

# Unit #7: The Best Unit in All Possible Worlds

10<sup>th</sup> Language Arts

Mr. Coia

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Tues 3/1

- Write #1: Write about how you or teens use sarcasm? Give a few examples. What is usually the outcome?
- Sign out *Candide*
- Read excerpt, "Literature of the Enlightenment"
- Define *satire*
- The Onion article on *Of Mice and Men*
- Read chapters 1 & 2

HW: Read/mark/quotations chaps 1-4 (13 pages)

## Thurs 3/3

- Reading Quiz 1-4
- Write #2: "What philosophical/religious questions do you often consider or discuss with friends?"
- How is this *satire*?
- Read *Ant Farm* excerpt and comic strip
- Problem of pain/Optimism
- How are these seen in *Candide*?
- Read intro to Voltaire
- Read Leibnitz's Optimism handout
- What is "the best possible world"?

HW: Read/mark/quotations chaps 5-9 (15 pages)

## Mon 3/7

- Write #3: "Write about what you know about the biblical story of the Fall. How do these beginning chapters of *Candide* resemble it?"
- Reading quiz on 5-9
- SOTW #17
- **Notebook Check #7**
- Discuss *Candide*

HW: Read/mark/quotations chaps 10-13 (14 pages)

## Wed 3/9

- Reading quiz on 10-13
- Write #4: Sentence Starts—Write a brief summary of your thoughts on the book so far, starting each sentence in a different construction.
- Discussion on book
  - Where's Candide?
  - Whom does he meet?
- What point does Voltaire address?
- *Candide* video clip

HW: Read/mark/quotations chaps 14-17 (15 pages)

## Fri 3/11

- Reading quiz on 14-17
- How does this section satirize Optimism?
- *Candide* video clip

HW: Read/mark/quotations chaps (18 pages)

## Tues 3/15

- SOTW #18
- Write #5: "What part of *Candide* do you find most troubling? Most funny?"
- Reading quiz on 18-21
- Share important quotations
- Character Map

HW: Read/mark/quotations chaps 22-24 (17 pages)

## Thurs 3/17

- Reading quiz on 22-24
- *Candide* video clip

HW: Read/mark/quotations chaps 25-28 (18 pages)

## Mon 3/21

- Reading quiz on 25-28
- Read chaps 29-30 in class
- Write #6: "Explain the meaning of the ending of the book. How is *Candide* different in chapter 30 than he was in chapter 1?"
- Discuss chaps 25-end

HW: Work on *Candide* essay(s); review for test

## Wed 3/23

- *Candide* Test (60 questions multiple choice, matching, TF)
- Tweeting *Candide* writing activity

HW: Type *Candide* essay; bring two copies

## Fri 3/25

- **Bring Two Copies of Near-Final Essay**
- Peer review and improving essays

## Tues 3/29

- ***Candide* Essay Due**
- *Candide* video clip

## Thurs 3/31

- You MUST turn in book today (no book=no credit)
- Turn in Comp books for grading
- *Candide* Stations
  1. Draw character maps
  2. Typed discussion question sharing
  3. Magnetic Poetry
  4. "My philosophy to explain evil in the world is..."
  5. Write #7: Writing *Candide* as a 55-Fiction story
  6. Best Quotations
  7. Create a cast list to film *Candide*. Who would play these characters?

**Assignment Descriptions**

**Notebook and Supply Check #6**

You'll need the following for our notebook check **Mon 3/7**. Remember, we'll add to this throughout the year to provide you with an orderly notebook. Therefore, you need ALL the pieces to receive credit. No partial credit offered on this.

You need **two tabs** with the following:

LA Handouts:

- Unit guide #7 (on top)
- Unit guide #6
- Technology marked articles (unit guide 1, p. 9-13)
- "Harrison Bergeron" marked (unit guide 6, p. 7-12)
- *Somebody Wanted But So sheet* (unit guide 5, p. 9)
- Passages on Reading and Thinking Handout (unit 1, p 14)
- 6 Traits Overview sheet
- 6 Traits grading rubric
- "Writing Formally: Thesis Statements and Beyond"
- "How Do I Format My Paper?" handout (unit 1, p. 7-8)
- Class Rules sheet, initialed

LA Classwork:

Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper in your binder, and your pens, pencils, highlighter, etc.

