

Cyrano de Bergerac

Grade Level: Seventh Grade Language Arts
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Length of Unit: Eight lessons, 3-4 weeks, approximately two 90-minute sessions per lesson

I. ABSTRACT

Cyrano de Bergerac is required reading for 7th grade students in the *Core Knowledge Sequence*. Through defining key terms, discussion, journaling, and acting, students will be exposed to this masterpiece in a challenging and exciting way.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students understand and recognize the distinguishing features of genres.
 - 2. Students read and recognize literature as a record of human experience. (Colorado State Standard for Reading and Writing Six)
- B. Content from the *Core Knowledge Sequence*
 - 1. 1st Grade, *drama, theater, stage, audience* (p. 26)
 - 2. 4th Grade, *plot, setting* (p. 89)
 - 3. 4th Grade, “*Beauty is only skin deep*” (p. 90)
 - 4. 5th Grade, *tragedy, comedy, act, scene* (p. 111)
 - 5. 7th Grade, *Cyrano de Bergerac, tragedy/comedy (review), suspense, conflict, characterization, soliloquy, aside* (p. 161)
- C. Skill Objectives
 - 1. Students will determine main idea or essential message in text. (Colorado State Standard Grade Level Expectations (CSSGLE) 7.1.C)
 - 2. Students will infer by making connections between separated sections of a text. (CSSGLE 7.1.E)
 - 3. Students will develop ideas and content with significant details, examples, and/or reasons. (CSSGLE 7.2.B)
 - 4. Students will make predictions, draw conclusions, and analyze what they read, hear, and see. (CSSGLE 7.4.D)
 - 5. Students will read, respond to and discuss literature that represents points of view from places, people, and event that are familiar and unfamiliar. (CSSGLE 7.6.B)
 - 6. Students will apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking. (CSSGLE 8.2.D)
 - 7. Students will write and perform an original dramatic scene.
 - 8. Students will review key dramatic vocabulary.
 - 9. Students will demonstrate understanding of new vocabulary present in the play.
 - 10. Students will demonstrate knowledge about the life of Edmond Rostand.
 - 11. Students will demonstrate story-mapping.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Rostand, Edmond. *Cyrano de Bergerac*. New York City, New York: Bantam, 1950. ISBN 0-553-21360-1
 - 2. *Step Up To Writing*, Maureen Auman
 - 3. Video, *Cyrano de Bergerac*, with Gerard Depardieu or Jose Ferrar

- B. For Students
 1. Students will need to know the following terms from the *Core Knowledge Sequence: drama, theater, stage, audience, plot, setting, tragedy, comedy, act, scene, suspense, conflict, characterization, soliloquy, and aside.*
 2. Students will need to know the writing format represented in Step Up to Writing by Maureen Auman.
 3. Students will need to know how a play is formatted.

IV. RESOURCES

- A. Rostand, Edmond. *Cyrano de Bergerac*. New York City, New York: Bantam, 1950. ISBN 0-553-21360-1 (Lessons Three, Four, Five, Six, Seven, and Eight)
- B. “Cyrano de Bergerac” [On-line] Available URL: www.sparknotes.com/lit/cyrano.html (Lessons Three, Four, Six, Seven, and Eight)
- C. Video: *Cyrano de Bergerac* (Lessons Three, Four, Six, Seven, and Eight)
- D. Video: *Roxane* (Lesson Five)

V. LESSONS

Lesson One: Beauty vs. Intelligence (approximately 90 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - b. Students read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. “Beauty is only skin deep.”
 3. Skill Objective(s)
 - a. Students will determine main idea or essential message in text.
- B. *Materials*
 1. Paper – one piece per student
 2. Pencil or pen – one piece per student
 3. Note cards – one per student
 4. White butcher paper – two large pieces
 5. One black marker for teacher
 6. Post-it Notes – one per student
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Write the following prompt on enough note cards to accommodate half of your students: “Would you rather be beautiful or intelligent? Explain.” Place upside-down on desks with a Post-it next to it.
 2. Write the following prompt on enough note cards to accommodate the other half of your students: “Would you rather marry someone beautiful or intelligent? Explain.” Place upside-down on desks with a Post-it next to it.
 3. Allow five minutes for students to answer their specific prompt.
 4. On the Post-it note, students should write which trait they chose, either “BEAUTY” or “INTELLIGENCE.”
 5. Tape two large pieces of white paper on opposite sides of the room. One should be marked “BEAUTY” the other should be marked “INTELLIGENCE.”
 6. After students are finished writing, collect Post-it Notes and place them on the appropriate piece of butcher paper so that students can easily see how many of their peers value each trait.

7. Lead a discussion about the results, record key points on white butcher paper underneath the Post-it Notes.
 8. Explain to students that the underlying theme in *Cyrano de Bergerac* is the conflict between beauty and intelligence.
- E. *Assessment/Evaluation*
1. Students will journal for 5-10 minutes, focusing this time on whether or not the classroom discussion changed their perceptions

Lesson Two: Essential Pieces (approximately 90 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - b. Students read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Review key terms – see list below in Key Vocabulary
 - b. Background information on *Cyrano de Bergerac*
 - c. Biographical information on Edmond Rostand
3. Skill Objective(s)
 - a. Students will review key dramatic vocabulary.
 - b. Students will demonstrate knowledge about the life of Edmond Rostand.

B. *Materials*

1. Appendix A – one copy for teacher
2. Appendix B – one copy per student
3. Appendix C – one copy per student
4. Paper – one piece per student
5. Pencil or pen – one per student
6. Eleven 3” X 5” note cards, one vocabulary word written on each

C. *Key Vocabulary*

1. *Drama* – words or verse intended for enactment
2. *Theater* – body of work produced for enactment
3. *Stage* – area intended for the enactment of a play
4. *Audience* – people listening and watching a performance
5. *Plot* – pattern of events in a piece of narrative writing
6. *Setting* – time and place of a particular piece of writing
7. *Conflict* – a clash between incompatible forces or qualities
8. *Suspense* – pleasant excitement as to a decision or outcome
9. *Characterization* – representation of the human character or personality
10. *Soliloquy* – monologue made by one in solitude to oneself
11. *Aside* - words spoken aside or in a low tone as to be inaudible to some person or persons present

D. *Procedures/Activities*

1. Write the key vocabulary words on an overhead or on the board. Instruct students to copy the list on paper.
2. Review the following vocabulary from 1st, 4th, 5th Grades: *drama, theater, stage, audience, plot, and setting*. Ask students, by show of hands, how many can explain *drama*. Choose one (or more) students to give a definition. Clarify the student definition as necessary. As you write the definition of the word on your master copy, instruct the students to copy the definition on their paper. Repeat for each review word.

3. Write the definition of each of the following words on your master copy: *conflict*, *suspense*, *characterization*, *soliloquy*, and *aside*. As you write, instruct students to copy onto their paper.
 4. Play Pictionary with all vocabulary. Divide class into two groups. One by one, each student will choose a vocabulary note card and attempt to draw it for his team. The rest of the students on his team will try to guess the vocabulary word that is being drawn. Award points accordingly.
 5. Give a mini-lecture on life of Edmond Rostand while students take notes using Appendices A and B.
 6. Discuss possible effects of Rostand's life on *Cyrano de Bergerac*.
- E. *Assessment/Evaluation*
1. Appendix C: Mini-quiz on new information

Lesson Three: Act One (approximately two 90-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - b. Students read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Cyrano de Bergerac* – Act One
 3. Skill Objective(s)
 - a. Students will determine main idea or essential message in text.
 - b. Students will demonstrate understanding of new vocabulary present in the play.
 - c. Students will make predictions, draw conclusions, and analyze what they read, hear, and see.
 - d. Students will read, respond to and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. Copy of *Cyrano de Bergerac* – one per student and one for the teacher
 2. Appendix D – one copy for teacher
 3. Appendix E – one copy per student
 4. Appendix F – one copy per student
 5. Video of *Cyrano de Bergerac*
 6. TV and VCR
- C. *Key Vocabulary*
1. See Appendix D
- D. *Procedures/Activities*
1. Assign speaking parts to the students.
 2. Read and discuss Act One, scene by scene (refer to Appendices D and E for questions and discussion suggestions), emphasizing plot, characterization, and theme.
 3. Fill out appropriate information on Appendix F together with the students.
 4. Watch movie version of *Cyrano de Bergerac* through Act One ONLY!!
 5. Clarify with students the different characters and elements of the plot.
- E. *Assessment/Evaluation*
1. Appendices D and F

Lesson Four: Act Two (approximately two 90-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - b. Students read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Cyrano de Bergerac* – Act Two
 3. Skill Objective(s)
 - a. Students will determine main idea or essential message in text.
 - b. Students will demonstrate understanding of new vocabulary present in the play.
 - c. Students will make predictions, draw conclusions, and analyze what they read, hear, see.
 - d. Students will read, respond to and discuss literature that represents points of view from places, people, and event that are familiar and unfamiliar.
- B. *Materials*
1. Copy of *Cyrano de Bergerac* - one per student and one for teacher
 2. Appendix G – one copy for teacher
 3. Appendices F and H – one copy per student (note: you do not have to continue to copy Appendix F, students should continue to build on the copy you supply during Lesson Three)
 4. Video of *Cyrano de Bergerac*
 5. TV and VCR
- C. *Key Vocabulary*
See Appendix G
- D. *Procedures/Activities*
1. Assign speaking parts to the students.
 2. Read and discuss Act Two, scene by scene (refer to Appendices G and H for questions and discussion suggestions), emphasizing plot, characterization, and theme.
 3. Fill out appropriate information on Appendix F together with students.
 4. Watch movie version of *Cyrano de Bergerac* through Act Two ONLY!!
 5. Clarify with students the different characters and elements of the plot.
- E. *Assessment/Evaluation*
1. Appendices F and H
 2. Journal: “What is your opinion of Cyrano? Use at least two specific quotations from the play to support your opinion.”

Lesson Five: Act Three (approximately two 90-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - b. Students read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Cyrano de Bergerac* – Act Three
 3. Skill Objective(s)
 - a. Students will determine main idea or essential message in text.
 - b. Students will demonstrate understanding of new vocabulary present in the play.
 - c. Students will make predictions, draw conclusions, and analyze what they read, hear, and see.

- d. Students will read, respond to and discuss literature that represents points of view from places, people, and event that are familiar and unfamiliar.
- B. *Materials*
- 1. Copy of *Cyrano de Bergerac* – one copy per student, one copy for teacher
 - 2. Appendix I – one copy for teacher
 - 3. Appendices F and J – one copy per student
 - 4. Video of *Cyrano de Bergerac*
 - 5. Video of *Roxane*
 - 6. TV and VCR
- C. *Key Vocabulary*
See Appendix I
- D. *Procedures/Activities*
- 1. Pin up a picture of Britney Spears next to a picture of Hilary Clinton. Ask students to decide which one is more beautiful according to the standards of society. Discuss. Samples questions: What qualities do you see that make one woman more beautiful than the other? Which one would you guess is more intelligent? Justify your answer.)
 - 2. Assign speaking parts to the students.
 - 3. Read and discuss Act Three, scene by scene (refer to Appendices I and J for questions and discussion suggestions), emphasizing plot, characterization, and theme.
 - 4. Fill out appropriate information on Appendix F together with students.
 - 5. Watch movie version of *Cyrano de Bergerac* through Act Three ONLY!!
 - 6. Watch balcony scene from *Roxane*.
 - 7. Clarify with students the different characters and elements of the plot.
- E. *Assessment/Evaluation*
- 1. Appendices F and J
 - 2. Ask students to decide which man Roxane should choose. Write a 100 word journal entry on the topic.

Lesson Six: Create-a-Scene (approximately two 90-minute sessions)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - 2. Lesson Content
 - a. *Cyrano de Bergerac* – Act Three
 - 3. Skill Objective(s)
 - a. Students will apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking.
 - b. Students will write an original dramatic scene.
- B. *Materials*
- 1. Appendix K – 15 copies
 - 2. Paper – one piece per student
 - 3. Pencil or pen – one per student
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
- 1. See Appendix K for detailed instructions of the activity.
- E. *Assessment/Evaluation*
- 1. Evaluation of original scene using Rubric Appendix K.

Lesson Seven: Act IV (approximately two 90-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - b. Students read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Cyrano de Bergerac* – Act Four
 3. Skill Objective(s)
 - a. Students will determine main idea or essential message in text.
 - b. Students will demonstrate understanding of new vocabulary present in the play.
 - c. Students will make predictions, draw conclusions, and analyze what they read, hear, see.
 - d. Students will read, respond to and discuss literature that represents points of view from places, people, and event that are familiar and unfamiliar.
- B. *Materials*
1. Copy of *Cyrano de Bergerac* – one per student and one for teacher
 2. Appendix L – one copy for teacher
 3. Appendices F, M, and S– one copy per student
 4. Video of *Cyrano de Bergerac*
 5. TV and VCR
- C. *Key Vocabulary*
See Appendix L
- D. *Procedures/Activities*
1. Explain to students that the tone of the play is about to change. Ask them to be thinking about Rostand’s motivation for so drastically changing the tone at this point in time.
 2. Assign speaking parts to the students.
 3. Read and discuss Act Four, scene by scene (refer to Appendices I and J for questions and discussion suggestions), emphasizing plot, characterization, and theme.
 4. Fill out appropriate information on Appendix F together with students.
 5. Watch movie version of *Cyrano de Bergerac* through Act Four ONLY!!
 6. Clarify with students the different characters and elements of the plot.
 7. Debrief the topic of Rostand changing the tone of his play. (The basic reason for this change is to illustrate how devastating the war has become.)
- E. *Assessment/Evaluation*
1. Appendices F and M
 2. Appendix S – Quiz over Acts I-IV

Lesson Eight: Act V (approximately two 90-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand and recognize the distinguishing features of genres.
 - b. Students read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Cyrano de Bergerac* – Act Five
 3. Skill Objective(s)
 - a. Students will determine main idea or essential message in text.
 - b. Students will demonstrate understanding of new vocabulary present in the play.

- c. Students will make predictions, draw conclusions, and analyze what they read, hear, and see.
 - d. Students will read, respond to and discuss literature that represents points of view from places, people, and event that are familiar and unfamiliar.
 - e. Students will infer by making connections between separated sections of a text.
 - f. Students will develop ideas and content with significant details, examples, and/or reasons.
- B. *Materials*
- 1. Copy of *Cyrano de Bergerac* – one per student and one for teacher
 - 2. Appendix N – one copy for teacher
 - 3. Appendices F and O – one copy per student
 - 4. Video of *Cyrano de Bergerac*
 - 5. TV and VCR
- C. *Key Vocabulary*
See Appendix N
- D. *Procedures/Activities*
- 1. Ask students to refer back to yesterday’s discussion and come up with one reason why Rostand would have changed the tone of his play. Have them turn to a neighbor and discuss. Choose two or three students to share their thoughts.
 - 2. Assign speaking parts to the students.
 - 3. Read and discuss Act Five, scene by scene (refer to Appendices I and J for questions and discussion suggestions), emphasizing plot, characterization, and theme.
 - 4. Fill out appropriate information on Appendix F together with students.
 - 5. Watch movie version of *Cyrano de Bergerac* through Act Five.
 - 6. Clarify with students the different characters and elements of the plot.
- E. *Assessment/Evaluation*
- 1. Appendices F and O
 - 2. Students will choose one of the main characters and write a three-paragraph essay charting his or her development throughout the play. Individual teacher requirements will vary.

VI. CULMINATING ACTIVITY

- A. Jeopardy Review Game – Appendix P
 - 1. Students will play the game Jeopardy, focusing on information that was introduced in classroom discussion.
- B. *Cyrano vs. Christian* Essay – Appendix Q
 - 1. Students will write an essay contrasting *Cyrano* and *Christian* in the areas of physical appearance, personality, and fate. Use the t-chart provided to organize information.
- C. Final Test – Appendix R

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Information for *Cyrano de Bergerac*, Teacher Edition
- B. Appendix B: Background Information for *Cyrano de Bergerac*, Student Edition
- C. Appendix C: Mini-quiz on Edmond Rostand
- D. Appendix D: Act One Worksheets, Teacher Edition
- E. Appendix E: Act One Worksheets, Student Edition
- F. Appendix F: Story Map
- G. Appendix G: Act Two Worksheets, Teacher Edition

- H. Appendix H: Act Two Worksheets, Student Edition
- I. Appendix I: Act Three Worksheets, Teacher Edition
- J. Appendix J: Act Three Worksheets, Student Edition
- K. Appendix K: Act Three Scene Activity
- L. Appendix L: Act Four Worksheets, Teacher Edition
- M. Appendix M: Act Four Worksheets, Student Edition
- N. Appendix N: Act Five Worksheets, Teacher Edition
- O. Appendix O: Act Five Worksheets, Student Edition
- P. Appendix P: Jeopardy Review Game
- Q. Appendix Q: “Cyrano vs. Christian” Essay T-chart
- R. Appendix R: Final Test
- S. Appendix S: Quiz on Acts One – Four

VIII. BIBLIOGRAPHY

- A. Arnola, Alba. *Edmond Rostand*. Boston, Massachusetts: Twayne Publishers, 1978. ISBN 0-8057-6260-4
- B. “Cyrano de Bergerac” [On-line] Available URL: www.sparknotes.com/lit/cyrano.html ISBN 0-553-21360-1
- C. *Cyrano de Bergerac* (VHS) 1950, Vci Home Video, United States, Michael Gordon.
- D. “Edmond Rostand” [On-line] Available URL: www.kirijasto.sci.fi/rostand.html
- E. Gove, Philip Babcock PhD. *Webster’s Third New International Dictionary*. Springfield, Massachusetts: Merriam-Webster Publishers, 1993. ISBN 0-87779-201-1
- F. Rostand, Edmond. *Cyrano de Bergerac*. New York City, New York: Bantam, 1950.
- G. *Roxane* (VHS) 1987, Columbia Tristar Studios, USA, Fred Schepisi.

Appendix A

Background Information for *Cyrano de Bergerac* – Teacher Notes

I. Edmond Rostand Life and Times

- a. Edmond Rostand was born in Marseilles, France in 1868, while France was under the rule of Napoleon III
- b. His father wanted him to be lawyer, but Rostand preferred French literature instead
- c. He eventually did earn law degree
- d. At age 20, his first play was produced, *Le Gant Rouge* (The Red Glove)
- e. Rostand married Rosemond Gerard in 1890
- f. Rostand died in Paris in 1918

II. Edmond Rostand and World War I

- a. Rostand volunteered to fight with the French army, but was refused
- b. He was very upset about this and consoled himself by writing patriotic poetry

III. Edmond Rostand and *Cyrano de Bergerac*

- a. During the time that Rostand wrote *Cyrano*, France was experimenting with scientific research
- b. The country's morale was low
- c. The occult flourished, while naturalism declined, and people were just plain sad
- d. Realism was the popular style of the time
- e. *Cyrano* emerged as a hopeful character and the people of France were pleased with Rostand for giving them such a different character than the ones that they were used to with the problem plays

Appendix B
Background Information for *Cyrano de Bergerac* - Student Notes

I. Edmond Rostand Life and Times

- a. Edmond Rostand was born in _____, France in _____, while France was under the rule of _____.
- b. His father wanted him to be lawyer, but Rostand preferred _____ instead.
- c. He eventually did earn law degree.
- d. At age 20, his first play was produced, *Le Gant Rouge* (The Red Glove).
- e. Rostand married _____ in 1890.
- f. Rostand died in Paris in 1918.

II. Edmond Rostand and World War I

- a. Rostand _____ to fight with the French army, but was refused.
- b. He was very upset about this and consoled himself by writing _____.

III. Edmond Rostand and *Cyrano de Bergerac*

- a. During the time that Rostand wrote *Cyrano*, France was experimenting with _____.
- b. The country's morale was low.
- c. The occult flourished, while _____ declined, and people were just plain sad.
- d. _____ was the popular style of the time.
- e. *Cyrano* emerged as a _____ and people of France were pleased with Rostand for giving them such a different character than the ones that they were used to with the problem plays.

Appendix C, page 2

Answer Key

1. 1868
2. Lawyer
3. He was refused acceptance
4. Answers may vary; disillusioned, sad, interested in scientific research, Realism was literary style at that time
5. He provided a comic hero during an uninspired time

Appendix D

Act One Worksheets, Teacher Edition

I. Definitions

1. abhor - to hate
2. belligerent - aggressive
3. bereft - upset, grief-stricken
4. buskin - long boots that lace up the front
5. coquettish - flirtatious
6. deem - believe
7. fain - when used with "would" it means "would rather"
8. farce - piece of work that makes fun of another piece of work, body of government, or social system
9. fastidious - not easy to please
10. fop - a vain person who cares too much for his/her appearance
11. frenetic - frantic; frenzied
12. heed - listen to (usually used with advice or warning)
13. insolent - rude
14. jest - joke
15. labyrinth - maze
16. mar - ruin
17. motley - a combination of diverse or clashing elements
18. nebulous - cloudy; indistinct
19. peril - danger
20. quips - witty remarks
21. render - to give in to; to give up to
22. *rivesalte* - French malt liquor
23. saunter - stroll
24. scabbard - sheath that protects a sword
25. sublime - heavenly; magnificent
26. succor - a person who arrives to give assistance
27. Thalia - the muse of comedy and pastoral poetry
28. Thespis - originator of Greek tragedy
29. visage - face

II. Answers for Vocabulary Sentences

1. coquettish
2. fastidious
3. *rivesalte*
4. buskins
5. Thalia
6. scabbard
7. render
8. Thespis
9. visage

Appendix D, page 2
Act One Worksheets, Teacher Edition

10. jest
11. farce
12. quips
13. fop
14. belligerent
15. Heed
16. insolent
17. mar
18. labyrinth
19. deem
20. peril
21. bereft
22. sauntered
23. fain
24. sublime
25. abhor
26. frenetic
27. succor
28. motley
29. nebulous

III. Answers for Discussion Questions

Note: Please note that these answers are meant to be supplemented by each teacher that includes this unit in a curriculum. These questions are a basis for discussion; they are not meant to provide the entire body of discussion.

1. Christian thinks that he is unintelligent; Roxane values intelligence.
2. Ragueneau is a pastry chef.
3. Answers may vary (amv).
4. AMV; answer should include adjectives such as proud and fierce.
5. Comte de Guiche is already married.
6. The mood is light and comedic.
7. One hundred men are going to try to kill Ligniere.
8. AMV
9. AMV
10. a) Montfleury speaks his lines as if he “heaves [them] up like a bucket from a well.”
b) Cyrano says that the second reason is a secret, later he reveals that it is because Montfleury looked at Roxane.
11. Cyrano ruined the play so he reimbursed theatergoers the price of their tickets.
12. AMV
13. Silenus is traditionally a drunken jovial man with pointed ears.
14. AMV

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Act One Worksheets, Teacher Edition

15. Cyrano is ugly.
16. AMV; include lines 60-80 in your discussion
17. Cyrano fears that Roxane will laugh at him.
18. Roxane's Duenna arrives.
19. Cyrano assumes that Roxane is going to declare her love for him.
20. "[Ligniere] saw his love take holy water; he, who is affeared at water's taste, ran quickly to the stoup, and drank it all to the last drop"; amv.

Appendix E

Act One Worksheets, Student Edition

Name _____ Date _____ Hour _____

abhor	belligerent	bereft	buskins
coquettish	deem	fain	farce
fastidious	fop	frenetic	heed
insolent	jest	labyrinth	mar
motley	nebulous	peril	quips
render	<i>rivesalte</i>	sauntered	scabbard
sublime	succor	Thalia	Thespis

1. The _____ young girls flirted with every young man at the party.
2. Being a _____ teacher, Ms. K is not easily pleased.
3. We drank glasses of _____, a French malt liquor.
4. The man wore _____ to protect his feet and legs while dueling.
5. _____ is the muse of poetry and comedy.
6. The sword was protected by the _____.
7. The king will never _____ his kingdom to the enemy.
8. _____ was a 6th century poet who originated Greek tragedy; this is why actors are called Thespians.
9. By the look on his _____, I could tell that he was angry.
10. This is no _____, please take me seriously!
11. By making fun of the school in an original play, the students created a _____.
12. Your quick, funny little _____ keep me laughing!
13. That man is a _____! He pays too much attention to his appearance and little attention to everything else.
14. The _____ young teenager is always ready for a quarrel.
15. _____ my advice; do not play with matches!
16. The girl received a referral for the _____ way she spoke to the teacher.
17. Scratches will _____ the perfect beauty of a diamond.
18. Lost in the twisting _____, Laura had no idea how to arrive at the castle.
19. Do whatever you _____ appropriate.
20. Her life was in great _____ as she plummeted over the cliff.
21. The mother was _____ over the loss of her only son.
22. As the cowboy _____ into the saloon, people stared.
23. Since the party was so much fun, he would _____ stay.
24. The _____ feeling of flying over the sparkling ocean was unforgettable.
25. I _____ racism! I hate it! I hate it! I hate it!
26. Ms. K seems to be a _____ person, she is always running around from place to place!
27. The _____ arrived just in time to save the children from the burning building.
28. This class is a rather _____ bunch.
29. The _____ ring around the moon looked like fog.

