

Learning intention:  
To explore character in AIC

# Mrs Birling's Interrogation



Aspect of her character	Supporting Quotations
<b>Obstructive</b>	
<b>Dishonest</b>	
<b>Rude</b>	
<b>Denies responsibility</b>	
<b>Cynical/judgemental</b>	
<b>Unsympathetic</b>	
<b>Prejudiced</b>	
<b>Uses her social status immorally</b>	

# Activation

- How did the Inspector gather information from all of the characters?
- Grade boost: Jot down some quotations that mark the specific points in the text where he manages to 'trip up' the characters.

## What will success in today's lesson look like?

- **ALL:** will understand how to text mark quotations from Act 2.
- **MOST:** will understand how to comment on a character's motivations and behaviour in Act 2.
- **SOME:** will begin to understand the effect of language choices.

# Action Task: Explore the presentation of a character of your choice in Act 2

## Highest grade answers:

- Make cogent (*convincing and clear*) and critical responses;
- Choose textual references carefully;
- Comment fully on the significance of particular words, phrases and stylistic features;
- Make subtle and discriminating links;
- Show originality of analysis and interpretation;
- Evaluates and comments on characters/relationships/attitudes and motives;
- Consistently handles texts with confidence;
- Make assured analysis of stylistic features.

# Model Chain

In Act 2 it becomes clear that Arthur Birling is becoming frustrated by the Inspector. **Early in the act he says “Now look here, Inspector –”** It is clear that Arthur is not enjoying the interrogation because his idyllic family is being dismantled by the Inspector’s questioning. His use of an imperative suggests he is becoming impatient with the proceedings which are taking place in his own house. He also uses the formal term of address “Inspector” as a way of trying to regain some of the authority he has lost to the Inspector. Birling is usually the authority figure, particularly in his factory, so does not take too kindly to having this authority usurped by a lower class person. **This could be Priestley making the audience aware that the strangle-hold of the middle classes is shortly coming to an end.**

*What could be added? WWW/EBI*

# Explore the presentation of a character in Act 2.

**In your chains you must remember to:**

- Make a range of points about character
- Support each point with a relevant quotation
- Explain, in detail, what the quotation reveals about the character
- Pick out individual words & phrases and explain their effects – don't forget stage directions!
- Comment on character, relationships, attitudes and motives.
- Link relevant context points – life in 1912, life in 1946, the political views of the writer etc.



# Consolidation

- Self or peer assess using the sheets.
- In purple pen action your targets.
- What grade do you think you have received and why?