.....(I'll have cut ones for you. This is for your reference).....

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Per:** \_\_\_\_\_

**Candide Essay Grading Rubric**

*Topic: Choose a topic from pages 9-10 in this unit guide.*

--Format (margins, spacing, font, header, title)	0	1	2	5		
--Global opening and closing	0	1	2	3		
--Introduction/Thesis is clear and interesting	0	1	2	3	4	5
--Uses three meaningful quotations, properly cited	0	1	2	3		
--Explains three quotations, tied to thesis	0	1	2	3	4	5
--Use <b>two intentional fragments for power</b> underlined	0	1	2	3		

**--IDEAS**

<b>Insufficient</b> 1 2	<b>Adequate</b> 2 3	<b>Good</b> 3 4	<b>Excellent</b> 5
Displays superficial or insufficient information and details on <i>Candide</i>	Displays average information and details on <i>Candide</i>	Displays clear and interesting information and details on <i>Candide</i>	Displays superior, original, and interesting information and details on <i>Candide</i>

**--WORD CHOICE**

<b>Insufficient</b> 1 2	<b>Adequate</b> 2 3	<b>Good</b> 3 4	<b>Excellent</b> 5
The writer struggles with limited vocabulary	The writer attempts creative and colorful language, but still has everyday nouns and verbs. Or, it appears that the writer uses unnatural-sounding words from a thesaurus.	The writer uses a variety of interesting, colorful nouns and verbs that make this paper sound unique.	The writer uses striking words and phrases, lively verbs, and specific nouns.

**NO GRADING SLIP STAPLED TO THE FRONT -5**

**Total:** \_\_\_\_\_/32

# *Candide* Key Terms

## **Satire:**

Overstatement, understatement, and verbal irony form a continuous series; for they exist, respectively, of saying more, saying less, and saying the opposite of what one really means.

A work that ridicules its subject through the use of techniques such as exaggeration, reversal, incongruity, and/or parody in order to make a comment or criticism about it.

## **Deism:**

One who believes in the existence of a God or supreme being but denies revealed religion, basing his belief on the evidence of nature and reason only. A belief in the existence of a God who created the world but has since remained indifferent to it. (distinguished from Theism)

## **Optimism:**

### Alexander Pope:

Nature, and Nature's laws lay hid in Night,  
God said, "Let Newton be!" and All was Light.

Whatever is is right

### Leibniz:

"Everything is for the best in the best of worlds."

- There is no effect without a cause.
- Evil is a matter of perspective.

## **Quotations**

"I have never made but one prayer to God, a very short one: 'O Lord, make my enemies ridiculous.' And God granted it." -Voltaire

"Men will not be free until the **last king** is **strangled** with the entrails of the **last priest.**" – Diderot

## “God has a plan for all of us” a short story by Simon Rich

GOD: Did you start that war over in South America?

ANGEL: Yes, sir, just as you specified.

GOD: And you gave Fred Hodges that migraine? In Fayette, Maine?

ANGEL: Yes, of course. I followed all your orders to the letter.

GOD: Okay, great. So the next part of my grand sweeping plan is ... the next part is ... um ...

ANGEL: Yes?

GOD: Wait, hold on ... I know I was going somewhere with this ...

ANGEL: ...

GOD: It's the damndest thing. I had this giant, all-compassing plan, but I can't for the life of me remember what it was.

ANGEL: Did you ... write it down somewhere?

GOD: Nah. It was all up here. *(Points at head.)*

ANGEL: Well ... maybe if I say some of the things you've done so far, you'll remember?

GOD: That's a good idea. Let's try that.

ANGEL: Okay ... urn ... the assassination of Julius Caesar ... the great San Francisco fire ... World War I ... World War II ... is anything coming back?

