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This KS4 pack is designed as a 'route through' the play with teaching ideas, accompanying resources and suggestions for differentiation. The pack contains all of the Teachit resources you need, some of which were commissioned for the purposes of the pack. It is organised into six weekly sections and there is a wealth of material within each week. Simply choose your favourite activities which are organised in the following way:

- ❖ starter activities
- ❖ introduction activities
- ❖ activities to show students' understanding
- ❖ plenary activities
- ❖ creative opportunities.

We've included links to each separate resource in this pack so that you can access the resources directly on [teachit.co.uk](http://teachit.co.uk). We've also included the file number or name for each original resource – just pop this into Teachit's search engine. Most of the resources in this pack are Word documents, but we've also included links to PowerPoints and interactive activities where applicable. Please log in first in order to access any of these resources on Teachit.

If you have accessed this pack as a Teachit subscriber then the usual permissions apply. Teachit.plus subscribers can access the Word documents and any PowerPoints whereas Teachit.works subscribers will also have access to any interactives.

To help with navigation, there is a contents table detailing which part each resource is used in and the page number.

Our thanks go to contributor Helen Stacey who has written this pack and to the following contributors whose resources are also included:

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We hope you enjoy using this pack. If you have any questions, please get in touch: email [support@teachit.co.uk](mailto:support@teachit.co.uk) or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members – you can do this by adding a comment on the [Teaching packs](#) page on Teachit (please log in to access this!).

## Route through - week one

### 1. Suggested starter activities

**Trailer:** Watch the trailer for the most recent West End production of *An Inspector Calls* (<http://www.aninspectorcalls.com/#/video/>). Use the resource *de Bono's detective skills* (Teachit filename: 21327) to make predictions about the text.

**Word wall:** Give out words from the Teachit resource *Word wall* (Teachit filename: inspwordw), and ask students to group themselves so that words with some sort of connection are together.  
*Differentiation: in a mixed ability class, you will be able to differentiate according to the complexity of the word.*

**Kim's game:** Present students with a bag/tray of 'props' from the play or just from the opening scene. Show students how to play by memorising the set of props in front of them, hiding one away, and quizzing them to remember which is missing. If you can provide enough sets for pairs/groups, this works even better.

**Burning questions:** Using the set of **Burning questions** from the plenary activities, and redistribute these to provide some answers. Discussion is likely to arise!

**Jigsaw:** See plenary section of week one. This activity would work well as a starter too.

### 2. Suggested introduction activities

**Predict:** Using their work from the Trailer starter, a selection of theatre posters, the front cover of the text, and the stage directions at the start of the play, students could discuss and record their first impressions of the text. *Differentiation: higher ability students could record their first impressions in categories (events, characters, atmosphere and setting).*

**Word investigation:** Following on from the **Word wall** starter activity, students could work in teams to investigate their word groups (using the internet, copies of the play or dictionaries).

**Stage directions:** Read the stage directions at the start of the play, and using the Teachit *Play production template* (Teachit filename: 20550) students should record the key information.

**Peek at the plot:** Using the Teachit resource *Pre-teaching* (Teachit filename: intro), show students the play's plot. Students should discuss who is to blame and whether the girl is to be pitied. Alternatively, students could work in small groups to stage the key events, and create freeze frames of each event.

**Video:** Show the BBC Texts in Context video ([http://www.youtube.com/watch?v=6Svz8\\_dyhok](http://www.youtube.com/watch?v=6Svz8_dyhok) and <http://www.youtube.com/watch?v=J7OHthxcR1c>). Students could record the information using Teachit resource *Quiz on BBC's Texts in Context* (Teachit filename: 4097). *Differentiation: split the questions up so that teams of students are responsible for different bits of information.*

**Read:** Read the first part of the play up to the Inspector's entrance. If you have completed the **Kim's game** starter, you could ask students to note the significance of each item as you read.

### 3. Suggested activities to show students' understanding

**Character posters:** Students could be split into character teams. Each team could create a large poster with an outline of their character and then record a quotation about their designated character using the stage directions at the start of the play. They could then analyse their first impressions of each character from their appearance, props and mannerisms.

## Route through - week one

**Plot the plot:** Using the Teachit resource *Pre-teaching* (Teachit filename: intro), present students with the play's plot. Students should create a *Tension graph* (Teachit filename: 14804) using the template to predict the peaks and troughs of the drama. *Differentiation: higher ability students could use the character names from the stage directions and add these.*

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**In context:** Use the Teachit resource *Historical context* (Teachit filename: 20444) to connect the play with some significant contextual events (you could use the interactive Matching task here instead), then select quotations to match with the relevant events (with or without the research task).

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**Character quotations:** Once your class has read the first part of the play up to the Inspector's entrance, they could regroup into character teams and use sticky notes to record some key quotations that are representative of their character. Teams could report back to the rest of the class, or you could send peer envoys around to share their understanding of their character.

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**Spotlight on Birling:** After reading the first part of the play up to the Inspector's entrance, students could focus on the character of Arthur Birling, and create his vision of what his family are to become now that Gerald Croft is to be part of the family. This could take any form - a monologue tracking his thoughts (not using the script); stage an interview; put him in the hot seat; a conscience alley activity (see p.11 for guidance); a letter to Sir George Croft (Gerald's father); or a collage using magazines etc. - to identify his optimistic outlook on all that Sheila's marriage will bring.

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## 4. Suggested plenary activities

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**Poster blurb:** Using key words identified from the trailer, posters, the text's front cover and the opening stage directions, students should write a blurb for a poster advertising the play to a contemporary audience.

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**Quote representation:** To follow up reading the first part of the play up to the Inspector's entrance, and using sticky notes from the **Character quotations** task, students could choose the most representative quotation for each character and argue why it sums up their character.

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**Burning questions:** Students could write a burning question to which they would like to know the answer to on a card, based on what they have learnt so far.

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**Jigsaw:** Use the Teachit template *Jigsaw pieces* (Teachit filename: 14861) for students to add information about the characters, and how they relate to each other. They could create complete jigsaws for other students to complete as a starter.

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## 5. Suggested additional creative opportunities

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- Students could complete the research task on the Teachit resource *Historical context* (Teachit filename: 20444) to explore three of the key events mentioned in the play. *Differentiation: higher ability students could then analyse the significance of these events using appropriate textual extracts.*
- Students could watch the BBC version of the play (<http://www.youtube.com/watch?v=Vukp3EFVweQ>).
- Students could research past productions and produce an information leaflet about the play and how it has been perceived over time.
- If time allows, you could stage a *Come Dine With Me* parody of the first part of the scene, or invite students to work on this over the course of the term.

**de Bono's detective skills [21327]**

**Teaching notes**

Show your students the trailer for the 2011/2012 West End production of *An Inspector Calls*:

<http://www.aninspectorcalls.com/#/video/>

or

<http://www.youtube.com/watch?v=y7jGR61PM6k>

You may need to show this clip more than once.

The questions that follow are based on de Bono's six thinking hats and colour-coded accordingly. Students could be given just one colour so that they 'wear' a specific hat, or you could get them to answer just a couple of questions for each colour to expand their thinking. If you're feeling brave, you could ask them all to answer all of the questions!

### White hat

What evidence can you find for the historical period in which the play is set?

What can we predict about the play's setting?

What lighting effects were used in this production?

What can we assume about the play's characters?

What clues are there about the events in the play?

### Red hat

What do the lighting effects suggest about the emotions in the play?

How does the music make you feel?

What can you predict about the play's themes?

### Black hat

What difficulties might the characters face?

What, if anything, would put you off watching a production of *An Inspector Calls* based on this trailer?

Are there any characters or events that make you feel uneasy?

### Yellow hat

What do you like the look of based on your viewing of this trailer?

What, if anything, would make you want to watch a production of *An Inspector Calls*, based on this trailer?

What do the reviews suggest about this particular production?

### Green hat

How else could you inspire theatre-goers to see this production?

What questions do you have about the play from viewing just this trailer?

How would this trailer be different if the lighting and music were changed?

Have you got any ideas about what you would use instead?

### Blue hat

How does the director combine different elements to have an effect on you?

What key words are spoken by the actors? What could you guess about their significance?

What stands out most for you from watching this trailer?

