

Pygmalion



ISBN-13	978-1503290907
Author	George Bernard Shaw
Publisher	Black & White Classics
First Published	1912
Print Year	2014
Lexile	1340L
Genre	Comedy and Social commentary
Synopsis	Eliza Doolittle was selling flowers when her speech is overheard by Henry Higgins. Higgins proclaims he can transform Eliza from a flower merchant to a lady of a higher social class simply by teaching her phonetics. Eliza seeks Higgins's teachings and embarks on a transformation of language, class, and identity.
Themes	Power of words, identity, language, relationships, social class

Character-Based Literacy Program Independent Study

Lesson Plan, *Pygmalion*, Week 1



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is the Greek myth of Pygmalion?

In Greek mythology, Pygmalion was a sculptor who fell in love with the woman he carved out of ivory. Pygmalion made an offering at the altar of Aphrodite asking that he might find a woman like the one he had carved. He returned home to find the sculpture had come to life; and he and the ivory statue were married.

What is phonetics?

Phonetics is the study of speech sounds. There is a focus on the physiological articulation of sounds, meaning how the sounds are made; the acoustic qualities, meaning how it sounds; and the linguistic qualities, meaning the way people combine sounds to make words and sentences. By studying phonetics, people are studying language.

What is a dialect?

A dialect is a form of language that is reflective of where a person comes from. A dialect includes vocabulary, grammar, sentence structure, and word pronunciation that is common among a particular region, social background, or occupation. Dialects are both geographical and social, and have a lot of variety across groups. In example, some regions refer to soda as 'pop' and others call it 'cola,' the vocabulary used to describe the drink is a form of dialect.

What is code switching?

When a person shifts from one language or dialect to another depending on the social setting, they are code switching. Code switching can occur for many reasons, but many people utilize this linguistic tool to maintain a sense of identity and belonging, or to avoid stereotyping and judgement on behalf of the listener. It is not inherently a bad thing, in fact many people code switch without even realizing it; however, it can feel persecutory when the individual is aware that one language or dialect will not be as respected as much as another.

How do language and culture influence each other?

Language is taught in the context of a person's culture, and a person's culture is taught, in part, through language. The two influence each other. Language and culture together impact what is communicated, how it is communicated, and the significance of the communication.

Word Wall Here are fifteen vocabulary words to define and add to the Word Wall.

gumption (6)	amiable (8)	impertinent (11)	repudiates (11)	crooning (12)
impetuous (14)	pathos (15)	genteel (16)	slovenly (24)	audacity (26)
dismayed (33)	soirees (36)	quaint (40)	triumph (41)	confounded (42)
superlatively (46)	indifferent (46)	Presumptuous (46)	condescending (47)	pantomime (49)
indignant (51)	vexed (52)	earnest (54)	bygones (56)	incorrigible (59)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read Acts I–V.

RESPOND

Timeline List the 15-20 most important events on the timeline.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

[illegible]

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

ACT I

Choose one situation and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?

Henry Higgins takes notes on people's conversations without their consent.	Henry Higgins says he could pass the Flower Girl has a member of higher society by teaching her better English.
Henry Higgins remarks that the Flower Girl has no right to live if she continues to make emotional sounds.	The Flower Girl lies about the amount of money in her possession in attempt to acquire more.

ACT II

Choose one situation and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?

Higgins disregards Eliza of having feelings and of being capable of understanding.	Higgins is exaggerative, and potentially misleading, in the expected outcomes of Eliza's speech lessons.
Alfred Doolittle says that he cannot afford to have morals.	Alfred Doolittle asks Higgins for money in exchange for his daughter.

ACT III

Choose one situation and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?

Higgins brags to his mother about the progress Eliza has made and his surety that he will win the bet.	Higgins limits Eliza's conversational topics to ensure she will do well in social interactions.
Mrs. Eynsford Hill confines in Higgins that she and her family are poor, yet they continue to act as if they are financially well off.	Pickering and Higgins disregard Mrs. Higgins's concern for Eliza's well-being and opportunities once the men are finished with her.

ACT IV

Choose one situation and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?

Higgins stereotypes the women at the garden party as being 'artificial duchesses.'	Pickering and Higgins speak of Eliza as if she is not in the room with them. They speak of her rather than to her.
In anger, Eliza throws Higgins's slippers at him, and refers to herself as a "common ignorant girl."	Higgins disregards Eliza's concerns about moving forward post experiment.

ACT V

Choose one situation and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?