GOD: I know all those things are connected somehow ... they were all part of this awesome plan I had ... I just can't remember what the payoff was .

ANGEL: ...

GOD: Guess I bit off more than I could chew.



Name: \_\_\_\_\_ Period: \_\_\_\_\_

### ***Candide* Quotation Search**

During our reading of the novel, select **one quotation for each chapter** that shows an important element of the reading. Select quotations that display an insight about characters or about life.

#### Chapter 1

Page \_\_\_\_\_ : \_\_\_\_\_

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#### Chapter 2

Page \_\_\_\_\_ : \_\_\_\_\_

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#### Chapter 3

Page \_\_\_\_\_ : \_\_\_\_\_

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#### Chapter 4

Page \_\_\_\_\_ : \_\_\_\_\_

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#### Chapter 5

Page \_\_\_\_\_ : \_\_\_\_\_

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#### Chapter 6

Page \_\_\_\_\_ : \_\_\_\_\_

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#### Chapter 7

Page \_\_\_\_\_ : \_\_\_\_\_

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#### Chapter 8

Page \_\_\_\_\_ : \_\_\_\_\_

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Chapter 9

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 10

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 11

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 12

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 13

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 14

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 15

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 16

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 17

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 18

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 19

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 20

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 21

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 22

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 23

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 24

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 25

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 26

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 27

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 28

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 29

Page \_\_\_\_\_: \_\_\_\_\_

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Chapter 30

Page \_\_\_\_\_: \_\_\_\_\_

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**Three Quotations that Capture the Entire Novel:**

Page \_\_\_\_\_: \_\_\_\_\_

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Page \_\_\_\_\_: \_\_\_\_\_

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Page \_\_\_\_\_: \_\_\_\_\_

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## **Candide Essay**

These questions are for you to interact with the story and the philosophy as we discussed in class. You will complete one of your choice. Pick one that you feel most connected to.

- Your response will be about 500-600 words, typed, in essay form
- Include text from the novel that illustrates your point
- Include a creative title
- Include the full question for each (you can go to the online unit guide to cut and paste)
- Follow paper format

[Please note: not all page numbers are from our edition of the book. I culled these questions from a variety of sources]

### **POSSIBLE QUESTIONS**

1. Through the adventures of Candide and his friends, Voltaire illustrates the supposed ridiculousness of the philosophy that "all is for the best in this best of all possible worlds." Does he achieve this? Is *Candide* an effective satire?
2. Pangloss uses the philosophy of the Optimists to account for events and happenings (usually disastrous) to himself, to those around him, and to the world. In one instance he shows that without the loss of his nose to syphilis, Columbus would never have discovered America. Is Pangloss's philosophy logical? How does this philosophy serve the story?
3. Even in his naivete, Candide knows that nothing in his world can be obtained without money, and so he takes jewels with him when he leaves Eldorado. In what instances does Voltaire show that greed is an intricate part of human nature? Is Candide greedy for taking the jewels with him? Do you agree with Voltaire that greed is one of the main causes of evil in the world?
4. Do you think Voltaire believed there is only evil in the world or are there redeeming qualities to the characters in *Candide*?
5. Is Pangloss still Candide's teacher and mentor at the end of the story, or have their roles evolved into something else? Is Candide wiser at the end of the story?
6. The Anabaptist James makes this statement to Candide and Pangloss: "Man must have somewhat altered the course of nature; for they were not born wolves, yet they have become wolves. God did not give them twenty-four-pounders or bayonets, yet they have made themselves bayonets and guns to destroy each other." Do you agree with Voltaire's assessment of human nature?
7. What does the cultivation of Candide's garden symbolize? What message is Voltaire sending to the reader?
8. Why do many of the characters, including Miss Cunegonde and Pangloss, presumably die and then reappear? Is there a significance to their being "brought back to life"? Why is the Anabaptist James the only major character who dies and does not reappear?
9. In the very first chapter Candide is literally kicked out of the "most beautiful and delightful of possible castles," expelled from an "earthly paradise" (p. 5). At the end of the novel, he says "we must cultivate our garden" (p. 94). What is Voltaire suggesting by framing his story in this way and by echoing the Biblical story of the Fall? Has Candide lost and then regained paradise?
10. The eighteenth century is known as the Age of Reason. What are the major disconnects that Voltaire reveals between human beliefs and human behavior? What behaviors most undercut the idea that reason had finally triumphed over the superstition and savagery of previous eras? What are the main targets of Voltaire's satiric wit?

