectives	1. To identify the ways in which data and information is collected and collated. 2. To assess the impact the collection of surveys would have on the respondents and how the process may impact on their answers. 3. To ascertain what the intended purpose of this collection and collation is/was. 4. To demonstrate both the need and inevitability of the government collection of data. 5. To question the amount of data the government has at its disposal. 6. To consider if the government 'knows too much' in today's society. 7. To judge who benefits from surveys being conducted.	
Year group	Key Stage 3 – Year 9	
Lessons	*3 lessons comprising of 60 minutes each.*	
Resources	**File name** Surveys – Lesson 1.ppt Surveys – Lesson 2.ppt Surveys – Lesson 3.ppt Blank Surveys from 1904, 1937/8 and 1957/8. Completed Surveys 1953/54 Completed Survey Grids	**Description of resource** PowerPoint that follows lesson 1 through to assist learning. PowerPoint that follows lesson 2 through to assist learning. PowerPoint that follows lesson 3 through to assist learning. Taken from the surveys conducted during the 3 investigations. They are the original form as primary documents. Same as above but completed by respondents in Salford. A grid divided into four to support students in handling the completed surveys

	Surveys Task Sheet	Sheet includes two individuals' details. The datasets are used to find them.
	Cabinet Documents	3 documents sourced on lesson plan from Cabinet Papers in the fifties.
	2 Faces of Government sheet	A speech bubble and a thought bubble on each side of a section of Low's cartoon of Rab Butler (who represents government).
	Cartoons	Cartoons sourced in lesson plan. Print off PowerPoint and cut into sections before placing in an envelope.
	Codebooks	Four (A-D) sets of a 'key' to use the datasets. The numbers correspond with responses provided by the surveyed members of the population and are used to reduce the amount of text on the datasets and make them more manageable and accessible.
	Coventry City Urban Dataset	Microsoft Excel document. The full set of data is on the tab entitled Coventry-City-CB-Urban and the reduced version is on Sheet 2 for students to use.
	Home Learning Task	Optional and explained at the end of lesson 3.
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Lesson One

Lesson enquiry question	Are surveys a fair method of gathering data?
Success Criteria	• I can devise an enquiry question to consider. • I can create a list of questions to try and find an answer. • I can provide ways in which the surveys have changed. • I can use historical documents to draw conclusions. • I can form judgments on the reasons behind their creation.
Resources	Surveys – Lesson 1.ppt Blank Surveys from 1904, 1937/8 and 1957/8. Completed Surveys 1953/54 Survey Question Grids A3 paper Surveys - Lesson 1 - Document handouts (for print).docx

Time	Activity	Differentiation	Resources
4	HOOK: • As students come in provide them with a Post-it note and ask them to write one thing that could be improved in school. • Then instruct students to place their votes in a ballot box. • Either count yourself, ask a student to count or use a question you have come up with (eg. How can we improve parking/recycling at school?) • Make a show of picking the example. Play on the idea of 'democracy in action', the random selection (i.e. there are no authoritarian factors influencing the decision).	Students able to provide an opinion without fear of reproach. Ideas made through democratic method allows for freedom of ideas.	Surveys – Lesson 1.ppt Slide 2 instructions for opening activity

5	STARTER: • Once selected get students, in groups of 3 or 4, to come up with questions that they would need to ask to learn the answer of the question they have devised. Surveys are often thought of as intrusive or a nuisance, how would the students feel if they were questioned? How would they react? etc. **An optional development of this task is to do it in the form of assigned roles.** • Assign roles to ensure all members of the group are participating. 1. 'Spy' - whose task it is to rotate around other groups and report back with questions or lines of enquiry. 2. 'Scribe' – whose role is to record the ideas of the group. 3. 'Speaker' – who, as well as contributing, should reveal the ideas of the group to the class. 4. 'Support' – should also contribute ideas (possible addition of group of 4 required).	Group format encourages supportive learning and can be further augmented through teacher formulating groups beforehand by ability. Individual roles encourage responsibility and ownership of tasks in the group. Again roles can be allocated by the teacher depending on student strengths.	Surveys – Lesson 1.ppt Slide 3
10	LEARNING DEVELOPMENT 1 - • Explain that at various points over the 20th Century the government has commissioned surveys. • Provide students with a blank survey in their groups. (See differentiation). • On a basic level give the students an opportunity to find out what the surveys	Differentiate by task. Provide less able students with the 1904 survey, middle ability with the 1937/8 survey and higher with the 1953/4 survey. The chronological order allows for this without making it clear to students	Blank Surveys from 1904, 1937/8 and 1953/4.