As a joke, Higgins wrote to Ezra D. Wannafeller telling him that Alfred Doolittle was the type of moralist he was looking for. Thus, changing Doolittle's life.	Now that Doolittle has a higher income and social class, people ask him for money and treat him differently.
Higgins says it is best to act as if one soul were as good as another; essentially to treat everyone the same. Do his actions match this concept?	Eliza says she will teach phonetics to other people using the methods and discoveries Higgins used to teach her.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

ACT I

Explore life in 1910s and 1920s. Create a slideshow with at least three slides. You may research facts about society in England on the United States. The slides should address one or more of the following questions: What resources and opportunities were accessible to women, or the marginalized group? What was happening societally and culturally to advance or impede their roles? What innovations were made to help improve society at large?

ACT II

Explore life in the 1940s and 1950s. Create a slideshow with at least three slides. You may research facts about society in England or in the United States. The slides should address one or more of the following questions: What resources and opportunities were accessible to women, or the marginalized group? What was happening societally and culturally to advance or impede their roles? What innovations were made to help improve society at large?

ACT III

Explore life in the 1960s and 1970s. Create a slideshow with at least three slides. You may research facts about society in England or in the United States. The slides should address one or more of the following questions: What resources and opportunities were accessible to women, or the marginalized group? What was happening societally and culturally to advance or impede their roles? What innovations were made to help improve society at large?

ACT IV

Explore life in the 1990s and 2000s. Create a slideshow with at least three slides. You may research facts about society in England or in the United States. The slides should address one or more of the following questions: What resources and opportunities were accessible to women, or the marginalized group? What was happening societally and culturally to advance or impede their roles? What innovations were made to help improve society at large?

ACT V

Explore life in the 2010s and how it may be in the next decade. You may research facts about society in England or in the United States. Create a slideshow with at least three slides. The slides should address one or more of the following questions: What resources and opportunities were accessible to women, or the marginalized group? What was happening societally and culturally to advance or impede their roles? What innovations were made to help improve society at large?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

ACT I

1. Why was the Flower Girl frightened by the Note Taker's transcriptions?
2. Is Clara justified in her responses to the Flower Girl and bystanders? Why or why not.
3. In what ways is the Flower Girl disadvantaged in comparison to Clara?
4. Which characters in this ACT exhibit power or authority? How does the use of language influence the power to their advantage?

ACT II

1. How is Higgins' view of himself different than the view others hold for him?
2. In what ways is Eliza devalued by both Higgins and her father? Is the means of devaluing her the same for both men?
3. Alfred Doolittle says he is "agen middle class morality all the time." Is he justified in thinking morality is different depending on social status?

ACT III

1. Why might Higgins offend Mrs. Higgins's friends?
2. How are Clara's views and attitudes different than those of her mother? Why might there be a difference?
3. Why might Mrs. Higgins feel anger towards her son and Pickering?

ACT IV

1. Why might Higgins be happy the bet is over?
2. How could Higgins's social status impede his understanding of Eliza's concerns?
3. Eliza says she does not want the ring Higgins gave her. Why might she be looking for it once Higgins leaves the room?

Independent Study, Week 1
Pygmalion

ACT V

1. Between Higgins and Liza, who has more control over the situation?
2. How has money taken away Doolittle's freedom?
3. Is Liza justified in her treatment of Higgins? Why or why not?

Analyze the key paragraph.

Key Paragraph, pp. 8–9

"I ain't done nothing wrong by speaking to the gentleman. I've a right to sell flowers if I keep off the kerb. I'm a respectable girl: so help me, I never spoke to him except to ask him to buy a flower off me...Oh, sir, don't let him charge me. You dunno what it means to me. They'll take away my character and drive me on the streets for speaking to gentlemen. They—."

Key Paragraph, pp. 18–19

Higgins "Yes: in six months—in three if she has a good ear and a quick tongue—I'll take her anywhere and pass her off as anything. We'll start today: now! Take her away and clean her, Mrs. Pearce. Monkey Brand, if it won't come off any other way. Is there a good fire in the kitchen?"

Mrs. Pearce [protesting]. "Yes; but—"

Higgins [storming on] "Take all her clothes off and burn them. Ring up Whiteley or somebody for new ones. Wrap her in brown paper till they come."

Key Paragraph, p. 42

Mrs. Higgins "You certainly are a pretty pair of babies, playing with your live doll."

Higgins "Playing! The hardest job I ever tackled: make no mistake about that, mother. But you have no idea how frightfully interesting it is to take a human being and change her into a quite different human being by creating a new speech for her. It's filling up the deepest gulf that separates class from class and soul from soul."

Key Paragraph, p. 46

Liza [breathless] "Nothing wrong—with YOU. I've won your bet for you, haven't I? That's enough for you. / don't matter, I suppose."

Higgins "YOU won my bet! You! Presumptuous insect! / won it. What did you throw those slippers at me for?"

Liza "Because I wanted to smash your face. I'd like to kill you, you selfish brute. Why didn't you leave me where you picked me out of—in the gutter? You thank God it's all over, and that now you can throw me back again there, do you?" [She crisps her fingers, frantically].

Key Paragraph, p. 58

Liza "I know. I am not blaming him. It is his way, isn't it? But it made such a difference to me that you didn't do it. You see, really and truly, apart from the things anyone can pick up (the dressing and the proper way of speaking, and so on), the difference between a

lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Identity is a central theme of *Pygmalion*. For each ACT, you will write 1–2 paragraphs in response to the prompt about identity. Utilize the book for examples and provide either personal or external examples as well to defend your view. On the last day you will use what you have written to complete an essay.

Day 1: Write a thesis statement for your essay. Reflect on the following questions for inspiration; what is identity? Why is it important? What forms of identity can we control?

Day 2: Write one or two paragraphs about sense of identity. Prejudice and stereotypes can affect people's self-identity. Utilize the book for examples and provide either personal or external examples as well to defend your view.

Consider these questions: How do Liza's speech and appearance impact the way she is treated compared to the others around her? What assumptions do people make about her? Is the identity a person perceives you to have always correct?

Day 3: write one or two paragraphs about the ways a person can effectively communicate about their identity to others. Utilize the book for examples and provide either personal or external examples as well to defend your view.

Consider these questions: In what ways is Liza's identity being manipulated to conform to the expectations of others? How has Liza's change in attire changed her attitudes towards her former identity?

Day 4: Write one or two paragraphs about the reasons a person may choose not to express their identity to some or all people around them. Use the book or real-world events for examples.

Consider: At the completion of the bet Liza confronts Higgins, expressing her status as that of a flower merchant. What does this say about the way Liza views herself?

Day 5: Write one or two paragraphs about social identity—self-concept resulting from one's socio-demographic characteristics, such as ethnicity, gender, or family's income. Utilize the book for examples and provide either personal or external examples as well to defend your view.

Consider: How much control does a person have regarding this form of identity? How does this form of identity impact the way an individual is treated? How does being a member of a group shape the ways an individual views themselves and is viewed by others?

Character-Based Literacy Program Independent Study Lesson Plan, *Pygmalion*, Week 2



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Do languages change?

Yes. Language is not homogeneous, meaning it is not consistent. Language appears differently depending on the region and time period. These changes can be gradual across generations, or sudden as seen in slang and jargon. You can look up 18th Century literature and see a stark difference in spelling, grammar, and vocabulary; but you can also see a difference when looking at the vocabulary used in recent decades. These changes primarily occur from small changes made over generations, but another large contributor is migration and geographic movement. When people move around the world they diversify language.

Word Wall Here are five vocabulary words to define and add to the Word Wall.

improbable (67)	formidable (68)	incursions (71)	tumult (72)	infatuation (75)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Independent Study, Final Assignment
NAME _____

Read Read the selection.

Read ACT VI.

RESPOND

Timeline List the 15-20 most important events on the timeline.

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one situation and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?

Romance traditions of the time held that women were to be bullied and mastered.	Mrs. Eynsford Hill was able to maintain an image of genteel social class, but was unable to provide her children with an education.
Eliza decides she has no right to utilize Higgins lessons and discoveries without his agreement.	Eliza portrays her feelings towards Higgins differently than how she deeply feels towards him.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Review the slides you created in Week 1. Create one or two conclusion slides addressing the following questions:

- What era stands out to you the most?
- What surprised you the most?
- Are there any conditions that are similar to life today?
- How have opportunities for this group improved?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

ACT VI

1. Why might Eliza's instincts tell her not to marry Higgins?
2. What role does social class play in the opportunities available to Clara, Freddy, and Eliza?
3. Other than phonetics, what factors impacted Eliza's transformation? What were external contributors, and what were internal contributors?
4. Is changing speech enough to shift the power one has in society?

Analyze the key paragraph.

Key Paragraph, p. 72

“It exasperated her to think that the dungeon in which she had languished for so many unhappy years had been unlocked all the time, and that the impulses she had so carefully struggled with and stifled for the sake of keeping well with society, were precisely those by which alone she could have come into any sort of sincere human contact.”

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Final Writing Product

Your final writing product will be an argumentative essay in response to the following questions:

How do personal and social identity influence opportunities to live a good life?
What power do people have over their identity, and therefore their opportunities?

Your essay should include at least 750 words (three pages double-spaced). You may use your thesis statement and previous writing responses for parts of the essay.

The essay should be concise – avoid repetition and redundancy in statements. Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify on the reasoning.
- The essay includes good transition sentences and phrases.
- The essay thoughtfully presents counterarguments.
- There is a topic sentence in each paragraph.
- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.