



8TH GRADE **ELA**

Student Materials

Unit 4 ***Surviving*** ***Repression:*** ***Persepolis***





Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: People or groups in power uphold justice, so their motives should not be questioned.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: The media often perpetuates prejudice and stereotypes.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 4: When individuals or communities resist unjust leadership (peacefully or otherwise), it can lead to lasting societal change.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 5: The best kind of education is one that teaches a person to think for themselves.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 6: Sometimes, it is necessary for a country to go to war to secure peace in the future.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 7: Government and religion should always be completely separate from each other.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 8: Governments protect their people effectively when they impose restrictions on what people can wear, do, or say in public.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 9: Muslim women choose to cover their hair in public as a form of modesty.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 10: The social class that a person is born into strictly determines the educational and professional opportunities that are available to them throughout their lifetime.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Name: _____

Date: _____

Today's Materials:

- Video: "[Rick Steves' Iran](#)" by Rick Steves' Europe — (00:00–17:30)
- Article: "[Iran Travel Journal](#)" by Rick Steves — excerpts from Parts 1–4

Objective: Evaluate how a video and a written account convey information about Iranian history and culture, and determine which medium is more effective.

1. Why are western countries so interested in the politics and government of Iran? Describe one advantage and one disadvantage of presenting this topic through a video. Provide examples from the video to support your answer. (*Rick Steves' Iran*)

2. What role does Islam play in Iranian culture and government? Evaluate which medium presents the topic more effectively and why. Provide examples from both the video and the travel journal to support your answer. (*Rick Steves' Iran* & "Iran Travel Journal: Part 3")

3. What are common perspectives Iranians have about the United States? Explain which medium presents the topic more effectively and why. Provide examples from both the video and the travel journal to support your answer. (*Rick Steves' Iran* & "Iran Travel Journal: Part 2" & "Part 4")

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: People or groups in power uphold justice, so their motives should not be questioned.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: The media often perpetuates prejudice and stereotypes.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 4: When individuals or communities resist unjust leadership (peacefully or otherwise), it can lead to lasting societal change.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 5: The best kind of education is one that teaches a person to think for themselves.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 6: Sometimes, it is necessary for a country to go to war to secure peace in the future.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 7: Government and religion should always be completely separate from each other.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 8: Governments protect their people effectively when they impose restrictions on what people can wear, do, or say in public.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 9: Muslim women choose to cover their hair in public as a form of modesty.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: The social class that a person is born into strictly determines the educational and professional opportunities that are available to them throughout their lifetime.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

According to the Introduction, why did Satrapi write *Persepolis*?

Where does *Persepolis* take place?

What important political events are taking place at this point in Marji's life?

What does Marji want to be when she grows up? How do the adults in her life react to this?

What is the photograph of Marji's mother, and how does Marji's mother react?

Topics and Descriptions

Instruct students to fill out the [Note Taker \(G8. U4\)](#) as they listen to their classmates' presentations. Provide the opportunity for the class to ask questions about and discuss each presentation afterward.

Topic	Description & Resource for Research Project
Zarathustra/Zoroastrianism* (Religion) Present in Lesson 4	Zoroastrianism is a religion that started in ancient Iran. The religion is based on the teachings of the prophet Zarathustra (also known as Zoroaster). Zarathustra , Britannica.com
City of Persepolis (Place) Present in Lesson 5	Persepolis was a thriving city in ancient Iran (Persia). Persepolis , Britannica.com
Iranian architecture (Culture) Present in Lesson 6	Iranian architecture is famous for its unique building styles. 20th Century Architecture: Iran , The Architecture of the 20th Century
Ayatollah Khomeini (Person) Present in Lesson 7	Ayatollah Ruhollah Khomeini was a religious leader in Iran who was largely responsible for the Iranian Revolution of 1979. Ruhollah Khomeini , Britannica.com
Contemporary women's rights in Iran (Culture) Present in Lesson 8	Women in Iran are systematically oppressed by many official laws and policies. "Gender Apartheid in Iran is Crushing Women's Lives and Futures." Center for Human Rights in Iran
Iran hostage crisis* (Event) Present in Lesson 9	Beginning in 1979, 52 Americans were held hostage in the American embassy in Iran for over a year. Iran Hostage Crisis , History.com
Contemporary political	Political prisoners in Iran are often subjected to unfair trials,

