



# Ortu Hassenbrook Academy

## An Inspector Calls Knowledge Organiser

### Assessment Objectives:

**AO1:** Read, understand and respond to texts. Students should be able to: □ maintain a critical style and develop an informed personal response □ use textual references, including quotations, to support and illustrate interpretations.

**AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**AO3:** Show understanding of the relationships between texts and the contexts in which they were written.

**AO4:** Use a range of vocabulary and sentence structure.

### TIMELINE

1912	Maiden voyage and sinking of the Titanic
1913	Emily Davison threw herself under the King's horse
1914	Beginning of WWI
1926	General Miner's Strike
1940	WWII
1946	General Miner's Strike

### CONTEXT

#### Social context:

- 1912 Just before the sinking of the Titanic and a couple of years before WW1.
- British society completely divided by class - those with the most money held reigns of power:
- **Franchise:** Only men who owned property could vote; women couldn't vote.
- **Women:** regardless of social class, women were seen as second-class citizens – a fact underlined by their lack of a right to vote. It was the deplorable state of working-class women's lives that prompted Emmeline Pankhurst to found the Women's Social and Political Union (WSPU) in 1903. It was a women-only organization that campaigned for the vote for women. Pankhurst believed the lack of the vote was the key factor underpinning the inferior status of women in Edwardian Britain. The suffragettes fought to bring equality for women.
- Welfare: Not much government support for working classes – reason why charities were so important.

#### Key point:

This was a time of CHANGE. The Suffragette movement was growing in strength, and working class uprisings were beginning to change: there was a miner's strike in 1912 (the largest the country had ever seen) and the Labour Party formed in 1906 to represent the interests of the working class.

#### Writer's personal experience:

Priestley described the war as a 'huge, murderous public folly' and felt that 'the British command specialized in throwing men away for nothing'. He fought in the war and lost many friends and cited the war as the cause for his prejudice against the ruling class.

### KEY VOCABULARY

<b>Bourgeoisie</b>	Middle class society
<b>Proletariat</b>	Working classes
<b>Social class</b>	A division of a society based on social and economic status
<b>Dichotomy</b>	A division or contrast of two things
<b>Social responsibility</b>	The idea that we are responsible for the more vulnerable members of society
<b>Capitalist</b>	A person who uses their wealth to invest in trade and industry for profit in accordance with the principles of capitalism
<b>Socialist</b>	A person who advocates or practises socialism
<b>Community</b>	A group of people with a common background
<b>Society</b>	A structural community of people / the culture or group we live in
<b>Microcosm</b>	A small version of something larger
<b>Hierarchy</b>	A formally ranked group / a society which is unequal with some in power over others
<b>Patriarchy / patriarchal society</b>	A system where men are in authority over women in all aspects of society The system or practice of managing individuals, businesses, nations etc in the manner of a father dealing with his children
<b>Paternalistic</b>	All-seeing, all-knowing
<b>Omniscient</b>	A free market system
<b>Capitalism</b>	A political system of communal ownership of wealth
<b>Socialism</b>	Intended to teach, particularly in having moral instruction as an ulterior motive
<b>Didactic</b>	

#### Political context:

- **The Labour government:** formed in 1906, and political unrest in other parts of Europe had set a trend, and the Labour Party were representing the interests of the proletariat.
- Labour troubles: Working classes were beginning to rise up in rebellion, e.g. The General miner's strike of 1912 (largest country had ever known)
- **Capitalism VS Socialism:** there was a growing awareness of the need to meet the demands of the working classes and close the class divide. Hence, socialist thinking had begun to germinate in some spheres.
- **WW1 (1914-1918):** WW1 was a watershed moment in European history. Survivors were disillusioned and felt betrayed by the men who sent them to war.
- WW1 proved to be a turning point for the campaign for women's right to vote. During the war, suffragettes effectively put on hold their campaign of civil direct action in the interests of national unity. As men went to the Western Front, women proved how indispensable they were in the fields and armaments factories. By 1918 women over 30 were given the right to vote.
- **End of WW2: (1945)** Majority of the British people, particularly working class and returning servicemen and women, did not want a return to pre-war Conservative economic policies which they blamed for the hardship of the 1930s. There was a mood for widespread social change. At the 1945 general election, Winston Churchill was defeated by the Labour Party headed by Clement Attlee.

