

Newark Charter School Units/Lessons

ELA ~ Grade 7

Newark Charter School Instructional Unit

Unit Title: Cyrano de Bergerac "Nose" His Terms: STUDYING DRAMA THROUGH LITERARY TERMS AND ELEMENTS OF FICTION

Content Area: ELA

Grade Level(s): Gr.7

Length of Unit: 10 lessons, 50 minutes each lesson, approximately 13-15 days

Unit Summary:

What do duels, unrequited love, deception, death, poetry, and long noses have in common? They are found in the play *Cyrano de Bergerac* by Edmond Rostand and throughout this unit. In this unit, students will take a journey through the play while learning valuable drama vocabulary, literary terms, and elements of fiction. Students will write their own version of Cyrano's death soliloquy, character analysis, and more. This unit has almost as much excitement and knowledge as the play itself.

Common Core State Standards:

CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

Big Idea(s):

We become better readers, writers, speakers, and listeners through the study of high-interest and high-quality literature, such as Cyrano de Bergerac by Edmond Rostand.

Enduring Understandings:

Understanding the more detailed elements of literature makes one a better reader. Analysis and synthesis of what we read in literature gives the reader greater insights. Suspense and strong conflict may increase the reader's interest in a story.

Essential Question(s):

How does the use of figurative language in literature make the reader have deeper understandings and insights?

How do we break down complex themes in literature for better understanding?

Knowledge and Skills:

Students will need to know...

Sixth Grade English: Fiction and Drama (CKS pages 135-136)

A. Drama

- Literal and figurative language (review from grade 5)
- Imagery
- Metaphor and simile
- Symbol
- Personification

B. Poems

- Terms (especially rhyme scheme)

Students will be able to...

Concept Objectives

1. Students [will understand how to] write and speak for a variety of purposes and audiences.
2. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
3. Students [will understand how to] read and recognize literature as a record of human experience.

Skill Objectives

1. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.
2. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.
3. Students will recognize an author's or speaker's point of view and purpose.
4. Students will develop ideas and content with significant details, examples, and/or reasons.
5. Students will write in a variety of genres to persuade and to inform.
6. Students will write with voice appropriate to purpose and audience.
7. Students will use a range of words that are precise and vivid
8. Students will use literature terminology accurately, including, setting, character, conflict, irony, asides, climax, suspense, theme, tragedy, drama, and comedy.

Assessment Evidence

Performance or Transfer Tasks:

Students will begin to exhibit in both discussion and written response a greater understanding of more refined literary elements, and will analyze and synthesize with greater depth and sophistication.

Rubrics:

See appendices

Other Evidence:

See appendices

Student Self-Assessment/Reflection:

See appendices

Learning Plan

Key Learning Events:

Lesson One: Setting the Stage (two days at 50 minutes each)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students [will understand how to] read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Seventh Grade English: Fiction, Nonfiction, and Drama (pages 160-161)
 - i. Elements of Fiction
 - Review aspects of plot and setting
 - ii. Drama
 - Cyrano de Bergerac (Edmond Rostand)
 - Elements of drama - tragedy and comedy (review)
3. Skill Objective(s)
 - a. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.
 - b. Students will make predictions, draw conclusions, and analyze what they read, hear and view.
 - c. Students will use literature terminology accurately, including setting, plot, comedy, tragedy, and drama.

B. Materials

1. Cyrano de Bergerac by Edmond Rostand – one for every student in the class
2. Make an overhead or give one copy to each group - Appendix A, page 5 and 6
3. Pre Test - Appendix A, pages 1 and 2 (copies for every student)

C. Key Vocabulary

1. The term comedy is defined as a dramatic work that is light and often humorous or satirical in tone and that usually contains a happy resolution of the thematic conflict.
2. The term tragedy is defined as a drama or literary work in which the main character is brought to ruin or suffers extreme sorrow, especially as a consequence of a tragic flaw, moral weakness, or inability to cope with unfavorable circumstances.
3. The term plot is defined as the pattern of events or main story in a narrative or drama.
4. The term setting is defined as the place and the time period in which the story takes place.
5. The term drama is defined as a prose or verse composition, sometimes telling a serious story, that is intended for representation by actors impersonating the characters and performing the dialogue and action.

D. Procedures/Activities

DAY ONE

1. Begin this lesson with a pre-test to determine what knowledge students already have (Appendix A, pages 1 and 2).
2. Have students make predictions about the book based on the cover and the title. Write these on the board. Have students write these in their journal.
3. Next, read the back of the book to the students. Instruct students to discuss their predictions compared to the back of the book with the people around them. As a larger group, ask for volunteers to share.
4. Give notes about the author and the real Cyrano (Appendix A, page 3).
5. Read the first scene of *Cyrano de Bergerac* by Edmond Rostand out loud to the class.
6. Then, have students silently read for any remaining time.
7. Students will need to finish reading through scene 4 by the next class.
8. ASSESSMENT – have students stand up. Instruct them to tell one thing they learned about the play. When they say the thing they have learned, they may sit down.

DAY TWO

9. Prior to this day, students should have read Act I, scenes 1-4 of *Cyrano de Bergerac* by Edmond Rostand. They need to have this background knowledge of the setting of the play and the basic characters in order to get the most out of this lesson.
10. Have students take out a piece of paper and instruct them that they will be taking notes on setting, plot, comedy, tragedy, and drama. They should keep these definitions in their notebooks. They will be taking these notes Cornell Style (split page). To do this, instruct students to draw a line vertically down their paper dividing the paper into $\frac{3}{4}$ and $\frac{1}{4}$ proportion. Or you may give students a copy of Appendix A, page 4. Instruct students to write the definition of the word on the left side of the paper and the definition on the right (Use the Key Vocabulary to guide notes). This assignment should not be collected; it should be a resource for students to use throughout the unit. They should build onto this list with each new vocabulary word they learn.
11. Next, have students get into groups of four (Publishing Companies). Instruct them that they are to write a book cover based on what they know about the novel. (Make an overhead or give one copy to each group Appendix A, page 5 and 6.)
12. Lastly, students will need to read Act I, scenes 5-7 for the next lesson. Assign this for homework.

E. Assessment/Evaluation

1. Instruct students to take out a piece of paper. On this paper, they should write the definitions of comedy, plot, setting, tragedy, and drama. Then, they should answer the following questions: Do you think the play will be a comedy or a tragedy? Why? What is the setting of the play? What is the basic plot of the play so far? Extra credit: What is one fact about the author? This should be graded and used by the teacher to evaluate each student's grasp of these concepts

Lesson Two: Butterflies in the Stomach (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] write and speak for a variety of purposes and audiences.
 - b. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students [will understand how to] read and recognize literature as a record of human experience.

2. Lesson Content

a. Seventh Grade English: Fiction, Nonfiction, and Drama (CKS pages 160-161)

i. Elements of Fiction

- Suspense and climax

ii. Drama

- Cyrano de Bergerac (Edmond Rostand)

3. Skill Objective(s)

a. Students will use literature terminology, *suspense*, accurately.

b. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.

c. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.

B. Materials

1. Cyrano de Bergerac by Edmond Rostand (copy for every student)

2. Two- Minute Mysteries by Donald J. Sobol (one copy for teacher)

3. Suspense worksheet - Appendix B, page 1 (one copy for every student.)

C. Key Vocabulary

1. The word suspense is defined as the anxious anticipation of a reader or an audience as to the outcome of a story, especially concerning the character or characters with whom sympathetic attachments are formed.

D. Procedures/Activities

1. Students should have read Act I, scenes 5-7 before the start of class.

2. Instruct students that their will be a quiz over this information that is worth a lot of points.

3. Read a Two Minute Mystery. Have students jot down things they hear that will help them figure out the mystery. Also, have them write down the most exciting part of the story where they just can't wait any longer to hear what happens. As an alternative to having students write, you may instruct students to raise their hands every time they hear an exciting part of the story.

4. Discuss what the students put in their notes. Why did you write down the parts you did? How does adding these exciting parts affect the reader?

5. Have students take out their vocabulary Cornell Notes sheet to add the term suspense. (Appendix A, page 4).

6. Ask for a few volunteers to give ideas about the suspenseful parts in Cyrano de Bergerac.

7. Have students fill out the suspense worksheet (Appendix B, page 1). Instruct them that they are to put the act, scene and page number where the suspenseful scene occurs. They are also to write a line from the play that shows suspense. Then, they should write a brief statement about why that line (scene) is filled with suspense. They may do this alone or with a partner.

8. Assign students to read Act II, scenes 1-6 for homework.

E. Assessment/Evaluation

1. Quiz: Ask students to think back to the beginning of the lesson when you told them there would be a quiz. Tell them that it is now time for the quiz and to take out a piece of paper.

Instruct them that the quiz is to write a paragraph. Write this question on the board –

Describe how you feel right now. Then, describe how you felt at the beginning of class.

Compare these feelings to what we learned today and how Cyrano may feel at the end of Act I.

Lesson Three: Love and War (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)

- a. Students [will understand how to] write and speak for a variety of purposes and audiences.
- b. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
- c. Students [will understand how to] read and recognize literature as a record of human experience.

2. Lesson Content

- a. Seventh Grade English: Fiction, Nonfiction, and Drama (pages 160-161)
 - i. Elements of Fiction
 - Theme
 - ii. Drama
 - Cyrano de Bergerac (Edmond Rostand)

3. Skill Objective(s)

- a. Students will recognize an author's or speaker's point of view and purpose.
- b. Students will develop ideas and content with significant details, examples, and/or reasons.

B. Materials

1. Cyrano de Bergerac by Edmond Rostand (copy for every student)
2. Six different Children's books - Recommended:
If You Give a Mouse a Cookie by Laura Joffe Numeroff,
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst,
The Giving Tree by Shel Silverstein,
Could Be Worse! by James Stevenson,
Harold and the Purple Crayon by Crockett Johnson,
Green Eggs and Ham by Dr. Seuss (one copy of each book)
3. Act II, scenes 1-6 of the play from the 1990 film *Cyrano de Bergerac* (PG)
4. Film viewing guide - Appendix C, page 1 (one for every student)

C. Key Vocabulary

1. A theme is the underlying meaning of the story, a moral, a significant statement the story is making about society, or human nature.

D. Procedures/Activities

1. Students will need to have read Act II, scenes 1-6 by this lesson.
2. Hand back the suspense quizzes at the beginning of class. Ask students to share what it felt like to get the grade they did (make sure to grade everything low - the real grade is participation and all students that participated should get full points). Make sure to tell them, after you discuss what it feels like to be disappointed, that everyone who participated gets full points. This is a good lead to talk about how Cyrano may have felt when he found out that Roxane is in love with Christian.
3. Have students pick a partner. Instruct them to write a list of love songs (at least five). Then, have students talk about what each song is saying about love. Make sure to model and give an example of this. (*All You Need is Love* by the Beatles is a song about love. It is saying that, literally, all you need is love. It says that there is nothing that you can't do if you have love.) Call on a few groups to share an example of what they discussed.
4. Have students take out their vocabulary Cornell Notes sheets to add the term theme. (Appendix A, page 4). Explain that the love songs each were saying something about love. The main message of each song, or the moral, is what is known as the theme. Use the Key Vocabulary of this lesson to give students a definition of theme.
5. Get six different children's books. Get tables or desks into six groups and put a children's

book on each table/desk. Have students get into groups of no more than four. Instruct them to begin with the book on their table. Instruct students to read the children's book and write the theme of the book on a piece of paper. Designate one recorder per group and make sure each student puts their name on the paper. They will be turning this in.

- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Possible themes – Days are what you make of them, bad days happen everywhere...)
- If You Give a Mouse a Cookie by Laura Joffe Numeroff, (Possible themes – People always want what they can't have, the grass is always greener on the other side of the fence...)
- The Giving Tree by Shel Silverstein (Possible themes – Giving is love, you lose a bit of yourself every time you love someone...)
- Could Be Worse! by James Stevenson (Possible themes – No matter how bad things get, they could always be worse, things are only as boring as you make them...)
- Green Eggs and Ham by Dr. Seuss (Possible themes – try things before you decide what you don't like, people don't like to try new things...)
- Harold and the Purple Crayon by Crockett Johnson (Possible themes – Imagination can take you anywhere, there is no place like home...)

6. Watch Act II, scenes 1-6 of the play from the 1990 film Cyrano de Bergerac, with Gerard Depardieu (PG). Have students take notes from the film viewing guide (Appendix C, page 1). Students should write their observations about the film. Make sure to guide them by sharing an example. You can stop the movie after the baker appears and ask for examples from the students...How is the Baker dressed? What is the lighting – dark, bright? Do you hear any sound effects? What does that tell you, as the audience?

7. See Assessment/Evaluation

8. Assign students to read ACT II, scenes 7-11 for homework. Give them time to begin reading in class if there is time.

E. Assessment/Evaluation

1. Have students write a paragraph about the theme of Act I, scene 5. This scene focuses on the topic of love. They can have themes like: love is blind; physical appearance gets in the way of love; love makes people foolish...Make sure students back up their opinions with examples from the movie or the play (Appendix C, page 2).
2. Accommodation: Have special education students write a sentence about the theme of Act I, scene 5 or 6 and one reason why they think it is the theme.
3. Challenge: Have gifted students add a paragraph comparing and contrasting how the theme is presented in the movie vs. the play. They could say anything about facial expressions, costumes, lighting or language.

Lesson Four: What a Character! (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students [will understand how to] read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Seventh Grade English: Fiction, Nonfiction, and Drama (CKS pages 160-161)
 - i. Drama
 - Cyrano de Bergerac (Edmond Rostand)
 - Elements of drama
 - Aspects of conflict, suspense, and characterization

3. Skill Objective(s)

- a. Students will use literature terminology, characterization, accurately.
- b. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.

B. Materials

1. Pieces of paper with 5 character's names on them (Roxane, Cyrano de Bergerac, Christian, Count De Guiche, and Montfleury).
2. Cyrano de Bergerac by Edmond Rostand (a copy for every student)
3. Character worksheet - Appendix D, page 1 (one for every student)
4. Body Biography assignment - Appendix D, page 2 (one for every student)

C. Key Vocabulary

1. The term characterization is the process by which a writer makes a character seem real to the reader.

D. Procedures/Activities

1. Students should have read Act II, scenes 7-11 prior to this lesson.
2. Ask for five volunteers from students. This is called the dating game. Prior to this lesson, you should write the names of five characters on separate pieces of paper (Roxane, Cyrano de Bergerac, Christian, Count De Guiche, and Montfleury). Hand out the cards, one per student. Instruct the students that volunteered that they are to become their character. Also, instruct them that the audience is not to know what character they are, because they are going to guess. They may use examples from the text or make up what they think their character would say. Instruct the rest of the class to divide their paper into five sections. They are to take notes and try to guess which character is represented by which student. The role of the teacher in this dating game and ask questions. Possible questions are...How would you act on a first date? What do you like to do in your free time? How important are looks in someone you date? Which flavor of ice cream best describes you, and why? Which Disney character best describes you? After all the questions are asked, have guesses from the audience determine which student is representing which character.
3. Next, have students take out their vocabulary Cornell Notes sheets to add the term characterization. (Appendix A, page 4). Use the Key Vocabulary of this lesson to give students a definition.
4. Next, divide students into groups of four and assign each group a character. Instruct them that they are to use the text and movie to fill out the worksheet based on their character (Appendix D, page 1).
5. Have each group present what they discovered about their character.
6. Individually, students should fill out a body biography (see Assessment/Evaluation).
7. For homework, students should read Act III, scenes 1-9).

E. Assessment/Evaluation

1. Body biography – students are to draw an outline of a different character on blank, white paper, or you can give them a copy of Appendix D, page 2. Have them write everything about their character inside the body. In the head, write what the character thinks. In the arms, write what the character looks like. In the body, write what the character feels. In the legs, write a description of what the character likes to do.

Lesson Five: Isn't it Ironic? (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] write and speak for a variety of purposes and audiences.
 - b. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students [will understand how to] read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Seventh Grade English: Fiction, Nonfiction, and Drama (CKS pages 160-161)
 - i. Drama
 - *Cyrano de Bergerac* (Edmond Rostand)
 - ii. Literary Terms
 - Irony: verbal, situational, dramatic
3. Skill Objective(s)
 - a. Students will use literature terminology accurately including situational irony, dramatic irony, and verbal irony.
 - b. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.
 - c. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.

B. Materials

1. *Cyrano de Bergerac* by Edmond Rostand (a copy for every student)
2. Several comic strips (www.comics.com)
3. Song - *Ironic* by Alanis Morissette
4. Irony Detective Worksheet – Appendix E, page 1 (copy for every student)
5. Film – *Cyrano de Bergerac*, 1990, with Gerard Depardieu, PG
6. Film – *Roxanne*, 1987 with Steve Martin, directed by Fred Schepisi, PG
7. Film – *Whatever It Takes*, 2000, directed by David Raynr, PG 13

C. Key Vocabulary

1. The term situational irony is defined as an outcome that turns out to be very different from what was expected, the difference between what is expected to happen and what actually does.
2. The term dramatic irony occurs when the meaning of the situation is understood by the audience but not by the characters in the play.
3. The term verbal irony is defined as a figure of speech in which what is said is the opposite of what is meant.

D. Procedures/Activities

1. Prior to lesson, students should have read Act III, scenes 1-9).
2. Prior to this lesson, double check your schools rules for showing clips from movies. Two of the movies in this lesson are PG and one is PG 13.
3. Ask students to raise their hands if they have ever heard the term Irony. Then, ask for a volunteer to write on the board. Have students write everything they know about the term Irony on the board. If available, play the song, *Ironic* by Alanis Morissette and ask students to comment on how the song is ironic.
4. Next, have students take out their vocabulary Cornell Notes sheets to add the terms

dramatic irony, situational irony, and verbal irony (Appendix A, page 4). Use the Key Vocabulary of this lesson to give students a definition.

5. Find at least six comic strips that depict the different types of irony (try www.comics.com). Make overheads of these comics and have students fill out the Irony Detective worksheet (Appendix E, page 1). You should model at least one comic. It would be preferable to model one that fits each type of irony.

6. Next, instruct students to look in the play for situations, in any scene or act, that fall into the categories of situational, dramatic, or verbal irony. They may work in groups of four. Make sure to instruct them to write down page numbers, acts, and scenes! Modification: It would be best to arrange these groups ahead of time, so that you can put all different levels of learners mixed into the groups.

7. Now, have students arrange the desks or chairs into a circle. Lead a discussion on irony in Cyrano de Bergerac by asking the students questions and letting them discuss. One helpful way to do this is to have students raise hands and call on each other to answer. Possible questions: What places in the play did you find examples of dramatic irony? Situational irony? Verbal irony? Why do you think the author put irony into the play? What function does it serve? How do the characters react to the different types of irony?

8. Make note that the balcony scene is one of the most famous examples of dramatic irony. Show some examples from different TV shows and movies (Whatever It Takes, 2000, directed by David Raynr, PG 13- Roxanne, 1987 with Steve Martin, PG, directed by Fred Schepisi - Cyrano de Bergerac, 1990, with Gerard Depardieu, PG)

9. Assign students to read Act III, scenes 10-13 for homework.

10. Write the three ticket-out-the-door question options on the board (see Assessment/Evaluation). Give students the option to pick whatever one they want.

E. Assessment/Evaluation

1. Ticket-out-the-door: Write one thing you learned about irony today.
2. Accommodation – for special education students: Write the definition of either verbal, situational, or dramatic irony.
3. Challenge – for gifted students: Write a prediction about how the irony in the balcony scene is going to play out in later scenes.

