*Persepolis* Reading Journal

IB English HL-2

Directions: For our reading of *Persepolis*, I’m going to take a page from the Anderson playbook. The reason is that a graphic novel is a bit challenging as a literary work to analyze, and I want you to do more than just skim it or read it over once. You will be receiving a series of minor grades as well as three major grades for this work, so take it seriously.

I’m going to break the reading up into more manageable chunks. For each reading selection, I want you to write one full page of notes in which you focus on one section. You need to take detailed notes on the following:

1. How is the title of the section relevant to both Satrapi’s reflection on her own childhood as well as the state of Iranian society in that moment in history? Does the title contain any elements of symbolism, double entendre, or irony? Explain.
2. Focusing on one panel from this section, explain how the artwork compliments or enhances what Satrapi is working to achieve thematically within the section. Consider things such as point of view, angle, shading, thought or dialogue bubbles, or even the size of the panel on the page. (Include quotations with citations).
3. How does this section relate to the overarching global issues that Satrapi is exploring in the work as a whole? Provide two details from other sections of the assigned reading or from earlier assigned readings that connect to this section. (Include quotations with citations).
4. Reflect on what you thought about as you experienced this section. How did you connect with Satrapi’s work as a person who not too recently saw more with the eyes of a child or as an American? Talk about something from your life that you associated with this section. Be specific and real.

**Note: You can use an entirely separate notebook for this assignment or do it on notebook paper that you will assemble at the end to submit your completed journal.**

Format:

 On every page, I want to see the following:

1. Top Right = Your name. Under that, IB English V. Under that, my name.
2. Center = *Persepolis*. Section Title. Page numbers.

Submitting:

 You will hand-write each page of notes. You will take a picture of that page. You will upload it to the appropriate place in Schoology. At the conclusion of the reading, you will submit all of the pages together as a completed journal of your reading. You will receive minor grades for the individual submissions and three major grades for the completed journal.

Schedule

9/26 - pages 1-39

9/27 - Discussion in class.

9/28 - pages 40-86

10/2 - pages 87-153 **Quiz on 1-153.**

10/3 - Discussion in class.

10/4 - pages 155-197

10/5 - Professional Development Day.

10/9- Fall Break

10/10 - Fall Break

10/11 - Discussion in class.

10/12 - pages 198-266

10/16 - pages 267-341 **Quiz on 155-341.**

10/17 - Discussion of the work as a whole.

10/18 - Assemble your completed journal and write your final reflection before the end of class.

10/19 - Reflecting on the process and considering the upcoming oral assessment.

**8 Minor grades = 6 Submissions and 2 Quizzes**

**3 Major grades = Finalized journal and the final reflection**

**Final Reflection:**

You need to write a reflection not only on *Persepolis* as a whole but on the process you went through of creating the journal. What did you learn and think about in relation to the content of the text? What do you learn and think about in relation to yourself as you went through the process? Is this a work that you would consider using for the oral assessment?

**Lastly, you need to create one page of at least three frames in the style of Satrapi’s Persepolis in which you show yourself reading the text and thinking about it, interacting with your fellow classmates as you discuss it, and seeing connections outside of school with your family or friends.**

If you get this document printed and signed by a parent or guardian before the 10/2 and submit it to me, I will add 5 additional points to your final grade.

9/25/23

I have read over this *Persepolis* Journal Assignment and understand what my student is being asked to do. I also understand that the IB Oral Assignment is coming up in December and that my student will have to be prepared to discuss two works over the course of 15 minutes and that his or her performance is a part of the final grade for IB that impacts the IB English grade. I know that if I have any questions, I can contact Mr. Barnett (803-847-1089).

Parent or Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Grade Rubric:

A - The student submitted all journal entries on time. Each journal entry revealed that the student wasn’t just completing a task but was truly engaging the text both analytically and personally. The final reflection substantiated this, and the student created an excellent page styled in the manner Satrapi used in *Persepolis*.

B - The student submitted all journal entries on time–with the exception of one. Each journal entry revealed that the student was trying to complete the assignment in good faith and was trying to engage the text both analytically and personally. The final reflection substantiated this, and the student created a very good page styled in the manner Satrapi used in *Persepolis*.

C - The student submitted all journal entries on time–with the exception of two. Each journal entry revealed that the student was trying to complete the assignment and was trying to engage the text. The final reflection substantiated this, and the student created an adequate page styled in the manner Satrapi used in *Persepolis*.

D - The student submitted all journal entries on time–with the exception of three. Each journal entry revealed that the student was just trying to complete the assignment. The final reflection substantiated this, and the student created a poor page styled in the manner Satrapi used in *Persepolis*.

F - The student submitted all journal entries on time–with the exception of four. Each journal entry revealed that the student was just trying to complete the assignment as quickly as possible. The final reflection substantiated this, and the student created a sad page that wasn’t styled in the manner Satrapi used in *Persepolis*.

0 - The student didn’t submit five of the six entries on time, or he or she didn’t submit the final assignment.

**TOK COMPONENT**

The *Persepolis* Unit is especially geared to compliment Theory of Knowledge in numerous ways. As a graphic autobiography, *Persepolis* is a dual example artistry that relies on both language and visual arts. The subject matter is a retrospective of Marjane Satrapi who is thinking about what she thought she knew and believed as a child in relation to her experiences and how those experiences have transformed what she knows and believes as an adult. Her personal story is also connected to the history and culture of Iran, so national and religious influences play a significant role in this work.

Through the Unit plan, I am asking the students not only to analyze the work both on a literary and a visual sense but also to reflect on their own knowledge and understanding as they experience it. As they travel with Ms. Satrapi in her recollection of her life, they are also undergoing a transformation as they experience new ideas and perspectives. This idea of analysis paired with reflection is inherently connected to TOK.