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CCR Performance Task

ELA Grade 6: Writing About Literary Text
Pygmalion and Galatea

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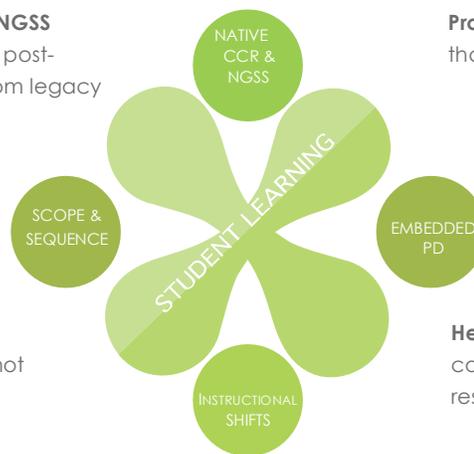
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CCR Performance Tasks

ELA Grade 6: Writing About Literary Text

Pygmalion and Galatea

Student Test Booklet

Name:

PART 1

Directions: Read the text "Pygmalion and Galatea." Follow your teacher's directions and answer the questions in the test booklet.

Pygmalion and Galatea

By Erin Bregman

1   Once upon a time, in a village in ancient Greece, there was a sculptor named Pygmalion who was famous for creating lifelike masterpieces. Pygmalion could make blocks of marble transform into water, or silk, or the face of a beautiful woman so real that people would confuse the statues for the genuine things. Pygmalion was so devoted to his work that he had little time for anything else, not even for love. Because he was famous and an artist, as well as a kind man, many women admired him and tried to attract his attention. But Pygmalion was so in love with his art that he failed to notice their efforts. Every day, he rose early in the morning and he worked all day, carving stone late into the night.

2   The statues Pygmalion carved were perfect. His marble cat curled up in the sun, so lifelike that every passerby stopped to pet it. His marble lions were so real that small children fled in fright. There was no sculptor alive who could create more beautiful shapes and figures from blocks of stone.

3   One day, Pygmalion began to carve a large slab of marble. At first, he didn't even know what he was carving. Then the form of a person began to appear. For weeks and months he carved. Pygmalion's attention to detail was so great that every fingernail on his statue was perfectly formed. When at last it was done, he stood back to admire his work.

4   As Pygmalion stood looking at this new statue of his, a strange feeling began to come over him. The statue was so beautiful, her face so lovely, that Pygmalion knew she must be kind. Her eyes were so lively he knew she must be intelligent. He named the statue Galatea. When he reached to touch the statue's hand, he was disappointed that it was only cold marble. She seemed so real!

5   Pygmalion began to spend all his time with Galatea. He stopped carving marble. Instead, he sat near the statue, speaking to her for hours. The more he spoke with her, the more he gazed upon her, the deeper Pygmalion fell in love. And the deeper he fell in love, the more he despaired that Galatea was not a living, breathing woman.

6   The people of the town worried about Pygmalion. He had stopped carving altogether. He was never hungry. He couldn't sleep at night. He felt as if his heart were breaking.

7   His friends were so worried that they called on Aphrodite, the goddess of love. Surely Aphrodite could help Pygmalion. Pygmalion's friends went to the temple of Aphrodite. They left flowers and gifts for the goddess of love, and begged for her to help Pygmalion.

8   Aphrodite heard the cries of Pygmalion's friends, and was curious to see this statue that inspired so much love. When Aphrodite went to visit Galatea, she saw the beautiful statue, cold and silent, in the center of the room. Next to the statue was Pygmalion. As was his custom, he was talking to the statue.

9   Aphrodite entered the room. "Of all the women in the world, this is the one you love most?"

10   "Is she not the most beautiful?" Pygmalion asked.

11   Aphrodite agreed that yes, Galatea was very beautiful. "And she is the one you love?" Aphrodite asked again.

12   "I will never love another!" cried Pygmalion.

13   And so the goddess of love granted Pygmalion's wish. When Pygmalion turned back to the statue, he saw the smallest hint of color on her cheeks. As he looked, the color spread to her eyes, her hair, and the dress she wore. Pygmalion reached out and took her hand. It was warm!

14   "You're alive!" said Pygmalion, and he began to tell Galatea how much he loved her.

15   Galatea gazed at Pygmalion's face, and then opened her mouth to speak. "Labas rytas, kas tu toks?"

16   "What?" asked Pygmalion, utterly bewildered.

17   "Ką tu sakai?" Galatea responded.

18   Pygmalion couldn't understand a word Galatea spoke! He pointed to himself, saying, "Pygmalion."

19   Galatea found Pygmalion's name extraordinarily funny, and began to laugh. As she laughed, she attempted to explain what made his name such a joke, but her speech was in vain;

Pygmalion didn't understand a single word. As he gazed upon Galatea's impossibly beautiful face, Pygmalion decided that if his love was strong enough to overcome her having been a mere statue, it was strong enough to overcome this. For the first time since Galatea's form had appeared from marble, Pygmalion closed his mouth, listening instead of speaking.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. How can you tell that "Pygmalion and Galatea" is a fictional story?
2. How would "Pygmalion and Galatea" most likely be different if it were a drama?
3. Why might the author have decided to use narrative fiction to tell the story of Pygmalion and Galatea?

Option B

Directions: Reread the text and summarize its plot by completing the chart below.

The Beginning: Background Information	
The Rising Action: Pygmalion's Problem	
The Climax: The Solution to Pygmalion's Problem	
The End: Surprise!	

Option C

Directions: Review the text. Then complete the graphic organizer below by writing the theme, setting, names of main characters, and the main events of the plot.

Theme

Setting

Main Characters

Main Events of Plot

PART 2

Directions: You will now read a short play, "Pygmalion's Wish," based on the myth of Pygmalion and Galatea. Follow your teacher's directions and answer the questions in the test booklet.

Pygmalion's Wish
By Erin Bregman

(Pygmalion stands center stage, carving a statue of a cat from a block of marble on a table. He speaks directly to the audience. From time to time, a townsperson peeks in the window to see what the sculptor is carving.)

PYGMALION You see how curious people are to see my latest masterpiece. Some say I'm the greatest sculptor who ever lived, but words mean little to me. What I know is that when I look at this block, I don't just see marble—I see life and beauty and movement and power.

(He turns the marble, continuing to carve.)

PYGMALION I remove layers of rock to show the cat inside the marble. Yesterday, I released a flowing fountain of water.

(He points to a carving of water overflowing a fountain. A townsperson's head appears in the window.)

TOWNSPERSON #1 Pygmalion! What spectacle will we see next?

PYGMALION I'm a poor sculptor if you can't guess from its shape.

TOWNSPERSON #1 Ah, a cat curled up to sleep. Look at the tail twitching! You're brilliant, Pygmalion.

(The townsperson leaves. Pygmalion continues carving the marble.)

PYGMALION (Pygmalion speaks to the audience.) Brilliant, but what does that mean? All I do is use tools and muscle to liberate what already exists. The cat, the fountain—they were there long before I began to chip at the marble.

(Another townsperson pokes his head in.)

TOWNSPERSON #2 Pygmalion! What masterpiece can I see?

PYGMALION Take a look for yourself.

TOWNSPERSON #2 Ah, it looks as lifelike as your lion! Did I tell you, my son saw the roaring lion and ran away in fright! You're brilliant, Pygmalion.

(He leaves. Pygmalion goes back to work.)

PYGMALION Again with the brilliant. I'm just a laborer. The lion was there long before I put my hand on the marble.

(Three ladies poke their heads in, and watch at Pygmalion as he works.)

LADY #1 He's brilliant.

LADY #2 I know.

LADY #3 And handsome, too.

LADY #1 Pygmalion!

LADY #2 What are you working on today?

LADY #3 You're brilliant, Pygmalion.

(The three ladies stand, motionless as statues, and watch.)

(Pygmalion doesn't appear to hear them. He finishes the carving of the cat, and stands back to view his work.)

PYGMALION There, the cat has emerged from stone. Now the lovely one awaits.

(He approaches a large block of marble, and begins to carve. The townspeople and ladies peek through the door, watching and loudly whispering to each other.)

TOWNSPERSON #1 What is he making now?

TOWNSPERSON #2 It looks like a face.

LADY #1 A beautiful face!

LADY #2 Who is she?

LADY #3 She looks like Aphrodite.

TOWNSPERSON #1 Do you think he's making a statue of Aphrodite?

TOWNSERSON #2 She is beautiful enough to be the goddess of love herself.

(At the noise, Pygmalion turns, and the townspeople and ladies scurry away.)

(Time passes. The sun sets, the moon rises and sets, and the sun rises again. Pygmalion works through the night. He finishes his sculpture, and stands back, eying it critically.)

