

Tasks

1. Unscramble and define key terms:

	Key term	Definition
lcSragkli		
hits ylad si ont for tunring		
misonetarm		
ulationregde-		
ationperivatis		

2. Read the article by Simon Heffer which was published by the *Daily Mail* 9 April 2003 'Lest we forget how terrible things were: The woman who saved Britain - the verdict of three historians'

a. Note six key facts that Heffer cites to show that Britain was in chaos by the end of the 1970's:

b. What, according to Heffer, had Wilson, Heath and Callaghan done wrong?

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c. Note three actions Thatcher took that Heffer argues made Britain stronger.

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d. Write three useful short quotations below.

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3. Think about how you might define ‘success’ for Thatcher. Rank the statements below in order of importance:

Rank (1-8)	
	Making the most of the resources you have at your disposal
	Reversing a downward trend
	Improving outcomes
	Achieving your aims
	Staying in power
	Doing better than your predecessors
	Making big things happen and having a big impact
	Reversing a downward trend

4. Use your knowledge and further research to prepare for a debate on Thatcher: ‘This house believes that Margaret Thatcher was a highly successful Prime Minister of Britain’. Whilst you will only be arguing for or against the motion you should also consider the counter argument to your view and how you will manage any weaknesses in your own argument.

	Case for Success	Case against success
Foreign Policy		
Society		
Politics		
Economy		

Teaching notes

Answers to starter scrambled words:

- lcSragkli = Skargill
- hits ylad si ont for tunring = This lady is not for turning
- misonetarm = monetarism
- ulationregde = deregulation
- ationperivatis = privatization
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This resource sets up a debate to assess how successful Margaret Thatcher was as Prime Minister of Britain.

There are a range of tasks suggested based around Simon Heffer's article which was published by the *Daily Mail* 9 April 2003 '[Lest we forget how terrible things were: The woman who saved Britain - the verdict of three historians](#)' (available online).

It could be worth establishing your starting point. Ask students to give Margaret Thatcher a mark out of ten. Add up all the scores to create a class average. You can do this again at the end of the debate to see how entrenched opinions are.

Split your class into two groups (this could be done randomly or you could allow students to self-select whether they support or oppose the idea Thatcher was successful). The suggestion is that they work through the worksheet and use task 4 to prepare for the debate. They could then further refine and add to this table during/after the debate before writing an essay on the topic.