	contain and the type of information the respondents would have to provide. To provide structure ask them to create a list. • Link back to the original question, eg. would people in these surveys feel like you did about the school survey? How would it be similar or different? • Give students a series of statements linked to a blank survey questionnaire (Surveys – Lesson 1.ppt Slide 4).		Surveys – Lesson 1.ppt Slide 4
3	REFLECT/REVIEW: • Students then decide what the surveys reveal and why the government would want to know. What would they expect to see on completed surveys?		
12	LEARNING DEVELOPMENT 2: • Provide students with a completed 1953/4 survey and question grids. • In their groups, students should try to assess: o What the form records. This should be basic details such as: details of occupants, expenditure, personal aspect etc. o How that spending is recorded. This should include: the length of time of time the survey is over (will vary depending on survey) and who records the information etc. o What problems or limitations the surveys present. This will probably provide the most sizeable response	In their fours, one person at a time should complete each square of the grid. A supportive aspect of the task with equal input. Students could break down the questions and complete independently, differentiated by difficulty of question.	Completed Surveys 1953/54 Survey Question Grids

	with details such as: literacy, incentive (1953/4 = 1 pound for completion) affecting spending/results, outside influences (region, trade unions) etc. o How they would approach filling it in if they were in the shoes of the respondents. Empathetically, what emotions would the people have gone through?		
3	REFLECT/REVIEW: • Discuss as a class their findings. In particular, show how some boxes are linked together. For example. How would people approach it knowing that it has come from government?		PowerPoint
2 10	LEARNING DEVELOPMENT: • Reveal title and learning objective, before the success criteria. • Then provide each group with a different Cabinet record and ask them to analyse: o The meaning/message behind it. o What it suggests about the government. o What it suggests about the creator? • How do the sources link to the surveys? How do they demonstrate some of the issues raised? **An optional extension for this task is as follows in the form of a 'Market Place'.** • Explain to students the nature of a 'Market Place' activity, walking them through the following steps: o Stage 1 – Preparation. Each group reads source material and converts it into a	These are in order of difficulty with the extracts from Macmillan being the easiest to work with. Could be differentiated by source easily or by question. See notes on the sources on PowerPoint	Surveys - Lesson 1 - Document handouts (for print).docx Document Sources: **Memorandum by the Minister of Pensions and National Insurance 21st September 1955 (CAB 129/77) [graph on p302 used on PowerPoint and expectation it will be used in lesson, but document as a whole could be used]** **Memorandum from the Chancellor of the Exchequer Harold Macmillan, 21st January 1956 (CAB 129/79)** **Extracts from a draft for a speech**

	poster. Rules for the poster: **No more than ten words.** Unlimited numbers, initial letters, symbols, diagrams, cartoons, etc. o Stage 2 – Market. Stall holder stays with poster, to explain poster to visitors. Researchers go to find other information and make notes. o Stage 3 – Teaching. The researchers teach the stallholder and others what they have found out.		**to be given by new Prime Minister Harold Macmillan at Leicester on 18th March 1957 (CAB 21/4767)**
5	REFLECT/REVIEW: **You may choose to extend the previous task and analyse in greater depth each source. The following in that case could be altered to be a Home Learning task.** o Give students the '2 faces of Government' sheet. o They should complete the thought and speech bubbles of government using their respective sources. • Discuss the nature of government and how the electorate and the collection of votes influence decisions. This feeds well into the following lessons.		Surveys - Lesson 1 - Document handouts (for print).docx

Lesson Two

Lesson enquiry question	Does the government know too much?
Success Criteria	Success Criteria: • I can identify aspects of people's lives that the government tracks. • I can explain the message of a representation. • I can propose reasons for why representations are made. • I can question the use and/or formulation of sources. • I can use a database to find information. • I can form judgments using a range of sources and information.
Resources	Surveys – Lesson 2.ppt Envelope with blank slip of paper. (Optional) Cartoons printed from Slides 14 and 15 cut up in an envelope. A3 paper Highlighters Codebooks

PREPARATION:

1. **Have envelopes with a piece of paper inside stuck under each chair. This is a time-consuming aspect of the planning but will aid the 'suspense' of the hook. Only need IF you are going to use the optional starter.**
2. **There are two options for the first activity. Both are hyperlinked on the opening slide for your convenience.**

Time	Activity	Differentiation	Resources
8 (total)	HOOK/STARTER: **This is an optional element. If the lesson series is extended beyond those allocated in this scheme, it could be useful to reintroduce the idea of why**	This is obviously a task that should be handled with care. Each class will potentially have students with difficult	Surveys – Lesson 2.ppt Envelope with blank slip of paper.

	people are nervous about revealing things, an aspect hopefully already embedded from Lesson 1. • Follow the steps on the PPT going through a series of steps to introduce the idea of providing sensitive information to unknown persons. • The following questions are shown one slide at a time. 1. Do you have a secret? 2. Is it something you wouldn't want other people to know? 3. Is it about your family? 4. Is it an embarrassing habit? 5. How would you feel if people knew? 6. Who would you worry about knowing your secret? 7. How could it affect your future? • The purpose of the task is to build the suspense and encourage students to question what information they would pass over, who might want to read it and how that knowledge would alter the information they give. • Students should then take the envelope and paper from under their chair, write a secret, and place it in the envelope before sealing it. • It is then passed to the front. The aim of this part of the task is that students will start to consider who is actually handling this sensitive information and how it could potentially be used. • Discuss briefly how they felt completing the task. How did the process affect what they	backgrounds and they may have very real problems. State that it will only be you that has the envelope and if you like, that you will dispose of it without reading. It is a task that every person can access without fear of reproach and the secretive nature of it allows for students to participate without feeling they are wrong.	

	wrote? What worries did they have? Do not suggest the motivation for the task, but do ask them to come up with potential lines of enquiry. Try to direct them towards how the authorities. • Close the task by have them arrange themselves in the room from one side to the other depending on whether they agree with the statement; **it is vital that the government know what is going on in people's lives.** • Take a few thoughts but move on fairly quickly. At the end of the lesson students should then be able to reconsider their view.		
8 2 10	STARTER/ LEARNING DEVELOPMENT 1: • Provide students with an envelope containing cut-up sections of 2 cartoons. • In pairs, students should assemble the 2 cartoons. Do not reveal there are 2 cartoons. Allow them to come to the realisation independently. *TIP: make the puzzle hard enough that they have to think about what sections link together, but not hard enough that it takes too much time.* • Once completed, instruct students to stick the pieces of each in the centre of an A3 sheet of paper. • One student per pair takes one cartoon and around the outside labels aspects of the image. They could be directed to annotate in the following way: 1. Similarities 2. Differences		Both on PowerPoint: **'You've never had it so good', Cartoon by Vicky [Victor Weisz], printed in the Daily Mirror, 26th March 1958** From the collection of the British Cartoon Archive, University of Kent. © Mirrorpix / Trinity Mirror **'The New Government', cartoon by David Low printed in the Daily Herald newspaper, 6th November 1951** From the collection of the British Cartoon Archive, University of Kent. © Solo Syndication A3 paper Highlighters

	3. In one colour, label features that are 'in' the cartoon (the basic features, eg a graph.) 4. In another colour, state what we can learn from these details eg. The graph represents… 5. Message and Purpose • Extend the task so that 2 pairs join together and those that have been examining one cartoon at first join forces, before swapping and assessing the work of their peers.		
5	REFLECT/REVIEW: • Student should move around the room adding to the ideas or asking questions of the other groups in a different colour. • Students then respond to questions and form their own before discussion.	Clearly, this task allows for supporting less able students as they are able to add their ideas to those of their group, before having others extending the thought processes. Higher ability students will relish the chance to question the cartoons and the most able will consider why 'Vicky' and David Low created them in such a way.	Coloured marker pens.
20	LEARNING DEVELOPMENT 2: • Provide students with the 'Codebooks' used on the 1953/54 survey. • Instruct students to divide the codebooks out so that each member has one (A-D). • Each student is required to record: o What the Codebook is linked to. (i.e. Region/Area) o What sub groups are contained within it. (i.e. Food in Item Codes)	The Codebooks are the method with which surveyors recorded respondent details in a form of 'short-hand'. On first sight, they are difficult to handle, but it is worth emphasising that, this is kind of the point of the task. They should be considering what would go into making these documents and how they were used.	1953/4 Codebook A – Item Codes (HB4) 1953/4 Codebook B – Household Groupings (HB20) 1953/4 Codebook C – Persons in the Household (HB1) 1953/4 Codebook D –

4 6	o If there is anything they would expect to be listed but isn't. o If there is anything they are surprised to see in the code lists. o What problems the people either filling in or gathering the data may come across. • Students feedback their findings to other members of the group. • Activity can be expanded as the teacher sees relevant. • Obviously, having studied the nature of surveys prior to this lesson they will be familiar with the aim behind these lists, but they may be surprised by the depth and detail. Question as a class the use of these Codebooks and what the benefits and difficulties there would have been in both collecting and collating.	Differentiate initially by Codebook. Assign the shorter and more easily comprehensible Codebooks with less able and vice-versa for the higher ability.	Region/Area Codes (HB20) (Slides 16 and 17 on PowerPoint has the necessary points for students to address.)
4	REVIEW/REFLECT: • Discuss the questions on the final slide and what both the surveys and the code books suggest about government collation of data.		

Lesson 3

Lesson enquiry question	Why did the government want to know personal information about the public?
Success Criteria	Success Criteria: • I can identify aspects of people's lives that the government tracks. • I can propose reasons for why representations are made. • I can question the use and/or formulation of sources. • I can use a database to find information. • I can form judgments using a range of sources and information.
Resources	Surveys – Lesson 3.ppt Codebooks 1_Coventry-City-CB-Urban2 Dataset.xlsx accessible on computers for students Surveys Task Sheet

PREPARATION:

1. ***1.*** **You will need access to a computer room for this lesson.**

Time	Activity	Differentiation	Resources
5	HOOK/STARTER: • Students form themselves into a 'Living Graph' to the statement: **It is vital that the government knows what is going on in people's lives. Do you agree?** • Discussion of reasons behind choices. • Reveal title and success criteria.	Students are able to work off their peer's views and come to their own decisions without fear of reproach.	Surveys – Lesson 3.ppt
	LEARNING DEVELOPMENT 1:		

22	• This task takes the form of a 'mystery' and requires students to 'find' anonymous individuals using the datasets recording the findings of the 1953/4 survey. • The challenge is: **The government is keen to contact several individuals as a follow-up to the survey. They have commissioned you to find them using the data available. You will need to use the codebooks to find out the information you need. Good luck!** • The 'Surveys Task' sheet should be given out detailing information on the individuals they are required to locate on the database. • Explain to students how to use Microsoft Excel to filter columns (exemplified below). 1. Click on the 'Data' tab. 2. Click on the 'Filter' command. 3. Select the column you want to filter, clicking on the arrow 4. Filter according to what the person you are trying to find has as part of their information. • The Codebooks will provide the information from which to find out the relevant points.	The dataset has been differentiated to only include one city (Coventry) and the number of fields students are required to use has been significantly reduced (from more than 700 to 16). The full lists are still available on the first tab, but for the reduced form, use 'Sheet 2'. Furthermore, it is worth mentioning that the final columns have been converted into contemporary values to show the Composite weekly spend based on the Price Index and the 'Food Burden' of weekly spending, to show what proportion of a family's budget was left over for other items or leisure. This again is to allow students to access the data without feeling overawed by the scale of the collation. Model on the screen the process by which they use Microsoft Excel. Students could work in pairs to support learning.	1_Coventry-City-CB-Urban2 Dataset.xlsx Surveys – Lesson 3 – Surveys Task Sheet.doc **NB. The sheet includes on it the 'Classmark Number' for your convenience of the individuals they are required to find. Remove these prior to printing and distribution so as not to give them the answer.**
22	Print off the slide at the end that states: • The 2 individuals that you have located are suspected of lying about their living standards as they believe their wages will go down if they reveal their true situation. • You have been tasked with writing a short account of their living situation. • You should include as much information as you can discover, but the government	The task is guided through headings but can be extended or reduced depending on the ability of the students.	Surveys – Lesson 3.ppt (Slide 5)

	particularly wants to know: o The type of house and their living situation. o The number of people in their family. o The number of wage earners and the total income. o The type of job they have. o The types of food they eat. Students write a report using the above instructions. They should write as if they are government officials.		
5	REFLECT/REVIEW: • Use the PowerPoint questions to guide the discussion as an overall reflection of the task. o What does this reveal about what the government know about the citizens of a country? o Is it essential that the government is aware of how people are living? o Are there any other ways of conducting such an investigation into people's living standards? • Ask them if their views have been altered, how they think people would have felt at the time and that would appear differently from today.		Surveys – Lesson 3.ppt (Slide 6)
4	• Repeat the task of earlier in which students have to form a 'living graph' of their feelings on whether the government should know what is happening in people's lives.		

	EXTENSION TASK/CHALLENGE/HOME LEARNING TASK
	
	• Students have to take on the role of a government officer whose job it is to go into certain areas X, Y, Z and convince them to complete the survey. Their areas could be more or less hostile/affluent etc.
	• This could be done one of a number of ways:
	  o Role-play in pairs in which one student plays the surveyed and one the surveyor.
	  o Formulate it around your local area.
	  o Use the datasets to look at the comments given by respondents to drive the tactics of the government officer with different tables for different reactions.		