



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Pygmalion

based on the book by
George Bernard Shaw

Written by
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A FEW NOTES ABOUT THE AUTHOR

George Bernard Shaw

SHAW, George Bernard (1856-1950). "I have been dinning into the public head that I am an extraordinarily witty, brilliant and clever man. That is now part of the public opinion of England; and no power in heaven or on Earth will ever change it." George Bernard Shaw wrote this about himself in 1898. He was then 42 years old. A tall, thin, red-bearded man, he was already well known in London as a critic of music, art, and drama. He was an influential socialist speaker, and he had written plays that attacked the accepted ideas of his time.

George Bernard Shaw-often referred to by his initials-was born in Dublin, Ireland, on July 26, 1856, to an Irish Protestant family. His father had a small wholesale business but drank heavily and neglected his affairs. Shaw's mother was a cold, humorless woman whose main interest was music. Eventually she and her husband were separated. His mother's interest in music offered her and her son a means of escape from this situation. She became acquainted with a musician named George John Vandaleur Lee, and in association with him she filled her house with other musicians. Shaw heard so much music during this period of his life that he developed a deep appreciation for classical music.

Shaw's formal education did not last long. He was tutored by his uncle, then attended day schools, in which he was "near or at the bottom" of his class. By the age of 15 he had become a clerk in a land agent's office. He was a good worker, but he saw no future for himself in office work. His mother and sister had left his father in Dublin and moved to London, and in 1876 he joined them there.

He spent his days at the British Museum reading room, writing several novels-all failures-and studying. During the evenings he began to attend lectures and debates, and he developed into an effective orator. He joined the Fabian Society in 1884 and became one of its most active members. In 1885 Shaw was given a job as a book reviewer for the Pall Mall Gazette. This was followed by several other jobs as a critic of books, art, or theater for various periodicals.

Shaw's first play, 'Widowers' Houses', was performed in 1892. This was the first of many plays, nearly all successful. His main purpose as a dramatist was to shock people out of conventional, hidebound ways of thinking. His view of his work was reflected in the title of his collection 'Plays: Pleasant and Unpleasant', published in 1898. 'Mrs. Warren's Profession', which was not produced until 1902 because of censorship, was included in this collection. Shaw labeled such plays as unpleasant because "their dramatic power is used to force the spectator to face unpleasant facts."

The play concerns the inability of one of the characters to accept the fact that her mother, Mrs. Warren, gained her fortune through prostitution. Mrs. Warren is the most conventional character in the play, and she defends her life with an attack on the society that rewards vice and oppresses virtue.

Among Shaw's many plays are 'Arms and the Man' (1894), 'Candide' (1897), 'Caesar and Cleopatra' (1901), 'Man and Superman' (1905), 'Major Barbara' (1905), 'Pygmalion' (1913), and 'Saint Joan'

(1923). Shaw also published many essays, including "The Intelligent Woman's Guide to Socialism and Capitalism" (1928).

In 1898 Shaw married Charlotte Payne-Townshend. They had no children, and Mrs. Shaw died in 1943. His correspondence over the years with the actresses Ellen Terry and Mrs. Patrick Campbell was widely publicized. In 1925 he won the Nobel prize for literature. Shaw died in Ayot St. Lawrence, Hertfordshire, on Nov. 2, 1950.

— Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Pygmalion* by Bernard Shaw. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the play through a bulletin board activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the play.

Following the discussion there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: summarize the information they have found while working on their **group project**. The second assignment is to persuade: students persuade Higgins to treat Liza better. The third assignment is to give students a chance to simply express their own opinions: students explain why some manners are important to have and others are not, and how one can decide which ones are most important.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Pygmalion*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for higher level students.

There are additional **support materials** included with this unit. The **extra activities** section includes suggestions for an in-class library, crossword and word search puzzles related to the play, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Pygmalion*

1. Through reading Bernard Shaw's *Pygmalion*, students will study the many facets of "good manners."
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will plan and hold a formal garden party.
4. Students will consider the importance of good manners and the importance of recognizing when "good manners" are taken too far and create unnecessary snobbery.
5. Students will study the relationships among the characters.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Pygmalion* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
NOTE: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the play
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
10. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Pygmalion*

Date Assigned	Act(s) Assigned	Completion Date
	Act One	
	Acts Two & Three	
	Acts Four & Five	

UNIT OUTLINE - *Pygmalion*

1 Introduction	2 PV Act One Practice Parts	3 Read Act One PV Acts 2 & 3	4 Study ?s Act One Read Acts 2 & 3 PV Acts 4 & 5	5 Study ?s Acts 2 & 3 Read Acts 4 & 5
6 Study ?s Acts 4 & 5 Extra ?s	7 Vocabulary	8 Library/Project	9 Writing Assignment #1	10 Project Planning
11 Film	12 Film	13 Writing Assignment #2	14 Nonfiction Reports	15 Garden Party
16 Writing Assignment #3	17 Review	18 Test		

Key: P = Preview Study Questions V = Prereading Vocabulary Worksheets

LESSON ONE

Objectives

1. To introduce the *Pygmalion* unit.
2. To distribute books and other related materials
3. To introduce the project assignment
4. To assign speaking parts for the reading of the play

NOTE: You need to have prepared a bulletin board titled: MOM SAYS, "MIND YOUR MANNERS" or some other appropriate title.

Activity #1

Have a variety of markers available for students to use to write up things they've learned that make "good manners"--things like, "Don't burp at the table," "Say 'Please' and 'Thank you,'" "Don't tell Aunt Martha her special lasagna tastes awful," or "Thank Grandma for the pink bunny pajamas she got you for Christmas even though you hate them."

TRANSITION: Explain to students that they are going to read a play about a man who bets he can take a young woman from the streets--with no social graces--and pass her off as a duchess at an ambassador's garden party.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

WRITING ASSIGNMENT #1 - *Pygmalion*

PROMPT

You have done most of your research for the class project. Take a minute now to review and summarize your research. Your assignment is to write a composition in which you explain what research you did and what you found out.

PREWRITING

Most of your prewriting has been done already in the form of the notes you took while you were reading. Just take a minute now to organize and review your notes (or jot down what you remember about what you read if you didn't take any notes) and organize the information you have.

DRAFTING

Write a paragraph in which you introduce your topic and explain what you were researching.

In the body of your composition, tell what you found out as you read. Write at least three paragraphs, using as much detail as possible.

Write a concluding paragraph in which you determine if the information you found was sufficient or if you will need to do more research to get the information you need.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.