

How Big was *Cyrano's* Nose? Comparing Sources on *Cyrano de Bergerac*

Grade Level or Special Area: 7th Grade Language Arts

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Length of Unit: Fifteen lessons (fifteen days, one day equals 50 minutes)

I. ABSTRACT

Students will understand *Cyrano de Bergerac* and will know Edmond Rostand. Students will examine the play itself (with audio accompaniment) along with three secondary sources: an illustrated version, a summary version and a film version. This will allow students to form a full perspective on *Cyrano de Bergerac* and several interpretations of the play. Students will write an expository essay to compare the play to one other version of their choice. Students will respond to the unit's opening letter using the information they gathered during the unit.

II. OVERVIEW

A. Concept Objectives

1. Understand what a play is and how it is structured.
2. Understand vocabulary terms associated with drama.
3. Understand the writing process.
4. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.

B. Content from the *Core Knowledge Sequence*

1. 7th Grade English
 - a. Writing, Grammar, and Usage: Writing and Research (p. 157)
 - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
 - ii. Write research essays, with attention to:
 - a) Asking open-ended questions
 - b) Gathering relevant data through library and field research
 - c) Summarizing, paraphrasing, and quoting accurately when taking notes
 - d) Defining a thesis
 - e) Organizing an outline
 - f) Integrating quotations from sources
 - b. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides

C. Skill Objectives

1. Compare and contrast texts with similar characters, plots and/or themes. (Colorado Department of Education (CDE) Seventh-Grade Reading and Writing Benchmarks)
2. Determine the main idea or essential message in a text. (CDE Seventh-Grade Reading and Writing Benchmarks)
3. Make reasonable inferences from information that is implied but not directly stated. (CDE Seventh-Grade Reading and Writing Benchmarks)

4. Use context clues to determine the meaning of unfamiliar words. (CDE Seventh-Grade Reading and Writing Benchmarks)
5. Write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform. (CDE Seventh-Grade Reading and Writing Benchmarks)
6. Develop ideas and content with significant details, examples, and/or reasons. (CDE Seventh-Grade Reading and Writing Benchmarks)
7. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (CDE Seventh-Grade Reading and Writing Benchmarks)
8. Plan, draft, revise, and edit for a legible final copy. (CDE Seventh-Grade Reading and Writing Benchmarks)
9. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones. (CDE Seventh-Grade Reading and Writing Benchmarks)
10. Write in complete sentences as appropriate. (CDE Seventh-Grade Reading and Writing Benchmarks)
11. Use capitals correctly, such as in titles, direct quotations, and proper nouns. (CDE Seventh-Grade Reading and Writing Benchmarks)
12. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons. (CDE Seventh-Grade Reading and Writing Benchmarks)
13. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea. (CDE Seventh-Grade Reading and Writing Benchmarks)
14. Use conventional spelling in published work. (CDE Seventh-Grade Reading and Writing Benchmarks)
15. Use writing resources such as dictionaries to monitor spelling accuracy. (CDE Seventh-Grade Reading and Writing Benchmarks)
16. Make predictions, draw conclusions, and analyze what they read, hear, and view. (CDE Seventh-Grade Reading and Writing Benchmarks)
17. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays. (CDE Seventh-Grade Reading and Writing Benchmarks)
18. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar. (CDE Seventh-Grade Reading and Writing Benchmarks)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Teaching Drama in Primary and Secondary Schools : An Integrated Approach*, Fleming
 2. *The Dictionary of Cultural Literacy*, Hirsch, Kett and Trefil
 3. *Dramathemes: A Practical Guide for Teaching Drama*, Swartz
 4. *Drama Classroom: Action, Reflection, Transformation*, Taylor
- B. For Students
 1. Expository Writing—*Step Up to Writing*, Auman
 2. Fiction and Drama—*Core Knowledge Sequence*, Grade 6, p. 136
 3. Fiction, Nonfiction and Drama—*Core Knowledge Sequence*, Grade 7, p. 160

IV. RESOURCES

- A. Auman, M. *Step Up To Writing* (Lessons Thirteen and Fourteen)

