

## An Inspector Calls: Learning Checklist

	Red	Amber	Green
<b>Context: Knowledge</b>			
<ul style="list-style-type: none"> <li>Capitalism and Socialism</li> </ul>			
<ul style="list-style-type: none"> <li>Class divides in 1912</li> </ul>			
<ul style="list-style-type: none"> <li>How both World Wars impacted class divisions</li> </ul>			
<ul style="list-style-type: none"> <li>Labour's 1945 landslide victory and the formation of the welfare state</li> </ul>			
<ul style="list-style-type: none"> <li>Conspicuous Consumption theory</li> </ul>			
<ul style="list-style-type: none"> <li>The Role of Women in early 20<sup>th</sup> Century England</li> </ul>			
<ul style="list-style-type: none"> <li>First Wave Feminism and the Suffragette Movement</li> </ul>			
<ul style="list-style-type: none"> <li>How both World Wars impacted gender roles within society</li> </ul>			
<ul style="list-style-type: none"> <li>Priestley's life, views, and literature, including his overall intention in writing this play</li> </ul>			
<b>Context: Skills</b>			
<ul style="list-style-type: none"> <li>I can confidently reference specific contextual details into my analysis and interpretations.</li> </ul>			
<ul style="list-style-type: none"> <li>I understand which characters represent different elements of context.</li> </ul>			
<ul style="list-style-type: none"> <li>I can explain the significance of Priestley's choice in setting the play in 1912 to communicate his overall message.</li> </ul>			
<b>Plot:</b>			
<ul style="list-style-type: none"> <li>I know what the key events are of the play and the order they happen in.</li> </ul>			
<ul style="list-style-type: none"> <li>I can explain why Priestley ordered the interrogations in the order he did, and why he reveals pieces of information in the order he did.</li> </ul>			
<ul style="list-style-type: none"> <li>I can confidently analyse the significance of the ending, and the cyclical structure of the plot.</li> </ul>			
<b>Character:</b> For each character, I know: <ul style="list-style-type: none"> <li>How the character develops over the course of the play.</li> <li>Patterns in the way the characters use speech e.g. long speeches and interrupted diction with Mr Birling.</li> <li>What they symbolise in the play.</li> <li>How they are used as a construct in order to communicate Priestley's message.</li> </ul>			

<ul style="list-style-type: none"> <li>• Five key quotations from across the play and what I can say about language, imagery, and structure.</li> <li>• How Priestley wants the audience to respond to character.</li> <li>• How Priestley directs the actor playing the role to deliver key moments / lines.</li> </ul>			
<ul style="list-style-type: none"> <li>• Mr Birling</li> </ul>			
<ul style="list-style-type: none"> <li>• Mrs Birling</li> </ul>			
<ul style="list-style-type: none"> <li>• Sheila</li> </ul>			
<ul style="list-style-type: none"> <li>• Eric</li> </ul>			
<ul style="list-style-type: none"> <li>• Gerald</li> </ul>			
<ul style="list-style-type: none"> <li>• Inspector Goole</li> </ul>			
<ul style="list-style-type: none"> <li>• Eva Smith</li> </ul>			
<b>Theme:</b> For each theme, I know: <ul style="list-style-type: none"> <li>• How Priestley explores the theme and how it links to his overall message.</li> <li>• Which characters effectively explore each theme.</li> <li>• Five key quotations from across the play and what I can say about language, imagery, and structure.</li> </ul>			
<ul style="list-style-type: none"> <li>• Class divides</li> </ul>			
<ul style="list-style-type: none"> <li>• Gender inequality</li> </ul>			
<ul style="list-style-type: none"> <li>• Responsibility</li> </ul>			
<ul style="list-style-type: none"> <li>• The differences between the older and younger generations</li> </ul>			
<ul style="list-style-type: none"> <li>• Guilt</li> </ul>			
<ul style="list-style-type: none"> <li>• Power</li> </ul>			
<b>Analysis of Writer's Methods:</b> For each device, I can identify: <ul style="list-style-type: none"> <li>• Where and/or how it has been used.</li> <li>• What the effect is.</li> </ul>			
<ul style="list-style-type: none"> <li>• Stage directions</li> </ul>			
<ul style="list-style-type: none"> <li>• Dramatic irony</li> </ul>			

• Interrogatives			
• Adjacency pairs			
• Foreshadowing			
• Key images			
• Biblical allusions			
• The motif of alcohol			
• The motif of the engagement ring			
• Elements of a domestic tragedy			
• Elements of a well-made play			
• Use of realism and minimalism			