

***Cyrano de Bergerac* by Edmond Rostand (Translated by Christopher Fry)**  
(Published by Oxford World's Classics)

Approved for use in Honors Communication Arts II and Communication Arts II

**Summary**

Cyrano, the hero of the play, is hopelessly in love with Roxanne, while she is desperately in love with Christian. A swordsman, an actor, and a poet, Cyrano has all of the style and facility with words that Christian lacks but that Roxanne craves. However, Cyrano is held back from pursuing his love by his fear of rejection for his "unusual" physical appearance. Instead, he contrives to "win" Roxanne for Christian, allowing Christian to use his words in his wooing. When Christian dies in battle, Cyrano loses hope of ever revealing his love to Roxanne. Ever the noble spirit, 15 years later, Cyrano approaches his grave, still trying to keep the truth from Roxanne.

**Connection to the Curriculum**

*Cyrano de Bergerac* highlights the role of the romantic hero in classic literature. Sophomores enjoy the situational humor, and the play affords an opportunity to examine irony in its various literary forms. The play provides an excellent tutorial in character foils and development of oral fluency.

**Standards**

**Course Objectives (Benchmarks)**

**Reading:** 1.4- The students comprehend a variety of texts.

**Literature:** 2.1-The students use literary concepts to interpret and respond to text.

**Writing:** 3.1- The students use writing as a tool for learning throughout the curriculum.

**Possible Skills Taught (Indicators)**

**Reading:**

1.4.7 – 1.4.8- The student identifies characteristics of drama and the importance of reading stage directions when reading a play.

1.4.10- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions before, during, and after reading the text.

1.4.11- The student uses information from the text to make inferences and draw conclusions.

1.4.17- The student analyzes and evaluates how an author's style and use of literary devices works together to achieve his or her purpose for writing text.

**Literature:**

2.1.1- The student identifies and describes different types of characters and analyzes the development of characters.

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

2.1.5- The student identifies, analyzes, and evaluates the use of literary devices in a text.

**Writing:**

3.1- The student writes effectively for a variety of audiences, purposes, and contexts.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*In this play, the character deals with insecurity due to his physical appearance. Readers should leave the play recognizing the importance of loving someone for the content of his/her character rather than his/her appearance.*

**AP Connections**

*Cyrano de Bergerac* offers Honors students an opportunity to more deeply investigate the ironies involved in the play itself and the satirical comments Rostand is making on the French culture of his time.

**Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities