

## *Persepolis* Lesson Plan I

### **Lesson Summary**

Investigate the recent history, geography, culture, and political climate of Iran.

### **Estimated duration**

1 week to 2 weeks

### **Pre-Assessment**

Informal verbal assessment of prior knowledge as to where Iran is located and if the class has ever heard about it.

Scoring Guidelines:

Teacher observation, no points given.

### **Post-Assessment**

Complete the worksheet asking about the websites.

### **Scoring Guidelines**

Students should score with 75% accuracy or higher to indicate a working knowledge of Iran.

### **Instructional Procedures**

- Utilize a website designed by media specialist that links to background information, history, geography, culture and political climate of Iran. Students will answer questions based on the information found at each link.
- For the homework assignment, students need to prepare five questions to ask at interviews.

### **Differentiated Instructional Support**

To help reluctant readers, students may be paired with a stronger reader. Students who are very low readers may be given a more visual worksheet with reduced questions.

### **Extension**

Students will watch videos from [unitedstreaming.com](http://unitedstreaming.com), and movies that will visually demonstrate life in Iran (see Materials and Resources). Students will go to websites that contain Iranian bloggers to read about everyday life in Iran presently.

### **Homework options and home connections**

Have students interview three people on what they know about Iran and if they can locate Iran on a map. Discuss what people thought they knew versus what they have learned in class.

### **Interdisciplinary connections**

This plan connects with World History, Social Problems and World Literature.

## **Materials and Resources**

- For teachers: culturegrams, Reference books, outline maps, Internet resources and videos, unitedstreaming.com access, paper and pens.
- For students: paper, pencils, worksheet, interview questions and a blog about Iran

## **Vocabulary**

Muslim

Fundamentalism

Shah

Ayatollah

Shador

Taliban

## **Technology Connections**

Students will make use of the Internet from the media center to link to blogs pertaining to Iran

<http://resources.chuh.org/CHHS/Library/TeacherWeb/SocialStudies/WorldHistory/HistoryAsianCountries.htm#Section4>

## **Research Connections**

<http://tehran.stanford.edu>

<http://www.lonelyplanet.com/worldguide/destinations/middle-east/iraq/>

<http://resources.chuh.org/CHHS/Library/TeacherWeb/SocialStudies/WorldHistory/HistoryAsianCountries.htm#Section4>

<http://topics.nytimes.com/top/news/international/countriesandterritories/iran/?geo>

## **General Tips**

- It is important to monitor students' perception of the perceived differences in the cultures and religion and for the teacher to encourage tolerance and respect for others.
- Some students may need extra instruction in finding the web pages and opening links to save in their own files.

## ***Persepolis* Lesson Plan II**

### **Lesson Summary**

Introduce graphic novels as a literary genre. Introduce the book, *Persepolis*; author, Marjane Satrapi, and read it.

### **Estimated Duration**

3 weeks

### **Commentary**

The classroom may be comprised of reluctant readers or the time would be shorter. The book deals with mature subjects.

### **Pre-Assessment**

Show culturally relevant comic strip and ask students about the comics and discuss the social commentary of the strip.

### **Scoring Guidelines**

Teacher observation: no points given.

### **Post-Assessment**

- Completion of the book, worksheets, vocabulary, and writing assignments that aid in the comprehension of the story.
- Short answer assessment- see Attachments

### **Scoring guidelines**

Students should score with 75% accuracy or higher to indicate a working comprehension of the book as determined by teacher in relationship to individual skills.

### **Instructional procedures**

- Media specialist will show various graphic novels and discuss the genre.
- Media specialist will introduce the author and her life, since *Persepolis* is a memoir of Marjane Satrapi.
- Students will look at various comic strips and discuss as a group the social implications.
- Read the book.
- Students complete packet of materials, vocabulary, questions, and writing assignments as the story progresses. (see Attachments)
- These writing assignments will focus on the students finding their own voice on what they believe about different issues. These writings will be used in the culmination lesson in the series.

### **Differentiated Instructional Support**

To help reluctant readers, the class will read the book out loud with students volunteering to read.

**Extension**

Students will research more information on the author. Students will select another graphic novel to read on their own.

Service-learning: Adopt a US armed service unit; send letters, care packages, etc.

**Homework options and home connections**

Various writing assignments in their packets (i.e., compare and contrast teen life in Iran with teen life in the U.S.)

Younger students may need a letter of permission sent home as the novel presents adult themes such as torture, rape, death, separation, marriage, and religious fanaticism.

**Interdisciplinary Connections**

This connects with Modern World History, Social Problems and Women's Literature.

**Materials and resources**

- For teachers: Collection of graphic novels, access to various comic strips, Internet, *Persepolis: The Story of a Childhood* by Marjane Satrapi, worksheet packet.
- For students: Paper, pencils, worksheet packet and novel.

**Key Vocabulary**

Obligatory (p. 3)

Decadence (p. 4)

Revolution (p. 10)

Fanatics (p. 15)

Degenerate (p. 18)

Frivolities (p. 28)

Cadaver (p. 31)

Sentiment (p. 43)

Subversive (p. 47)

Cyanide (p. 51)

Dialectic (p. 53)

Shunned (p. 58)

Proletariat (p. 62)

Imperialists (p. 73)

Regime (p. 75)

Console (p. 86)

Rebellious (p. 98)

Carnage (p. 101)

Vintner (p. 106)

Belligerent (p. 115)

Systematically (p. 117)

Veritable (p. 122)

Asylum (p. 123)

Euphoria (p. 138)

Expelled (p. 143)

### **Technology Connections**

Students will see relevant visual images presented by media specialist and teacher concerning the author and graphic novels.

### **Research Connections**

Additional research on comics and graphic novels to encourage readers.

<http://www.randomhouse.com/pantheon/graphicnovels/satrapi.html>

[http://www.lambiek.net/artists/s/satrapi\\_marjane.htm](http://www.lambiek.net/artists/s/satrapi_marjane.htm)

<http://www.powells.com/authors/satrapi.html>

[http://www.newyorker.com/critics/books/articles/051017crbo\\_books1](http://www.newyorker.com/critics/books/articles/051017crbo_books1)

<http://www.clermont.lib.oh.us/teensite/teengraphicnov.html>

<http://www.answers.com/topic/graphic-novel>

### **General Tips**

- It is important to monitor students' perception of the perceived differences between the cultures and religion and for the teacher to encourage tolerance and respect others.
- Students may become frustrated with the vocabulary and some of the content if the teacher is not helping them with the comprehension.

## *Persepolis Questions*

### “The Water Cell”

1. Why does Persepolis love the king?
2. What do her parents think about that reason?
3. What explanation does her father give her for how their current king attained his position?
4. Who was her grandfather?
5. How was he treated in prison?

### “Persepolis”

1. What was the only food available to Persepolis’s grandmother?
2. What does Persepolis’ father take pictures of?
3. What does Persepolis do when she is confused about adult reactions?

### “The Letter”

1. Why did Persepolis feel shame?
2. Why did Mehri have to work as a maid?
3. How old was she when she began working for Persepolis’ family?
4. Why does Mehri’s boyfriend stop seeing her?
5. What do Mehri and Persepolis do in response?

### “The Party”

1. What happens to the Shah?
2. Why does Persepolis’ father think that the US will not let the Shah live here?
3. Where does the Shah go? Why?
4. What happens in schools after the Shah leaves?

### “The Heroes”

1. What were Jari and Shakiba arrested for?
2. What torture did the men endure?

### “Moscow”

1. Who was Anosh?
2. What happened to Fereydoon?
3. Where did Anosh go for safety?
4. How long was Anosh in prison when he returned to Iran?
5. What made Marjane happy?