Lesson Six: Talking to Yourself... (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students [will understand how to] read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Seventh Grade English: Fiction, Nonfiction, and Drama (pages CKS 160-161)
 - i. Drama
 - Cyrano de Bergerac (Edmond Rostand)
 - Elements of drama
3. Skill Objective(s)
 - a. Students will use the literature terminology, aside, accurately.
 - b. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.

B. Materials

1. Performance checklist - Appendix F, page 1 (one per group of four)
2. Cyrano de Bergerac by Edmond Rostand (a copy for every student)

C. Key Vocabulary

1. The term aside is defined as a piece of dialogue intended for the audience and supposedly not heard by the other actors on stage.

D. Procedures/Activities

1. Prior to this lesson, students should have read Act III, scenes 10-13.
2. Ask students, "Have you ever said anything out loud that you didn't mean for other people to hear?" Why do people do that?
3. Have students take out their vocabulary Cornell Notes sheets to add the term aside (Appendix A, page 4). Use the Key Vocabulary of this lesson to give students a definition.
4. Allow the students five minutes or less to look through scene XIV for an example of an aside (Cyrano has an aside in scene XIV).
5. Break the class into groups of four. Each person in the group should pick a character (Roxane, De Guiche, Cyrano, or Christian). Instruct students to first read this scene aloud, each student reading for his/her character. Then, have students move to a spot where they can move around and have them practice blocking the scene. Explain that blocking is a theater term for figuring out how to move while acting. Ask students, "What do you think the blocking looks like for an aside? Make sure students realize that at the last part of class, they will be performing their scene.
6. If time allows, have students run through the whole scene XIV. If time does not allow, have each group perform a section of the scene for the whole class. Make sure to break it up so that the whole scene ends up being acted out (see Assessment/Evaluation)
7. Assign students to read Act IV, scenes 1-5 for homework.

E. Assessment/Evaluation

1. Students will be performing this scene, or part of it, in front the class. Use the performance checklist to grade these (Appendix F, page 1)

Lesson Seven: Conflicted Feelings (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] write and speak for a variety of purposes and audiences.
 - b. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students [will understand how to] read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Seventh Grade English: Fiction, Nonfiction, and Drama (pages CKS 160-161)
 - i. Elements of Fiction
 - Conflict: external and internal
 - ii. Drama
 - Cyrano de Bergerac (Edmond Rostand)
 - Aspects of conflict
3. Skill Objective(s)
 - a. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.
 - b. Students will use the literature terminology, conflict, accurately.

B. Materials

1. Cyrano de Bergerac by Edmond Rostand (a copy for every student)
2. Film - Cyrano de Bergerac, 1990, with Gerard Depardieu, PG
3. Are you conflicted worksheet - Appendix G, pages 1-2 (copies for each student)

C. Key Vocabulary

1. The term conflict is defined as opposition between characters or forces in a work of drama or fiction, especially opposition that motivates or shapes the action of the plot (Appendix G, page 1).

D. Procedures/Activities

1. Students should have read Act IV, scenes 1-5 prior to this lesson.
2. Ask students to get into a circle. The "come to the circle if you dislike..." game is played by having one person state something they dislike. "Come to the circle if you dislike nosey parents..." All the people who hate nosey parents are to step into the circle. Go around the circle doing this until every student has had a turn to state something they don't like. This is a good lead in to talk about conflict. Make sure to make the connection that many of the things people hate fit into a category of conflict. When students are taking notes, use these as examples. For example, a student might say that they don't like nosey parents; that is a Man vs. Man situation. A student might also say that they dislike the no hats at school rule; this is a Man vs. Society rule.
3. Have students take out their vocabulary Cornell Notes sheets to add the term conflict (Appendix A, page 4). Use the Key Vocabulary of this lesson to give students a definition.
4. Watch a few clips from the film - Cyrano de Bergerac, 1990, with Gerard Depardieu, PG. One clip for Man vs. Man is the fight scene between Cyrano and the 100 men. A clip for Man vs. Himself is the clip where Cyrano is talking to Le Bret about his love for Roxane. A clip about Man vs. society is when Christian, during the balcony scene, fights against borrowing Cyrano's words. A clip for Man vs. Fate is when Count De Guiche sends Christian and Cyrano to war. A clip for Man vs. Nature isn't really evident in the play, but you can talk about why there isn't a character fighting against the elements of nature.
5. Have students fill out the "Are You Conflicted" worksheet (Appendix G, pages 1-2).
6. If there is any remaining time in class, begin reading Act IV, scenes 6-10. You can have students read this out loud by assigning different students to read for different characters. You may also have students read silently. They will need to have these scenes in Act IV read by the next lesson.

D. Assessment/Evaluation

1. Have students predict what conflict will occur in the next section of reading. If students have read ahead, have them tell about their reaction to what happened. This can be a discussion, written in a journal or on a separate piece of paper to hand in.
2. Modification - Have special education students tell an example of conflict in another movie or book. You may also give them the option to just define the term conflict.

Lesson Eight: Height of Action (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] write and speak for a variety of purposes and audiences.
 - b. Students [will understand how to] apply thinking skills to their reading, writing,

speaking, listening, and viewing.

c. Students [will understand how to] read and recognize literature as a record of human experience.

2. Lesson Content

a. Seventh Grade English: Fiction, Nonfiction, and Drama (pages CKS 160-161)

i. Elements of Fiction

- Suspense and climax

ii. Drama

- *Cyrano de Bergerac* (Edmond Rostand)

3. Skill Objective(s)

a. Students will write in a variety of genres to persuade and to inform.

b. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.

c. Students will use the literature terminology, climax, accurately.

B. Materials

1. *Cyrano de Bergerac* by Edmond Rostand (a copy for every student)

C. Key Vocabulary

1. The term climax is defined as a moment of great or culminating intensity in a narrative or drama, especially the conclusion of a crisis or the turning point in a plot.

D. Procedures/Activities

1. Students should have read Act IV, scenes 6-10 prior to this lesson.
2. Get students into groups of two. Have them begin standing back-to-back. Instruct them that you will be telling them to make faces at each other. Once you have said an emotion, they are to turn around, face their partner, and demonstrate it. Have two students model this. For example: you say the word happy, both students turn around and smile. Give them a few minutes to discuss. Ask them, "Did you both make the same face?" Why or why not? Make sure to tie this into climax by saying the words: excitement, disappointment, suspense, conflict, and happy. You can tie these words back to previous lessons as well. These are all feelings that can happen during the climax of a story. Likewise, these words all show the height of an emotion.
3. Have students take out their vocabulary Cornell Notes sheets to add the term climax (Appendix A, page 4). Use the Key Vocabulary of this lesson to give students a definition.
4. Split the class into two groups. Keep one group on one side of the room and the other group on the opposite side of the room. Inform the students that they are going to be participating in a debate. It is very important to set up the rules for debate prior to beginning this activity. Ask students what makes a fair debate, and write their thoughts on the board. Have students raise hands to vote on the rules for debate. Make sure to have the rule that a person can only talk twice once everyone in the group has had a chance to speak once. The questions for debate are: "Should Cyrano tell Roxane that he loves her and was the person that wrote the letters or should he keep the charade going? Have students on each side vote, by a show of hands, which side they want to debate. Then, make sure to enforce the rules of debate and prompt students to use examples from the text.
5. Explain paragraph topic and write it on the board (see Assessment/Evaluation). Collect this paragraph and read to see if they understand the concept of climax. This should be graded on participation.
6. Have students share their paragraphs at the end of class.
7. Assign the last bit of reading, Act V, scenes 1-6.

E. Assessment/Evaluation

1. Paragraph - Is Christian's death a turning point in the play? Knowing what you now do about climax, and using examples from the text, make a strong argument convincing the reader either that the end of Act IV is the climax, or that another scene is the climax. Make sure to support your arguments using examples from the play! You should also include a definition of climax in your paragraph.

Lesson Nine: Fifteen Years Later... (one day at 50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students [will understand how to] write and speak for a variety of purposes and audiences.
 - b. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students [will understand how to] read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Seventh Grade English: Fiction, Nonfiction, and Drama (pages CKS 160-161)
 - i. Drama
 - Cyrano de Bergerac (Edmond Rostand)
 - Elements of drama
 - Soliloquies and asides
3. Skill Objective(s)
 - a. Students will write with voice appropriate to purpose and audience.
 - b. Students will use the terminology soliloquy accurately.

B. Materials

1. Cyrano de Bergerac by Edmond Rostand (a copy for every student)
2. Study guide - Appendix I, page 1 (one for every student)
3. Soliloquy paragraph - Appendix I, page 2 (one for every student)

C. Key Vocabulary

1. The term Soliloquy is defined as a dramatic or literary form of discourse in which a character talks to himself or herself or reveals his or her thoughts without addressing a listener.

D. Procedures/Activities

1. Students should have read all of Act V, prior to this lesson.
2. Ask students to make comments about the ending of the play. Sample questions: Were you disappointed in how the play ended? How did you think the play was going to end? Were you surprised about the ending?
3. Read Cyrano's death soliloquy out loud to the class. Ask students to discuss with a partner the question: Who is Cyrano talking to? Take some opinions from the class and write them on the board.
4. Have students take out their vocabulary Cornell Notes sheets to add the term soliloquy (Appendix A, page 4). Use the Key Vocabulary of this lesson to give students a definition.
5. Students will write their own ending soliloquy for Cyrano's death (see Assessment/Evaluation).
6. Give students a study guide for the end of the unit test and time to fill it out and discuss it (Appendix I, page 1).

E. Assessment/Evaluation

1. Instruct students that they are going to re-write Cyrano's death soliloquy.
2. This will be graded using a rubric (see Appendix I, page 2)

Lesson Ten: It's a Wrap... (three to five days at 50 minutes each)

A. Daily Objectives

1. Concept Objective(s)

- a. Students [will understand how to] write and speak for a variety of purposes and audiences.
- b. Students [will understand how to] apply thinking skills to their reading, writing, speaking, listening, and viewing.
- c. Students [will understand how to] read and recognize literature as a record of human experience.

2. Lesson Content

a. Seventh Grade English: Fiction, Nonfiction, and Drama (pages 160-161)

i. Elements of Fiction

- Review aspects of plot and setting
- Theme
- Conflict: external and internal
- Suspense and climax

ii. Drama

- Cyrano de Bergerac (Edmond Rostand)
- Elements of drama
 - Tragedy and comedy (review)
 - Aspects of conflict, suspense, and characterization
 - Soliloquies and asides

iii. Literary Terms

- Irony: verbal, situational, dramatic

3. Skill Objective(s)

- a. Students will develop ideas and content with significant details, examples, and/or reasons.
- b. Students will use reading, writing, speaking, listening, and viewing to solve problems and answer questions.
- c. Use literature terminology accurately, including, setting, character, conflict, irony, asides, climax, suspense, theme, tragedy, drama, and comedy.

B. Materials

1. Cyrano de Bergerac by Edmond Rostand (one copy for every student)
2. Copies of character analysis rubric - Appendix J, page 2 (one per student)
3. Copies of character analysis worksheet – Appendix J, page 1 (one per student)
4. Copies of unit test – Appendix J, page 3 (one per student)
5. Copies of the performance checklist - Appendix F, page 1 (one per group)

C. Key Vocabulary

1. See all vocabulary for the unit

D. Procedures/Activities

DAY ONE

1. Students will pick groups to perform a scene. This will be performed on day three of this lesson and may be extended into one or more class periods. Students will all need to be involved in some way with costumes, blocking, acting, and directing. They will also need to fill out a character analysis (Appendix J, page 1) for the character they are portraying.

2. Students will have time in class to practice and do their character analysis.
3. Students will also need time, this lesson, to study for the test.

DAY TWO

1. Students will take the test for the first part of the period. If they finish, they may work on their presentation (Appendix J, page 2).

DAY THREE

1. This may take anywhere from one to three days, depending on the scenes students pick to perform and how many students are in each class.
2. Students will present their scenes for the class (Appendix F, page 1)

E. Assessment/Evaluation

1. See CULMINATING ACTIVITY

CULMINATING ACTIVITY

- A. Students will take a test over the materials covered in the unit. This test is closely aligned with the pre-test and the study guide (see Appendix J, pages 3 and 4).
- B. Students will perform a scene for the class (see Appendix F, page 1).
- C. Students will write a Character Analysis (see Appendix J, pages 1 and 2)

Resources:

- A. Cyrano de Bergerac by Edmond Rostand (any version, all lessons, enough for each student)
- B. Two-Minute Mysteries Collection by Donald J. Sobol (lesson 2)
- C. Film – *Cyrano de Bergerac*, 1990, with Gerard Depardieu, PG (lessons 2,5,7)
- D. Film – *Roxanne*, 1987 with Steve Martin, directed by Fred Schepisi, PG (lesson 5)
- E. Film – *Whatever It Takes*, 2000, directed by David Raynr, PG 13 (lesson 5)
- F. Six different Children's books - Recommended:
If You Give a Mouse a Cookie by Laura Joffe Numeroff,
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst,
The Giving Tree by Shel Silverstein,
Could Be Worse by James Stevenson,
Harold and the Purple Crayon by Crockett Johnson,
Green Eggs and Ham by Dr. Seuss
 (lesson 2)

HANDOUTS/WORKSHEETS

- A. Appendix A, page 1 Cyrano de Bergerac Pre-Test
- B. Appendix A, page 2 Cyrano de Bergerac Pre-Test KEY
- C. Appendix A, page 3 Notes on Cyrano de Bergerac
- D. Appendix A, page 4 Literary Definitions Note Sheet
- E. Appendix A, page 5 Book Cover Assignment Template, Front
- F. Appendix A, page 6 Book Cover Assignment Template, Back
- G. Appendix B, page 1 Suspense Worksheet
- H. Appendix C, page 1 Cyrano de Bergerac Film Viewing Guide
- I. Appendix, C, page 2 Checklist – Cyrano Paragraph on Themes
- J. Appendix D, page 1 Character Worksheet
- K. Appendix D, page 2 Body Biography
- L. Appendix E, page 1 Irony Detective Hunt
- M. Appendix F, page 1 Performance Checklist
- N. Appendix G, page 1 Conflict Worksheet
- O. Appendix G, page 2 Conflict Worksheet Key

- P. Appendix I, page 1 Cyrano Study Guide
- Q. Appendix I, page 2 Soliloquy Paragraph Rubric
- R. Appendix J, page 1 Character Analysis Sheet
- S. Appendix J, page 2 Character Analysis Sheet KEY
- T. Appendix J, page 3 Cyrano de Bergerac Final Test
- U. Appendix J, page 4 Cyrano de Bergerac Final Test KEY

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Differentiation:

See accommodations and challenges built into various lessons.

Technology Integration:

Use of movie clips to give visual and dramatic support to student understanding of the play and to illustrate the focused literary elements.

An optional culminating activity (to the skit – performances)

Content Connections:

It is important to discuss the historical setting in which the play takes place.

Name: _____

Date: _____

Pre-Test Cyrano De Bergerac

KNOWLEDGE

Define the following terms:

1. Comedy:
2. Tragedy:
3. Setting:
4. Drama:
5. Soliloquy:
6. Aside:
7. Drama:

COMPREHENSION

8. Give an example of *conflict*.
9. Select the best definition of Theme:
 - a. The underlying meaning of a story
 - b. The mood of a particular section of a story
 - c. The first scene of a play
 - d. Something that adds suspense to a story.

APPLICATION

10. Explain the term metaphor:
11. Apply the rules of characterization to Snow White, Bart Simpson, or Shreck

ANALYSIS

What type of Irony is shown in the following lines?

12. Captain Balbosa didn't know it, but the gold they just discovered was cursed. _____
13. The ride to the palace was boring, but when asked, Shreck said, "That was the most wonderful and exciting drive I've ever been on!" _____
14. General Patton lived though WWII but was killed after the war by his own soldier. _____

SYNTHESIS

15. Write a sentence that is full of suspense. _____
-

EVALUATION

16. Compare the climax of two of the stories you have read this year. Don't forget to defend your opinions by using examples and defining terms. (What does climax mean?)

Pre-Test Cyrano De Bergerac KEY

KNOWLEDGE

Define the following terms:

1. **Comedy:** as a dramatic work that is light and often humorous or satirical in tone and that usually contains a happy resolution of the thematic conflict
2. **Tragedy:** a drama or literary work in which the main character is brought to ruin or suffers extreme sorrow, especially as a consequence of a tragic flaw, moral weakness, or inability to cope with unfavorable circumstances
3. **Setting:** the place and the time period in which the story takes place
4. **Plot:** the pattern of events or main story in a narrative or drama.
5. **Soliloquy:** a dramatic or literary form of discourse in which a character talks to himself or herself or reveals his or her thoughts without addressing a listener
6. **Aside:** a piece of dialogue intended for the audience and supposedly not heard by the other actors on stage
7. **Drama:** a prose or verse composition, sometimes telling a serious story, that is intended for representation by actors impersonating the characters and performing the dialogue and action

COMPREHENSION

8. Give an example of *conflict*: This could be anything that mentions struggles between opposing forces: Man vs. Man, Man vs. Nature, Man vs. Himself...
9. Select the best definition of Theme:
 - a. The underlying meaning of a story (the moral)
 - b. The mood of a particular section of a story
 - c. The first scene of a play
 - d. Something that adds suspense to a story.

APPLICATION

10. Explain the term metaphor: This could be anything comparing two unlike objects without using like or as.
11. Apply the rules of characterization to Snow White, Bart Simpson, or Shreck... This answer could cover anything about the character's actions, speech, appearance, thoughts, or interactions with other characters.

ANALYSIS

What type of Irony is shown in the following lines?

12. Captain Balbosa didn't know it, but the gold they just discovered was cursed. Dramatic
13. The ride to the palace was boring, but when asked, Shreck said, "That was the most wonderful and exciting drive I've ever been on!" Verbal
14. General Patton lived though WWII but was killed after the war by his own soldier. Situational

SYNTHESIS

15. Write a sentence that is full of suspense. This could be anything that builds anxiety in a reader or keeps the reader interested.

EVALUATION

16. Compare the climax of two of the stories you have read this year. Don't forget to defend your opinions by using examples and defining terms. (What does climax mean?) Climax is the height of the action where the reader finds out who wins the conflict. This answer should deal with two stories and the moment where they answer the conflict, not just the most exciting part of the story.

Notes on CYRANO DE BERGERAC

Three Main Characters:

Cyrano de Bergerac – He is a long nosed, fencing, poetry writing, fighting, loving, man convinced that no one will ever love him because of his ugly features.

Roxane – “Madeleine Robin” She is the most beautiful woman around. She is also smart, cousin to Cyrano, and head-over-heals in love with Christian.

Christian – dumb as a rock, Gascon (soldier) of Cyrano’s, handsome and totally in love with Roxane.

The Story: Cyrano loves Roxane, but he doesn’t think she could ever love him because of his ugly nose. Roxane is in love with Christian, and he loves her. However, they have never met, and Christian isn’t smooth enough to ask Roxane to be with him (he is handsome but really dumb). Cyrano tells Christian what to say and do in order to help Christian make Roxane love him. Will it work? Will Roxane figure out the tangled web of lies? Will she fall in love with the handsome man, or the smart one? You’ll have to read to find out!

Background: The story takes place in France between 1640 and 1655. During this time, France was filled with aristocrats (rich people), Gascons (soldiers), townspeople, and there is even a king (Louis XIII).

Weapons: Have you ever seen a sword fight in the movies? These are called duels. The weapons are called rapiers (long pointed swords – like a mixture between lance and sword). These Duels were only fought by the rich, and they were often to the death. There wasn’t even any armor to protect them!