11. Within the context of the novel, Eldorado really is the “best of all possible worlds.” Overflowing with riches, ruled by an enlightened king, it is a land with no need of courts or prisons, where the inhabitants lack nothing and live in a state of continual gratitude. Why do Candide and Cacambo decide to leave such a paradise and return to a world riddled with greed, lust, ignorance, dishonesty, and cruelty, a world where violence both savage and civilized is the norm? What aspects of human nature is Voltaire satirizing when he writes that “our two happy wanderers resolved to be happy no longer and to seek His Majesty’s permission to depart” (p. 49)?
12. Immediately upon leaving Eldorado, Candide and Cacambo encounter a slave who has had a leg and a hand cut off. He tells them, “It is the price we pay for the sugar you eat in Europe” (p. 52). What relationship is Voltaire suggesting here between happiness and suffering, between the best of all possible worlds and the worst of all possible worlds? How might Voltaire make this point if he were writing today?
13. Candide is sustained throughout his many ordeals by the hope of being reunited with Cunégonde. But when he does at last find her, she has become ugly and ill-tempered. What is Voltaire suggesting about the exaltation of romantic love?
14. In what ways does Voltaire’s satire extend beyond his own time? What would Voltaire think of our own age, for example? What aspects of our thought and behavior might he satirize most fiercely? What kinds of political, philosophical, and religious hypocrisy are most prevalent today?
15. Near the end of the book, while Pangloss was “being hanged, and dissected, and beaten, and made to row in a galley,” he still holds firm to his original views that this is the best of all possible worlds. “I am a philosopher after all. It would not do for me to recant” (p. 88). What are the dangers in holding beliefs that are impermeable to reality, that do not alter according to actual experience?
16. Martin tells Candide that Paris is “a chaos, a throng in which everyone pursues pleasure and almost no one finds it” (p. 58). In what ways is this statement also true of nearly all the people we encounter in the novel? To what degree is it true of human beings generally? What are the consequences of this pursuit of pleasure?
17. In the book’s introduction, Michael Wood tells us that Voltaire wrote, “Satires don’t correct anyone, irritate the foolish, and make them even more mean” (p. xxvi). Do you think this is true? Would a present-day Pangloss, or someone like him, change his way of thinking if he were to read *Candide*?
18. Martin believes that man is equally miserable wherever he lives and that even in cities which are free from the ravages of war, “men are more devoured by envy, cares and anxiety than all the tribulations visited upon a citadel under siege. Private griefs are crueler even than public miseries” (p. 56). Is Martin’s view more accurate than Pangloss’s, or does it simply represent the other extreme? Would you agree that “private griefs are crueler even than public miseries”?

## Microwriting: Tweeting a Novel



Twitter is a micro-blogging platform that allows users to answer the question, *What are you doing?* in 140 characters or less. Remember, this includes letters, numbers, symbols, and even spaces.

Your job is to pretend that the characters in *Candide* are sending out tweets about what is going on through the novel. Make these six posts show perspectives from at least three different characters through the story.

Give each a unique username, and write in each's perspective and voice.

Follow Twitter's formatting:

*Example from page 22:*

Use a date from the novel (if possible)

Create a clever and relevant username for the characters

March 21 @superseymour **Sometimes I wonder why people won't vote for the bond. It's for your kids, for crying out loud! I'm tired of fighting you cheapskates!**

Write a message with a max of 140 characters. This is 135.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

Microwriting: Tweeting through *Candide*

Date: \_\_\_\_\_ Username: \_\_\_\_\_

Message: \_\_\_\_\_

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Date: \_\_\_\_\_ Username: \_\_\_\_\_

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