PYGMALION You are more beautiful than I had even imagined.

(He chisels the last fingernail.)

PYGMALION You look familiar. It's as if I've always known you. Galatea will be your name.

(Pygmalion sits and looks at Galatea. The sun rises and sets, the moon rises and sets, the sun rises again. The ladies and townspeople peek in.)

LADY #1 Look at those two, like a pair of statues together.

LADY #2 He's a shadow of his former self.

LADY #3 He stares at her as if he were in love.

TOWNSPERSON #1 In love with a statue?

(They turn to stare at Pygmalion, whose gaze never leaves Galatea.)

LADY #1 Nothing but love would keep him from working.

LADY #2 But a statue! He must be crazy!

(The ladies and townspeople wander away, loudly whispering.)

(Pygmalion suddenly gathers fresh fruits and flowers, and takes these gifts, trudging down the road to Aphrodite's temple. He arranges the gifts at the steps of the temple and speaks.)

PYGMALION Aphrodite, all love begins and ends with you, and so you must be the one who inspired this love I have for Galatea. I refuse to believe that love—that any kind of love—is crazy. This love makes me suffer, but I would rather suffer than give it up. Oh, Aphrodite, I beg you to use your powers to help me. Turn me into a statue so that I can join my beloved for eternity.

(Pygmalion waits as if for Aphrodite to respond, and eventually leaves the temple and returns home.)

(Approaching Galatea, Pygmalion holds out his hand as if he is going to take her hand in his.)

PYGMALION Galatea, we'll be together soon.

(Galatea is silent, but color starts to spread into her cheeks.)

PYGMALION If we cannot be together as a man and a woman, we'll stand together as marble statues.

(The color spreads to Galatea's eyes and hair.)

PYGMALION (Aside, as if speaking to himself.) Am I dreaming? This is more than I have ever dreamed of. I must be mad!

(From the pedestal where she stands, Galatea smiles at Pygmalion.)

PYGMALION Aphrodite is kind and merciful above all others!

GALATEA Hello, Pygmalion.

(She holds out her hand. Pygmalion takes it.)

END OF PLAY

Option A

Directions: Prepare for a discussion of the following questions. Use the following chart to help you prepare for the discussion.

1. How can you tell that "Pygmalion's Wish" is a drama?
2. How would "Pygmalion's Wish" most likely be different if it were a story?
3. Why might the author have decided to use a drama to tell the story of Pygmalion and Galatea?

Option B

Directions: Write a sentence or two in response to each question below. Use specific details and examples from the text to support your answers.

1. **Which details from the drama help the reader know that Pygmalion is a talented sculptor?**

2. **What purpose do the characters Lady 1, Lady 2, and Lady 3 serve in the drama?**

3. **How is Pygmalion's visit to Aphrodite's temple connected to Galatea's transformation?**

Option C

Directions: Complete the checklist below to show which dramatic elements are in "Pygmalion's Wish." Write an example from the drama for each element that is in "Pygmalion's Wish."

Dramatic Elements Checklist

___**Conflict**

Example

_____

_____

___**Dialogue**

Example

_____

_____

___**Monologue**

Example

_____

_____

—12—

___Aside

Example

| |
| |
| _____ |
| |
| _____ |
| |

___Stage Directions

Example

| |
| |
| _____ |
| |
| _____ |
| |

PART 3

Directions: Now you will review the texts, consider how they are alike and different, and prepare for and plan your own writing.

Option A

Directions: Prepare for a discussion of the following questions. You can use this chart to help you prepare for the discussion.

1. What is a main difference in the structure of the texts?
2. What is a similarity in the plots of both texts?
3. What is a difference in the plots of the texts?
4. What is a difference among the characters in the texts?

Option B

Directions: Think about the similarities and differences between the texts. Complete the graphic organizer below to show how the texts are alike and different.

Pygmalion and Galatea	Both Texts	Pygmalion's Wish

PLANNING EXERCISE

Directions: For the extended response, you will write an essay in which you compare and/or contrast how the theme is presented in "Pygmalion and Galatea" and "Pygmalion's Wish."

Review the texts and review your notes and responses for the earlier parts of this task.

Think about the two versions of the myth of Pygmalion and Galatea. Are the themes of the texts similar or different?

You will be asked to write an essay that compares and/or contrasts the themes of the texts. As you plan your writing, think about:

- The themes of both texts, and how they are alike or different
- How the authors present and develop the themes of the texts
- Specific examples and quotations from both texts that you may use to support your ideas
- A way to organize your writing with a clear introduction and conclusion

Use the space below and on the next page to make notes that prepare you to write your essay.

Notes

Notes

EXTENDED WRITING PROMPT

Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt on the following pages.

Think about the two versions of the myth of Pygmalion and Galatea. Are the themes of the texts similar or different?

Write an essay in which you compare and/or contrast how the themes are presented in both texts. Be sure that your essay:

- Clearly states the theme of both texts
- Compares and/or contrasts the themes and how the themes are developed
- Includes specific examples and quotations from both texts
- Is focused on your main idea
- Is organized with a clear introduction and conclusion

Your response will be scored using this rubric.

4 Point Response
You will:
   • Write an essay that gives a complete and accurate response to all parts of the question;
   • Clearly state the themes of both texts;
   • Provide a logical, developed comparison and/or contrast of the themes;
   • Use specific examples or quotations from both texts to support your ideas in the essay;
   • Organize the writing with a clear introduction and conclusion.

3 Point Response
You will:
   • Write an essay that gives a mostly accurate response to most of the question;
   • State the themes of both texts;
   • Provide a comparison and/or contrast of the themes;
   • Use examples or quotations from both texts;
   • Organize the writing with an introduction and conclusion.

2 Point Response
You will:
   • Write an essay that gives a response to part of the question;
   • State the theme of at least one text;
   • Provide or imply a comparison and/or contrast of the themes;
   • Show little organization.

1 Point Response You will: • Write one or more sentences about Pygmalion and/or Galatea, or may copy quotations from the text that relate to but do not answer the question.
0 Point Response   • You will not write a response, or you will not answer the question.

CCR Performance Tasks

ELA Grade 6: Writing About Literary Text

Pygmalion and Galatea

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Pygmalion and Galatea	Literary Text	751	800 L	2	2	2	2
Pygmalion's Wish	Literary Text	N/A	N/A	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
Pygmalion and Galatea	● The complexity of the text is appropriate as a stimulus for a writing task, especially because the text is designed in part of a larger task that involves comparing works from different genres.
Pygmalion's Wish	● The qualitative measures of the drama indicate that the text is appropriate for grade 6.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	**Literary text:** May include more than one storyline, and may be difficult to predict. **Informational text:** Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	**Literary text:** The text describes experiences common to most readers and has a single theme. **Informational text:** The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	**Literary text:** Organization may include subplots or time shifts. **Informational text:** Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	**Literary text:** The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. **Informational text:** The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	**Literary text:** Organization is intricate. **Informational text:** Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	**Literary text:** The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. **Informational text:** The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

Table of Contents

About the Teacher Guide

This document contains support materials for the "Grade 6 Writing About Literary Text: Pygmalion and Galatea" task. This includes:

(a) An overview of the task
(b) The standards addressed by this task, including detailed descriptions of the standards
(c) The scoring rubrics, including sample student responses
(d) Questions to stimulate further discussion
(e) Optional extension activities

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

PTE50 Grade 6 Writing about Literary Text

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3

PARCC claims

Primary claim

Major Claim II: Writing—Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.1: Reading Literature—Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Parts 1, 2, and 3

Overview of Performance Task

MAJOR OBJECTIVE: Students will write extended responses to a prompt that asks them to compare and/or contrast how two versions of a myth address the theme.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Grade 6 Writing About Literary Text: Pygmalion and Galatea

The texts and activities in this text focus on comparing and contrasting a narrative and a dramatic version of the myth of Pygmalion and Galatea in preparation for writing an essay that compares and/or contrasts how the versions address the theme.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: for the student to write a narrative.

TEACHER GUIDE

Part 1
CORE TASK Read the text "Pygmalion and Galatea." In addition to performing the CORE TASK, select one or more of these options: **Option A** Students discuss the text. **Option B** Students complete charts to summarize the plot of the text. **Option C** Students use graphic organizers to identify narrative elements from the text.

Part 2

CORE TASK

Read the text "Pygmalion's Wish."

In addition to performing the CORE TASK, select one or more of these options:

Option A
Students discuss the text.

Option B
Students write short responses to questions about the text.

Option C
Students use checklists to identify dramatic elements from the text.

Part 3

CORE TASK

Review the texts.

In addition to performing the CORE TASK, select one or more of these options:

Option A
Students discuss differences and similarities in the texts.

