



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2B: Unit 2: Lesson 18

## World Café about *Pygmalion*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Supporting Learning Targets

- I can effectively engage in discussions with my classmates about the characters, setting, and plot in *Pygmalion*.
- I can analyze the play by citing specific evidence and recognizing patterns from the beginning, middle, and end of the novel.

Ongoing Assessment

- World Café charts



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Review Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. World Café (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket and Preview Homework (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the Eliza's Identity: Exit Ticket and Homework.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson serves as the culminating discussion of <i>Pygmalion</i>. It uses the same protocol as in Module 1 (Unit 1, Lesson 9 and Unit 2, Lesson 8). Review the World Café protocol (embedded in this lesson; also in Module 1, Unit 1, Lesson 9). The students should be familiar with the protocol, which provides an opportunity for you to circulate and assess SL.7.1. See supporting materials for a discussion assessment tracker.</li><li>• World Café materials/setup:<ul style="list-style-type: none"><li>– World Café protocol directions (one for document camera or charted on board)</li><li>– Classroom divided into three sections, with each having enough room for one-third of the class to sit at tables in groups of three (triads)</li><li>– Table card prompts (each table of triads within a section should have a different question; repeat for each larger section)</li><li>– One recording chart for each triad (the recording chart is simply a large piece of paper, ideally a piece of flip chart)</li><li>– A marker for each triad</li></ul></li><li>• The questions also invite students to ponder bigger questions about identity, independence, and freedom. This will deepen their engagement with the text and enrich their understanding of the final chapters.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• World Café Questions (for teacher reference)</li><li>• <i>Pygmalion</i> (play; one per student)</li><li>• Recording chart (one per triad)</li><li>• Markers (one per student)</li><li>• Table Card prompts (one per triad)</li><li>• World Café protocol directions (written on chart or displayed on document camera)</li><li>• Document camera</li><li>• Discussion Assessment Tracker (for teacher reference)</li><li>• Eliza's Identity: Exit Ticket and Homework (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students get out <b><i>Pygmalion</i></b>.</li><li>• Direct students' attention to the learning targets. Ask:<ul style="list-style-type: none"><li>* "What can you do to make sure your conversation helps everyone in your group analyze the entire play? When you have thought of two things, raise your hand."</li></ul></li><li>• Wait until most of the class has a hand up and then call on several students to share their thinking. Listen for them to name actions such as clarifying definitions, asking questions, paraphrasing, staying within the text, rereading the pages referred to in the questions, and using Reader's Notes.</li><li>• Reinforce that talking about texts is one strong way to deepen one's understanding.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. World Café (35 minutes)</b></p> <p><i>Note: Directions for the World Café protocol follow. They are almost identical to the directions in Module 1, Unit 1, Lesson 9, except that teachers offer specific praise for strong discussions (instead of smooth transitions) focused on textual evidence throughout the play. In case you don't need to read the whole protocol again, the questions are listed here. When teaching this lesson, first review the protocol with students and then share the discussion questions.</i></p> <ul style="list-style-type: none"> <li>• Explain to students that unlike other reading lessons, today they will be discussing the entire play. Give specific positive praise to students for diligently filling out the Reader's Notes. This thinking has prepared them to contribute to discussion today. Encourage them to use their Reader's Notes while they look for specific examples to support their ideas.</li> <li>• Below are the three main <b>World Café questions</b> and related probing questions (see supporting materials).             <ol style="list-style-type: none"> <li>1. We learn from the epilogue that Eliza marries Freddy, as she said she would in Act V, and that she had absolutely no intention of marrying Higgins.                  In fact, George Bernard Shaw fought all his life to keep Eliza from marrying Higgins in future versions of the stage play and the movie; people wanted "the happy ending" so badly that they even rewrote the play without Shaw's knowledge, which infuriated him, and he too rewrote the play to make his position on Eliza and Higgins clearer.                  Where else in the play does Shaw make it clear that Eliza does not have the personality, or the desire, to marry Higgins?                  Use specific examples from different parts of the play to support your thinking.</li> <li>2. Higgins states in Act V: "The great secret, Eliza, is not having bad manners or good manners or any other sort of particular manners, but having the same manner for all human souls." Where else in the play do we find evidence of this belief through Higgins's actions? Use specific examples from different parts of the play to support your thinking.</li> <li>3. In the original myth, Galatea, the statue created by Pygmalion, comes to life. How does Eliza come to life in the play? Use specific examples from different parts of the play to support your thinking.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like World Café) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> <li>• World Café provides a structure to create mixed-ability grouping of students. For regular discussion and close reading exercises, mixed groupings will provide a collaborative and supportive structure for reading complex texts and close reading of the text.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Directions for the World Café follow.<ul style="list-style-type: none"><li>– Ask students to take out their text, <i>Pygmalion</i>.</li><li>– Arrange students into triads, with each triad sitting at a table with materials for the World Café: <b>recording chart</b>, a <b>marker</b>, and one <b>Table Card prompt</b> (see supporting materials).</li><li>– Display the <b>World Café protocol directions</b> on the <b>document camera</b> or on a chart. Briefly review the protocol directions.</li><li>– Remind students that they have done this protocol once before, in Module 1. Tell them that it will feel fast-paced at first, because it's designed to give every student a chance to think for a bit about each question. Caution students that you will interrupt their conversations, but they'll have a chance to keep working with their ideas at the end of the activity. Review the simple signal you will use to indicate when each round is done (e.g., raising hands, clapping).</li></ul></li><li>• During the World Café, circulate and use the Discussion Assessment Tracker to assess students on SL.7.1.</li></ul> <p><b>Round I:</b></p> <ul style="list-style-type: none"><li>• Ask each triad to choose a student to be the “Recorder” for the first round. The Recorder will write down ideas from the group’s conversation on the recording chart at the table. Ask all groups to have their Recorder raise his or her hand.</li><li>• Remind students to use their Reader’s Notes and the play to support their discussions. Remind them of the goals they set in the opening part of class about conversations that deepen everyone’s understanding of the play.</li><li>• Focus students on the question on their table card prompts. Ask them to read the question aloud and then discuss that question. Ask the Recorder to take notes on the table’s recording chart. Remind Recorders to make their letters about 1 inch high so that their writing will be visible when posted at the end of the activity.</li><li>• After 3 minutes, use the signal to get students’ attention. Explain the transition that they will do momentarily:<ul style="list-style-type: none"><li>– The Recorders will stay seated at the table where they have been working.</li><li>– The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</li></ul></li><li>• Signal students to transition quickly and quietly.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>Round II:</b></p> <ul style="list-style-type: none"><li>• Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other's ideas, asking each other questions.</li><li>• Be sure that the Round I Recorder has remained at his/her original table. Tell the class the following three steps, then prompt them to begin:<ul style="list-style-type: none"><li>– The Round I Recorder summarizes the conversation that happened at that table during Round I.</li><li>– Choose a new Round II Recorder from the new students at the table.</li><li>– The new group reads the question on their table card prompt, then begins a discussion about that question.</li></ul></li><li>• Remind students to use their Reader's Notes and the text to support their discussions. Prompt the Round II Recorder to take notes on the table's recording chart. Remind Recorders to make their letters about 1 inch high so that their writing will be visible when posted at the end of the activity.</li><li>• After 3 minutes, use the signal to get students' attention. Remind them of the transition:<ul style="list-style-type: none"><li>– Round II Recorders will stay seated at the table where they have been working.</li><li>– The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</li></ul></li><li>• Signal the transition to Round III.</li></ul> <p><b>Round III:</b></p> <ul style="list-style-type: none"><li>• Repeat the process from Round II.</li><li>• Be sure that the Round II Recorder has remained at his/her Round II table. Review the three steps, then prompt them to begin:<ul style="list-style-type: none"><li>– The Round II Recorder summarizes the conversation that happened at that table during Round II.</li><li>– Choose a new Round III Recorder from the new students at the table.</li><li>– The new group reads the question on their table card prompt, then begins a discussion about that question.</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind them to use their Reader's Notes and the novel to support their discussions. Prompt the new Recorder to take notes on the table's recording chart. Remind Recorders to make their letters about 1 inch high so that their writing will be visible when posted at the end of the activity.</li><li>• After 3 minutes, use the signal to get students' attention. Remind them of the transition:<ul style="list-style-type: none"><li>– Round III Recorders will stay seated at the table where they have been working.</li><li>– The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</li></ul></li><li>• Signal the transition to Round IV.</li></ul> <p><b>Round IV:</b></p> <ul style="list-style-type: none"><li>• Repeat the process from Round III.</li><li>• Be sure that the Round III Recorder has remained at his/her Round III table. Review the three steps, then prompt them to begin:</li><li>• The Round III Recorder summarizes the conversation that happened at that table during Round III.</li><li>• Choose a new Round IV Recorder from the new students at the table.</li><li>• The new group reads the question on their table card prompt, then begins a discussion about that question.</li><li>• After 3 minutes, use the signal to get students' attention. At this point, students should have discussed each of the questions on the table card prompts. Thank students for their participation and collaboration during the World Café. Point out several specific things you noticed about how they used the protocol more effectively this time than the first time.</li><li>• Ask all Round IV Recorders to bring their recording charts to the front of the room and post them so that they are visible to all students.</li><li>• As a closing for this activity, ask students to think of one thing they saw or heard today that helped make discussions effective. When they have thought of one, they should raise their hands. When more than half the class has a hand up, call on several students to share their thinking.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket and Preview Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Eliza's Identity: Exit Ticket and Homework</b>. Briefly preview it, making sure to define the word <i>cultivate</i>.</li><li>• Ask students to think on their own for a minute and then to complete the exit ticket portion of the homework.</li></ul> <p>After giving them a minute to think individually, call on students to share their ideas. Encourage other students to add to their list.</p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete the Eliza's Identity: Exit Ticket and Homework.</li></ul>	<ul style="list-style-type: none"><li>• This homework assignment is designed to allow students to further reflect on the novel, not to provide assessment data for a particular standard. Give students credit for completing it, but do not grade it.</li></ul>



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## Supporting Materials



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**World Café Questions**  
(For Teacher Reference)

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**Name:**

\_\_\_\_\_  
**Date:**

1. We learn from the epilogue that Eliza does marry Freddy, as she said she would in Act V, and that she had absolutely no intention of marrying Higgins.

In fact, George Bernard Shaw fought all his life to keep Eliza from marrying Higgins in future versions of the stage play and the movie; people wanted “the happy ending” so badly that they even rewrote the play without Shaw’s knowledge, which infuriated him, and he too rewrote the play to make his position on Eliza and Higgins clearer.

**Where else in the play does Shaw make it clear that Eliza does not have the personality, or the desire, to marry Higgins?**

**Do you agree with Shaw that Eliza should not marry Higgins? Why or why not?**

**Use specific examples from different parts of the play to support your thinking.**

2. Higgins states in Act V: “The great secret, Eliza, is not having bad manners or good manners or any other sort of particular manners, but having the same manner for all human souls.”

**Where else in the play do we find evidence of this belief through Higgins’s actions?**

**Use specific examples from different parts of the play to support your thinking.**

3. In the original myth, Galatea, the statue created by Pygmalion, comes to life.

**At what moment does Eliza come to life in the play?**

**Use specific examples from different parts of the play to support your thinking.**



World Café Table Prompts

1. We learn from the epilogue that Eliza does marry Freddy, as she said she would in Act V, and that she had absolutely no intention of marrying Higgins.

In fact, George Bernard Shaw fought all his life to keep Eliza from marrying Higgins in future versions of the stage play and the movie; people wanted “the happy ending” so badly that they even rewrote the play without Shaw’s knowledge, which infuriated him, and he too rewrote the play to make his position on Eliza and Higgins clearer.

**Where else in the play does Shaw make it clear that Eliza does not have the personality, or the desire, to marry Higgins?**

**Do you agree with Shaw that Eliza should not marry Higgins? Why or why not?**

**Use specific examples from different parts of the play to support your thinking.**

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2. Higgins states in Act V: “The great secret, Eliza, is not having bad manners or good manners or any other sort of particular manners, but having the same manner for all human souls.”

**Where else in the play do we find evidence of this belief through Higgins’s actions?**

**Use specific examples from different parts of the play to support your thinking.**

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3. In the original myth, Galatea, the statue created by Pygmalion, comes to life.

**At what moment does Eliza come to life in the play?**

**Use specific examples from different parts of the play to support your thinking.**



Discussion Assessment Tracker  
(For Teacher Reference)

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria). Use the "Notes/Comments" area to record any additional observations.

<p>Student name and date:</p>          <p>Notes/comments:</p>	<p>Criteria:</p>  <p>___Contributes to discussion.</p> <p>___Takes turns speaking.</p> <p>___Gives full attention to speaker.</p> <p>___Uses evidence from the text.</p> <p>___Stays on topic.</p> <p>___Asks questions when appropriate.</p>
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<p>Student name and date:</p>          <p>Notes/comments:</p>	<p>Criteria:</p>  <p>___Contributes to discussion.</p> <p>___Takes turns speaking.</p> <p>___Gives full attention to speaker.</p> <p>___Uses evidence from the text.</p> <p>___Stays on topic.</p> <p>___Asks questions when appropriate.</p>
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**Discussion Assessment Tracker**  
(For Teacher Reference)

<p><b>Student name and date:</b></p>     <p><b>Notes/comments:</b></p>	<p><b>Criteria:</b></p>  <p>___Contributes to discussion.</p> <p>___Takes turns speaking.</p> <p>___Gives full attention to speaker.</p> <p>___Uses evidence from the text.</p> <p>___Stays on topic.</p> <p>___Asks questions when appropriate.</p>
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<p><b>Student name and date:</b></p>     <p><b>Notes/comments:</b></p>	<p><b>Criteria:</b></p>  <p>___Contributes to discussion.</p> <p>___Takes turns speaking.</p> <p>___Gives full attention to speaker.</p> <p>___Uses evidence from the text.</p> <p>___Stays on topic.</p> <p>___Asks questions when appropriate.</p>
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**Eliza's Identity: Exit Ticket and Homework**

**Name:**

**Date:**

**Exit Ticket**

Over the course of the play, we have discussed Eliza in depth. List some of the aspects of her identity here:

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**Homework**

Answer each question below with a well-written paragraph each. Make sure to refer to specific details from the text.

1. What is one of Eliza's character traits that you would like to cultivate in yourself as a part of your identity? Why? How did it help Eliza? How would it help you in today's world?

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Eliza's Identity: Exit Ticket and Homework

2. What is one of Eliza's character traits that you would not like to cultivate? Why? How did it hurt Eliza? How would it hurt you in today's world?

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3. The author of *Pygmalion*, George Bernard Shaw, knew that his play would be viewed mostly by the upper-class theater audiences of England. What do you think he wanted his audiences to learn from his play?

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