Dr. Pelotte

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

**Episode Mapping (*Candide*)**

**Picaresque novel**: details the adventures of a picaro (loveable rascal or rogue). Often satirical, the picaresque novel depicts in realistic and often humorous detail the adventure of a roguish hero of low social class who lives by his or her wits in a corrupt society.

**Bildungsroman**: a novel which presents the psychological, moral and social shaping of the personality of the—generally young—protagonist, thus developing the rite of passage/coming of age theme.

**Episodic novel**: plot develops through a series of casually related episodes which build through rising action to a climax and then to a resolution (dénouement).

Focus on the assigned chapter of Voltaire’s *Candide.* Create a visual and verbal representation of what happens in each section and its episodes and what each chapter contributes to the novel as a whole:

Generate a visual representation of the section and episodes—relating the specific section and episodes to the novel as whole.

Incorporate significant quoted passages with MLA parenthetical documentation (page numbers).

Develop and include level 1, 2, and 3 level questions (with answers) about the episode.

The idea is to review, explore, re-read/close read, and present each assigned chapter and its episode to yourself and classmates—providing a critical response to the section and its impact on significance to the work as a whole. When we hang all sections in the novel on the wall, we should have a critical presentation of the entire novel.

**Include:**

* 4-5 significant quotations from the chapter with student-generated commentary/explanation focusing on:

Meaning Impact Causes/Effects

Significance Function

* Setting(s) and Point of View
* Characterization, including diction, connotations, sarcasm, and irony
* Motifs—recurring images, metaphors, symbols, etc.
* Themes (Brutality of war, importance of free-will, evil in society, hypocrisy of religion, philosophical optimism)

**3 Text-Based Questions with Answers (1 of each type)**

Level 1 literal (textual/factual)

Level 2 inferential (text-based, but suggestive rather than explicit)

Level 3 universal (beyond the text)

**Fostering Connections: A connection between your Candide chapter and a relevant chapter from the Foster text must be addressed and fully explained.**

**Add illustrations to convey the significance of the chapter and capture the spirit of the novel as a whole.**

**\*Hint: If you were going to be an illustrator for a new edition of *Candide*, what would be the illustration for this chapter?**

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| CATEGORY | A+ / A (4 or 3.5) | B (3) | C (2.5) | D/F (2 or 1) |
| Completeness of Information | All requirements are met. Poster is highly effective in offering insight into the ideas presented in the chapter. Goes beyond the literal. | All requirements are met. Poster is offers some insight into the ideas presented in the chapter. Goes beyond the literal in places. | Most requirements are met. 1-2 items missing. Poster focuses mostly on the surface ideas presented the chapter. Focused on the literal. | Requirements are not met or poster is missing. |
| Visual Appeal | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |