

English 12: British Literature and Composition
Spring 2010 Final Exam
Pygmalion Soundtrack Project

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

1. A “theme song” to represent the overall theme of 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 the attitude, personality traits, thoughts/ideas, etc. of FIVE different characters from the play

Turn in the following:

1. A list of your six chosen songs and the performers
2. Printouts of the song lyrics AND/OR a CD of the songs (in order). NONE of the songs may come from *My Fair Lady*!
3. Six 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, and identify and discuss at least ONE literary device (from the quotations or the song lyrics).
4. 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
5. A concluding paragraph that provides closure by explaining your selection of album cover art and how each song relates to the overall theme of the play as illustrated by the album cover

You may work with ONE partner from any of Boyd, Tiller, or Ullo’s English 12 British Literature and Composition classes. If you work alone, your assignment is due at the end of your exam period for British literature. If you work with a partner, your assignment is due at the end of the FIRST exam period of your partnership. For example, if you have British literature 8th period, but your partner has it 5th period, you would need to turn in your assignment on Wednesday by the end of the 5th period exam time.

The exam schedule is as follows:

Wednesday, May 19	Periods 5 and 7
Thursday, May 20	Periods 6 and 8
Friday, May 21	Periods 1 and 3
Monday, May 24	Periods 2 and 4

Your project will be assessed according to the following standards:

ELABRL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and characteristics) in a dramatic work and using this evidence as the basis for interpretation.

The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic British and Commonwealth literature and provides evidence from the text to support understanding; the student:

- a. Identifies and analyzes types of dramatic literature (i.e., tragedy, comedy, verse play).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements, (i.e., monologue, soliloquy, aside, foil, satire, stock characters, dramatic irony).
- d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

ELABLRL2 The student identifies, analyzes, and applies knowledge of theme in a work of British and/or Commonwealth literature and provides evidence from the work to support understanding. The student

- a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- b. Evaluates the way an author's choice of words advances the theme or purpose of the work.

ELABLRL3 The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

- a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.
- b. Relates a literary work to the characteristics of the literary time period that it represents.

ELABLRL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student

- a. Demonstrate awareness of an author's use of stylistic devices and an appreciation of the effects created.
- b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.

ELA12W2 The student demonstrates competence in a variety of genres.

The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:

- b. Formulates a coherent thesis or controlling idea.
- c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.
- d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.
- g. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.
- m. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).

ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.
- b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).
- c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tense, agreement).

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres.