**INSTRUCTIONS: Your assessment on *Pygmalion* is a dinner menu/choice menu. You have already completed your main dish (the take-home portion). Now, you’ll be working on appetizers, side dishes, and dessert. ALL your responses must be written on separate paper. Follow the directions in each section. For the side dishes, make sure you indicate which category and which number you are choosing.**

**APPETIZERS – CHOOSE FIVE TO EARN UP TO 15 POINTS (OUT OF 3 POINTS EACH)**

*Nothing to get the juices flowing like a little vocabulary! Briefly define/explain the following terms as they relate to the unit. Explain why they are IMPORTANT, not just what the words mean.*

Social Class At-Home Day

George Bernard Shaw Manners

Cockney Henry Higgins

Victorian Romance Pygmalion (from Greek mythology)

Shavian Drama Pygmalion Effect

**DESSERT – A LITTLE EXTRA FOR YOU? (UP TO 10 POINTS)**

Choose a minor character from the play and analyze his/her role in the play. Give details about how they move the action forward or change particular outcomes in the story. As a minor character, why are they there? Examples include:

• Mrs. Pearce

• Mrs. Eynsford-Hill and Clara

• Alfred Doolittle

Identify at least five differences between the text and the film versions of the story. Think about why the filmmakers might have chosen to make things so different. Which do you think is the most effective version of the story? Explain why.

**SIDE DISHES – CHOOSE 5 (1 FROM EACH CATEGORY) TO EARN UP TO 25 POINTS (OUT OF 5 POINTS EACH)**

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| **Category** | | | |
| The Pygmalion Motif | 1) We read about the myth of Pygmalion in the introduction. Discuss the similarities between Higgins and Pygmalion and between Eliza and Pygmalion’s statue. Does Shaw’s interpretation create a character that is more independent than the mythological one? | 2) What is the Pygmalion myth? Outline the story. Explain, in what significant ways, and with what effect, has Shaw transformed that myth in his play? | 3) How does Higgins “sculpt” Eliza into his ideal human being? Cite at least four pieces of textual evidence that outline the ways he “sculpts” her. |
| Characterization | 1) Who are the protagonist and antagonist in the play? Explain your choices and cite at least three pieces of textual evidence for each one. | 2) Describe the behavior and motivation of the main characters in this play (Higgins, Eliza, Doolittle, and Pickering)? | 3) This is a Cinderella story in that it has a transformation of a poor but lovely young girl into a princess. But is Eliza the only character to undergo such a transformation? Consider her father, Alfred Doolittle, as well as Henry Higgins himself. Describe the other transformations. Whose transformation is the most significant? Why? |
| Social Class | 1) How are the different social classes represented in the play? (Remember the “social ladder” we discussed throughout the story…) | 2) What does the author say about this class system through his characters? Does he think the stereotypes are true? (Hint: Think about how Eliza and Doolittle are portrayed in terms of their abilities and intelligence.) Explain your thoughts. | 3) How does the way individuals are treated in the play change based on their social class? Cite at least 3 pieces of specific textual evidence to prove your point. |
| Language | 1) What effect does language have on the way people are perceived in the play? What effect does language have on the characters’ social class? | 2) What kinds of things are deemed inappropriate when it comes to language in the upper class society? (Hint: Think about Eliza in the beginning of the play as well as the scene at Mrs. Higgins’ tea party.) | 3) Professor Higgins claimed that Eliza would never be able to “leave the gutter” unless she learned to speak properly. Does improper speech have the same effect in modern times? |
| Miscellaneous | 1) What is an “at-home day” (33)? Why do people participate in these kind of social occasions? When Liza is presented at Mrs. Higgin’s at-home day, how is she more like a doll or a statue than a human being? What does Liza choose to talk about? | 2) Romantic comedy has trained us to expect that Higgins and Eliza will marry, but they do not. According to Shaw in the afterward to the play, what are some of the reasons why these two cannot marry? Why is Eliza better off with Freddy? Do you agree with Shaw’s theories about marriage between weak people and strong people? | 3) Eliza says, “My character is the same to me as any lady’s” (26). In fact, she has to care more about her character than any lady. What assumptions are made about Liza due to her accent and class? How does she show these assumptions to be false? |