The real Cyrano: He lived from 1619-1655. His name was Hercule Savinien Cyrano de Bergerac (and you thought Cyrano de Bergerac was hard enough!). He was born in Paris and became a writer and a soldier. In fact he wrote science fantasy. Look out moon men...here comes Cyrano! I know you are dying to know...Yes, he did have a really big nose!

Mr. Edmond Rostand: He was a French playwright (hence the play being written in French). The first show came out about 100 years ago. It was his most popular play, and it is still referenced and used today. It was even made into a ballet (imagine a long-nosed man in a tutu!).

Things to read for: Cyrano is a poet. Make note of all the lines he says that rhyme.

BOOK COVER ASSIGNMENT Template

Front

Name: _____

Date: _____

Title and Author:

Picture:

BOOK COVER ASSIGNMENT Template

back

About the Author:

Setting:

Genre Information:

Plot so far...

Company Logo:

Suspense

Name: _____

Date: _____

Directions: In the table below, write the scene and act where there is suspense as well as a quote and explanation about why you think it is a suspenseful part of the play.

SCENE, ACT	Quote	Why it's suspenseful
Act I, Scene VII	"A hundred men against me...on account of lampoon...Grave danger threatening me..."	This shows that there is going to be a fight and that Ligniere is in trouble. This turning point makes the audience wonder what is going to happen next.

Name: _____

Date: _____

Cyrano de Bergerac Film Viewing Guide



Technique	Examples	How does this affect the Viewer (You)?
Lighting		
Costumes		
Sound Effects (Music)		
Acting - Voice Patterns (Speech)		

Checklist

Cyrano Paragraph-Themes

Paragraph Checklist

Requirement	Yes	No
Students clearly state possible theme...(1 point)		
Students have opinions about the theme... (1 point)		
Students use examples from the movie or play to support opinions...(2 points)		
Students use clear and logical language throughout paragraph...(1 point)		
EXTRA CREDIT - Students go above and beyond requirements... (2 points)		

Total: _____/5

Name: _____

Date: _____

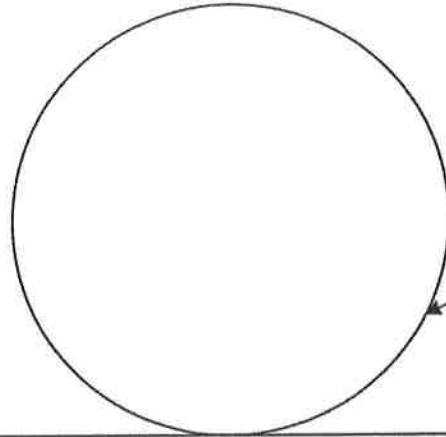
**Onions have layers...
Ogres have layers...
Characters have layers!**

Answer the following questions with your group (use quotes from the text)...

1. **What does your character look like?**
2. **What does your character sound like (say)?**
3. **What does your character say about himself or herself?**
4. **What do other characters say about your character?**

Name: _____
Date: _____

Body Biography



What are the thoughts/ideas of your character...?

What does your character look like...?

What does your character feel...?

What does your character do...?

Name: _____
 Date: _____

Irony Detective Hunt

Write the name of the comic strip, the type of irony (situational, dramatic, or verbal), and a short sentence about why the comic is ironic.

- *Situational irony*: Things that happen are different than what is expected.
- *Dramatic irony*: Audience knows what characters don't.
- *Verbal irony*: What is said is not what is meant (sarcasm).

Comic 1:

Name	
Type of Irony	
Sentence	

Comic 2:

Name	
Type of Irony	
Sentence	

Comic 3:

Name	
Type of Irony	
Sentence	

Comic 4:

Name	
Type of Irony	
Sentence	

Comic 5:

Name	
Type of Irony	
Sentence	

Date: _____

Performance Checklist

Names of Group Members: _____

Skill	Yes	No
Every group member participated...(2 points)		
Evidence of rehearsal...(1 point)		
Lines were smoothly read...(2 points)		
Varied forms of blocking were used (no standing around)... (2 points)		
Presentation was professional (no getting off task)... (2 points)		
Creativity is shown in presentation (1 point)		

Total _____/10

Comments: _____

Name: _____
Date: _____

Are you Conflicted?

Write in an example of the following elements of conflict. Then, fill in the answers below. You can continue your answers on the back if you need more room. **Make sure to fill in the blank to identify the type of conflict of each scenario.**

Man vs. Himself – This occurs when a person has an inner struggle.
Example:

Man vs. Man – This occurs when a person is in conflict with someone else.
Example:

Man vs. nature – This occurs when a person is threatened by an element of nature.
Example:

Man vs. society – This occurs when a person has a problem with the values/morals of society.
Example:

Man vs. Fate – This occurs when a person is fighting against something out of his/her control.
Example:

1. Name a time when you experienced a difficult decision...(Man vs. _____)
2. Name a time when you got into a fight with a friend...(Man vs. _____)
3. Explain a time when you were in a dangerous storm...(Man vs. _____)
4. Explain a time when you felt out of control...(Man vs. _____)
5. Name a rule or law that you don't agree with...(Man vs. _____)

Key

Are you Conflicted?

Write in an example of the following elements of conflict. Then, fill in the answers below. You can continue your answers on the back if you need more room. **Make sure to fill in the blank to identify the type of conflict of each scenario.**

Man vs. Himself – This occurs when a person has an inner struggle.

Example: Cyrano debates weather or not to tell Roxane of his love for her.

Man vs. Man – This occurs when a person is in conflict with someone else.

Example: Cyrano has a duel with one hundred men.

Man vs. nature – This occurs when a person is threatened by an element of nature.

Example: The fire swept across the village and the hero needed to save his dog.

Man vs. society – This occurs when a person has a problem with the values/morals of society.

Example: Women aren't allowed to be on the battle field.

Man vs. Fate – This occurs when a person is fighting against something out of his/her control.

Example: Christian and Cyrano are sent to war.

6. Name a time when you experienced a difficult decision...(Man vs. Himself)

7. Name a time when you got into a fight with a friend...(Man vs. Man)

8. Explain a time when you were in a dangerous storm...(Man vs. Nature)

9. Explain a time when you felt out of control...(Man vs. Fate)

10. Name a rule or law that you don't agree with...(Man vs. Society)

Name: _____

Date: _____

Cyrano Study Guide

Define the following terms:

1. Comedy:
2. Tragedy:
3. Setting:
4. Drama:
5. Soliloquy:
6. Aside:
7. Drama:
8. Give an example of *conflict* in *Cyrano de Bergerac*:
9. Select the best definition of Theme:
 - a. The underlying meaning of a story
 - b. The mood of a particular section of a story
 - c. The first scene of a play
 - d. Something that adds suspense to a story.
11. Apply the rules of characterization to Roxane, Cyrano, and Christian. What do they look like? What do they say? What do they do? How are they different?

What type of Irony is shown in the following lines?

12. Little did Roxane know, but it was Cyrano that she was in love with the whole time. _____
13. The ride to the palace was boring, but when asked, Shreck said, "That was the most wonderful and exciting drive I've ever been on!" _____
14. Cyrano fought millions of men and died of hunger, not from battle. _____
15. What part of the play is filled with suspense? Make sure to support your answer! _____

16. What is the climax of *Cyrano de Bergerac*? Make sure to support your answer with the text!
17. Is this play, in your opinion, a comedy or a tragedy, or both? Support your answer, and don't forget to give definitions!

Rubric for Soliloquy Paragraph

Student Name: _____

CATEGORY	3	2	1	Points
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.	
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	
Effort	Evidence that student has put a lot of effort into their paragraph writing.	Student shows evidence of effort.	Student shows little or no effort.	
Paragraph Format	Correct format for paragraph is used including: Thesis, supporting facts and details, transitions, and summary sentence.	Some aspects of the paragraph format are missing.	Little or no aspects of the paragraph format are evident.	

Total _____/15

Name: _____

Date: _____

Character Analysis sheet

Make sure to support answers using the text!

Name of your character: _____

What does your character look like (use examples from the text)?

How does your character appear to other characters (use examples from the text)??

How do you picture your character's movement (use examples from the text)??

How do they stand (your opinion)?

How do they walk (your opinion)?

What time period and place does the character live in? _____

How is this different than today (use examples)?

What are things your character thinks or believes (use examples from the text)??

What does your character like to do (use examples from the text)??

Is your character strong or weak? Why? _____

How does your character relate to other character (use examples from the text)??

How do you relate to your character (opinion and examples)?

Appendix J, page 2

Name: _____

Date: _____

Character Analysis Grade Sheet

Name of your character: One point _____

What does your character look like?

One point for a basic description

One point for support from the text

How does your character appear to other characters?

One point for an opinion

One point for support from the text

How do you picture your character's movement?

One point for an opinion

One point for support from the text

How do they stand?

One point for an opinion

How do they walk?

One point for an opinion

What time period does the character live in? One point for anywhere between 1640 and 1655

One point for France

How is this different than today?

One point for a description

Two points for giving two examples such as, they use swords, they don't have TV, or internet, they don't have good doctors...

What are things your character thinks or believes?

One point for an opinion

One point for support from the text

What does your character like to do?

One point for an opinion

One point for support from the text

Is your character strong or weak? One point for opinion _____

One point for support from the text

How does your character relate to other character?

One point for support from the text

One point for opinion

How do you relate to your character?

One point for opinion

One point for connecting character to self

One point for using examples from the text

Total: _____/25

Appendix J, page 3

Name: _____

Date: _____

Cyrano de Bergerac Test

KNOWLEDGE

Define the following terms:

1. Comedy:
2. Tragedy:
3. Setting:
4. Drama:
5. Soliloquy:
6. Aside:
7. Drama:

COMPREHENSION

8. Give an example of the conflict in *Cyrano de Bergerac*:

APPLICATION

10. What is the theme of *Cyrano de Bergerac* (support your answer):

ANALYSIS

What type of Irony is shown in the following lines?

12. "Help me! Lend me your words just one more time..." _____
13. In the scene with Ragueneau and the poets, after hearing the recipe poem, the poets call it "Exquisite...Delicious!" _____
14. In the end of the play, Cyrano and Christian die and Roxane is in a nunnery. _____

SYNTHESIS

15. In your opinion, what is the most suspenseful part of *Cyrano de Bergerac*? Support your answer using the text!

EVALUATION

16. Is this play, in your opinion, a comedy or a tragedy, or both? Support your answer, and don't forget to give definitions!

Name: _____

Date: _____

Cyrano de Bergerac Test KEY

KNOWLEDGE

Define the following terms:

1. **Comedy:** as a dramatic work that is light and often humorous or satirical in tone and that usually contains a happy resolution of the thematic conflict
2. **Tragedy:** a drama or literary work in which the main character is brought to ruin or suffers extreme sorrow, especially as a consequence of a tragic flaw, moral weakness, or inability to cope with unfavorable circumstances
3. **Setting:** the place and the time period in which the story takes place
4. **Plot:** the pattern of events or main story in a narrative or drama.
5. **Soliloquy:** a dramatic or literary form of discourse in which a character talks to himself or herself or reveals his or her thoughts without addressing a listener
6. **Aside:** a piece of dialogue intended for the audience and supposedly not heard by the other actors on stage
7. **Drama:** a prose or verse composition, sometimes telling a serious story, that is intended for representation by actors impersonating the characters and performing the dialogue and action

COMPREHENSION

8. Give an example of the conflict in *Cyrano de Bergerac*: Examples: Man vs. Man –Cyrano is fighting with 100 men, Man vs. Himself – Christian resists Cyrano’s help, Man vs. Society – Roxane goes on to the field of battle even though she is a woman, Man vs. Fate – Christian and Cyrano die in the end of the play.

APPLICATION

10. What is the theme of *Cyrano de Bergerac* (support your answer): Possible theme: Love makes people do foolish thing – Cyrano helps another man get the girl, because he loves her and wants the best for her.

ANALYSIS

What type of Irony is shown in the following lines?

12. “Help me! Lend me your words just one more time...” _____ Dramatic Irony
13. In the scene with Ragueneau and the poets, after hearing the recipe poem, the poets call it “Exquisite...Delicious!” _____ Verbal Irony
14. In the end of the play, Cyrano and Christian die and Roxane is in a nunnery. _____ Situational

SYNTHESIS

15. In your opinion, what is the most suspenseful part of *Cyrano de Bergerac*? Support your answer using the text! As long as answers are supported by the text, they should be allowed. Possible answers: the part where Cyrano and Christian are sent to battle, the balcony scene there is suspense about if they will be caught, or the scene where Roxane’s maid tells Cyrano that Roxane wants to meet with him.

EVALUATION

16. Is this play, in your opinion, a comedy or a tragedy, or both? Support your answer, and don't forget to give definitions! Students could say it is a comedy because comedy is defined as a dramatic work that is light and often humorous or satirical in tone. They must use examples to support this. They could say it is a tragedy because comedies usually have a happy resolution of the thematic conflict. In tragedies, the main character is brought to ruin or suffers extreme sorrow, and Cyrano definitely fits this mold. Again, they must use examples from the text!