

An Inspector Calls: Unit Overview

Front Matter:

- Introduction
- Get Prepared to Teach This Scheme of Work in Your Classroom
- Alignment with the GCSE Specification
- Alignment with the Ofsted Requirements

Unit Essential Question: What can J. B. Priestley's *An Inspector Calls* teach us about the impact of our individual and collective decisions and actions on others?

Lesson	Overview	Materials	Main Activities
Lesson 1: Building a Classroom Community (one 50-minute lesson)	Students work together to create a contract, with the aim of developing a reflective classroom community, which is conducive to learning and sharing.	<ul style="list-style-type: none"> • PowerPoint: Building a Classroom Community 	<ol style="list-style-type: none"> 1. Reflect on and discuss past experiences at school. 2. Brainstorm expectations for working together in groups. 3. Create and sign a classroom contract.
Lesson 2: Exploring Where I'm From (100 minutes: two 50-minute lessons)	Students prepare to read <i>An Inspector Calls</i> by considering the relationship between the individual and society, and how that relationship is both influenced by and influences our identity. To begin this exploration, they read and discuss a poem about identity before going on to write their own.	<ul style="list-style-type: none"> • PowerPoint: Exploring Where I'm From • Reading: 'Where I'm From' • Handout: Literary Devices Definition Match • Handout: Starburst Identity Chart • Handout: Where I'm From Brainstorm 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on identity. 2. Brainstorm factors of identity as a class. 3. Read Melanie Poonai's poem 'Where I'm From'. 4. Discuss the poem and make an identity chart for Melanie Poonai. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on identity in a 3-2-1 structure. 2. Create a personal identity chart. 3. Plan and write a personal 'Where I'm From' poem. 4. Reflect on identity.
Lesson 3: Exploring Social Inequality (one 50-minute lesson)	Students explore social inequality, thinking about how an individual's background can impact their opportunities. They share and discuss their ideas in a debate before examining graphs that outline social inequality and employment trends.	<ul style="list-style-type: none"> • PowerPoint: Exploring Social Inequality • Handout: Equality vs Inequality: Anticipation Guide • Handout: Social Inequality Trends and Views 	<ol style="list-style-type: none"> 1. Complete an anticipation guide on social equality and inequality. 2. Engage in a Four Corners debate on social opportunities. 3. Examine social inequality graphs in a gallery walk. 4. Complete a verbal S-I-T. 5. Reflect on the lesson.

<p>Lesson 4: Priestley's World and the World of the Play</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students learn about important events that occurred during Priestley's lifetime up until 1945, completing a human timeline to understand their chronology. They are also introduced to the concepts of socialism and capitalism, which are central to the play and to understanding Priestley's ideological motivation (Priestley identified as a socialist).</p>	<ul style="list-style-type: none"> • PowerPoint: Priestley's World and the World of the Play • Reading: Letter from the Trenches • Handout: <i>An Inspector Calls</i> Context Cards • Handout: <i>An Inspector Calls</i> Context Images • Handout: Socialism vs Capitalism Statement Sort • Handout: Socialism vs Capitalism Feature Match 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on a quote by Priestley and formative experiences. 2. Read and discuss Priestley's Letter from the Trenches. 3. Create a human timeline (1900–45) using images and context cards. 4. Share one fact learnt in a wraparound. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on experiences and values. 2. Sort statements on socialism and capitalism into two categories. 3. Consider the socialist and capitalist features of UK services. 4. Reflect on justice and injustice in society.
<p>Lesson 5: The Treatment of Edwardian Women</p> <p>(one 50-minute lesson)</p>	<p>Students further develop their understanding of the society in which the play was set, focusing specifically on gender. Students examine a range of resources in groups, notably the suffragette Emmeline Pankhurst's 'Freedom or Death' speech, which gives them a clearer idea of how women were treated and expected to behave in Edwardian society.</p>	<ul style="list-style-type: none"> • PowerPoint: The Treatment of Edwardian Women • Handout: Women in Edwardian Society • Handout: Edwardian Context Task Sheet 	<ol style="list-style-type: none"> 1. Reflect on gender in modern society. 2. Explore the position and treatment of women in Edwardian England. 3. Reflect on gender experiences.
<p>Lesson 6: Entering the World of the Play</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students reflect on what they have learnt in previous lessons about Priestley and the play's sociohistorical context before making predictions about the play. Students then annotate the opening stage directions, read the play and do drama in groups.</p>	<ul style="list-style-type: none"> • PowerPoint: Entering the World of the Play 	<p>Part I</p> <ol style="list-style-type: none"> 1. Predict the play's plot by studying the book. 2. Annotate the stage directions. 3. Reflect on the setting. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on the symbolism of objects. 2. Predict what occurs in the opening scene. 3. Read the first five pages of the play. 4. Act out the play in groups.

<p>Lesson 7: Understanding Class</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students develop their understanding of the sociohistorical context of the play, focusing specifically on class, status, etiquette and hierarchy. By deepening their knowledge of the social expectations of the world in which the characters live, students are better able to understand the choices the characters make and the consequences of those choices.</p>	<ul style="list-style-type: none"> • PowerPoint: Understanding Class • Handout: Social Etiquette in Victorian England • Handout: Class Debrief Exit Card 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on social hierarchies. 2. Create a concept map for class. 3. Explore social etiquette by reading historical etiquette guides. 4. Discuss the impact of etiquette rules and social codes. <p>Part II</p> <ol style="list-style-type: none"> 1. Link characters to historical context. 2. Reflect on hierarchy in the play. 3. Debrief on class with an exit card.
<p>Lesson 8: Developing Character Inferences</p> <p>(one 50-minute lesson)</p>	<p>Students are introduced to the concept of inferencing; they draw inferences from the opening scene of the play, and consider what messages Priestley is sending to the audience through language, character and setting.</p>	<ul style="list-style-type: none"> • PowerPoint: Developing Character Inferences • Handout: Making Literary Inferences Grid 	<ol style="list-style-type: none"> 1. Introduce inferencing. 2. Make inferences independently and in pairs, completing the Making Literary Inferences Grid handout. 3. Create a found poem.
<p>Lesson 9: Understanding Mr Birling</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students work together to study the character of Mr Birling. In addition to critically assessing Priestley's presentation of Mr Birling, students use the character to reflect on how identity can influence our view of the world and our behaviour. Students also consider how Mr Birling is both a product of his environment and, simultaneously, someone whose behaviour and decisions impact the society in which he lives.</p>	<ul style="list-style-type: none"> • PowerPoint: Understanding Mr Birling • Image Gallery: Mr Birling Context Images • Handout: Mr Birling's Speeches Group Activity 	<p>Part I</p> <ol style="list-style-type: none"> 1. Examine historical images relevant to Mr Birling's speeches. 2. Read the play. 3. Annotate Mr Birling's speeches in groups. 4. Discuss the relationship between identity, values, and choices. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on Mr Birling's character. 2. Select relevant evidence to support specific claims. 3. Annotate the evidence. 4. Reflect on Mr Birling's character and values.

<p>Lesson 10: The Cost of Labour</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students explore the moral codes and values of the world which the characters inhabit, a world which Priestley meant to be representative of Edwardian society. In this investigation, they learn a new concept, coined by sociologist Helen Fein: universe of obligation. Students then explore workers' rights in the form of a debate.</p>	<ul style="list-style-type: none"> • PowerPoint: The Cost of Labour • Handout: Universe of Obligation Excerpt • Handout: Universe of Obligation Graphic Organiser 	<p>Part I</p> <ol style="list-style-type: none"> 1. Consider group membership. 2. Introduce the concept of a universe of obligation. 3. Read the play. 4. Reflect on Birling's actions. 5. Reflect on the universe of obligation. <p>Part II</p> <ol style="list-style-type: none"> 1. Create a universe of obligation for Mr Birling. 2. Prepare to debate on the statement: Workers' rights should be championed above all else. 3. Debrief on the debate.
<p>GCSE Supplement</p> <p>10.1: Persuasive Writing: A Letter to Parliament</p>	<p>Students prepare for the English Language GCSE by reading two non-fiction articles on the gig economy and answering connection questions. They then go on to write a persuasive letter to Parliament concerning the gig economy, after having reviewed persuasive devices, generated claims and content, and read a model letter.</p>	<ul style="list-style-type: none"> • Reading: Perspectives on the Gig Economy • Handout: Persuasive Techniques Word Match • Handout: Persuasive Letter Examples • Handout: Persuasive Letter Planning Aid • Handout: Persuasive Writing Planning Chart – Claim Development 	<ol style="list-style-type: none"> 1. Watch a film trailer on the gig economy. 2. Read two articles about the gig economy. 3. Generate claims and evidence for a persuasive letter. 4. Read and annotate a model persuasive writing letter. 5. Write a persuasive letter on the gig economy. 6. Respond to feedback and redraft.
<p>Lesson 11: Understanding Sheila</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students use the character of Sheila to further their understanding of the interplay between one's identity and one's choices, whilst also considering the influence that power can have on situations. Students then build on the work they have done in previous lessons regarding claims, evidence and annotation to analyse Priestley's presentation of Sheila in Act One.</p>	<ul style="list-style-type: none"> • PowerPoint: Understanding Sheila • Handout: Developing Analysis Grid • Handout: Sheila Analytical Exit Card 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on judgements, perceptions and power. 2. Create an identity chart for Sheila. 3. Read the play. 4. Add to Sheila's identity chart. <p>Part II</p> <ol style="list-style-type: none"> 1. Select claims and evidence relevant to Sheila. 2. Annotate evidence. 3. Develop analysis. 4. Complete the Sheila Analytical Exit Card handout.

<p>Lesson 12: Act One Review</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students make claims concerning the lessons we can learn from Act One of the play, selecting evidence from the play to support their claims and discussing their ideas with their classmates. Students then adopt the perspectives of different characters in both drama tasks and written tasks.</p>	<ul style="list-style-type: none"> • PowerPoint: Act One Review • Handout: Character Perspective Task Sheet 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on lessons from Act One. 2. Collect evidence to support claims. 3. Share ideas in a fishbowl discussion. 4. Reflect on lessons learnt. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on character influences. 2. Adopt character perspectives. 3. Reflect on adopting perspectives. 4. Write from a character's perspective.
<p>Lesson 13: Differing Perspectives and Conflict</p> <p>(one 50-minute lesson)</p>	<p>Students make predictions concerning the content of Act Two before acting out a scene in groups. They then reflect on the differences in perception emerging between the characters and consider how conflict can arise from such differences.</p>	<ul style="list-style-type: none"> • PowerPoint: Differing Perspectives and Conflict • Handout: Act Two Tea Party Quotations 	<ol style="list-style-type: none"> 1. Reflect on the idea of perception. 2. Participate in a Tea Party activity. 3. Make predictions about what will happen in Act Two. 4. Act out the play. 5. Re-reflect on perception.
<p>Lesson 14: Analysing Gerald's Character</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students develop their understanding of the character Gerald, exploring the differences between his treatment of Eva/Daisy and Sheila, whilst reflecting on Edwardian gender expectations. In addition to debating and categorising Gerald's behaviour, students engage with the character analytically and creatively by constructing a stick figure representation of Gerald using quotations from the play.</p>	<ul style="list-style-type: none"> • PowerPoint: Analysing Gerald's Character • Handout: Gerald's Character Quotations 	<p>Part I</p> <ol style="list-style-type: none"> 1. Make predictions about what will happen in the next scene. 2. Read the play. 3. Discuss Gerald's behaviour in a Four Corners debate. 4. Reflect on gender expectations. <p>Part II</p> <ol style="list-style-type: none"> 1. Categorise Gerald's behaviour. 2. Create a stick figure representation of Gerald.
<p>Lesson 15: Understanding Mrs Birling</p> <p>(one 50-minute lesson)</p>	<p>Students further explore differences in class and consider what factors impacted Mrs Birling's treatment of Eva Smith. They reflect on Mrs Birling's actions through discussions and through the creation of a universe of obligation graphic representation for her character.</p>	<ul style="list-style-type: none"> • PowerPoint: Understanding Mrs Birling • Handout: Universe of Obligation Graphic Organiser 	<ol style="list-style-type: none"> 1. Create an identity chart for Mrs Birling. 2. Read the play. 3. Create a universe of obligation for Mrs Birling. 4. Reflect on Mrs Birling's actions.

<p>GCSE Supplement</p> <p>15.1: Analytical Writing: A Character Paragraph</p>	<p>Students prepare for the English Literature GCSE by writing an analytical paragraph on character, having generated claims, selected and annotated evidence, and rearranged a model paragraph.</p>	<ul style="list-style-type: none"> • Handout: Developing Analysis Grid • Handout: Mr Birling Model Analytical Paragraph Sentence Sort (Intermediate) • Handout: Mr Birling Model Analytical Paragraph Sentence Sort (Advanced) 	<ol style="list-style-type: none"> 1. Brainstorm ideas and generate claims. 2. Annotate the evidence. 3. Develop analysis. 4. Rearrange and dissect an analytical paragraph. 5. Write an analytical paragraph on character. 6. Receive feedback and redraft.
<p>Lesson 16: Eric's Decisions and Consent</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students consider the role power plays in the interactions between characters, and the connection between power and responsibility, focusing on the relationship between Eric and Eva. Eric's sexual assault of Eva, implied in the dialogue in Act Three, reveals that Eric abused his position of power and provides the opportunity to discuss the issue of consent with students.</p>	<ul style="list-style-type: none"> • PowerPoint: Eric's Decisions and Consent • Handout: What Is Power? Anticipation Guide • Video: Tea and Consent • Reading: Stanford Sexual Assault Victim Statement • Handout: Consent Exit Card 	<p>Part I</p> <ol style="list-style-type: none"> 1. Complete an anticipation guide on power. 2. Act out the play. 3. Re-reflect on power. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on Eric's behaviour. 2. Learn about consent. 3. Read a sexual assault victim statement. 4. Complete an exit card on consent.
<p>GCSE Supplement</p> <p>16.1: Persuasive Writing: A Speech about Consent</p>	<p>Students prepare for the English Language GCSE by writing a persuasive speech on the importance of consent to be delivered to students at a sixth-form college at the start of an academic year. In preparation for writing the speech, they review persuasive devices, generate claims and content, and read a model letter.</p>	<ul style="list-style-type: none"> • Handout: Persuasive Techniques Word Match • Handout: Persuasive Writing Planning Chart – Claim Development • Handout: Persuasive Writing Model Paragraph • Handout: Persuasive Speech Planning Aid 	<ol style="list-style-type: none"> 1. Develop claims and content. 2. Read and annotate a model persuasive writing paragraph. 3. Plan and write a persuasive speech on the importance of consent. 4. Respond to feedback and redraft.

<p>Lesson 17: Inspecting Inspector Goole</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students create an identity chart for Inspector Goole, before reading the play and analysing his parting words, which emphasise the importance of social responsibility. They then look for clues throughout the play to try and understand who or what Inspector Goole is, and the purpose of his character.</p>	<ul style="list-style-type: none"> • PowerPoint: Inspecting Inspector Goole • Handout: Developing Analysis Grid • Handout: The Purpose of Inspector Goole Exit Card 	<p>Part I</p> <ol style="list-style-type: none"> 1. Create an identity chart for Inspector Goole. 2. Read the play. 3. Annotate and analyse the Inspector’s parting words. 4. Draw the Inspector’s final message. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on the conscience. 2. Read the play. 3. Investigate the Inspector by looking for clues. 4. Complete an exit card on the purpose of Inspector Goole.
<p>Lesson 18: Social Systems and Individual Agency</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students identify the parts, people and interactions of various social systems, thinking about what bearing they have on character choices and behaviour, before creating a universe of obligation for Edwardian society. They then move on to consider responses to injustice and the range of human behaviour, grappling with the definitions: perpetrator, victim, bystander, and upstander.</p>	<ul style="list-style-type: none"> • PowerPoint: Social Systems and Individual Agency • Reading: The Parts, People and Interactions of the Patriarchal System in Edwardian England • Handout: Characters within Systems • Handout: The Range of Human Behaviour Vocabulary Terms 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on social systems. 2. Consider the characters within systems. 3. Create a universe of obligation graphic organiser for Edwardian society. 4. Re-reflect on social systems. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on responses to injustice. 2. Consider the range of character behaviour.
<p>Lesson 19: Putting the Characters on Trial</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students reflect on justice, finish reading the play and participate in a court trial to decide which character is the most responsible for the death of Eva Smith. Students then create a pie chart to represent the distribution of responsibility between the characters, justifying their allocations with references to the play.</p>	<ul style="list-style-type: none"> • PowerPoint: Putting the Characters on Trial 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on justice. 2. Read the play. 3. Prepare for court. <p>Part II</p> <ol style="list-style-type: none"> 1. Put the characters on trial. 2. Hold a trial. 3. Create a responsibility pie chart.

<p>Lesson 20: Bearing Witness to Eva Smith (one 50-minute lesson)</p>	<p>Students reflect on what it means to have a voice, assess Priestley's portrayal of Eva Smith, and consider the symbolism of Priestley's decision to create a character who only appears in the narrative second-hand.</p>	<ul style="list-style-type: none"> • PowerPoint: Bearing Witness to Eva Smith 	<ol style="list-style-type: none"> 1. Reflect on having a voice. 2. Assess the portrayal of Eva Smith. 3. Reflect on the significance of Eva Smith.
<p>GCSE Supplement 20.1: Analytical Writing: The GCSE Character Essay</p>	<p>Students prepare for the English Literature GCSE by writing an essay on character. They generate claims, select and annotate evidence, and read a model essay, before planning and writing their own. Students have the opportunity to reflect on the essay writing process, and to redraft their work, after having received feedback.</p>	<ul style="list-style-type: none"> • Handout: Developing Analysis Grid • Handout: Mr Birling Essay Models • Handout: Mrs Birling Essay Models • Handout: Essay Structure and Sentence Starters 	<ol style="list-style-type: none"> 1. Brainstorm ideas and generate claims. 2. Annotate the evidence. 3. Develop analysis. 4. Read a model essay. 5. Plan and write an essay. 6. Reflect on the essay writing process. 7. Receive feedback and redraft.
<p>Lesson 21: What Lessons Can We Learn? (one 50-minute lesson)</p>	<p>Students have the opportunity to each find their own voice and share their ideas in a structured discussion format known as a people's assembly. In groups of six to eight, they address the essential question of the unit: What can J. B. Priestley's <i>An Inspector Calls</i> teach us about the impact of our individual and collective decisions and actions on others?</p>	<ul style="list-style-type: none"> • PowerPoint: What Lessons Can We Learn? 	<ol style="list-style-type: none"> 1. Consider the essential question. 2. Discuss the essential question in a people's assembly. 3. Debrief the people's assembly. 4. Reflect on the play's modern relevance.
<p>GCSE Supplement 21.1: Persuasive Writing: A Letter to a Newspaper for a Caring Community</p>	<p>Students prepare for the English Language GCSE by writing a persuasive letter to a local newspaper, which outlines the importance of considering the needs of others and suggests ways in which we can create a more caring community.</p>	<ul style="list-style-type: none"> • Handout: Persuasive Techniques Word Match • Handout: Persuasive Letter Examples • Handout: Persuasive Writing Planning Chart – Claim Development • Handout: Persuasive Letter Planning Aid 	<ol style="list-style-type: none"> 1. Discuss social duty. 2. Generate claims and evidence for a persuasive letter. 3. Read and annotate a model persuasive letter. 4. Write a persuasive letter on how to build a caring community. 5. Respond to feedback and redraft.

<p>Lesson 22: Recurring Themes in the Play</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students identify and analyse the themes explored in <i>An Inspector Calls</i>, considering what messages Priestley was sending to his audiences. They work in groups to create a knowledge sheet on a chosen theme, and then rearrange a model essay in preparation for writing an essay on theme for homework.</p>	<ul style="list-style-type: none"> • PowerPoint: Recurring Themes in the Play • Handout: Transformation Thematic Essay Paragraph Sort 	<p>Part I</p> <ol style="list-style-type: none"> 1. Make modern connections. 2. Unlock the themes of the play. 3. Find supporting evidence. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on themes. 2. Create a knowledge sheet. 3. Rearrange and deconstruct an essay.
<p>Lesson 23: Theatre as a Call to Action</p> <p>(100 minutes: two 50-minute lessons)</p>	<p>Students consider theatre as a call to action, discussing its power and limitations to spark real social change. Students then read excerpts of an article, which discusses the UK theatre scene and issues regarding its inclusivity. Students then plot their own play inspired by <i>An Inspector Calls</i>.</p>	<ul style="list-style-type: none"> • PowerPoint: Theatre as a Call to Action • Reading: Working-Class Creatives: Excerpt One • Reading: Working-Class Creatives: Excerpt Two 	<p>Part I</p> <ol style="list-style-type: none"> 1. Consider the power of storytelling. 2. Debate on storytelling. 3. Discuss the issues in the arts. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on <i>An Inspector Calls</i>. 2. Plot a play inspired by <i>An Inspector Calls</i>. 3. Final reflection.