Appendix E, page 2
Act One Worksheets, Student Edition

Name _____ Date _____ Hour _____

Act One, Scene Two

1. How does Christian describe himself? Why doesn't he think that he is good enough for Roxane?

2. What is Ragueneau's job?

3. Why do you think Cyrano is upset that Montfleury is acting?

4. How does Ragueneau describe Cyrano (l. 129-140)?

5. Why can't Comte de Guiche marry Roxane?

6. What is the mood of this scene?

Act One, Scene Three

7. What secret does the cutpurse tell Christian about Ligniere?

Act One, Scene Four

8. Describe Cyrano's character up to this point of the play.

9. Translate lines 60-67 into your words.

Appendix E, page 3
Act One Worksheets, Student Edition

10. What two reasons does Cyrano give for hating Montfleury?

11. Why did Cyrano pay Bellerose?

12. Why do you think that Cyrano makes fun of his own nose?

Act One, Scene Five

13. Look up "Silenus" in the dictionary. Define in the space below.

14. What does it mean when Cyrano calls Montfleury "Silenus"?

15. Why does Cyrano feel helpless about love?

16. Translate Cyrano's description of Roxane.

17. What is "the one thing on earth" that Cyrano fears?

18. Who beckons Cyrano at the end of this scene?

Act One, Scene Six

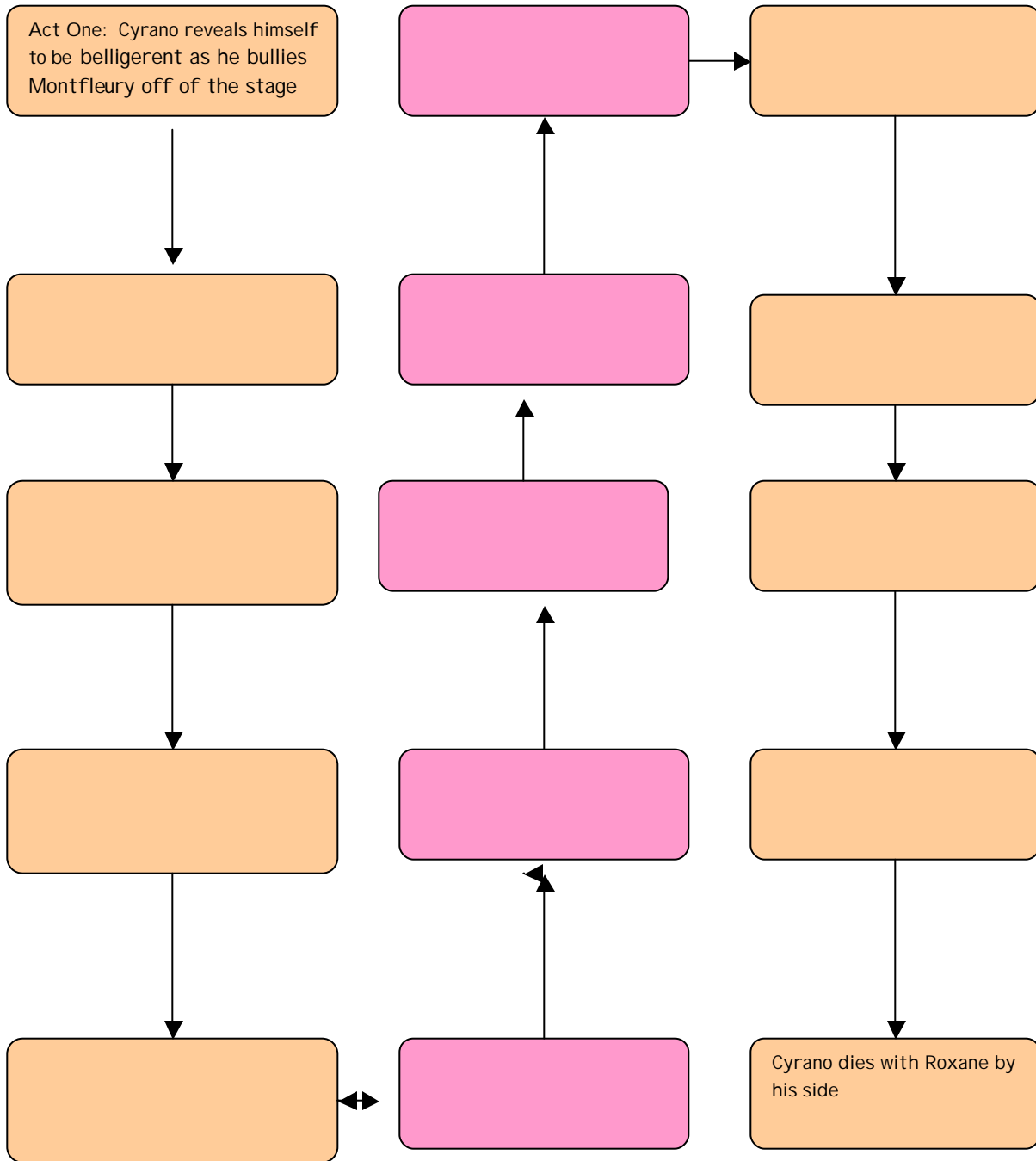
19. What assumption does Cyrano make after the Duenna comes to see him?

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Act One Worksheets, Student Edition

Act One, Scene Seven

20. What reason does Cyrano give for protecting Ligniere, who Le Bret calls "a drunk"? Would you protect him? Why? Why not?

Appendix F Story Map



In each box, add major events that occur in the storyline.

Appendix G

Act Two Worksheets, Teacher Edition

I. Definitions

1. annihilate - destroy absolutely
2. caesura - break in music
3. chide - admonish, punish verbally
4. faggot - bundle of branches
5. grovel - behave abjectly
6. haughty - stuck up
7. inimical - like an enemy
8. mien - way of carrying oneself
9. quay - pier

II. Answers for Vocabulary Sentences

1. faggot
2. caesura
3. grovel
4. chide
5. haughty
6. quay
7. mien
8. annihilate
9. inimical

III. Answers for Discussion Questions

1. They pay with poems.
2. She makes bags out of the poems.
3. He writes a letter instead.
4. AMV
5. Cyrano becomes angry because he isn't fair, so Roxane couldn't be in love with him.
6. Roxane places great value on "brains."
7. Cyrano promises to befriend Christian.
8. AMV; answer should include the idea that Cyrano's is HUGE.
9. AMV
10. Cyrano had written it to Roxane previous to this moment.

Appendix H
Act Two Worksheets, Student Edition

Name _____ Date _____ Hour _____

annihilate	caesura	chide	faggot
grovel	haughty	inimical	mien quay

1. The stove was kept warm with a burning _____.
2. During the song, the conductor tapped his wand on every _____ or break.
3. It doesn't matter how much you _____, you are still going to be punished.
4. Don't _____ me for always being late when you are always late yourself!
5. That very _____ girl thinks she is so great and that everyone is beneath her.
6. The boats docked at the river _____.
7. The lawyer has a very sophisticated _____; she carries herself well.
8. I am going to _____ you at the game tonight!
9. Hitler was an _____ man to millions of people.

Appendix H, page 2
Act Two Worksheets, Student Edition

Act Two, Scene One

1. How do the poets pay for the pastries?

2. What does Ragueneau's wife do with the poems?

3. Cyrano is afraid to meet with Roxane; what does he plan to do instead?

Act Two, Scene Two

4. Why do you think that Cyrano is trying to get rid of Duenna?

Act Two, Scene Six

5. Cyrano thinks that Roxane is speaking about him when she is speaking about the man that she loves. Why does he suddenly grow angry when she says that the person she loves is fair?

6. How does Roxane feel about brains? See lines 107-108.

7. What promise does Cyrano make to Roxane about Christian?

8. Look up "winding sheet" in the dictionary. What does it mean when "another" says that a handkerchief will be Cyrano's winding sheet?

9. Explain "None is a fool who knows himself a fool."

Appendix H, page 3
Act Two Worksheets, Student Edition

10. Where does Cyrano get the letter that he gives to Roxane so quickly?

Appendix I

Act Three Worksheets, Teacher Edition

I. Definitions

1. albeit - although
2. assay - to give an examination
3. besiege - to overwhelm; to harass
4. cull - collect
5. dissertation - formal, lengthy discourse on a subject
6. haphazard - without a pattern
7. eloquence - speech or writing that is vivid
8. eloquent - characterized by eloquence
9. impel - to force, urge, incite
10. imperceptible - not detected
11. importune - to make an urgent request
12. paltry - trifling, insignificant
13. presumptuous - taking too much for granted; showing overconfidence
14. prudent - capable of exercising sound judgement in practical matters
15. siege - battle
16. shroud - cloth used to wrap a corpse for burial
17. stifle - suppress
18. vex - to trouble
19. wanton - undisciplined
20. weary - tired
21. wont - accustomed

II. Answers for Vocabulary Sentences

1. prudent
2. weary
3. wont
4. dissertation
5. eloquent
6. vex
7. paltry
8. eloquence
9. besiege
10. wanton
11. stifle
12. assayed
13. haphazard
14. shroud
15. impel
16. culled
17. presumptuous
18. imperceptible

Appendix I , page 2
Act Three Worksheets, Teacher Edition

- 19. importune
- 20. albeit
- 21. siege

III. Answers for Discussion Questions

- 1. Roxane tell de Guiche that it would infuriate Cyrano to be denied his chance to fight in the battle.
- 2. Cyrano WOULD be upset, but he would be alive.
- 3. AMV
- 4. AMV
- 5. AMV
- 6. AMV
- 7. AMV; answer should include that Cyrano claims to have fallen from the moon.
- 8. Christian must go to the Battle of Arras.
- 9. Cyrano promises to protect Christian.

Appendix J
Act Three Worksheets, Student Edition

Name _____ Date _____ Hour _____

albeit	assay	besiege	cull	dissertation
haphazard	eloquence	eloquent	impel	imperceptible
importune	paltry	presumptuous	prudent	siege
shroud	stifle	vex	wanton	weary
wont				

1. The _____ man knew to spend his paycheck on bills rather than luxuries.
2. I am too _____ to continue walking.
3. I am _____ to punishing you when you swear.
4. His _____ on molecular biology was well written.
5. Cyrano wrote in an _____ manner.
6. The problem is going to _____ me until I solve it.
7. His _____ complaint was not worth listening to.
8. Christian spoke with such _____ that Roxane fell in love with him - or who she thought was him.
9. That army is going to _____ the castle to win the war.
10. The young gang member's _____ ways landed him in jail.
11. The boys need to _____ their laughter while they are in church.
12. The professor _____ his apprentice over the procedures.
13. Ms. K's room is organized in a _____ way! It's amazing that she can find anything.
14. Penelope wove a funeral _____ for Odysseus.
15. Injustices can _____ young people to take a stand.
16. The flowers will be _____ in order to make a bouquet.
17. Don't be so presumptuous! Just because I bought a ring doesn't mean that I am going to propose!
18. When the girls pass notes, it was _____ to the teacher and they did not get caught.
19. I wasn't hungry, _____ I ate.
20. The _____ was underway in 1942.

Appendix J, page 2
Act Three Worksheets, Student Edition

Act Three, Scene Two

1. How does Roxane trick de Guiche into saving Cyrano's life?
2. How does Roxane believe that Cyrano would react to her stealing his chance to go to war?

Act Three, Scene Four

3. Do you think that Christian will be able to talk to Roxane as eloquently as Cyrano?
4. What does Roxane mean when she says "I hoped for cream and you gave me gruel"?

Act Three, Scene Nine

5. Explain Cyrano's comparison of himself to Lazarus.

Act Three, Scene Eleven

6. How do you think Cyrano is feeling when he is stalling de Guiche while Roxane and Christian are marrying?
7. What types of lies does Cyrano use to distract de Guiche?

Act Three, Scene Twelve

8. Where must Christian go immediately after the wedding?
9. What promise does Cyrano make to Roxane regarding

Appendix K

Act Three Scene Activity

Directions:

1. Divide class into pairs.
2. Allow each pair of students to blindly choose from the two options.
3. Once characters are chosen, pick a volunteer from the class to model the following original dramatic dialogue between teacher-student.

SAY: You are about to see an original scene between a teacher and a student. Because of too much TV, the student is unable to speak, so the teacher must feed the student lines.

Teacher: Hi [_____], we had a huge project due today. Did you finish?

Teacher (whisper): Yes, Ms. K.

Student (regular voice): Yes, Ms. K.

Teacher (whisper): I finished over a week ago.

Student (regular voice): I finished over a week ago.

Teacher (whisper): It went above and beyond your expectations!

Student (regular voice): It went above and beyond your expectations!

Teacher (whisper): I even included a nice cup of coffee and a Danish for you to enjoy while you are grading it! And have I mentioned how thin and young you are looking these days?

Student (regular voice): I even included a nice cup of coffee and a Danish for you to enjoy while you are grading it! And have I mentioned how thin and young you are looking these days?

Teacher: Wow!

4. Hand out Student Instruction Sheet attached.
5. Set time limit and personalize your expectations.

Appendix K, page 2

Student Names: _____ & _____

Roles: Ms. K & Class

Your dreams have come true!! Ms. K is unable to speak!!! She has been hypnotized by the constant tapping of student pencils! Oh, no! She was just about to assign an essay on *Cyrano de Bergerac*! What is the class to do! Never fear! You have come to the rescue. Write a script between the class and Ms. K, making sure that you give Ms. K her words. Write your script on another sheet of paper.

Student Name: _____ & _____

Roles: Stomach & Mouth

You are at your favorite restaurant and you are on a diet. For the past two months, you have avoided all of your favorite deserts. Just then, the desert cart passes by and your stomach begins to grumble. Your mouth is so tired from eating so many carrots, that it has lost its ability to speak for itself. Write a script between your mouth and your stomach, making sure that your stomach is in control of your mouth! Write your script on another sheet.

Appendix K, page 3

(a rubric should be filled out for each student)

Student Name _____ Role Played _____

	AWESOME! 5	GREAT! 4	OK! 3.5	NEEDS WORK! 2	TRY AGAIN! 1
Plot Originality and Creativity	The script is highly entertaining, innovative, and original. It meets the length requirement.	The script is entertaining and original. It meets the length requirement.	Parts of script may not be original or entertaining. Length requirement may not be met. You tried hard!	Parts of the script are not original. Length requirement was not met. Little effort was put into the writing of your script.	The script did not meet any of the requirements.
Script Grammar	0 mistakes	1-2 mistakes	3-4 mistakes	5-6 mistakes	More than 6 mistakes
Performance	Actor knew his/her lines. Performance was smooth. Speaking was clear and loud. Actions were purposeful. Evidence of practice was seen.	Actor knew his/her lines. Performance was smooth. Speaking was clear and loud. There was some fidgeting. Evidence of practice seen.	Actor knew most of his/her lines. Speaking could have been clearer and/or more loud. Performance needs a little more practice to cut down on the unnecessary movement.	Actor did not know some lines. Actions did not have a purpose. Little evidence of practice seen.	This script very clearly was not practices.