- B. DuBose, Estelle and LaRocque DuBose, *Cyrano De Bergerac Notes* (Lesson Five)
- C. *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes* (Lessons Two through Four)
- D. *Cyrano de Bergerac Quiz* (Lesson Fifteen)
- E. *Edmond Rostand's "Cyrano de Bergerac": A Study Guide from Gale's "Drama for Students" [DOWNLOAD: PDF]* (Lessons Six through Ten)
- F. Fry, Christopher and Nicholas Cronk, *Oxford World Classics Edmond Rostand: Cyrano De Bergerac* (Lessons Six through Ten)
- G. *Roxanne (1987)* (Lessons Eleven and Twelve)
- H. *Cyrano De Bergerac/Audio Cassettes* (Lessons Six through Ten)
- I. Rostand, Edmond, *Cyrano De Bergerac (French Language Edition)* (Lessons Six through Ten)

V. LESSONS

Lesson One: Overview (50 minutes)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 - 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - 3. Skill Objectives
 - a. Determine the main idea or essential message in a text.
 - b. Make reasonable inferences from information that is implied but not directly stated.
 - c. Use context clues to determine the meaning of unfamiliar words.
 - d. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
- B. *Materials*
 - 1. Copies for each student of Appendix A: CONFIDENTIAL
 - 2. Copies for each student of Appendix B: G.R.A.S.P.S.
 - 3. Student copies of Fry, Christopher and Nicholas Cronk, *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Present and go over Appendix A: CONFIDENTIAL. Discuss the general idea of drama: that they may be tragedies or comedies, may include soliloquies or asides, and are based on conflict, suspense and characterization. Do not define these terms for students.
 - 2. Present and go over Appendix B: G.R.A.S.P.S. to help answer any student questions. Answer remaining questions about the unit overview if need be.
 - 3. Divide students into partner pairs.
 - 4. Tell students to preview the play that appears in *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*. Specifically, they should read the first, last and one middle paragraph in each story and discuss what they think each story will be about.

5. Check students' progress as they work. After about twenty minutes, ask them to wrap up their discussions.
 6. Call on students to share their findings, thereby orchestrating a class discussion.
- E. *Assessment/Evaluation*
1. Have students write a paragraph on what this unit will entail and which part excited them the most (or bores them the least). Modify lessons as needed if students knew more than was expected on the unit.

Lesson Two: Illustrated Cyrano Part I (50 minutes)

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

B. *Materials*

1. One copy of Appendix C: KWL Chart
2. Copies for each student of Appendix G: Dramatic Terms
3. Copies for each student of Appendix H: Reading Guide
4. Copies for each student of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*

C. *Key Vocabulary*

1. Tragedy—a serious drama that involves the fall of a great man with a sorrowful or disastrous conclusion

D. *Procedures/Activities*

1. Hand out copies of Appendix G: Dramatic Terms.
2. Discuss tragedy by asking students for examples of tragedy in the movies. Ask students to decide whether *Cyrano* is a tragedy or a comedy.
3. Introduce Appendix C: KWL Chart. Explain that students can contribute what they Know, What to Know, and Learned throughout the unit. Hang Appendix C: KWL Chart on a conspicuous wall in the classroom.

4. Hand out copies of Appendix H: Reading Guide. Have Students write *Illustrated Cyrano Part I* at the top in the title line.
 5. Hand out copies of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*.
 6. Students read the first fourteen pages of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*.
 7. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 8. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes* to be spot-checked by the teacher.

Lesson Three: Illustrated Cyrano Part II (50 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Students' copies from Lesson Two of Appendix G: Dramatic Terms
 3. Fresh copies for each student of Appendix H: Reading Guide
 4. Copies for each student of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*
- C. *Key Vocabulary*
1. Comedy—a drama of light and amusing characters usually with a happy ending
- D. *Procedures/Activities*
1. Students get out their copies of Appendix G: Dramatic Terms.

2. Discuss comedy by asking students for examples of comedy in the movies. Ask students to decide whether *Cyrano* is a tragedy or a comedy.
 3. Hand out copies of Appendix H: Reading Guide. Have Students write *Illustrated Cyrano Part II* at the top in the title line.
 4. Hand out copies of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*.
 5. Students read the next fourteen pages of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*.
 6. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 7. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes* to be spot-checked by the teacher.

Lesson Four: Illustrated Cyrano Part III (50 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Students' copies from Lesson Two of Appendix G: Dramatic Terms
 3. Fresh copies for each student of Appendix H: Reading Guide
 4. Copies for each student of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*
- C. *Key Vocabulary*
1. Conflict—the problem in the play

- D. *Procedures/Activities*
1. Students get out their copies of Appendix G: Dramatic Terms.
 2. Discuss conflict by asking students for examples of conflict in *Cyrano* so far. Ask students for three main conflicts from the play.
 3. Hand out copies of Appendix H: Reading Guide. Have Students write *Illustrated Cyrano Part III* at the top in the title line.
 4. Hand out copies of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*.
 5. Students read the last fifteen pages of *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes*.
 6. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 7. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Classics Illustrated Edmond Rostand: Cyrano De Bergerac and Notes* to be spot-checked by the teacher.

Lesson Five: The Characters and Plot Summary (50 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Students' copies from Lesson Two of Appendix G: Dramatic Terms
 3. Fresh copies for each student of Appendix H: Reading Guide
 4. Copies for each student of pages 8 through 14 in *Cyrano De Bergerac Notes*
- C. *Key Vocabulary*
1. Suspense—the action in the play that results from the conflict

- D. *Procedures/Activities*
1. Students get out their copies of Appendix G: Dramatic Terms.
 2. Discuss suspense by asking students for examples of suspense in *Cyrano* so far. Ask students for three suspenseful parts of the play.
 3. Hand out copies of Appendix H: Reading Guide. Have Students write *Cyrano Notes* at the top in the title line.
 4. Hand out copies of pages 8 through 14 in *Cyrano De Bergerac Notes*.
 5. Students read the eight pages from *Cyrano De Bergerac Notes*.
 6. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 7. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Cyrano Notes* to be spot-checked by the teacher.

Lesson Six: Act I with Audio (50 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Students' copies from Lesson Two of Appendix G: Dramatic Terms
 3. Fresh copies for each student of Appendix H: Reading Guide
 4. Copies for each student of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*
 5. *Cyrano De Bergerac/Audio Cassettes*
- C. *Key Vocabulary*
1. Characterization—the dramatic representation of human character or motives

- D. *Procedures/Activities*
1. Students get out their copies of Appendix G: Dramatic Terms.
 2. Discuss characterization by asking students for examples of it in *Cyrano* so far. Ask students for three examples of characterization in the play.
 3. Hand out copies of Appendix H: Reading Guide. Have Students write *Act I* at the top in the title line.
 4. Hand out copies of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*.
 5. Play *Cyrano De Bergerac/Audio Cassettes*.
 6. Students read and listen to Act I.
 7. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 8. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Act I* to be spot-checked by the teacher.

Lesson Seven: Act II with Audio (50 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Students' copies from Lesson Two of Appendix G: Dramatic Terms
 3. Fresh copies for each student of Appendix H: Reading Guide
 4. Copies for each student of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*
 5. *Cyrano De Bergerac/Audio Cassettes*

- C. *Key Vocabulary*
1. Soliloquy—a dramatic monologue that gives the illusion of being a series of unspoken reflections
- D. *Procedures/Activities*
1. Students get out their copies of Appendix G: Dramatic Terms.
 2. Discuss soliloquy by asking students for examples of it in *Cyrano* so far. Ask students to volunteer to deliver an impromptu soliloquy. Remind them that this is as simple as candidly “thinking out loud.”
 3. Hand out copies of Appendix H: Reading Guide. Have Students write *Act II* at the top in the title line.
 4. Hand out copies of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*.
 5. Play *Cyrano De Bergerac/Audio Cassettes*.
 6. Students read and listen to Act II.
 7. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 8. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Act II* to be spot-checked by the teacher.

Lesson Eight: Act III with Audio (50 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Students’ copies from Lesson Two of Appendix G: Dramatic Terms
 3. Fresh copies for each student of Appendix H: Reading Guide

4. Copies for each student of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*
5. *Cyrano De Bergerac/Audio Cassettes*
- C. *Key Vocabulary*
 1. Aside—an actor’s speech heard by the by the audience but supposedly not by the other actors
- D. *Procedures/Activities*
 1. Students get out their copies of Appendix G: Dramatic Terms.
 2. Discuss aside by asking students for examples of it in *Cyrano* so far. Ask students to volunteer to deliver an impromptu aside. Remind then that this is as simple as giving a short, candid speech.
 3. Hand out copies of Appendix H: Reading Guide. Have Students write *Act III* at the top in the title line.
 4. Hand out copies of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*.
 5. Play *Cyrano De Bergerac/Audio Cassettes*.
 6. Students read and listen to Act III.
 7. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 8. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
 1. Students turn in their completed copies of Appendix H for *Act III* to be spot-checked by the teacher.

Lesson Nine: Act IV with Audio (50 minutes)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Fresh copies for each student of Appendix H: Reading Guide
 3. Copies for each student of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*
 4. *Cyrano De Bergerac/Audio Cassettes*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Hand out copies of Appendix H: Reading Guide. Have Students write *Act IV* at the top in the title line.
 2. Hand out copies of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*.
 3. Play *Cyrano De Bergerac/Audio Cassettes*.
 4. Students read and listen to Act IV.
 5. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 6. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Act IV* to be spot-checked by the teacher.

Lesson Ten: Act V with Audio (50 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Fresh copies for each student of Appendix H: Reading Guide

3. Copies for each student of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*
4. *Cyrano De Bergerac/Audio Cassettes*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Hand out copies of Appendix H: Reading Guide. Have Students write *Act V* at the top in the title line.
 2. Hand out copies of *Oxford World Classics Edmond Rostand: Cyrano De Bergerac*.
 3. Play *Cyrano De Bergerac/Audio Cassettes*.
 4. Students read and listen to Act V.
 5. Students take notes on their reading according to the topics outlined on Appendix H: Reading Guide.
 6. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
 1. Students turn in their completed copies of Appendix H for *Act V* to be spot-checked by the teacher.

Lesson Eleven: Roxanne Part I (50 minutes)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Make reasonable inferences from information that is implied but not directly stated.
 - d. Use context clues to determine the meaning of unfamiliar words.
 - e. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - f. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
 1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Fresh copies for each student of Appendix H: Reading Guide
 3. Classroom TV and VCR
 4. *Roxanne* (DVD)

- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Hand out copies of Appendix H: Reading Guide. Have Students write *Roxanne Part I* at the top in the title line.
 2. Play *Roxanne* (DVD).
 3. Students take notes on their viewing according to the topics outlined on Appendix H: Reading Guide.
 4. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
 1. Students turn in their completed copies of Appendix H for *Roxanne Part I* to be spot-checked by the teacher.

Lesson Twelve: Roxanne Part II (50 minutes)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
 3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text. Make reasonable inferences from information that is implied but not directly stated.
 - c. Use context clues to determine the meaning of unfamiliar words.
 - d. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- C. *Materials*
 1. The copy from Lesson Two of Appendix C: KWL Chart
 2. Fresh copies for each student of Appendix H: Reading Guide
 3. Classroom TV and VCR
 4. *Roxanne* (DVD)
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Hand out copies of Appendix H: Reading Guide. Have Students write *Roxanne Part II* at the top in the title line.
 2. Play *Roxanne*.
 3. Students take notes on their viewing according to the topics outlined on Appendix H: Reading Guide.

4. Give students remaining class time to contribute to Appendix C: KWL Chart.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix H for *Roxanne Part II* to be spot-checked by the teacher.

Lesson Thirteen: Outline Essay (50 minutes)

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Understand the writing process.
 - d. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Writing, Grammar, and Usage: Writing and Research (p. 157)
 - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
 - ii. Write research essays, with attention to:
 - a) Asking open-ended questions
 - b) Gathering relevant data through library and field research
 - c) Summarizing, paraphrasing, and quoting accurately when taking notes
 - d) Defining a thesis
 - e) Organizing an outline
 - f) Integrating quotations from sources
 - b. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - ii. *Cyrano de Bergerac* (Edmond Rostand)
 - iii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
3. Skill Objectives
 - a. Compare and contrast texts with similar characters, plots and/or themes.
 - b. Determine the main idea or essential message in a text.
 - c. Write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform.
 - d. Develop ideas and content with significant details, examples, and/or reasons.
 - e. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
 - f. Plan, draft, revise, and edit for a legible final copy.
 - g. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
 - h. Write in complete sentences as appropriate.
 - i. Use capitals correctly, such as in titles, direct quotations, and proper nouns.
 - j. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.

- k. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
 - l. Use conventional spelling in published work.
 - m. Use writing resources such as dictionaries to monitor spelling accuracy.
 - n. Make predictions, draw conclusions, and analyze what they read, hear, and view.
- B. *Materials*
- 1. Students' copies from Lesson Two of Appendix G: Dramatic Terms
 - 2. Students' completed copies of Appendix H: Reading Guide from Lessons Two through Thirteen
 - 3. Copies for each student of Appendix D: *Cyrano de Bergerac* Essay Rubric
 - 4. Copies for each student of Appendix E: *Cyrano de Bergerac* Essay Score
 - 5. Students' writing tools to include pen and paper
 - 6. Auman, M. *Step Up To Writing*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
- 1. Have students get out their copies from Lesson Two of Appendix G: Dramatic Terms, from Lessons Two through Thirteen of Appendix H: Reading Guide, and their writing tools including pen and paper.
 - 2. Hand out copies for each student of Appendix D: *Cyrano de Bergerac* Essay Rubric and of Appendix E: *Cyrano de Bergerac* Essay Score.
 - 3. Go over Appendix D: *Cyrano de Bergerac* Essay Rubric.
 - 4. Have students online their essays on their own paper. Remind them to use the rubric to make sure they follow all instructions. If they need a template, ask them to choose one from *Step Up To Writing*.
 - 5. Homework: Write the first draft of your essay and be prepared to submit it at the start of Lesson Fourteen.
- E. *Assessment/Evaluation*
- 1. Teacher spot-checks homework at the start of class on the following day.

