



Pelham UFSD - ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

Elementary

High School

Middle School

District

Evidence Title: 9H Cyrano Project

Name of person submitting evidence: Mr. Neil Schleifer

Grade Level : 9 School PMHS Course Name: English 9H

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process	X	X	
3. Student Performance Data			
4. Curriculum & Instruction	X	X	
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs			
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
OTHER: Please Specify			

Brief Explanation of Evidence:

9th grade honor students examined Frank Langella's adaptation of "Cyrano de Bergerac" by Edmond Rostand. In the first task, they were asked to create a journal or diary for the title character, with one entry for each of the five scenes from the play. Entries were to reveal Cyrano's "true" feelings about love, honor, chivalry, and himself. They were also to reveal his inner feelings about other characters in the play. They were asked to emulate the poetic style of the character. This allowed students to examine characterization, point-of-view, and author's style.

In the next task, entitled "You Can't Judge a Book by Its Cover", students were asked to create a front cover and back cover for an imaginary autobiography of two of the characters from the following list of choices: Cyrano, Roxane, Christian and De Guiche.

The front cover should include an illustration and a title. Since this is for an autobiography (a book that each character writes about his or her own life), the cover and title should show the persona that they present to the world- how the character outwardly wants the world to think of him/her. It is not, however, a true or accurate representation of whom they really are. Students are contrasting persona vs. person. On the back cover, students write a short

description of why the character isn't really like the "face" they show the public. For each cover, one quote from the play must be included that supports why their persona is not the same as the real person citing the quote using proper MLA formatting. Students are examining characterization using text-based evidence to support their claim.

In the third task, students research and write a five paragraph mini -research paper on the history and purpose of chivalry. It must include a thesis statement in which they form a conclusion about the topic: Is chivalry important? Is it silly? Is living by a code of honor a reflection of a bygone time and therefore no longer relevant? Students must find evidence to support their thesis. Body paragraphs may include definitions ("Romanticism", "Chivalry"), background on the development of chivalry, examples of chivalry as it appear in literature. Quoting from a source is not research- there must be analysis. To analyze a quote, first discuss meaning, implication and intent by paraphrasing. Use expressions like "In other words...", "What this means is...", or "Another way of understanding this is...". Next, students will tell me the relevance of the quote by using phrases like, "This is important because...", "We can see this concept is still used today when we look at...", or "The reason this is a significant idea is...". Finally, students must include a works cited page in proper MLA formatting for every piece of evidence that they use.

The final component is a reflection. How did this project help to reinforce what was learned about chivalry in class? What skills were needed to complete this project? What decisions needed to be made? What tools were used? What was the most challenging part of this project? What connection can you make between chivalry and your own, modern life?