Total Points: /15

Grade:

Comments:

Appendix L

Act Four Worksheets, Teacher Edition

I. Definitions

1. abdicate - to surrender
2. adversary - opponent
3. caracoling - guiding where to go
4. clandestine - hidden
5. courtiers - people who work in a palace court
6. cuirass - piece of close-fitting armor, originally made of leather
7. devour - to eat
8. expedient - quick and efficient
9. gilded - decorated with gold
10. lout - dumb person
11. mutiny - a revolt
12. plaintive - grief-stricken
13. provisions - supplies
14. ravenous - REALLY hungry
15. recoil - to draw back in fear, surprise, or disgust
16. retort - reply angrily
17. in sooth - "in truth"
18. suffice - to be enough
19. taunts - sarcastic language, jeers
20. valour - *valor* marked courage or bravery
21. viscera - guts
22. wield - to handle and use, especially with skill and control
23. wily - crafty, sly

II. Answers for Vocabulary Sentences

1. provisions
2. retort
3. mutiny
4. ravenous/ devoured
5. wielded
6. adversary
7. plaintive
8. viscera
9. courtiers
10. cuirass
11. gilded
12. lout
13. wily
14. sooth
15. suffice
16. taunts

Appendix L, page 2
Act Four Worksheets, Teacher Edition

17. caracoling
18. expedient
19. abdicate
20. recoiled
21. valour
22. clandestine

II. Answers for Discussion Questions

1. AMV
2. Christian sees a teardrop on the letter that he wrote to Roxane.
3. Roxane shows up.
4. She rides past the Spanish lines and smiles at the men. They let her pass.
5. Ragueneau comes with Roxane. The men are all starving.
6. Cyrano writes to her everyday.
7. AMV
8. Christian is upset because he didn't write the letters, Cyrano did; therefore, Roxane is in love with Cyrano.
9. AMV
10. Christian dies.
11. AMV

Appendix M

Act Four Worksheets, Student Edition

Name _____ Date _____ Hour _____

abdicate	adversary	caracoling	clandestine	courtiers
cuirass	devour	expedient	gilded	lout
mutiny	plaintive	provisions	ravenous	recoil
retort	in sooth	suffice	taunts	valour
viscera	wield	wily		

1. We need to take _____ on our camping trip so that we don't starve!
2. His quick _____ to her insult left her embarrassed.
3. The crew decided to lead a _____ against the captain because he was unfair.
4. The _____ dog _____ his dinner.
5. The knight _____ his sword with skill.
6. Darth Vader is Luke Skywalker's _____.
7. At the funeral, the _____ wife cried for her husband.
8. When the soldier was struck by the bullet, his _____ was visible.
9. During the ball, the palace _____ stood in waiting.
10. Prince Charming's _____ was difficult to don, but it was necessary for protection.
11. The _____ sword sparkled in the sunlight.
12. Steve can be somewhat of a _____; he's very clumsy and dumb.
13. The _____ crook snuck by the entire police force to get to the safe.
14. In _____, it is better to be intelligent than rich.
15. The turkey, mashed potatoes, stuffing, and pie will _____ for now.
16. Joann was sent to the Dean for the awful _____ that she was yelling to Steve.
17. The cowboys spent the afternoon _____ with their horses to direct the cattle back to the corral.
18. Be _____ with your work, but don't rush.
19. The king is going to _____ his throne.
20. As soon as the snake saw me, he _____ into his hole.
21. The hero's _____ was seen as he fought the twelve-headed monster.
22. They met in a _____ place so that no one would discover them.

Appendix M, page 2
Act Four Worksheets, Student Edition

Act Four, Scene One

1. What does it say about Cyrano that he would risk his life to write letter to Roxane – and do so in Christian's name?

Act Four, Scene Four

2. How Christian guess that Cyrano is in love with Roxane?
3. Who shows up at the end of this scene?

Act Four, Scene Five

4. How did Roxane get in to see Christian?
5. Who accompanied Roxane to the camp? Why were the soldiers so happy to see him?

Act Four, Scene Seven

6. How many times has Cyrano written to Roxane?
7. Explain the reference made to Penelope and Odysseus.
8. Why is Christian so upset that Roxane only loves him for his soul?

Act Four, Scene Nine

9. If you were Christian, would you want to clear up the confusion and tell Roxane the truth?

Appendix N

Act Five Worksheets, Teacher Edition

I. Definitions

1. droll - witty
2. err - to make a mistake
3. pensive - thoughtful
4. quell - to put an end to
5. sham - fake

II. Answers to Vocabulary Sentences

1. quell
2. err
3. sham
4. pensive
5. droll

III. Answers to Discussion Questions

1. Fifteen years have passed.
2. Roxane is living at the convent.
3. Cyrano visits weekly.
4. A log has been dropped on Cyrano's head.
5. AMV
6. AMV
7. AMV

Appendix O
Act Five Worksheets, Student Edition

Name _____ Date _____ Hour _____

droll	err	pensive	quell	sham
-------	-----	---------	-------	------

1. We need to _____ this argument before it escalates.
2. You _____ if you say that Roxane loved Le Bret.
3. Her entire interview was a _____; not one bit of it was true!
4. Being a _____ person, Sam often spends his afternoons alone, thinking.
5. Court jesters can often be described as _____.

Act Five, Scene One

1. How many years have passed at the beginning of this Act?
2. Where is Roxane living?
3. How often does Cyrano visit the convent?

Act Five, Scene Two

4. What does de Guiche tell Roxane that he has overheard regarding Cyrano?

Act Five, Scene Five

5. Explain the double meaning of "Christian's" last letter to Roxane.
6. How do you think Roxane feels now, knowing that it was Cyrano who wrote all of the letters?

Appendix O, page 2
Act Five Worksheets, Student Edition

Act Five, Scene Six

7. Cyrano says that all that is left of him now is his panache. What does this mean?

Appendix P

Jeopardy Review Game

For this game, use the following steps:

1. Draw the following chart on your board or on butcher paper.

Castaways*	The Scenic Road	Who Nose?	Meet your Quota	Potpourri
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500

2. Divide the class into 4-5 groups.
3. The first group chooses a category and a dollar amount.
4. Read the answer provided below; the students in that group must respond with the correct question.**
5. If the group is correct, award the appropriate number of dollars.
6. If the group is incorrect, deduct the appropriate number of dollars.
7. If a group chooses a Daily Double, they may select the dollar amount with which they wish to wager, up to the dollar amount that they have accrued already. For example, if the students pick Potpourri for \$500 and they have \$1200, they may wager up to but no more than \$1200.
8. Final Jeopardy is a chance for the underdogs to catch up. One student from each group is chosen to be the representative for his team. The group must select the dollar amount with which they wish to wager before the Final Jeopardy question is read. Once the final question is read, the students have one minute to answer.
9. After that minute, the contestants take turns reading their final answer. The dollar amount of each team is adjusted accordingly.

Appendix P, page 2

10. Classroom management hint: I tell each team that if they talk when it is not their turn, I will deduct \$100. I usually only have to do this once. This ensures that they game runs smoothly and students are able to use it as a review for their final test.