**Word wall** [inspwordw]

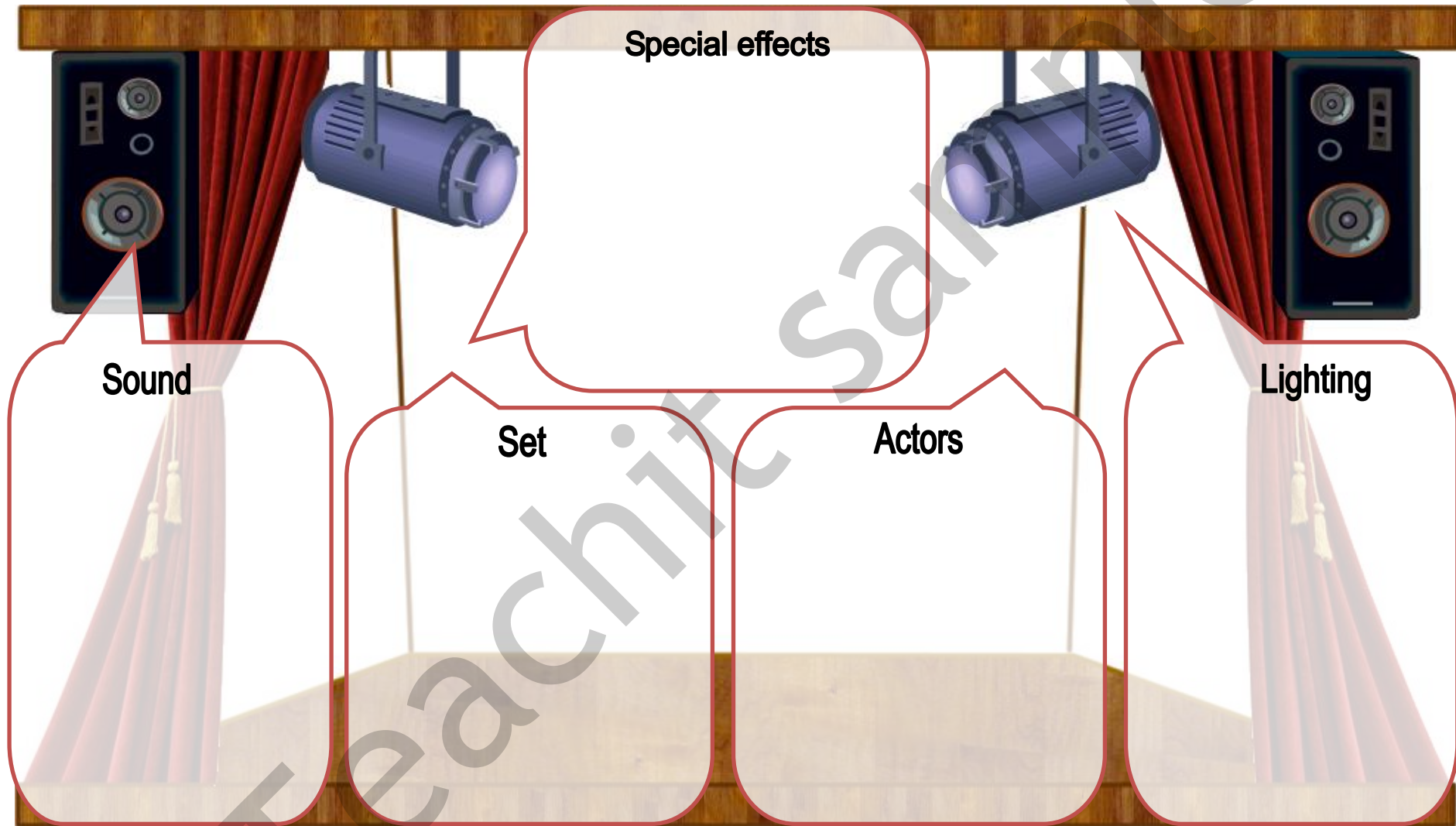
Make connections between the words then group them accordingly.



responsibility	power	individual
community	old order	new order
society	capitalist	labour
social context	J.B. Priestley	historical context
audience	social hierarchy	dramatic irony
stage directions	generation	characterisation
performance	hypocrisy	conscience
guilt	respectability	youth and age
dialogue	Arthur Birling	characterisation
Sybil Birling	Sheila Birling	Eric Birling
Gerald Croft	Eva Smith	Daisy Renton



**Play production template [20550]**



## Pre-teaching [intro]

### A young woman has committed suicide

The events leading up to her death were as follows:

1. Whilst working in a factory, in bad conditions and for low pay, she was part of a group which organised a strike. Her **employer** sacked her for being a trouble maker.
2. She then got a job as a sales assistant in an expensive clothes shop. An important **customer** (in a bad mood) thought she was giggling at her, and used her influence to get the girl sacked.
3. She then became despondent and thought about becoming a prostitute. She got picked up in a bar by a **man** who pitied her and 'keeps' her for several months. She fell in love with him, but he was forced to dump her because he was engaged to be married.
4. She went back to the same bar, thinking again of becoming a prostitute to earn a living, when she was picked up by a **younger man**, who saw her twice, but then left her.
5. She found she was pregnant and applied for help to a charity. The **head of the charity** refused her help because she didn't believe her.

WHO IS TO BLAME FOR HER DEATH?



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WHO IS TO BLAME FOR HER DEATH?

### Quiz on BBC's Texts in Context series

Answer the following questions which are based on the BBC *Texts in Context* series for *An Inspector Calls*.

