Mrs. Gerhardt    English II                 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Cyrano de Bergerac* Character Development Chart

**Directions:** Provide evidence (quotes and page numbers) with analysis of character traits. In the first box, you will explain how the character is presented in Act 1. In the second box, you will include evidence from Acts 2-5. Once you have filled out both columns, you will determine, based on your evidence, whether that character has changed over the course of the play or not (Yes/No?).

|  |  |  |
| --- | --- | --- |
| Character | Provide evidence (quotes & pg. #s) with analysis of character traits. | Yes / No? |
| Cyrano de Bergerac | Act 1: |
| Acts 2-5: |  |
| Christian de Neuvillete | Act 1: |
| Acts 2-5: |  |
| Roxane | Act 1-3: |
| Acts 4-5: |  |
| Count de Guiche | Act 1: |
| Acts 2-5: |  |

**EQ #1**: Choose a dynamic character from *Cyrano de Bergerac* and **analyze his or her change**

**in the course of the play**. How and why does the character change? Write a well developed

4-paragraph essay with sufficient evidence in your analysis.

Minor Characters: Keep track of these minor characters by describing their personalities and noting their significance throughout the play.

Ragueneau:

Le Bret:

Ligniere:

Setting: Keep track of the play’s setting by noting time and place for each Act.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Act 1 | Act 2 | Act 3 | Act 4 | Act 5 |
|  |  |  |  |  |

**EQ #2:** Choose any symbol from *Cyrano de Bergerac* and **analyze its meaning and importance in the story.** What makes this particular symbol interesting/unique (as a symbol choice)? Write a well-developed 4-paragraph essay with sufficient evidence in your analysis.

**Symbols**

**Themes/Lessons**