Option B
Students complete Venn diagrams to identify similarities and differences in the texts.

Planning Exercise for Extended Writing Prompt
Students plan their extended responses.

Extended Writing Prompt
Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on the text "Pygmalion and Galatea" and addresses the following general objective.

OBJECTIVE: Student will show understanding of the theme and narrative elements of a retelling of a myth.

CORE TASK
    Read the text "Pygmalion and Galatea."

    In addition to performing the CORE TASK, select one or more of these options:

   Option A
   Students discuss the text.

   Option B
   Students complete charts to summarize the plot of the text.

   Option C
   Students use graphic organizers to identify narrative elements from the text.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A Option B Option C
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Option A Option B Option C
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Option A

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option B Option C

PROCEDURE for Part 1

CORE TASK

Provide students with a general overview of the tasks. Your overview should include the following points:

- The *genre* is the kind or type of writing. The main genres are fiction and nonfiction, and there are many subgenres of each. Poetry and drama are subgenres of fiction, while biography and autobiography are subgenres of nonfiction.
- Authors might choose different genres for different purposes. For example, nonfiction is used to give information, but authors might choose to tell a story in narrative fiction, poetry, or drama.
- Narrative fiction, poetry, and drama might have elements in common, but they also have differences in form and structure.
- These might all have characters, a plot, and a setting, but a drama is written mostly in dialogue and may have stage directions for the actors. A poem is divided into lines and stanzas, and may follow rules in meter and rhyme.
- There are many examples in literature of the same story told in different genres.

OPTIONAL PREPARATION ACTIVITY

Initiate a class discussion in which you ask students to identify examples of narrative fiction, poetry, and drama.

Ask students the following questions:
- What elements help you know the genre?
- Why did each author probably choose a particular genre to tell the story?
- How might a work be different if the author used a different genre?

Instruct students to read the text.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the text. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. How can you tell that "Pygmalion and Galatea" is a fictional story?

Possible Response: *The content is that of fiction: a statue couldn't come alive in real life, and we don't have goddesses who grant wishes.*

OR

The form is that of a story: it's written in sentences and paragraphs, and contains a plot, characters, theme, and setting.

2. How would "Pygmalion and Galatea" most likely be different if it were a drama?

Possible Response: *It would have a lot more dialogue and a lot less description. Instead of describing what happens, the author would show the characters talking or acting out the events. There would be stage directions that tell what the stage should look like and that tell the actors what to do.*

3. Why might the author have decided to use narrative fiction to tell the story of Pygmalion and Galatea?

Possible Response: *Maybe the author wanted to let the reader know what Pygmalion is thinking. For example, at the end of the story, Pygmalion decides to listen to Galatea and is quiet. If the story were told as a drama, the reader might not know why Pygmalion is being quiet.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response
Student will: - Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;   - Participate in the discussion by asking relevant questions and contributing meaningful responses.
3 Point Response
Student will: - Have notes for most questions addressed in the discussion;   - Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Ask students to complete a chart to summarize the plot of the text. This activity can replace OPTION A.

The Beginning: Background Information	*Pygmalion is a great sculptor. He works all the time and has no time to fall in love, even though many women like him. All he cares about is his work.*
The Rising Action: Pygmalion's Problem	*Pygmalion carves a statue of a woman. The statue is so beautiful that he falls in love with it. Then he is sad, because he loves the statue, but he wants it to be a real woman.*
The Climax: The Solution to Pygmalion's Problem	*Aphrodite changes the statue into a woman.*
The End: Surprise!	*Galatea is now a woman, not a statue, but she speaks a different language from Pygmalion. Even though she is now real, they still can't communicate with each other.*

SCORING RUBRIC for Part 1: Option B

Use the following rubric to evaluate students' responses.

4 Point Response
Student will:
• Provide a complete and correct summary of the plot of the text and exclude extraneous information.

3 Point Response
Student will:
• Provide a mostly complete and correct summary of the plot of the text, and may include some extraneous information.

2 Point Response
Student will:
• Provide a correct partial summary of the plot of the text, and may include some incorrect and/or extraneous information.

1 Point Response
Student will:
• Provide at least one or two events from the plot of the text with some incorrect and/or extraneous information.

0 Point Response
Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 1: Option C

Ask students to complete their graphic organizers. This activity can replace OPTION A or OPTION B.

Possible Responses:

Theme
Be careful what you ask for.
OR *Love conquers all.*
Setting
A village in ancient Greece
Main Characters
Pygmalion, Aphrodite, and Galatea
Main Events of Plot
Pygmalion is a great sculptor. He carves a statue so beautiful that he falls in love with it. Then he is sad it is not a real woman. The goddess Aphrodite turns the statue into a woman, but she speaks a different language from Pygmalion. Even though he gets his wish, he still doesn't get exactly what he wanted.
OR
Pygmalion is a great sculptor. He carves a statue so beautiful that he falls in love with it. Then he is sad it is not a real woman. The goddess Aphrodite turns the statue into a woman, but she speaks a different language from Pygmalion, who decides that his love can overcome this challenge.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' responses.

4 Point Response
Student will:
    • Provide an accurate, text-based interpretation of the theme;
    • Include a complete and correct identification of narrative elements;
    • Exclude minor details that do not support the central task.

3 Point Response
Student will:
    • Provide a somewhat accurate interpretation of the theme;
    • Include mostly correct identifications of narrative elements;
    • Include a few details that do not clearly support the central task.

2 Point Response
Student will:
    • Include some identifications of narrative elements;
    • Exclude the theme and/or important details;
    • Include details that do not clearly support the central task.

1 Point Response
Student will:
    • Provide a limited summary;
    • Use mostly direct quotations from the text in an attempt to summarize it.

0 Point Response Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PART 2 Overview

Part 2 focuses on the text "Pygmalion's Wish" and addresses the following general objective.

OBJECTIVE: Student will show understanding of the differences between a narrative version and a dramatic version of the same myth.

CORE TASK
Read the text "Pygmalion's Wish."

In addition to performing the CORE TASK, select one or more of these options:

> **Option A**
> Students discuss the text.
>
> **Option B**
> Students write short responses to questions about the text.
>
> **Option C**
> Students use checklists to identify dramatic elements from the text.

STANDARDS ALIGNMENT
The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A Option B Option C
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Option A Option B
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Option A

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option B Option C

PROCEDURE for Part 2

CORE TASK
Tell students that they will now read a drama that presents the story of Pygmalion and Galatea.

OVERVIEW
Provide an overview of part 2. In your overview, you may wish to include the following points:
- How drama is similar to narrative fiction: Both have a theme, setting, plot, and characters.
- How drama is different in format from narrative fiction: Drama is read as a script. The script may list the characters, provide information about props or costumes, and give stage directions for the actors. Also, the format makes it clear who is speaking, as the character's name appears before the words the character speaks.
- Drama may require more from the reader in terms of making inferences about what is happening, as there is little description. The only way to know what a character is thinking is from the character's words and actions.

OPTIONAL PREPARATION ACTIVITY
Ask students to tell what they know about drama. What are some dramatic elements or elements of theater? Ask a student to list these elements on the board. Some of the dramatic elements may include:
- Monologue
- Dialogue
- Asides
- Stage directions
- Conflict
- Plot

Instruct students to read the text.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the text. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. How can you tell that "Pygmalion's Wish" is a drama?

Possible Response: *It has the structure of a drama, with dialogue and stage directions.*

2. How would "Pygmalion's Wish" most likely be different if it were a story?

Possible Response: *There would probably be more description of what the characters look like, the setting, and what the characters are thinking.*

3. Why might the author have decided to use a drama to tell the story of Pygmalion and Galatea?

Possible Response: *It makes the story more exciting and lively to see and hear people speaking and acting out the story.*

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response Student will: • Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt; • Participate in the discussion by asking relevant questions and contributing meaningful responses.
3 Point Response Student will: • Have notes for most questions addressed in the discussion; • Participate in the discussion by asking relevant questions and/or contributing meaningful responses.
2 Point Response Student will: • Have notes for some questions addressed in the discussion; • Participate in the discussion by asking questions and/or contributing responses.
1 Point Response Student will: • Have few, if any, notes for the questions addressed in the discussion; • Fail to participate in the discussion in a meaningful way.
0 Point Response Student will provide no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Ask students to write short responses to the questions.

1. Which details from the drama help the reader know that Pygmalion is a talented sculptor?

Possible Response: *His statue of a lion is so lifelike that it scared a boy, and the fountain he carved looks as if real water flows from it.*

2. What purpose do the characters Lady 1, Lady 2, and Lady 3 serve in the drama?

Possible Response: *To show how much the women of the town admire Pygmalion, and how he pays little attention to them.*

OR

They reflect the opinions people have of Pygmalion—at first, they are admiring, and then they say he is crazy when he falls in love with Galatea.