Lesson Fourteen: Peer Review (50 minutes)

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Understand the writing process.
 - d. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
 - 2. Lesson Content
 - a. Writing, Grammar, and Usage: Writing and Research (p. 157)
 - i. Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
 - ii. Write research essays, with attention to:
 - a) Asking open-ended questions
 - b) Gathering relevant data through library and field research
 - c) Summarizing, paraphrasing, and quoting accurately when taking notes
 - d) Defining a thesis
 - e) Organizing an outline

- f) Integrating quotations from sources
- b. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides

3. Skill Objectives

- a. Compare and contrast texts with similar characters, plots and/or themes.
- b. Determine the main idea or essential message in a text.
- c. Write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform.
- d. Develop ideas and content with significant details, examples, and/or reasons.
- e. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
- f. Plan, draft, revise, and edit for a legible final copy.
- g. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.
- h. Write in complete sentences as appropriate.
- i. Use capitals correctly, such as in titles, direct quotations, and proper nouns.
- j. Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons.
- k. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.
- l. Use conventional spelling in published work.
- m. Use writing resources such as dictionaries to monitor spelling accuracy. Make predictions, draw conclusions, and analyze what they read, hear, and view.

B. *Materials*

- 1. Students' copies from Lesson Two of Appendix G: Dramatic Terms
- 2. Students' completed copies of Appendix H: Reading Guide from Lessons Two through Thirteen
- 3. Students' copies from Lesson Thirteen of Appendix D: *Cyrano de Bergerac* Essay Rubric
- 4. Students' copies from Lesson Thirteen of Appendix E: *Cyrano de Bergerac* Essay Score
- 5. Students' writing tools to include pen and paper

C. *Key Vocabulary*

None

D. *Procedures/Activities*

- 1. Have students get out their writing tools including pen and paper, their copies from Lesson Thirteen of Appendix D: *Cyrano de Bergerac* Essay Rubric, and their copies from Lesson Thirteen of Appendix E: *Cyrano de Bergerac* Essay Score.
- 2. Have students work in partner pairs to peer review one another's essays. Students swap essays and score each other on Appendix E: *Cyrano de Bergerac* Essay Score according to the criteria outlined on Appendix D: *Cyrano de*

Bergerac Essay Rubric. Remind students to write at least one thing they liked and one suggestion in the comment field on Appendix E: *Cyrano de Bergerac* Essay Score.

3. Tell students to use this feedback to improve their essays that they will turn in Lesson Fifteen.
4. Homework: Edit, proofread and put the final touches on your essay and be prepared to submit it at the start of Lesson Fifteen.

E. *Assessment/Evaluation*

1. Teacher collects essays at the start of class on the following day.

Lesson Fifteen: Assessment (50 minutes)

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand what a play is and how it is structured.
 - b. Understand vocabulary terms associated with drama.
 - c. Understand the writing process.
 - d. Recognize how to read literature and write essays to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Fiction, Nonfiction, and Drama: Drama (p. 161)
 - i. *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Elements of drama
 - a) Tragedy and comedy
 - b) Aspects of conflict, suspense, and characterization
 - c) Soliloquies and asides
3. Skill Objectives
 - a. Determine the main idea or essential message in a text.
 - b. Make reasonable inferences from information that is implied but not directly stated.
 - c. Make predictions, draw conclusions, and analyze what they read, hear, and view.
 - d. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - e. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

B. *Materials*

1. Students' completed essays
2. Copies for each student of Appendix F: *Cyrano de Bergerac* Unit Assessment
3. Teacher copy of Appendix D: *Cyrano de Bergerac* Essay Rubric
4. Fresh copies for each student of Appendix E: *Cyrano de Bergerac* Essay Score

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Collect students' final drafts of the essays.
2. Hand out copies for each student of Appendix F: *Cyrano de Bergerac* Unit Assessment.
3. Students complete and turn in Appendix F: *Cyrano de Bergerac* Unit Assessment.

- E. *Assessment/Evaluation*
1. Teacher scores students' essays score on Appendix E: *Cyrano de Bergerac* Essay Score according to the criteria outlined on Appendix D: *Cyrano de Bergerac* Essay Rubric.
 2. Teacher grades students' completed copies of Appendix F: *Cyrano de Bergerac* Unit Assessment according to the key at the bottom of the original.

VI. CULMINATING ACTIVITY

- A. Students respond to the letter from Jose Grande Nose using the information they gathered during the unit. Teacher mails the letter, writes a final response from Nose saying the dilemma has been solved on account of their hard work, and coordinates with a Hollywood business or individual to have it postmarked from there to the school. Teacher passes around the letter with its postmarked envelope.
- B. Students research and answer all questions that appear under the "W" column on Appendix C: KWL Chart. Teacher compiles all questions and answers onto one document and makes copies for each student to keep.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: CONFIDENTIAL (Lesson One)
- B. Appendix B: G.R.A.S.P.S. (Lesson One)
- C. Appendix C: KWL Chart (Lessons Two through Twelve)
- D. Appendix D: *Cyrano de Bergerac* Essay Rubric (Lessons Thirteen through Fifteen)
- E. Appendix E: *Cyrano de Bergerac* Essay Score (Lessons Thirteen through Fifteen)
- F. Appendix F: *Cyrano de Bergerac* Unit Assessment (Lesson Fifteen)
- G. Appendix G: Dramatic Terms (Lessons Two through Eight)
- H. Appendix H: Reading Guide (Lessons Two through Twelve)

VIII. BIBLIOGRAPHY

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Appendix A

C O N F I D E N T I A L

March 2005

Greetings.

This message is for your eyes (and nose) only!

Here's the deal: There is a dispute among actors involved with the Screen Actors' Guild in Hollywood, CA. Apparently they want to produce a new film version of the play *Cyrano de Bergerac*, but they're a bit baffled by his character and his story.

You have been chosen to solve this argument. You must decipher between four different versions of the play to tell the actors:

- 1) Exactly how big Cyrano's nose was.
- 2) Truly what Cyrano's character is like.
- 3) Precisely what the play is about.
- 4) Specifically who else appears in the play and how.

You have fifteen days to complete this mission. You must compile a class multimedia presentation (like a Web site or PowerPoint) to present your case to the Screen Actors' Guild. You will continue to hear from our informants as you complete this mission. Good luck!

Sincerely,

Jose Grande Nose
President
Dramatic Works Translation Association

WARNING:

This message will self-destruct if you don't immediately organize your notebook and carefully file all work associated with this mission. Students have been known to lose fingers in self-destruction!

Appendix B

G.R.A.S.P.S.

(Your Mission Clarified)

Goal: Students show that they understand that dramatic works like *Cyrano de Bergerac* can be interpreted in a variety of ways. Students will compare sources on *Cyrano de Bergerac*.

Role: Students have accepted the role of eyewitness, reporters and multimedia presenters.

Audience: The target audience is a group of actors associated with the Screen Actors' Guild.

Situation: There is a dispute among actors involved with the Screen Actors' Guild in Hollywood, CA. Apparently they want to produce a new film version of the play *Cyrano de Bergerac*, but they need a better understanding of his character and his story.

Product: Students must decipher four different versions of the play to tell the actors: (1) Exactly how big Cyrano's nose was, (2) Truly what Cyrano's character is like, (3) Precisely what the play is about, (4) Specifically who else appears in the play and how. Students must compile a class multimedia presentation (like a Web site or PowerPoint) to present their individual essays to the Screen Actors' Guild.

Success, Standards and Criteria: Students' contributions to the multimedia presentation, or essays, will be assessed according to six criteria: understood, justified, complete, polished, organized and unique. In other words, students' essays must demonstrate a thorough understanding of *Cyrano de Bergerac* and one secondary source to the play. All points must be backed up with facts. Essays must include plenty of examples and details. Work must be error free. Students must write in paragraph form. Ideas must be original and unique.

