
























































Woldgate School: *An Inspector Calls* knowledge organiser

| Plot | | | | | | |
|-------------------|---|--|---|---|---|---|
| Act One | <ul style="list-style-type: none"> ✓ The Birling's are celebrating the upcoming marriage of Sheila Birling to Gerald Croft. ✓ An Inspector arrives claiming that a young woman called Eva Smith has just committed suicide. ✓ Eva was employed by Mr Birling and was fired unfairly. She was then taken on by a shop, Millwards where Sheila used her influence and got Eva fired too. ✓ Sheila feels terrible remorse. | | | | | |
| Act Two | <ul style="list-style-type: none"> ✓ Gerald admits that he used Eva as a mistress and leaves upset. ✓ Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite. | | | | | |
| Act Three | <ul style="list-style-type: none"> ✓ Eric admits that he is the father of Eva's child. He feels terrible for what he has done. The Inspector leaves and they are all shocked. Gerald returns and informs the Birling's that there is no Inspector Goole working at the local police station. ✓ A phone call confirms this. However, the final lines in the play state that a girl has just died and they are all to be interviewed by an inspector. | | | | | |
| Character summary | | | Killer quotations | | Level 4+ ideas: linked themes / concepts | |
| Mr Arthur Birling | <ul style="list-style-type: none"> ▪ He represents middle class men who have made money via capitalism. ▪ He refuses to accept responsibility for anyone else except himself, including the death of Eva Smith. ▪ He represents capitalism and its ideals. ▪ He also represents an older generation that is less likely to be influenced by ideas of socialism. ▪ Despite his arrogance and confidence, Birling is no match for the wit, precision and intellect of The Inspector. | <p>"If we were all responsible for everything that happened to everybody we'd had anything to do with, it would be very awkward, wouldn't it?" (Act 1)</p> |    |    |    |    |
| | | | | | | |
| Mrs Sybil Birling | <ul style="list-style-type: none"> ▪ She represents many of the upper and middle class attitudes from the time: snobbishness and selfishness. ▪ She is part of the older generation that refuses to change or accept new ideas. She is happy to live in the status quo. ▪ She uses her influence to hurt other people rather than help them - it is difficult for the audience to do anything but dislike Mrs Birling. ▪ She seems to have some control over her husband, determining when he should or should not speak. Her role as matriarch in the family goes against the established patriarchal society of the Edwardian period. | <p>"When you're married you'll realise that men with important work to do sometimes have to spend nearly all their time and energy on their business." (Act 1)</p> |    |    |    |    |
| | | | | | | |
| Sheila Birling | <ul style="list-style-type: none"> ▪ Sheila shows how gender roles are clearly defined at the start of the play: she is meant to be the sweet, innocent and naïve girl that gets married. ▪ As the play progresses, her character changes and she becomes far more determined, confrontational and aware. ▪ By the end of the play she represents a younger generation that is far more willing to take responsibility for the people around them. | <p>"But these girls aren't cheap labour - they're people." (Act 1)</p> <p>"And Eric's absolutely right... it makes me feel a bit less ashamed of us. You're just beginning to pretend all over again." (Act 3)</p> |    |    |    |    |
| Eric Birling | <ul style="list-style-type: none"> ▪ Eric represents the younger generation that are more socially responsible than their parents. ▪ He drinks because he feels guilt about what he did: by violently forcing himself on Eva, he got her pregnant and helped to drive her towards suicide. ▪ Eric sometimes has contrary opinions to his parents and it is he who brings up the idea of war and suggesting his father could have paid Eva more money. ▪ Because he accepts responsibility by the end of the play, the audience come to respect Eric a lot more. | <p>What about war?" (Act 1)</p> <p>"He could. He could have kept her on instead of throwing her out. I call it tough luck." (Act 1)</p> |    |    |    |    |

Woldgate School: *An Inspector Calls* knowledge organiser

| | | | |
|------------------------|--|---|---|
| Gerald Croft | <ul style="list-style-type: none"> He represents the upper classes in the play. We, the audience, want him to change. However, he doesn't. He represents how the old class system is hard to remove - aristocrats don't want to lose their power and their status. | "Inspector: and you think young women ought to be protected against unpleasant and disturbing things? Gerald: if possible - yes." (Act 2) |   |
| Inspector Goole | <ul style="list-style-type: none"> Despite questioning a family of wealthy members of the upper middle classes, the Inspector appears calm and assertive throughout. He seems to have already pre-planned exactly who is going to speak to and when and how he will speak to them. As Sheila comes to understand, the Inspector already knows how all the characters are connected to Eva. This gives him a ghost-like or supernatural quality. He seems to be operating on a different level of consciousness to the other characters and this has led to a number of theories about who or what Inspector Goole is. | "You see, we have to share something. If there's nothing else, we'll have to share our guilt." (Act 2) "We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish. Good night." (Act 3) |    |
| Edna | Edna's role in the play is seemingly insignificant, but she is the character that introduces the Inspector to the Birlings and she is the only genuine working-class presence in the whole play. Like Eva, Edna is ignored by the other characters for most of the play which is hugely symbolic in itself. | |   |

| Context | | Key terms | How to answer a character-based question |
|---|---|---|--|
| In Literature, context means placing the text you are studying in the ‘bigger picture’. You should ask yourself consider: 1. When the text was written 2. What the society was like at the time the text was written 3. What or who influenced the writer 4. What political or social influences there would have been 5. What influences there may have been in the genre that may have affected the writer 6. When the text was written and when it was set may also have an important part to play in what is written 7. The context hinted at by the examination question | | Archetype (n.) / archetypal (adj.): a very typical example of a certain person or thing. Cyclical structure: a piece of prose or poetry that begins and ends in a similar way. Dramatic irony: a literary technique, originally used in Greek tragedy, where the audience or reader knows something that the characters do not. Exposition: the part of a story that sets the stage for the drama to follow: it introduces the theme, setting and characters. Ideology: a system of ideas, especially ones that form the basis of economic or political theory. Playwright: a person who writes plays. Raissioneur: a character in a text who voices the central theme or point of view of the work. Subservient: considered less important, or subservient. | 1. Introduction: answer the question and explain your premise 2. How the character is established 3. How the character begins to develop 4. How the character continues to develop 5. How the character ends the play 6. Conclusion: how context or other factors support your premise. |
| Edwardian Period: The play is set in 1912 during the Edwardian period. This is the time between the end of the Victorian era and the start of the First World War in 1914. In this time period class divisions were still very clear with there being virtually no welfare state or benefits in place for the poorer sections of society. | | | Introduction and premise Sentence 1: Define the key word in the question. Personalise it - what does it mean to you? Contextualise it based on the text you’re writing about. Sentence 2: Identify a question based on what the author wants us to think of the key theme/character named in the exam question. |
| The Post-War Period: The play was performed in 1945 (in the Soviet Union and in the UK in 1946). This was a time of significant social, economic and political upheaval after two World Wars that completely altered the make-up of British society. | | | |
| Capitalism: An economic and political system in trade and industry are controlled by private owners for profit, not the state. | Socialism: A political philosophy that and theory that believes the means of production, distribution, and exchange should be owned or regulated by the community. | | |
| The Titanic: A colossal passenger ship that sank on its maiden voyage from Britain to America in 1912. | | | |