3. How is Pygmalion's visit to Aphrodite's temple connected to Galatea's transformation?

Possible Response: *He went to the temple to ask Aphrodite to turn him into a statue so he can be with Galatea forever, but Aphrodite instead transforms Galatea into a woman so that the couple can be together.*

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' written responses.

4 Point Response Student will: • Provide clear and complete responses to the questions; • Include supporting details from the text; • Exclude minor details that do not support the central task.
3 Point Response Student will: • Provide mostly clear and complete responses to the questions; • Include some support from the text, but the connection may not be clear; • Include a few details that do not clearly support the central task.
2 Point Response Student will: • Provide partial responses to the questions; • Exclude necessary supporting detail; • Include details that do not clearly support the central task.

1 Point Response

Student will:

- Provide limited responses to the questions;

- Exclude necessary supporting detail OR provide some supporting detail with no explanation;

- Include details that do not clearly support the central task.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 2: Option C

Ask students to complete the checklist and add an example from the text for each checked item. This activity can replace OPTION A or OPTION B.

Possible Response:

Dramatic Elements Checklist

X Conflict

Example: *Pygmalion loves Galatea, but she is only a statue and can't return his love.*

X Dialogue

Example: *Pygmalion and the townsperson speak with each other.*

X Monologue

Example: *Pygmalion's opening speech to the audience is a monologue.*

X Aside

Example: *(Aside, as if speaking to himself.) Am I dreaming? This is more than I have ever dreamed of. I must be mad!*

X Stage Directions

Example: *(Pygmalion stands center stage, carving a statue of a cat from a block of marble on a table. He speaks directly to the audience. From time to time, a townsperson peeks in the window to see what the sculptor is carving.)*

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' writing.

4 Point Response
Student will:
   • Demonstrate a thorough understanding by completing the checklist correctly;
   • Include a relevant supporting example from the text for each element;
   • Exclude extraneous information.

3 Point Response
Student will:
   • Demonstrate understanding by completing most of the checklist correctly;
   • Include a supporting example from the text for most elements;
   • Exclude extraneous information.

2 Point Response

Student will:

- Demonstrate partial understanding by completing some of the checklist correctly.
- Include some supporting examples;
- Include extraneous information.

1 Point Response

Student will:

- Demonstrate limited understanding by completing some of the checklist;
- Include few if any supporting examples;
- Include extraneous information.

0 Point Response

Student will provide no response, or the response is incorrect or irrelevant.

OPTIONAL EXTENSION ACTIVITIES for Part 2

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

> Ask a group of students to act out (or read aloud) the drama for the rest of the class.

> Then initiate a class discussion to explore how the experience of hearing or watching the drama acted out is different from reading the text.

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

> Play a video of *My Fair Lady* and/or the film adaptation of Bernard Shaw's *Pygmalion* for the students to watch.

> Initiate a class discussion to explore how the film version or versions of the myth are similar to and different from the texts the students read.

Part 3 Overview

Part 3 focuses on both of the texts and addresses the following general objective.

OBJECTIVE: Student will understand the similarities and differences between a narrative and a dramatic version of a myth, and will use this knowledge to respond to a prompt asking students to compare and/or contrast how the versions address the theme.

CORE TASK

Review the texts.

In addition to performing the CORE TASK, select one or more of these options:

Option A
Students discuss differences and similarities in the texts.

Option B
Students complete Venn diagrams to identify similarities and differences in the texts.

Planning Exercise for Extended Writing Prompt
Students plan their extended responses.

Extended Writing Prompt
Students respond to the writing prompt.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A Option B Writing Prompt
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Option A Option B Writing Prompt
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Option A
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option B Writing Prompt

PROCEDURE for Part 3

OPTIONAL PREPARATION ACTIVITY

Initiate a discussion by asking students to imagine what might happen if the theme, characters, setting, and some plot events were different in the story of Pygmalion and Galatea.

Here are some questions you may wish the students to consider:
- How would the plot and characters be different if the story were set in the present?
- How would the story be different if told from Galatea's or Aphrodite's point of view?
- What would happen if Aphrodite changed her mind and turned Galatea back into a statue?
- What if instead of turning Galatea into a person, Aphrodite turned Pygmalion into a statue?
- What would have happened if Aphrodite had refused Pygmalion's request?