Appendix D

Cyrano de Bergerac Essay Rubric

	5	4	3	2	1
Understood	Relates <i>Cyrano de Bergerac</i> and a secondary source in more than three ways.	Relates <i>Cyrano de Bergerac</i> and a secondary source in three ways.	Relates <i>Cyrano de Bergerac</i> and a secondary source in two ways.	Relates <i>Cyrano de Bergerac</i> and a secondary source in one way.	The essay needs more concrete Connections between <i>Cyrano de Bergerac</i> and a secondary source.
Justified	All points are backed up with facts and details. Writer completed significant research.	Most points are backed up with facts and details. Writer completed significant.	Some points are backed up with facts and details. Writer completed little research.	Few points are backed up with facts and details.	Points are drawn from the writer's opinion, but need to be better supported.
Complete	Each paragraph is supported with more than four examples and details.	Each paragraph is supported with four examples and details.	Each paragraph is supported with three examples and details.	Each paragraph is supported with two examples and details.	The paper needs to be written in paragraphs.
Polished	There are no errors in this paper.	There are a few errors in this paper.	There are some errors in this paper.	There are enough errors in this paper to distract the reader a bit.	The paper needs to be carefully proofread, and errors should be fixed.
Unique	Writer makes more than three original remarks and points.	Writer makes three original remarks and points.	Writer makes two original remarks and points.	Writer makes one original remark or point.	The paper needs the touch of the writer's voice.
Organized	The paper is organized so effectively that reading is smooth.	The paper is organized effectively.	The paper is somewhat organized, but the reader sometimes has to jump around to get the point.	The paper is somewhat organized, but the reader has no idea what the writer means sometimes.	The paper is organized so poorly that it has little meaning.

Appendix E

Cyrano de Bergerac Essay Score

Student Name: _____

Date: March 2005

Teacher:

1.	<i>Understood</i>	5	4	3	2	1
2.	<i>Justified</i>	5	4	3	2	1
3.	<i>Complete</i>	5	4	3	2	1
4.	<i>Polished</i>	5	4	3	2	1
5.	<i>Unique</i>	5	4	3	2	1
6.	<i>Organized</i>	5	4	3	2	1

TOTAL: _____/30

COMMENTS:

Cyrano de Bergerac Unit Assessment

Name _____ Date _____

1. What does Cyrano say he will take with him to heaven?
 - (A) His sword
 - (B) His white plume
 - (C) His nose
 - (D) One of Ragueneau's pastries

2. Who hires the hundred men to kill Ligniere?
 - (A) Comte de Guiche
 - (B) Cardinal Richelieu
 - (C) Cyrano
 - (D) Valvert

3. Why is Roxane worried for Christian's safety among the Cadets of Gascoyne?
 - (A) He is not a skilled fighter
 - (B) He has written a scathing satire about the cadets
 - (C) He is hot-tempered and tends to pick fights
 - (D) The Cadets of Gascoyne tend to pick on anyone who is not a Gascon

4. Whom does de Guiche propose as possible patrons for Cyrano in Act II?
 - (A) Richelieu and Valvert
 - (B) Valvert and himself
 - (C) Richelieu and himself
 - (D) He says that Cyrano does not need a patron

5. Where are Roxane and Christian married?
 - (A) On the battlefield
 - (B) In Roxane's house
 - (C) In the convent
 - (D) At the Chapel of St. Beatrice

6. Who tells Christian about the plot to kill Ligniere?
 - (A) A pickpocket
 - (B) Cyrano
 - (C) Ragueneau
 - (D) De Guiche

Appendix F, page 2

7. What is Cyrano's relation to Roxane?
 - (A) He is her uncle
 - (B) He is her brother-in-law
 - (C) He is her cousin
 - (D) He is not related to her; he hopes to become her husband

8. What does de Guiche do with the white plume after Cyrano produces it?
 - (A) He waves it as a signal to a spy
 - (B) He tucks it into his pocket angrily
 - (C) He tears it to shreds
 - (D) He throws it to the ground

9. How does Christian prove his bravery to the cadets?
 - (A) He challenges Valvert to a duel
 - (B) He proclaims his love for Roxane
 - (C) He insults Cyrano's nose
 - (D) He steals Carbon's sword

10. Why does Christian's action go unpunished?
 - (A) Valvert is a terrible swordsman
 - (B) Roxane thinks he means someone else
 - (C) Cyrano has promised Roxane to protect Christian
 - (D) Carbon steals the sword back without saying a word

11. Why are the cadets hungry at the siege of Arras?
 - (A) They are besieged and their supply lines have been cut by the Spanish army
 - (B) De Guiche did not order enough rations before the company left France
 - (C) The peasants have burned their crops, making foraging impossible
 - (D) To prove their valor, the cadets refuse to eat before battle

