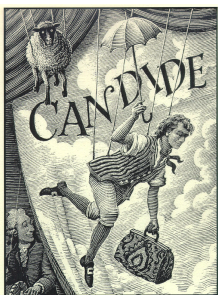


***Candide* Group Work - Chapters 21 – 25**

- **IF YOU DIDN'T READ – AT LEAST THROUGH 25, DO NOT GET INTO A GROUP**
– Keep your camera on – and do the reading now – when you finish, do the group work on your own. Make sure it is turned in by the end of the next day (leave a private comment explaining) You will not be penalized.
- **THE RECORDER SHOULD CREATE A SHARED GOOGLE DOC** while the rest of the group gets started on number 1 right away – use every second. If I join a group – I always want to see and hear discussion – searching for quotes, etc.
- **HAVE A TIMEKEEPER.** As the rest of the group gets started on Question 1 – give them a few minutes to glance at the questions and put times down when you should be done with each question. **TIMEKEEPERS** – Make sure your group has enough time for question 6 – It is a biggie – and you'll need a lot of time.
- **NEVER SPLIT UP QUESTIONS WHEN DOING GROUP WORK** - but many of the questions ask for quotes to prove your answers – that is the perfect way to use a group's resources – split up the possible sections the quotes may come from and find them quickly. **HAVE A TIME KEEPER, AND A RECORDER** – one person should write down what the group says – though you could quickly add quotes to the shared Google Doc. As the Recorder finished writing down what the group says – the other members may move on to the next question – **USE YOUR TIME – Stay Focused**
- **I DO NOT GRADE BY QUANTITY** but – a group work (such as this), would I believe, require at least 2 solid pages to be answered (**DON'T INCLUDE THE QUESTIONS IN YOUR ANSWER**)
- **TURN IN ONE COPY PER GROUP – WITH A HEADING AND ALL OF YOUR FULL NAMES**
- **THIS IS YOUR LAST RANDOM GROUPING** – after this you will be allowed to pick your group – pick people who work as hard as you do.

1. What is Martin's view of life? Find three examples (quotes) from these chapters (begin with chapter 21) where he comments on the nature of man? Is he justified in holding this view? How does this specifically relate to our earlier discussion as to the nature of man (nature versus nurture)? Where does Martin fall in this argument? How is his view similar to James (Jaques) the Anabaptist's view (see, like most characters he pops up again, if not in the novel, at least in our discussion)? How is it different? Again use at least 1 quote about James and 1 quote about Martin. How would you specifically compare their views to Pangloss's view of life (in a larger sense).

2. What do Candide and Martin wager on in Chapter 24? Who wins the wager, why? Name three specific other times that Candide's first impressions have proved wrong (there are at least that many from this chapter alone, but find examples outside of this chapter). Provide one specific example from the group's collective experience that illustrates this idea of believing someone to be happy when in fact they were not. Now relate this to their anticipation of such places as the New World.



3a. Comment on Candide's line that he has "never seen men except in Eldorado?" (possible discussions - loss of innocence, optimism, leaving Eldorado, #1 above, #2

above, etc. etc. etc.). Link that line to at least 2 other specific lines as part of your answer. Think about our discussion on El Dorado.

3b. And yet, that line (in question 3a) occurs after his betrayal of Cunegonde – to the Marchioness that he introduced to. How does your group see that betrayal fitting in with the rest of *Candide*'s actions? Did his betrayal bother any of your members? **BIG QUESTION:** If the Old and New World are messed up – if we are constantly at war (literally & figuratively) with each other – can we blame this entirely on society (remember to put your answer in terms of the beginning of this question).

4. (**QUICK Question – 2 to 3 mins**) - When Candide and Martin are in Paris – they go to see a play that Candide enjoys very much. Afterward, he is told in very specific terms why he should have hated the play (bad acting, bad writing, etc.). The scene can be found on 98-99. Have any members of your group ever enjoyed something – and thought it objectively (not subjectively) great, only to be told that you are mistaken? Perhaps, social media has magnified this effect. What do you think Voltaire is satirizing with this incident (there may be more than one object of satire)? Be thoughtful, and if you can, passionate in your answer.



5. Relate Candide's journey up to this point (and progress, education, etc.) to Plato's "The Allegory of the Cave," and the myth of Sisyphus (Sisyphus is punished by the gods with having to eternally push a huge rock up a hill only to have it fall, and repeating that for eternity) Link them separately – Candide to "The Allegory of the Cave" – Candide to Sisyphus). Be specific and use at least 2 quotes from *Candide* (in each linkage) in illustrating your answer – the first one may be found on page 104, in the paragraph that begins "I have seen worse."

6. **BIG QUESTION** We will discuss more about Count Pococurante in our final discussion (Monday) – however for now: On page 121 (in the John Butt edition), Pococurante (after 3 pages of rejecting just about everything he owns and sees) says that "[f]ools admire everything in an established classic. I read only to please myself and enjoy only what suits my taste".

There is a huge debate right now as to which books, texts should be covered in schools and in classes. Some believe, like the count, that it should be only those texts that are readily perceivable and admired by students: Texts from our own experience – that speak directly to us. This summer I discovered a wonderful article by Toni Morrison (the African American author of *Song of Solomon*, *Beloved*, *The Bluest Eye*) on Grendel and his Mother (and Beowulf).

She begins that article with the following: "I AM HOPING that you will agree that the piece of literature I want to draw from is, as one of its translators says, "equal to our knowledge of reality in the present time." And discover in the lines of association I am making with a medieval sensibility and a modern one a fertile ground on which we can appraise our contemporary world." Her article goes on to show just how much the ancient Anglo Saxon text *Beowulf* and the more modern take on that novel (which came from it) *Grendel* – have to tell us about our lives – our own predicaments, our own worlds.

Last night as I was reading the news, I came across this article: "U.S. report: Much of the world's chocolate supply relies on more than 1 million child workers." I have included a link to the article on our website. My mouth dropped open and I thought of the poem we read a few weeks ago (you should get it out) "**Cocoa Beans**" by Freda Dennis Cooper. I then thought of the slave that Candide and Cacambo encounter at the end of Chapter 19 who tells them: "Those of us who work in the factories and happen to catch a finger in the

grindstone have a hand chopped off; if we try to escape, they cut off one leg. Both accidents happened to me. That's the price of your eating sugar in Europe."

Discuss among your group the premise of restricting texts to only those that are modern and directly related to our culture. There is no right or wrong answer here – you also do not have to agree. Each member should say what they think and why. Be sure to use the Toni Morrison quote, the slave's words (and that idea) and what you have read and experienced inside and outside of this class. Write down what you believe & why.

Homework: Monday (10/26) Finish the Book. Monday (11/2) 60 secs of

Illuminated Text – uploaded as a video. Next book – *The Things They Carried*.

Illuminated Texts due November 16 (this is final deadline) – these are worth 800 POINTS. Post them in Google Classroom where the assignment is AND test them out – before that day