

Pygmalion



ISBN-13	978-1503290907
Author	George Bernard Shaw
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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

Pygmalion

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Character-Based Literacy Program 90-Minute Lesson Plan

Pygmalion, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



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.

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.

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

gumption (6)	amiable (8)	impertinent (11)	repudiates (11)	crooning (12)
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READ

Review the timeline from the beginning every day.

Read the selection. In small groups, each member selects a role and reads their part aloud.

Look at the front cover, then make predictions about what you will be reading over the course of this unit. Look at the woman's attire, facial expression, and background images.

Read "ACT I" (pp. 6–13)

Setting	Characters	Pages
Underneath the portico of St. Paul's Church	Clara, Freddy, Mother, bystanders, Flower Girl, Gentleman, Note Taker	6–7
Underneath the portico of St. Paul's Church	Clara, Mother, bystanders, Flower Girl, Gentleman (Colonel Pickering, Note Taker (Henry Higgins)	7–13
Alongside a taxicab	Freddy, Flower Girl	13

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Freddy rushes away from the portico and collides with the Flower Girl, causing her to drop her flower basket.
- A bystander alerts the Flower Girl to a gentleman who is transcribing the comments the Flower Girl makes to those around her.
- The Note Taker identifies bystander's region of origin based on their style of speech.
- The Note Taker tells the Gentleman that he could change the Flower Girl's occupation and status by changing her phonetics.

Map Add to ongoing class activities like a KWL chart or map.

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 as 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.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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?

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—."

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.

Today, please 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?

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

Pygmalion, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



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.

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.

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

impetuous (14)	pathos (15)	genteel (16)	slovenly (24)	audacity (26)
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READ

Review the timeline from the beginning every day.

Read the selection. In small groups, each member selects a role and reads their part aloud.

Read “ACT II” (pp. 14–32)

Setting	Characters	Pages
Higgins’s laboratory	Higgins, Pickering, Mrs. Pearce	14–15
Higgins’s laboratory	Higgins, Pickering, Mrs. Pearce, Flower Girl (Eliza Doolittle)	16–22
Higgins’s laboratory	Higgins, Pickering, Mrs. Pearce	23–25
Higgins’s laboratory	Higgins, Pickering, Mrs. Pearce, Alfred Doolittle	25–30
Higgins’s laboratory	Higgins, Pickering, Mrs. Pearce, Eliza	30–32

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important events on the timeline.

Students might mention:

- Eliza seeks speech lessons from Higgins and becomes insulted at his treatment towards her.
- Eliza, Higgins, Pickering, and Mrs. Pearce come to an arrangement for Eliza’s lessons and lodging.
- Eliza reappears after a bath and is unrecognizable to Higgins, Pickering, and her father.

Map Add to ongoing class activities like a KWL chart or map.

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.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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?

Analyze the key paragraph.

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."

EXTEND

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

Today, please 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?

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

Pygmalion, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

PREPARE

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



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.

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.

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

dismayed (33)	soirees (36)	quaint (40)	triumph (41)	confounded (42)
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READ

Review the timeline from the beginning every day.

Read the selection. In small groups, each member selects a role and reads their part aloud.

Read “ACT III” (pp. 33–43)

Setting	Characters	Pages
Mrs. Higgins’s drawing-room	Mrs. Higgins, Higgins	33–35
Mrs. Higgins’s drawing-room	Mrs. Higgins, Higgins, Mrs. Eynsford Hill, Clara, Freddy, Pickering, Eliza	35–39
Mrs. Higgins’s drawing-room	Mrs. Higgins, Higgins, Mrs. Eynsford Hill, Clara, Freddy, Pickering	39–41
Mrs. Higgins’s drawing-room	Mrs. Higgins, Higgins, Pickering	41–43

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important events on the timeline.

Students might mention:

- Higgins invites Eliza to meet his mother and her guests to see if Liza can be passed off as a member of their social class.
- Higgins recalls meeting Mrs. Eynsford Hill and her children at Covent Garden.
- Mrs. Higgins questions Higgins and Pickering about their plan for Eliza and what will come of her once the bet is over.

Map Add to ongoing class activities like a KWL chart or map.

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.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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?

Analyze the key paragraph.

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."

EXTEND

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

Today, please 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?

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan *Pygmalion*, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



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.

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.

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

superlatively (46)	indifferent (46)	Presumptuous (46)	condescending (47)	pantomime (49)
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READ

Review the timeline from the beginning every day.

Read the selection. In small groups, each member selects a role and reads their part aloud.

Read “ACT IV” (pp. 44–50)

Setting	Characters	Pages
Wimpole Street laboratory	Pickering, Higgins, Eliza	44–46
Wimpole Street laboratory	Higgins, Eliza	46–50

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important events on the timeline.

Students might mention:

- Pickering, Higgins, and Eliza return from the garden party in good spirits. Pickering declared that Higgins won his bet due to Eliza doing so well at the event.
- Higgins expresses joy and relief that the ordeal of teaching Eliza is finished.
- Eliza and Higgins get into an argument about what will become of Eliza now that the experiment is finished.

Map Add to ongoing class activities like a KWL chart or map.

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.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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?

Analyze the key paragraph.

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 crimps her fingers, frantically].

EXTEND

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

Today, please 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?

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

Pygmalion, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



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.

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 five vocabulary words to teach and add to the Word Wall.

indignant (51)	vexed (52)	earnest (54)	bygones (56)	incorrigible (59)
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READ

Review the timeline from the beginning every day.

Read the selection. In small groups, each member selects a role and reads their part aloud.

Read “ACT V” (pp. 51–66)

Setting	Characters	Pages
Mrs. Higgins’s drawing-room	The parlor-maid, Mrs. Higgins, Higgins, Pickering, Doolittle	51–52
Mrs. Higgins’s drawing-room	Mrs. Higgins, Higgins, Pickering, Doolittle	52–57
Mrs. Higgins’s drawing-room	Mrs. Higgins, Higgins, Pickering, Eliza	57–59
Mrs. Higgins’s drawing-room	Mrs. Higgins, Higgins, Pickering, Eliza, Doolittle	59–60
Mrs. Higgins’s drawing-room	Eliza, Higgins, Mrs. Higgins	61–66

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important events on the timeline.

Students might mention:

- Higgins and Pickering notify the police that Eliza is missing.
- Doolittle accuses Higgins of destroying his life after Higgins inadvertently provides Doolittle with a job and income that makes him a member of the middle class.
- Eliza and Higgins get into an argument about the events that transpired during Eliza’s lessons, and what is to happen next.

Map Add to ongoing class activities like a KWL chart or map.

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

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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, 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.

Today, please 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?

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan *Pygmalion*, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



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.

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 teach and add to the Word Wall.

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

Review the timeline from the beginning every day.

Read the selection. In small groups, each member selects a role and reads their part aloud.

Read pp. 67–75

Setting	Characters	Pages
Narrative epilogue of events	Eliza, Higgins, Freddy, Pickering, Clara, Mrs. Eynsford Hill	67–75

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Eliza and Freddy were happily married but experience financial hardship.
- Pickering suggests Eliza and Freddy open a flower shop. The duo are not fit business owners so they seek classes and training and accept guidance from Pickering.
- Clara was dissatisfied with her position so she begins reading, associating with new people, and chooses to work in a store.

Map Add to ongoing class activities like a KWL chart or map.

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

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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.

Close by extending today's lesson to life and the world.
