

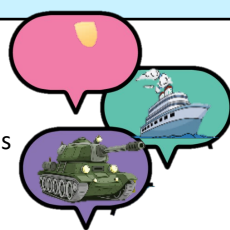


Knowledge Organiser: Yr 11 English;

Literature P2: An Inspector Calls

Plot overview

- The Birlings are celebrating Gerald and Sheila's engagement.
- Mr B shares his views on socialism, the Titanic and the war. He is portrayed as over-confident in his views.
- The Inspector arrives and announces a young girl is dead and begins to interrogate Mr B. We learn that Mr B fired Eva.
- Sheila is interrogated and we learn that she complained about Eva Smith and had her fired.
- At the end of the act, it becomes evident that Gerald knows Daisy. He and Sheila discuss this and the Inspector returns.
- Gerald is interrogated. At first he rescued Daisy, but soon a relationship began.
- Mrs B is then interrogated. She reveals she refused to help a pregnant Eva Smith at her charity.
- Eric is interrogated. He met Eva at the Palace Bar and is revealed to be the father of Eva Smith's baby.
- The Inspector leaves after promising 'fire and blood and anguish.'
- Conflict arises between the younger and older generations. When doubt is cast on whether the Inspector was real, the old are happy but Eric and Sheila acknowledge the need for change.
- The phone rings – there is a young woman dead and a new inspector on the way.



Historical context (AO3)

Capitalism – a right-wing political belief in individual gain through hard work and a focus on profit.



Socialism – a left-wing political belief in collective ownership and shared, social responsibility.

1912 – Two years prior to WW1, life was largely defined by social class. The Titanic sinks only a few days after the play. Women lacked many of the same rights as men and the Suffragettes were campaigning for gender equality. Much of the poor and working class lived in slum housing and worked for poor wages.

1945 – Following WW2, Britain elected Clement Attlee – a socialist. In the play Priestley hopes that by presenting the world of the past, he can encourage his audience to work on a better world for the future.

Social class – The upper class are usually born wealthy into powerful families. The middle class tend to have earned their money and occupy managerial roles. The working class are the poorest in society, tend to work for others, and tend to do manual labour.



Critical vocabulary (AO2)

Polemical – strongly critical.

Euphemism – saying one thing but meaning something else.

Diatribes – a forceful verbal attack.

Omniscient – all-knowing. The Inspector appears omniscient.



Embodies – sum up an idea in an object/thing.

Ignorance – the state of not knowing something.



Key quotations and analysis (AO1 & AO2)

1. 'community and all that nonsense'

Birling reveals his contempt for the idea of social responsibility.

2. 'He's giving us rope – so that we'll hang ourselves'



Sheila develops from the most naïve character to the only character who can truly perceive what is happening.

3. 'We're respectable citizens and not criminals'

Gerald expresses his key characteristic – he is wholly focused on looking respectable, whether this reflects his true actions or not.

4. 'Girls of that class-'

Mrs Birling reveals her disgust for the women she pretends to help. The phrase 'that class' reveals her deep prejudice.

5. 'I was in that state when a chap easily turns nasty'

Eric, even while finally taking responsibility for what has happened, still attempts to excuse himself from his actions.

6. 'their lives, their hopes and fears, their suffering, and chance of happiness'



The Inspector gives his final reminder that Eva embodies the working class whose lives are affected by the Birlings of the world.

Leave blank to allow students to glue.



- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

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