Advanced - Persepolis

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **3 weeks**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will examine the autobiographical graphic novel *Persepolis* by Marjane Satrapi. Students will relate this memoir to their own lives.

Students will read and analyze *Persepolis* for literary devices and grahoic novel elements. Student will evaluate the effects that the author's environment have had on her development.

Transfer

Students will be able to independently use their learning to...

- Evaluate the personal context of the novel and relate to other texts and current events
- Understand how/why revolutions occur and how they bring change.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- Events in author's lives influence literary works
- How one's life can be portrayed in literature
- Personal struggles and cultural revolutions can play a large role in the person you become
- The growth of adolescents throughout the novel
- The author's purpose including the dangerous situations presented in the novel as well as the difficulty associated with growing up/coming of age during a conflict.

Essential Questions

Students will consider...

1) Can literature serve as a vehicle for social change?
2) Why is it important for people to construct narratives about their experiences?
3) How are belief systems represented in literature?
4) How can literature be used to inform/change people's opinons about their society?

Application of Knowledge and Skill

Students will know...

Students will know...

- Plot Development
- Character Development
- Bildungsroman
- class conflict
- parent/child relationship
- graphic novel elements

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Responding to reading through response journals and class discussion
- Discussing social topics while remaining tolerant of others' opinions

Academic Vocabulary

- bildungsroman
- graphic novel
- bleed
- panel
- frame
- gutter
- foreground
- midground
- background
- graphic weight

Learning Goal

Students will be able to analyze the development of a theme or central idea over the course of *Persepolis,* including how it emerges and is shaped and refined by specific details.

Objective 1 - Level 1

SWBAT:

- Identify elements of a memoir
- Identify personal values and morals

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

Objective 2 - Level 2

SWBAT:

- Assess comprehension through a variety of writing pieces, reading comprehension quizzes, tests, journalwriting, research based projects and writing tasks, etc.
- Write a variety of pieces in response to text using proper grammar and spelling

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Learning Goal 2

Students will be able to relate the events of *Persepolis* to other world events. Students will participate in group discussions and develop their own opinions on the events of the memoir.

Objective 3 - Level 3

SWBAT:

- Determine theme of text and how it develops throughout the course of the text.
- Compare and contrast themes from this novel to other works of literature.
- Respond to prompts in relevance to text/text text/self, text/world.
- Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) based on the text and/or current event issues related to the text.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Objective 4 - Level 4

SWBAT:

Analyze themes in small group discussions and relate topics to real world events

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Summative Assessment

- Comprehension Quizzes
- End of novel test
- Tests

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

- Class Discussion
- Comprehension Questions
- Exit Slips

- Journal Entries
- Peer and self assessments
- Presentations
- Reading Quizzes
- Small Group Discussion
- Teacher Observation
- Think-pair-share

Differentiation

- Graphic Organizers
- Guided notes
- Modify length of work
- Study Guides
- Supplemental Materials
- Video Interviews

Enrichment

- Teacher provided opportunity for further study

Interdisciplinary Connections

Unit Resources

- Novel
- Study guides
- Articles
- Journal Entry Topics
- Quizzes
- Tests