

Evaluating and Critiquing Author’s Craft

- Now that you have analyzed some of the key elements of the poem, evaluate and critique the poet’s use of language. Use the following questions to guide your discussion with a partner.
  - Which lines would might evoke an emotional response in readers?
  - Which lines illuminate a theme found in the poem?
  - How effective is the poet’s diction in helping the reader understand the speaker’s memories?
- Quickwrite:** Do you think Montez’s use of imagery, specific details, and diction is effective? Use specific evidence from the text to support your commentary.

Check Your Understanding

Take a moment to reconsider the various poems you have read so far in this unit, several of which come from different time periods and cultures. Thinking across these poems, write a new response to the unit’s first essential question: Why do writers make the choices they make?

In your response, consider the effects of poets’ choices relating to sound, form, figurative language and/or dramatic structure.

Writing Prompt: Informational

Revisit two or more of the poems you have read so far in this unit and write two paragraphs analyzing how the poets—writing from different cultures and time periods—use poetic elements to achieve an effect. Focus specifically on the poets’ use of diction and dramatic structure. Be sure to: E4.10(B)

- Describe key genre characteristics such as precise language, structural elements, and the use of poetic devices. E4.5(B), E4.5(F), E4.7(B), E4.8(E)
- Incorporate examples from poems read in this unit. E4.5(C)
- Use standard English conventions. E4.5(F), E4.9(D)

INDEPENDENT READING LINK

Read and Connect

Select a passage from your independent reading that contains strong imagery or particularly effective diction. Which words or phrases stand out? Why do you think the author chose to use those specific words or phrases to convey his or her message? Write a paragraph in which you evaluate the author’s language choices.

My Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

ADAPT

If students need additional help making connections between the poetic elements and their effects on meaning and tone, consider rereading the Montez poem, this time removing or muting one or two specific techniques. Then ask students to comment on the effects of removing the element.

ACTIVITY 1.5 continued

**10** Read aloud the questions posed in student step 6. If necessary, reread the poem for students. Allow students time to answer the questions with a partner. Then engage in a class discussion to examine how Montez’s use of imagery, detail, and diction contributes to voice and point of view. Use these questions to prompt students’ thinking:

- How does point of view, the lens through which the speaker is presenting the information, affect the reader’s interpretation of the events?
- What is the tone? How is it influenced by diction, imagery, detail, and point of view?

**11** As students complete the quickwrite, circulate around the room to make sure they understand imagery and diction.

**12** Use the Check Your Understanding as an opportunity to have students revisit the poems that they have read so far in the unit as they reconsider their response to the first essential question. In preparation for the writing prompt, guide students to pay attention to the use of dramatic structure in several of the poems, including “My Papa’s Waltz,” “Mushrooms,” and “The Eagle.”

**13** For the writing prompt, instruct students to revisit two or more poems from the unit, and to analyze the effects of diction and dramatic structure in their selected poems.

**14** Remind students to complete the Independent Reading Link.

ASSESS

Students’ paragraphs for the writing prompt should show that they understand how characteristics of poetry, such as sensory language, careful use of diction, and structure, are used in the poem to create meaning and effect. Look for examples and explanations of how specific poetic devices are used in the poem.

**Opening Writing Prompt**

Read Florence Kelly's biography and the first two paragraphs of her speech and then respond to the following question.

How does Kelley craft the opening of her argument? Look at the bullet points in the previous section and identify at least two elements of craft that Kelley uses in her opening. Using these elements of craft to create a persuasive and engaging effect on your audience, write a short opening to an argumentative text about whether or not high school students should get summer jobs.

**As You Read**

- Mark the text where you notice the elements of a good argument: hook, claim, concessions and refutations, support, and call to action. (You can even abbreviate them as H, C, C&R, S, and CA.) E4.5(E), E4.7(D)(i)
- Circle challenging or unfamiliar words and phrases and try to determine their meanings using context. E4.2(B)

**About the Author**



Florence Kelley (1859–1932) was an American social worker and reformer. Starting in 1892 in Chicago, Kelley did extensive investigative work delving into slum and sweatshop conditions. Her findings and articles sparked legislators to limit women's working hours, prohibit child labor, and regulate sweatshops. She delivered the following speech before the convention of the National American Woman Suffrage Association in Philadelphia on July 22, 1905. This association fought to allow women the right to vote in elections.

*My Notes*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**5** Preview the As You Read tasks, noting the abbreviations for each element.

**6** Direct students to read the About the Author. Have them highlight what they think are the most significant aspects of Florence Kelley's biography.

**7** Invite students to complete the Opening Writing Prompt, which will require them to read the first two paragraphs of the speech. Have students do this independently. Encourage students to revisit the section Reviewing the Structure of an Argument. They should notice that the hook grabs the audience's attention, that Kelly uses the word "we" to create a connection with the audience, and that she appeals to emotion.



**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**

E4.11(G)(i) Examine sources for credibility, bias, and accuracy.

Additional Standards Addressed:  
E4.1(D), E4.2(B), E4.4(G), E4.5(E), E4.7(D)(i), E4.8(D)

# Money, Power, and Class in *Pygmalion*

## ACTIVITY 2.13

### Learning Targets

- Analyze characterization and plot development through the Marxist perspective.
- Collaboratively analyze the effects of social class, power, and money on characters in the text.
- Explain how a critical perspective affects a reader's understanding of the meaning of a text.