*Please feel free to adjust terminology to fit your own style

** The majority of these review questions and answers will be on the Final Test

Castaways

- 100: He is the cook who provides the soldiers with much needed provisions for the soldiers (*Ragueneau*)
200: Cyrano's friend and confidante who tells him to go after Roxane (*Le Bret*)
300: She is the heartthrob of Christian and Cyrano (*Roxane*)
400 Daily Double: The actor that Cyrano bans from the stage (*Montfleury*)
500: He is the villain of the play, who wants Roxane as his mistress (*Comte de Guiche*)

The Scenic Route

- 100: This is the reason that Cyrano does not profess his love to Roxane (*Roxane tells Cyrano that she is in love with Christian before he gets the chance*)
200: Cyrano does this everyday for Roxane, under the guise of Christian (*Writes her letters*)
300: After Christian's death, Roxane goes to live here (*convent*)
400: Cyrano dies after this happens to him (*His enemies drop a log on his head*)
500: Before Christian goes off to war, Roxane makes Cyrano promise to do this (*protect Christian*)

Who Nose?

- 100: The definition for **belligerent** (*aggressive; defiant*)
200: The definition for **farce** (*piece of writing that makes fun of another work*)
300 Daily Double: The definition for **insolent** (*rude*)
400: The definition for **visage** (*face*)
500: The definition for **sublime** (*awe-inspiring*)

Meet Your Quota (I nstruct students that for this category they must correctly match the quote with its speaker)

- 100: "The sacred verses of my poets...butchered to make base packages of pastries." (*Ragueneau*)
200: "...She might laugh at me, that is the one thing that I fear." (*Cyrano*)
300: "How like a man! You think a man who has a handsome face must be a fool." (*Roxane*)
400: "But with any woman --- paralyzed, speechless, dumb. I can only look at them." (*Christian*)
500: "What have we here? Black looks? Yes gentlemen ----- I am informed that I am not popular." (*Comte de Guiche*)

Potpourri

- 100: Ragueneau makes his pastry bags out these (*poems*)
200: Lise breaks Ragueneau's heart by doing this (*Running off with another man*)
300: Roxane carries this close to her heart after Christian dies (*Christian's last letter*)
400: Roxane lies to the monk about de Guiche's letter and succeeds in doing this (*marrying Christian*)
500: This is the name of the playwright (*Edmond Rostand*)

Final Jeopardy: This is the year that the play was written and the decade that the play was set (1897/ 1640's)

Appendix Q
"Cyrano vs. Christian" Essay (adapted from Step Up to Writing)

Category	Cyrano	Christian
Physical Traits		
Personality Traits		
Fate		

Appendix R
Final Test

Part One: Fill-in-the-blank

1. _____ is the cook in the play who provides the soldiers with much needed provisions.
2. _____ tells Cyrano to go after Roxane, that she was watching when he fought with "100" men to save Ligniere.
3. _____ is in love with the soul of only one man.
4. How does Cyrano die at the end of the play?
5. _____ is in love with Roxane, but he is already married – a tricky situation in which to be!
6. Roxane and Christian are married in _____.
7. Cyrano's relation to Roxane is that he is her _____.
8. Christian proves his bravery to the Cadets by _____
_____.
9. Christian is able to get away with his antics in #8 because _____.
10. Because Montfleury _____, Cyrano hates him.

Part Two: Short Answer

1. What does Lise do to Ragueneau that lead to the end of his marriage?

Appendix R, page 2

2. How does Roxane discover that it was actually Cyrano who wrote the love letters to her?
3. Who make the most fun of Cyrano's nose throughout the play? Give one solid reason why you think that he does this?
4. How does de Guiche die at the end of the play?
5. How and where does Christian die?

(Parts One and Two are adapted from www.sparknotes.com/lit/cyrano/quiz.html)

Part Three: Quotation Matching

1. _____ "How like a man! You think a man who has a handsome face must be a fool."
2. _____ "What have we here? Black looks? Yes, gentlemen, I know that I am not popular."
3. _____ "The sacred verses of my poets...butchered to make base packages of pastries."
4. _____ "...She might laugh at me, that is the one thing I fear."
5. _____ "But with any woman - paralyzed, speechless, dumb. I can only look at them."

- | | | |
|--------------|--------------|--------------------|
| A. Ragueneau | C. Roxane | E. Comte de Guiche |
| B. Cyrano | D. Christian | |

Appendix R, page 3

Part Four: Paragraph – Choose 2 out of the 4 choices below about which to write a developed paragraph. You must include at least one quotation from the play in each paragraph to receive **any** credit.

1. Is Roxane worthy of the love that is bestowed upon her by Cyrano and Christian? Why or why not?
2. How does the tone of the play change after Act Three?
3. How does Cyrano's nose affect his life?
4. Explain how de Guiche changes throughout the play.

Appendix R, page 4

Answer Key

Part One: Fill-in-the-Blank

1. Ragueneau
2. Le Bret
3. Roxane
4. Montfleury
5. Comte de Guiche
6. Roxane's house
7. cousin
8. making fun of Cyrano's nose
9. Cyrano made a promise to Roxane to protect Christian
10. smiled at Roxane

Part Two:

1. She runs away with a Musketeer
2. He is able to recite "Christian's" last letter even though it is dark outside and he cannot see it.
3. Cyrano; answers will vary
4. He doesn't die at the end of the play
5. At a siege at the Battle of Arras

Part Three

1. C
2. E
3. A
4. B
5. D

Part Four

1. Answers will vary
2. Answers will vary; should include fact that play takes a tragic turn
3. Answers will vary; should include that he is not able to be with his love
4. Answers will vary; should include idea that de Guiche mellows

Appendix S
Quiz on Acts I-IV

1. How are Cyrano and Roxane related?
2. In what kind of danger is Ligniere?
3. What is Ragueneau's profession? Is he profitable, why or why not?
4. Why does de Guiche send the Cadets to the front lines of the war?
5. What idea does Cyrano have to help Christian woo Roxane?
6. What does Cyrano throw to Bellerose? Why does he do this?
7. At first, when Roxane is describing the man that she loves, Cyrano thinks that she means him. What description does Roxane give of her love that clarifies this for Cyrano.
8. What country are the French fighting?
9. How does Roxane surprise the Cadets on the front line?
10. Who is your favorite and least favorite character?

Appendix S, page 2

1. Cyrano and Roxane are cousins.
2. Ligniere is in danger because Comte de Guiche sent one hundred men to attack him.
3. He is a pastry chef and he is not profitable because he trades his pastries for poems instead of money.
4. Comte de Guiche is upset to have permanently lost Roxane to Christian...they had just been married.
5. Cyrano will feed Christian the lines.
6. Cyrano throws a purse of gold to reimburse the theater-goers for the tickets that they bought. Remember - Cyrano ruined the performance.
7. Roxane calls the man she loves "handsome."
8. France is warring with Spain.
9. She brings Ragueneau and lots of food!
10. Answers will vary.