

<b>Unit Title</b>	<b>An Inspector Calls</b>				
<b>Subject group and discipline</b>	Language and Literature: English	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	20

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
Perspective	Character, context	<b>Identities and relationships.</b>

**Statement of inquiry**

By considering various character perspectives, we can better understand how identities and relationships are shaped by our contexts.

**Inquiry questions**

**Factual (remembering facts and topics)—**  
 Which aspects of drama (props, costume, lighting, sets, offstage, onstage, blocking) are used?  
 What is dramatic irony?  
 What is cyclical structure?  
 Which language and punctuation techniques are used?  
 How does line allocation impact meaning?  
 What is the context of the play? War; class structure; generational divide; wealth divide; capitalism; socialism and social responsibility; social unrest; gender divide.

**Conceptual (analysing big ideas)—**  
 How do elements of form influence the audience?  
 How is characterisation conveyed?  
 How are our perspectives shaped by language and structure?

How are class conflicts presented?  
 How is gender conveyed in characterisation?  
 How does dramatic irony impact tone?

**Debatable (evaluating perspectives and developing theories)—**

What is Priestley’s message to the audience?  
 Why is it valuable to explore alternative perspectives?  
 Can literature reliably shape our opinions on historical contexts and class conflict?

Objectives	Summative assessment	
<p><b>A: Analysing</b></p> <ul style="list-style-type: none"> <li>i. Identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. Identify and explain the effects of the creator’s choices on an audience</li> <li>iii. Justify opinions and ideas, using examples, explanations and terminology</li> </ul> <p><b>B: Organising</b></p> <ul style="list-style-type: none"> <li>i. Employ organisational structures that serve the context and intention</li> <li>ii. Organise opinions and ideas in a coherent and logical manner</li> </ul>	<p><b>Analytical assessment</b></p> <p>Criterion A: Pupils will respond to an analytical task, focusing on the character of Sheila.</p> <p>Criterion B: Pupils will organise the structure of their argument to consider Sheila's identity and relationships across the play. <b>How far does Priestley present Sheila as a character who changes her attitudes during the play?</b></p> <p>Write about:</p> <ul style="list-style-type: none"> <li>• what Sheila says and does throughout the play</li> <li>• how far Priestley presents Sheila as a character who changes her attitudes.</li> </ul> <p><b>Standards and criteria- You will be marked for:</b></p>	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> <p>Students consider how to identify authorial intent and characterisation and how identity and relationships are informed by the social and historical context: in <i>An Inspector Calls</i> Priestley’s intent is overt. Lesson resources focus on aspects of drama: props, costume, lighting, sets, offstage, onstage, blocking. Other foci of form, such as dramatic irony, unities – cyclical structure and line allocation are also taught explicitly, building pupil knowledge of dramatic context. Pupils build knowledge of language and punctuation analysis through scaffolded annotation of text and work towards their analytical assessment of character identity and relationships.</p>