

AP English Literature and Composition

Pygmalion Assessment Options

Option 1: Soundtrack Project

Create a soundtrack for *Pygmalion*. Your soundtrack should include the following:

1. A theme song to represent the central idea about the human condition expressed in the play
2. FIVE additional songs (for a total of SIX songs) that
 - a. trace the plot development throughout the play (one for each act)
OR
 - b. follow the development of either Eliza OR Henry throughout the play
OR
 - c. reflect five different aspects of the play's satirical focus

Turn in the following:

1. An album cover that provides a symbolic representation of the theme of the play. (The artwork MAY NOT be a literal, physical representation of characters.)
2. An introductory paragraph that provides focus for your analysis by explaining your selection of album cover art and how the theme song illustrates the play's central idea about humanity. Incorporate at least three direct quotations from the text for support.
3. A list of your six chosen songs and the performers as well as print-outs of the song lyrics AND/OR a CD of the songs (in order). NONE of the songs may come from *My Fair Lady*!
4. Five paragraphs (one per song) detailing why you selected each song. Each paragraph should begin with a clear topic sentence that articulates a unifying central idea. In each paragraph, use SPECIFIC details from the play, include at least two direct quotations from the text for support, and identify and discuss at least ONE literary device (from the quotations or the song lyrics).

Option 2: Literary Analysis

For four of the following questions, compose a detailed response. Begin with a clear and focusing topic sentence that asserts your position. Make sure to include at least two direct quotations from the text to support your ideas.

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, 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, 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, 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, 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.

OR

The Sequel to the play asserts that "Galatea never does quite like Pygmalion: his relation to her is too godlike to be altogether agreeable." Discuss the central allusion of the play, and explain how the resolution of the play reinforces this final statement.