Invite students to imagine different possibilities and scenarios for the myth.

CORE TASK

Instruct students to review the texts.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the text. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What is a main difference in the structure of the texts?

Possible Response: *"Pygmalion and Galatea" is fiction, told as a story, with narration that describes the setting, characters, and what happens. "Pygmalion's Wish" is a drama in which the characters' words tell the story.*

2. What is a similarity in the plots of both texts?

Possible Response: *In both texts, a great sculptor works so hard he has no time for other people. He falls in love with a statue he carves. Then Aphrodite transforms the statue into a real woman.*

OR

Both texts have a surprise ending that isn't what the reader expects will happen.

3. What is a difference in the plots of the texts?

Possible Response: *In the story, Galatea speaks a different language from Pygmalion. In the drama, Pygmalion asks to be transformed into a statue, but Aphrodite transforms Galatea instead.*

OR

In the drama, Pygmalion asks Aphrodite to change him into a statue, but in the story, his friends go to the temple and make the request that Aphrodite help Pygmalion.

4. What is a difference among the characters in the texts?

Possible Response: *In the story, Aphrodite comes to Pygmalion and speaks with him.*

OR

In the drama, all of the characters speak, not just a few. In the story, only Pygmalion, Aphrodite, and Galatea speak.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response
Student will:
   • Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
   • Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response
Student will:
   • Have notes for most questions addressed in the discussion;
   • Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response
Student will:
   • Have notes for some questions addressed in the discussion;
   • Participate in the discussion by asking questions and/or contributing responses.

1 Point Response
Student will:
   • Have few, if any, notes for the questions addressed in the discussion;
   • Fail to participate in the discussion in a meaningful way.

0 Point Response   Student will provide no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Ask students to review the texts they have read and to complete their graphic organizers comparing and contrasting both versions of the myth.

Possible student responses:

Pygmalion and Galatea	Both Texts	Pygmalion's Wish
• *Surprise ending: Galatea speaks a different language* • *Galatea is more of a character, or the reader knows more about Galatea* • *Pygmalion's friends ask Aphrodite for help* • *More description* • *Tells what Pygmalion is thinking* • *Is funny* • *Is a story* • *Theme is to be careful what you wish for*	• *Basic plot is the same (great sculptor falls in love with a statue, and Aphrodite changes the statue into a woman)* • *Mostly the same characters: Pygmalion, Galatea, Aphrodite* • *Pygmalion is a great sculptor* • *Galatea is a statue that turns into a real person* • *Pygmalion's wish is granted by a goddess* • *Based on the same myth* • *Theme is that love conquers all*	• *Surprise ending: Galatea is transformed instead of Pygmalion* • *Relies more on characters' words and less on description* • *Has stage directions* • *Has more dialogue* • *Pygmalion speaks directly to audience* • *Ends before Galatea speaks* • *Is serious* • *Pygmalion talks more with the other characters than he does in the story* • *Is a play* • *Theme is that love conquers all (only if a different theme is interpreted for the story)* OR *another text-based interpretation*

PROCEDURE for Part 3: Planning Exercise

Tell students they now have a chance to plan their extended responses. They should follow the directions in their booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response Student will: • Write an essay that gives a complete and accurate response to all parts of the question; • Clearly state the themes of both texts; • Provide a logical, developed comparison and/or contrast of the themes; • Use specific examples or quotations from both texts to support the ideas in the essay; • Organize the writing with a clear introduction and conclusion.
3 Point Response Student will: • Write an essay that gives a mostly accurate response to most of the question; • State the themes of both texts; • Provide a comparison and/or contrast of the themes; • Use examples or quotations from both texts; • Organize the writing with an introduction and conclusion.
2 Point Response Student will: • Write an essay that gives a response to part of the question; • State the theme of at least one text; • Provide or imply a comparison and/or contrast of the themes; • Show little organization.
1 Point Response Student will: • Write one or more sentences about Pygmalion and/or Galatea, or may copy quotations from the text that relate to but do not answer the question.
0 Point Response • Student will not write a response, or will not answer the question.

OPTIONAL EXTENSION ACTIVITIES for Part 3

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

> Provide students with another version of the myth of Pygmalion and Galatea, and ask them to write a paragraph comparing and contrasting this version with "Pygmalion's Wish."

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

> Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

> Ask students to work in pairs or groups to create a Facebook page for one of the main characters of the myth (Pygmalion, Galatea, or Aphrodite).