### Preview

In this activity, you will analyze and discuss the ways in which the social class, wealth, and power dynamics impact the plot and character development of Shaw's *Pygmalion*. You will then reflect on the text from a Marxist critical perspective and explain your new understanding in the form of a written response.

### Power

- Create a graphic to illustrate the hierarchy of power in *Pygmalion*. In other words, visually represent a ranking of who has the most power to who has the least power. In addition to the major characters (Higgins, Pickering, and Eliza), be sure to include the minor characters, such as Mrs. Pearce, Mrs. Higgins, Mr. Doolittle, Freddy, Clara, and Mrs. Eynsford Hill. Include on your graphic an explanation as to why some of the characters have power while others do not.

### Money

- Create a graphic ranking the characters in *Pygmalion* according to their degree of power (highest to lowest) and their wealth (richest to poorest). As you work to rank the characters, note whether the degree of wealth a character has correlates to their power. Does power always correlate with greater wealth and higher social class?

### Economic Context

- With your discussion group analyze how social class, distribution of wealth, and power dynamics are represented through the characters and setting in *Pygmalion*. Consider the economic context represented in *Pygmalion*.
  - Which social class does each character belong to?
  - Which group, the upper class or lower class, is portrayed in a positive light?
  - How does the economic setting of the play, with its emphasis on social class, create conflict, and therefore influence the plot?
  - What message does Shaw convey about class divisions?

### Learning Strategies

Discussion Groups  
Graphic Organizer  
Think-Pair-Share

### My Notes

## ACTIVITY 2.13

### PLAN

**Materials:** *Pygmalion*; chart paper; markers/crayons  
**Suggested Pacing:** 1 50-minute class period

### TEACH

- Read through the Learning Targets and Preview with students to ensure they understand what they are going to do. You may wish to lead a brief informal discussion of what they learned about Marxist Criticism in the previous activity.
- Divide students into three groups (one for each concept) or six or nine smaller groups (multiple groups for each concept).
- Have each group complete the student step for their assigned concept. Invite groups to consider how intertwined the three concepts are.
- If you've arranged the class so that more than one group is analyzing each concept, have all the groups assigned each concept meet to discuss and compare their findings.
- Ask the groups to prepare short presentations, supporting their graphics and findings with explanations (**think-pair-share**).
- Have students return to the definition of Marxist Criticism and apply it to Shaw's play. Lead a class discussion of their discoveries.
- Continue the discussion by asking what other factors can confer power. Have students connect those factors to social class and money.

### TEACHER TO TEACHER

As you approach the end of the first part of the unit, consider showing several scenes from Cukor's 1964 musical adaptation of *Pygmalion*, *My Fair Lady*, that illustrate the different critical frameworks discussed in class. Good choices include the Ascot race scene, the ball, and Alfred Doolittle's return.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

### Focus Standards:

**E4.1(A)** Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies.

**E4.6(D)** Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

**E4.8(A)** Evaluate the author's purpose, audience, and message with a text.

**E4.10(B)** Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.

### Additional Standards Addressed:

E4.4(B), E4.4(C), E4.4(E), E4.5(C), E4.5(D), E4.5(G), E4.7(D)(i)

3. When you narrow down your group's ideas to a few potential topics, brainstorm resources you might be able to use to conduct your research. Draw on your knowledge of the different sources you've already read in this unit to generate ideas in the graphic organizer. If you have difficulty coming up with potential sources, consider modifying the research topic.

| Topic | Resource | Contribution to Research  |
|-------|----------|---|
|       |          | (Sum up how the resource relates to the topic in one sentence.) |

4. Work to come to an agreement on your group's topic. Offer ideas and judgments to help move the group toward settling on a strong research topic. For instance, did the group vote on a topic and choose the one favored by the majority? Review the information gathered in the first two steps to help come to a consensus on a topic.

5. Write your topic below and a brief rationale on how the group chose it.

Topic or Issue and Rationale:

6. Formulate a strong research question that stems from the topic or issue your group selected. Then work as a group to collect information from the text you've read that could help answer the question. Make notes in your Reader/Writer Notebook.

As you continue to conduct research, you will evaluate whether your research question is guiding your research effectively. Consider these criteria when evaluating your major research question:

- Is the question clear enough? Does it use precise language to ask a specific question?
- Is the question complex enough? Does it require the researcher to find and synthesize information from multiple sources in order to answer the question?
- Is the question focused enough? Will it be possible to answer the question in the scope of your assignment?

Use these criteria to evaluate the research question your group has just written. Decide whether or not it needs to be modified at this stage in the process and modify it as needed. Make sure you return to these criteria as the research process unfolds.

7. Then use the chart on the next page to consider what approaches each of you might take to complete your individual essay for Embedded Assessment 1. How will you analyze the topic using a critical perspective?

**4** Direct students' attention to the three-column chart in student step 4. Model using it by choosing a generic natural-disaster-related topic and using some of the articles, reports, and other pieces from this unit to begin building a resource list. You may want to review or model how to evaluate sources for credibility.

**5** You may want to suggest students use the **RAFT** (Role, Audience, Format, Text) strategy to help the group generate and agree on a manageable topic.

**6** Have students review their work from Activity 4.5 before discussing their thoughts with their group. Have them formulate a guiding question for their group's topic and make notes in their Reader/Writer Notebooks. Guide students to understand the importance of modifying the research question if it does not satisfy certain criteria, such as those outlined on the student page. Model the process by working with the class to evaluate an unclear, overly simple, or unfocused research question, such as "Is it important to prepare for storms?"