#### Literary context & Writer's intention:

'Bernard Shaws and H.G. Wellses' - Both were well-known and outspoken socialists, and like Priestley, voiced their disapproval of the capitalist structure.

## PLOT

### **ACT 1**

Set in April 1912, Brumley (Midlands).

The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald Croft with a dinner. Mr. Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr. Birling is shown a photograph of Eva and, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers' pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.

### **ACT 2**

Gerald explains to the Inspector that he had an affair with Eva but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs. Birling. She confesses that she also had contact with Eva but that Eva gave herself a different name. Eva approached a charity chaired by Mrs. Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs. Birling because she was offended by the girl calling herself Mrs. Birling. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and be made an example of.

### **ACT 3**

Eric is revealed as the father. He stole money from Mr. Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr. Birling, Mrs. Birling and Gerald congratulate themselves that it was all a hoax and they can continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr. Birling announces to the family that a girl has just died on her way to the infirmary and a police officer is coming to question them.

## PATTERNS & MOTIFS

- Exits and entrances
- The photograph
- Characters as archetypes
- The engagement ring
- Alcohol
- The dining room
- Structure of interrogation
- Lighting

## THEMES

- Social responsibility
- Age
- Class
- Gender
- Change
- Power
- Injustice

## LANGUAGE & TONE

- Imperative verbs
- Interruptions
- Monologues
- Didactic tone

## STRUCTURE

3 act play

Divided into 7 sections:

- 1: Pre-inspector's arrival
- 2-6: 5 separate interviews (1<sup>st</sup> 3 are chronological; last 2 are reversed)
- 7: The aftermath

## Dramatic Irony statement 1

I'm delighted about this engagement and I hope it won't be too long before you're married. And I want to say this. There's a good deal of silly talk about these days – but – and I speak as a hard-headed business man, who has to take risks and know what he's about – I say, you can ignore all this silly pessimistic talk. When you marry, you'll be marrying at a very good time. Yes, a very good time – and soon it'll be an even better time. Last month, just because the miners came out on strike, there's a lot of wild talk about possible labour trouble in the near future. Don't worry. We've passed the worst of it. We employers at last are coming together to see that our interests – and the interests of capital – are properly protected. And we're in for a time of steadily increasing prosperity.

## Dramatic Irony statement 2

Glad you mentioned it, Eric. I'm coming to that. Just because the kaiser makes a speech or two, or a few German officers have too much to drink and begin taking nonsense, you'll hear some people say that war's inevitable. And to that I say – fiddlesticks! The Germans don't want war. Nobody wants war, except some half-civilized folks in the Balkans. And why? There's too much at stake these days. Everything to lose and nothing to gain by war.

## Dramatic Irony statement 3

Just let me finish, Eric. You've a lot to learn yet. And I'm taking as a hard headed, practical man of business. And I say there isn't a chance of war. The world's developing so fast that it'll make war impossible. Look at the progress we're making. In a year or two we'll have aeroplanes that will be able to go anywhere. And look at the way the automobile's making headway – bigger and faster all the time. And then ships. Why, a friend of mine went over this new liner last week – the titanic – she sails next week – forty-six thousand eight hundred tons – new york in five days – and every luxury – and unsinkable, absolutely unsinkable.

## Dramatic Irony statement 4

That's what you've got to keep your eye on, facts like that, progress like that – and not a few German officers taking nonsense and a few scaremongers here making a fuss about nothing. Now you three young people, just listen to this – and remember what I'm telling you now. In twenty or thirty year's time – let's say, in 1940 – you may be giving a little party like this – your son or daughter might be getting engaged – and I tell you, by that time you'll be living in a world that'll have forgotten all these capital versus labour agitations and all these silly little war scares. There'll be peace and prosperity and rapid progress everywhere – except of course in Russia, which will always be behind hand.

## Useful websites:

YouTube : Mr. Bruff ; <https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls>; <https://www.coursehero.com/lit/An-Inspector-Calls/context/>;

[http://www.dccacademy.org.uk/english\\_revision/english\\_literature\\_paper2/English\\_Literature\\_Paper-2\\_An-Inspector-Calls-context.pdf](http://www.dccacademy.org.uk/english_revision/english_literature_paper2/English_Literature_Paper-2_An-Inspector-Calls-context.pdf)