

## Honors English 10

### UNIT 3: Transformation and Identity

#### Assessment 4: *Pygmalion* argumentative essay

##### Assignment

George Bernard Shaw draws the title of his play *Pygmalion: A Romance in Five Acts* from the classical myth about a sculptor who sets out to reveal the flaws in women by creating the perfect woman in a statue and, ironically, falls in love with his own creation, a lifeless stone who cannot return his love, because the Goddess of Love has punished him for his arrogance. Based on your understanding of the play's theme(s) and the development and roles of the central characters, Henry Higgins and Eliza Doolittle, select a more precise and effective title for the play—one that still draws on the source of the classical myth but reveals a central meaning of the text related to issues of transformation and identity. Compose an argumentative essay in which you defend your chosen title while analyzing Shaw's use of the myth in the play, citing strong and convincing evidence, and using college-level vocabulary in contextually accurate ways to enhance the style of the your essay.

Literary concepts to contemplate and potentially include in development of claim:

allusion	protagonist	dynamic character	comedy
romance	antagonist	static character	irony & social commentary

##### Standards Assessed

###### LITERARY ANALYSIS & TEXTUAL EVIDENCE

**ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.

**ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**ELACC9-10RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**ELACC9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**ELACC9-10RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

###### WRITING

**ELACC9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**ELACC9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC9-10W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**ELACC9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

###### LANGUAGE & STYLE

**ELACC9-10L1&2:** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.

**ELACC9-10L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**ELACC9-10L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## PREPARATION/PLANNING

- Brainstorm thematic concepts, and compose theme statements.
- Make a list of references to myth within the play (stage directions and dialogue).
- Determine the protagonist of the play based on character development.
- Select the theme on which you will focus.
- Contemplate new titles that clearly reference the myth—then choose one that best reflects a central meaning.

## OUTLINE

### Introduction (one paragraph):

- State your theme of focus for *Pygmalion*.
- Assert your title for the play (Underline it.) and your central reasons why it is effective for theme and/or protagonist.
- Mention the literary devices you will analyze in your argument.

### Counterargument (one paragraph):

- Acknowledge how the allusion to the Pygmalion and Galatea myth is effective for the play. (You need details in the form of textual evidence from the myth and play to show parallels between the two texts.)
- However, explain why the title *Pygmalion* is not most effective to convey the theme and/or protagonist of the play.

### Argument (multiple paragraphs):

- For each paragraph, compose a clear topic sentence articulating one specific reason why your title effectively conveys your theme and illustrates character development of the play.
- For each paragraph, fully develop your reasoning by providing and explaining textual evidence for support. (Make sure to discuss relevant literary devices.)

### Conclusion (one paragraph):

- Discuss Shaw's message and social commentary (considering the *isms*) related to theme and/or character development.