

## **AP English 12: English Literature and Composition**

### ***Pygmalion* Literary Analysis Responses**

Directions: Respond to the following prompts in detailed analysis, composing a convincing interpretation with effective supporting evidence. Each response will be assessed according to the attached rubric.

1. In retrospect, the reader often discovers that the first act or scene of a play introduces some of the major themes of the work. In a detailed response, with supporting quotations, discuss ways in which the exposition of Act I of *Pygmalion* functions to establish a central thematic topic.
2. A literary foil is a character who, through contrast, highlights the distinctive characteristics of another. In a detailed response, including supporting quotations, explain how Colonel Pickering serves as a character foil for Professor Higgins, focusing on what personality traits of Higgins are emphasized through Pickering's differences.
3. At Mrs. Higgins's at-home day, we witness Eliza deliberately playing a role, but who else is playing a role? Compare Eliza's role-playing to that of another character in the play, and explain how their role-playing serves Shaw's purposes of social criticism.
4. Choose the one line from Act IV that you believe is the turning point or climax in the play, and in a detailed response, including supporting quotations, defend your decision.
5. In the Sequel to the play, Shaw asserts that the "rest of the story . . . would hardly need telling" if not for our dependence on the romantic tradition of "happy endings." In a detailed response, that provides supporting quotations, discuss how Eliza's "well-considered decision" that "she would not marry [Higgins] even if he asked her" is a denouement that supports Shaw's social criticism of marriage.

## **Grading Rubric for Paragraph Responses**

### 90-100%

Responses in the range of 90 to 100 percent are persuasive and convincing and reveal a clear understanding of the topic and/or the literary work. They begin with a focused thesis sentence that asserts an opinion and addresses all elements of the question, and they contain logical organization with clear transitions, fully explained development of ideas, precise supporting evidence from the literary text in the form of direct quotations, and an interesting conclusion that addresses theme. These responses are grammatically clear and well-written and adhere precisely to the required formatting.

### 80-89%

Responses in the range of 80 to 89 percent are competent and reasonable and reveal understanding of the topic and the literary work. They contain a thesis sentence that states an opinion, but the thesis may not address all elements of the question precisely. There is development of ideas, supporting evidence from the literary text, organization but with weak transitions, and a unfocused conclusion that may not address theme. These responses may have a few grammatical errors but are generally clearly written and adhere to the required format formatting.

### 70-79%

Responses in the range of 70 to 79 percent are simple and superficial and reveal a limited understanding of the topic and the literary work, possibly addressing only a part of the topic. They contain an unfocused main idea, limited organization, limited development of ideas, vague supporting evidence from the literary text, and a limited conclusion that does not address theme. These responses may be grammatically flawed with errors in formatting; they are marginally well-written yet still understandable.

### 50-69%

Responses in the range of 50 to 69 percent are inadequate and reveal an incomplete understanding of the topic and the literary work. They do not contain a clear main idea, organization is confusing or disconnected, development of ideas is thin, textual evidence—if present—does not support their points (possibly irrelevant or erroneous), and conclusion is missing. These responses are grammatically flawed, lack clarity, and may contain major errors in formatting.

### 30-49%

Responses in the range of 30 to 49 percent are seriously flawed and reveal little understanding of the topic and the literary work. They do not address the topic, organization is lacking, development of ideas is too brief, and there is little or no textual evidence for support, and an abrupt ending. These responses do not adhere to the required formatting and contain serious grammatical flaws that make the writing difficult to understand.