- 1) What adjective is used to describe J. B. Priestley's play?
- 2) How does the speaker describe Priestley? As a conformist or a radical?
- 3) What two historical periods do we need to know about in order to understand the play?
- 4) How had Priestley become well known during WWII?
- 5) What, according to his son, did Priestley want for the people after WWII?
- 6) Write down three reasons that the social face of Britain altered during WWII.
- 7) What did people want after the war?
- 8) Why did Priestley set his play in 1912?
- 9) What was about to collapse?
- 10) How many people were paid less than 25 shillings a week?
- 11) Who were at the bottom of the pile?
- 12) Why were the British manufacturers so successful?
- 13) What happened on March 1<sup>st</sup> 1912?
- 14) How was Britain divided?
- 15) What does Edna represent?
- 16) Who were concerned about the way people were living?
- 17) What rarely met in the world of Edwardian Britain?
- 18) What's the best thing about Sheila?
- 19) What was the real purpose of the charity groups?
- 20) What were unmarried mothers driven into?
- 21) What does Eric know is coming?
- 22) How does Tom Priestley describe his father?
- 23) What happened to Edwardian Britain in 1914?
- 24) What would Gerald betray if he changed?
- 25) The actress suggests that the play finishes in a certain way. What adjective does she use?
- 26) The film suggests a group of people won and a group of people lost, who were they?

## Answers

- 1) What adjective is used to describe J. B. Priestley's play? **Controversial**
- 2) How does the speaker describe Priestley? As a conformist or a radical?  
**Conformist**
- 3) What two historical periods do we need to know about in order to understand the play? **1912 and 1945**
- 4) How had Priestley become well known during WWII? **He made a series of morale boosting radio broadcasts**
- 5) What, according to his son, did Priestley want for the people after WWII? **A better world**
- 6) Write down three reasons that the social face of Britain altered during WWII.
  - a. **full employment**
  - b. **moral welfare of the workers**
  - c. **evacuation meant that poor city children could end up with wealthy country people**
  - d. **the armed forces mixed together the different classes**
  - e. **clothes rationing meant everybody looked the same**
- 7) What did people want after the war? **A new Britain**
- 8) Why did Priestley set his play in 1912?  
**Because it represented the total opposite**
- 9) What was about to collapse? **The great dream**
- 10) How many people were paid less than 25 shillings a week? **8 million**
- 11) Who were at the bottom of the pile? **Working women**
- 12) Why were the British manufacturers so successful? **Prices high, wages low**
- 13) What happened on March 1<sup>st</sup> 1912? **A miners' strike**
- 14) How was Britain divided? **Into different classes**
- 15) What does Edna represent? **The underdog**
- 16) Who were concerned about the way people were living? **Writers**
- 17) What rarely meet in the world of Edwardian Britain?  
**The two worlds of the different classes**
- 18) What's the best thing about Sheila? **Her curiosity and willingness to learn**
- 19) What was the real purpose of the charity groups?  
**To ease the conscience of the privileged few**
- 20) What were unmarried mothers driven into? **Prostitution**
- 21) What does Eric know is coming? **Judgement day**
- 22) How does Tom Priestley describe his father? **As a conscience of the nation**
- 23) What happened to Edwardian Britain in 1914? **It was shattered forever**
- 24) What would Gerald betray if he changed? **His class**
- 25) The actress suggests that the play finishes in a certain way. What adjective does she use? **Optimistic**
- 26) The film suggests a group of people won and a group of people lost, who were they? **Young won, the old lost**

**Tension graph [14804]**

Key event	Tension/excitement									

### Historical context [20444]

Put the following events into the correct order of when they happened.

Hitler comes to power in Germany.

Elizabeth II becomes Queen.

The first old age pensions are paid.

The Titanic sinks (in April).

*An Inspector Calls* is performed for the first time in the UK.

Captain Scott finally reaches the South Pole (in January, behind Amundsen).

*An Inspector Calls* is set (shortly before the Titanic sinks).

The First World War happens.

The Wall Street Crash in the USA affects the world's banking system.

Queen Victoria dies.

The Wright brothers make the first flight in a petrol-powered aeroplane.

Television arrives in the UK.

The Second World War happens.

Read back through Act 1 and find any references to historical context. Which of the above events are mentioned?

Choose at least three events and research what happened. How would mentioning these events in the play affect the audience watching at the time of the play's first performance?

Answers

Queen Victoria dies (1901).

The Wright brothers make the first flight in a petrol-powered aeroplane (1903).

The first old age pensions are paid (1909).

Captain Scott finally reaches the South Pole (in January, behind Amundsen) (1912).

*An Inspector Calls* is set (shortly before the Titanic sinks) (1912).

The Titanic sinks (in April) (1912).

The First World War happens (1914 -1918).

The Wall Street Crash in the USA affects the world's banking system (1929).

Hitler comes to power in Germany (1933).

Television arrives in the UK (1936).

The Second World War happens (1939 -1945).

*An Inspector Calls* is performed for the first time (1946).

Elizabeth II becomes Queen (1952).

**Jigsaw pieces [14861]**

Create a jigsaw of connections, questions and quotations for your text using the outline below.