12. How does Cyrano distract de Guiche while Roxane and Christian are being married?
 - (A) By pretending to be a Spanish spy
 - (B) By pretending to have fallen from the moon
 - (C) By pretending to be Valvert
 - (D) By challenging him to a duel

13. How does Cyrano win a pair of minstrels for a day?
 - (A) By defeating the king's best musketeer in a duel
 - (B) By correctly guessing the note they were playing
 - (C) By defeating Valvert in a horse race
 - (D) By winning a bet over a question of grammar

Appendix F, page 3

14. Why does Cyrano hate Montfleury?
 - (A) Because he is hideously fat
 - (B) Because he once mocked Cyrano's nose
 - (C) Because he dared to smile at Roxane
 - (D) Because he refuses to act in Cyrano's play

15. How does Cyrano treat the nuns in Roxane's convent?
 - (A) He teases them fondly
 - (B) He is solemn and respectful
 - (C) He ignores them because they do not concern him
 - (D) He hates their Christian hypocrisy

16. How does Roxane discover that Cyrano wrote the letters?
 - (A) Christian tells her
 - (B) Cyrano tells her
 - (C) Through a keyhole, she spies Cyrano writing her
 - (D) She observes that he is able to read one of the letters aloud even in the dark

17. How is Cyrano dealt his mortal wound?
 - (A) In battle against the Spanish
 - (B) A giant log is dropped on him from a high window
 - (C) In a duel against de Guiche
 - (D) In a duel against Christian

18. Why does Ragueneau's marriage fail?
 - (A) He falls in love with the duenna
 - (B) He and his wife argue over the children's futures
 - (C) His wife leaves him for a musketeer
 - (D) His wife leaves him for a poor poet

19. Where does Cyrano meet Roxane in Act II?
 - (A) In Ragueneau's bakery
 - (B) In the park at the convent
 - (C) In the orchard at her house
 - (D) In the kitchen of the palace

20. How often does Cyrano write Roxane on Christian's behalf during the siege of Arras?
 - (A) Monthly
 - (B) Weekly
 - (C) Daily
 - (D) Hourly

Appendix F, page 4

21. Who insults Cyrano's nose most often during the play?
(A) Christian
(B) Valvert
(C) De Guiche
(D) Cyrano
22. How does Christian die?
(A) Cyrano kills him over Roxane
(B) De Guiche kills him over Roxane
(C) Valvert kills him over Roxane
(D) He dies in battle at the siege of Arras
23. Why doesn't Cyrano buy himself dinner after the duel in the theater?
(A) He is not hungry
(B) He prefers to wait until he has defeated the hundred men
(C) He tossed all his money to Bellerose
(D) He tossed all his money to Le Bret
24. Who kills de Guiche?
(A) Cyrano
(B) Christian
(C) Valvert
(D) De Guiche lives to the end of the play
25. *Cyrano de Bergerac* takes place during which two years?
(A) 1789 and 1805
(B) 1500 and 1550
(C) 1640 and 1655
(D) 1830 and 1845

KEY

- | | | |
|------|-------|-------|
| 1. B | 10. C | 19. A |
| 2. A | 11. A | 20. C |
| 3. D | 12. B | 21. D |
| 4. C | 13. D | 22. D |
| 5. B | 14. C | 23. C |
| 6. A | 15. A | 24. D |
| 7. C | 16. D | 25. C |
| 8. A | 17. B | |
| 9. C | 18. C | |

Cyrano de Bergerac Quiz. Sparknotes by Barnes and Noble: July 14, 2004.
<http://www.sparknotes.com/lit/cyrano/quiz.html>.

Appendix G

Dramatic Terms

1. Tragedy—a serious drama that involves the fall of a great man with a sorrowful or disastrous conclusion
2. Comedy—a drama of light and amusing characters usually with a happy ending
3. Conflict—the problem in the play
4. Suspense—the action in the play that results from the conflict
5. Characterization—the dramatic representation of human character or motives
6. Soliloquy—a dramatic monologue that gives the illusion of being a series of unspoken reflections
7. Aside—an actor’s speech heard by the by the audience but supposedly not by the other actors

Appendix H

Reading Guide for _____ (Title)

<i>How big was Cyrano's nose?</i>	<i>What Cyrano's is character like?</i>	<i>What is the play about? Write a brief summary.</i>	<i>Who else appears in the play and how?</i>