### “The Sheep”

1. What did the Republic want to be called?
2. Why could this happen?
3. What was the problem with religious leaders running the country?
4. What was the percent of people voting for the religious leaders? Why is this number unrealistic?
5. What happened to many of Marjane’s friends and family members?
6. Why didn’t her dad want to emigrate?
7. What happened to Siamak’s sister?
8. How did Siamak and his family leave the country?
9. How does Marjane visit in prison?
10. What happens to him?
11. How do Marjane and her family know the war began?

### “The Trip”

1. What embassy is occupied?
2. How did this affect Marjane?
3. What closed a few days later? Why?
4. How long were the universities closed?
5. What happened to Marjane’s mother?
6. Describe the two kinds of men and women.
7. Where did Marjane’s family go for a vacation?
8. Who was Iran at war with?

### “The F-14s”

1. What city was bombed?
2. How did Iran retaliate?
3. Who was released from jail?

### “The Jewels”

1. What problem did the war cause in supermarkets?
2. What did Marjane’s father desperately need?
3. What happened to border towns?
4. What is flatulence?

### “The Key”

1. What was a headline story?
2. What was one of the countries rituals?
3. Why did Mrs. Nasrine have a gold key?
4. Who was the Key to Paradise for?



### “The Wine”

1. What became a target for bombing?
2. Where did Marjane and her family go during bombings?
3. What two reasons did Marjane’s mother give for covering the windows?
4. What happened to Tinoosh’s dad?
5. Why does the guard think that Marjane’s father was drinking?
6. What do Marjane and her grandmother do once they get home?

### “The Cigarette”

1. What does Marjane do instead of going to school?
2. How does her mother react?
3. How many people die in the war?
4. When did Marjane feel she was an adult?

### “The Passport”

1. Why does Marjane’s uncle feel there are a lot of people who oppose the government in his neighborhood?
2. What does her uncle worry about?
3. What happened to the uncle?
4. Where does he need to go for surgery?
5. Who supplied the Iranians and Iraqis with chemical weapons?
6. Why does Niloufar have to hide?
7. What happens to Niloufar?
8. What happens to Marjane’s uncle?

### “Kim Wilde”

1. What happened for Marjane’s family to rush to get passports?
2. What does Marjane want her parents to bring her?
3. How do they smuggle in her presents?
4. What presents do her parents give Marjane?
5. Who stopped Marjane when she was on the street?
6. Where did they want to take her?

### “The Shabbat”

1. What began happening to Marjane’s town?
2. Why did the Baba-Levys stay?
3. What was bombed?
4. Why did the bombers choose that day?
5. What does Marjane find in the ruins?

### “The Dowry”

1. What does Marjane wear that her teachers finds objectionable?
2. How does Marjane react?
3. What happens to young girls who are arrested?
4. Why do Marjane’s parents worry about her being arrested?
5. Where do they want to send her?
6. How old is she when they make this decision?
7. What does Marjane do with her posters?
8. Who does Marjane sleep with her last night in Iran?
9. How does Marjane’s mother react when Marjane looks at her parents before getting on the plane?

*Persepolis*  
**Final Assessment**

Write a four to six sentence paragraph for each of the following questions.

1. What was the most difficult decision Marjane's parents had to make? (Hint: identify the problem in your topic sentence and then support it with examples.)
2. What is the most difficult decision Marjane makes? (Hint: identify the problem in your topic sentence and then support it with examples.)
3. Select the most restrictive practice of the Iranian government. Explain your choice with examples.
4. Select a problem Marjane encountered. How would you have handled it differently? What would the possible consequences have been for you?
5. Predict if you think Marjane is reunited with her parents. Describe where and when you think they will see each other again. Will it be a visit or permanent?
6. How do you think Marjane will change in Austria?

Extra credit:

Select any topic raised in the novel and write a cohesive paragraph about it.