<p>prisoners* (Culture)</p> <p>Present in Lesson 10</p>	<p>torture, and execution.</p> <p>"Scores of Political Prisoners Will Be Executed in Iran Without an International Outcry." Center for Human Rights in Iran</p>
<p>Iranian food (Culture)</p> <p>Present in Lesson 11</p>	<p>Iranian food, known for its uniqueness, has influenced the cuisines of many other cultures.</p> <p>Iranian Food Fusion: How Persian Cuisine is Influencing American Dining, United Tribes</p>
<p>Iranian ban on singing and dancing (Culture)</p> <p>Present in Lesson 12</p>	<p>Multiple Iranians have been arrested for making videos of themselves singing and dancing.</p> <p>"How Did Dancing on Social Media Inspire Resistance in Iran?"</p>

Name: _____ Date: _____

Informational Presentation Outline

Slide 1 Title Slide	Images:
Slide 2 Presenter:	Topic: Details <ul style="list-style-type: none">••••• Images:
Speaker notes:	

Slide 3
Presenter:

Topic:

Details

-
-
-
-
-

Images:

Speaker Notes:

Slide 4
Presenter:

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

Slide 5
Presenter:

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

**Slide 6
(optional)**

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

Name: _____ Date: _____

Informational Brainstorming Page

Step 1: Generate focused research questions.

Presentation Topic:
Research Questions
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Additional Questions:

Step 2: Take notes on the answers you find to your research questions.

Topic:	
Research Question/ Main Idea	Notes (Paraphrased & Cited)

Name: _____

Date: _____

Today's Materials:

Objective: Conduct research to create an informational presentation by generating research questions, gathering information, organizing topics into main ideas, and designing slides to convey information clearly.

Writing Prompt

In this unit, you will read *Persepolis*, a graphic memoir by Marjane Satrapi about her experiences growing up in Iran during a time of major political and social change. To build background knowledge for the text, you will work in small groups to research and create a slideshow presentation about one specific aspect of Iranian culture or history.

You will develop research questions, conduct online research, and deliver a five-minute informational presentation to teach your classmates about your topic. Each group will be assigned a presentation day, and several reading lessons will begin with a presentation connected to that day's reading.

The presentation should include:

- At least four informational slides.
- At least four relevant text features (images, photographs, illustrations, headings, graphics, maps, captions, etc.).
- One explanatory paragraph in the speaker's notes section for each slide.
- At least one quotation from a witness or expert on the topic.
- Logical organization and cohesion.

The goal is to create an informative presentation that helps your classmates better understand the historical and cultural context of *Persepolis*.

Topics and Descriptions

Instruct students to fill out the [Note Taker \(G8. U4\)](#) as they listen to their classmates' presentations. Provide the opportunity for the class to ask questions about and discuss each presentation afterward.

Topic	Description & Resource for Research Project
Zarathustra/Zoroastrianism* (Religion) Present in Lesson 4	Zoroastrianism is a religion that started in ancient Iran. The religion is based on the teachings of the prophet Zarathustra (also known as Zoroaster). Zarathustra , Britannica.com
City of Persepolis (Place) Present in Lesson 5	Persepolis was a thriving city in ancient Iran (Persia). Persepolis , Britannica.com
Iranian architecture (Culture) Present in Lesson 6	Iranian architecture is famous for its unique building styles. 20th Century Architecture: Iran , The Architecture of the 20th Century
Ayatollah Khomeini (Person) Present in Lesson 7	Ayatollah Ruhollah Khomeini was a religious leader in Iran who was largely responsible for the Iranian Revolution of 1979. Ruhollah Khomeini , Britannica.com
Contemporary women's rights in Iran (Culture) Present in Lesson 8	Women in Iran are systematically oppressed by many official laws and policies. "Gender Apartheid in Iran is Crushing Women's Lives and Futures." Center for Human Rights in Iran
Iran hostage crisis* (Event) Present in Lesson 9	Beginning in 1979, 52 Americans were held hostage in the American embassy in Iran for over a year. Iran Hostage Crisis , History.com
Contemporary political	Political prisoners in Iran are often subjected to unfair trials,

<p>prisoners* (Culture)</p> <p>Present in Lesson 10</p>	<p>torture, and execution.</p> <p>"Scores of Political Prisoners Will Be Executed in Iran Without an International Outcry." Center for Human Rights in Iran</p>
<p>Iranian food (Culture)</p> <p>Present in Lesson 11</p>	<p>Iranian food, known for its uniqueness, has influenced the cuisines of many other cultures.</p> <p>Iranian Food Fusion: How Persian Cuisine is Influencing American Dining, United Tribes</p>
<p>Iranian ban on singing and dancing (Culture)</p> <p>Present in Lesson 12</p>	<p>Multiple Iranians have been arrested for making videos of themselves singing and dancing.</p> <p>"How Did Dancing on Social Media Inspire Resistance in Iran?"</p>

Name: _____ Date: _____

Informational Brainstorming Page

Step 1: Generate focused research questions.

Presentation Topic:
Research Questions
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Additional Questions:

Step 2: Take notes on the answers you find to your research questions.

Topic:	
Research Question/ Main Idea	Notes (Paraphrased & Cited)

Name: _____

Date: _____

Today's Materials:

Objective: Unpack the prompt and generate research questions to guide the investigation of a topic for an informational presentation.

Writing Prompt

In this unit, you will read *Persepolis*, a graphic memoir by Marjane Satrapi about her experiences growing up in Iran during a time of major political and social change. To build background knowledge for the text, you will work in small groups to research and create a slideshow presentation about one specific aspect of Iranian culture or history.

You will develop research questions, conduct online research, and deliver a five-minute informational presentation to teach your classmates about your topic. Each group will be assigned a presentation day, and several reading lessons will begin with a presentation connected to that day's reading.

The presentation should include:

- At least four informational slides.
- At least four relevant text features (images, photographs, illustrations, headings, graphics, maps, captions, etc.).
- One explanatory paragraph in the speaker's notes section for each slide.
- At least one quotation from a witness or expert on the topic.
- Logical organization and cohesion.



Topics and Descriptions

Instruct students to fill out the [Note Taker \(G8. U4\)](#) as they listen to their classmates' presentations. Provide the opportunity for the class to ask questions about and discuss each presentation afterward.

Topic	Description & Resource for Research Project
Zarathustra/Zoroastrianism* (Religion) Present in Lesson 4	Zoroastrianism is a religion that started in ancient Iran. The religion is based on the teachings of the prophet Zarathustra (also known as Zoroaster). Zarathustra , Britannica.com
City of Persepolis (Place) Present in Lesson 5	Persepolis was a thriving city in ancient Iran (Persia). Persepolis , Britannica.com
Iranian architecture (Culture) Present in Lesson 6	Iranian architecture is famous for its unique building styles. 20th Century Architecture: Iran , The Architecture of the 20th Century
Ayatollah Khomeini (Person) Present in Lesson 7	Ayatollah Ruhollah Khomeini was a religious leader in Iran who was largely responsible for the Iranian Revolution of 1979. Ruhollah Khomeini , Britannica.com
Contemporary women's rights in Iran (Culture) Present in Lesson 8	Women in Iran are systematically oppressed by many official laws and policies. "Gender Apartheid in Iran is Crushing Women's Lives and Futures." Center for Human Rights in Iran
Iran hostage crisis* (Event) Present in Lesson 9	Beginning in 1979, 52 Americans were held hostage in the American embassy in Iran for over a year. Iran Hostage Crisis , History.com
Contemporary political	Political prisoners in Iran are often subjected to unfair trials,

<p>prisoners* (Culture)</p> <p>Present in Lesson 10</p>	<p>torture, and execution.</p> <p>"Scores of Political Prisoners Will Be Executed in Iran Without an International Outcry." Center for Human Rights in Iran</p>
<p>Iranian food (Culture)</p> <p>Present in Lesson 11</p>	<p>Iranian food, known for its uniqueness, has influenced the cuisines of many other cultures.</p> <p>Iranian Food Fusion: How Persian Cuisine is Influencing American Dining, United Tribes</p>
<p>Iranian ban on singing and dancing (Culture)</p> <p>Present in Lesson 12</p>	<p>Multiple Iranians have been arrested for making videos of themselves singing and dancing.</p> <p>"How Did Dancing on Social Media Inspire Resistance in Iran?"</p>

Name: _____ Date: _____

Informational Brainstorming Page

Step 1: Generate focused research questions.

Presentation Topic:
Research Questions
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Additional Questions:

Step 2: Take notes on the answers you find to your research questions.

Topic:	
Research Question/ Main Idea	Notes (Paraphrased & Cited)

Name: _____ Date: _____

Informational Presentation Outline

Slide 1 Title Slide	Images:
Slide 2 Presenter:	Topic: Details <ul style="list-style-type: none">••••• Images:
Speaker notes:	

Slide 3
Presenter:

Topic:

Details

-
-
-
-
-

Images:

Speaker Notes:

Slide 4
Presenter:

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

Slide 5
Presenter:

Topic:

Details

-
-
-
-
-

Images:

Speaker Notes:

**Slide 6
(optional)**

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

Name: _____ Date: _____

Informational Presentation Outline

Slide 1 Title Slide	Images:
Slide 2 Presenter:	Topic: Details <ul style="list-style-type: none">••••• Images:
Speaker notes:	

Slide 3
Presenter:

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

Slide 4
Presenter:

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

Slide 5
Presenter:

Topic:

Details

-
-
-
-
-

Images:

Speaker Notes:

**Slide 6
(optional)**

Topic:

Details

-

-

-

-

-

Images:

Speaker Notes:

Name: _____

Today's Materials:

Objective: Revise writing by identifying passive voice and rewriting sentences in active voice to improve clarity.

Writing Prompt

Revise explanatory paragraphs to identify sentences that are in passive voice and shift them to active voice for clarity. Underline revised sentences for the prompt:

- You will work in small groups to research and create a slideshow presentation about one specific aspect of Iranian culture or history. You will develop research questions, conduct online research, and deliver a five-minute informational presentation to teach your classmates about your topic.

Name: _____

Date: _____

According to the "Introduction," why did Satrapi write *Persepolis*?

Where does *Persepolis* take place?

What important political events are taking place at this point in Marji's life?

What does Marji want to be when she grows up? How do the adults in her life react to this?

What was the photograph of Marji's mother, and how did Marji's mother react?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — Introduction and pp. 3–5

Objective: Identify and explain the basic features of graphic novels in order to evaluate the advantages and disadvantages of graphic novels as a medium for presenting a memoir.

1. Evaluate the advantages and disadvantages of using printed text in paragraph form to present the topic of the history of Iran in the Introduction to *Persepolis*. Provide examples to support your answer.

2. How does Marji feel about how her life changed as a result of the Islamic Revolution? Provide at least two examples from pages 3–4, referencing both text and images to support your answer.

3. Study the final panel on page 5. How does Satrapi use illustrations to develop the reader's understanding of the political situation in Iran in 1980? Provide specific details from the illustration to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi – Introduction and pp. 3–5

Objective: Identify and explain the basic features of graphic novels in order to evaluate the advantages and disadvantages of graphic novels as a medium for presenting a memoir.

Discussion & Writing Prompt

Why do you think Satrapi chose the medium of a graphic novel for her memoir? Identify at least two examples of significant information that the first chapter conveys, and use these to evaluate the advantages and disadvantages of this medium for presenting her story.

Name: _____

Date: _____

What new interest of Marji's takes priority over her interest in religion?

What does the chapter title "The Bicycle" mean?

What happens at the Rex Cinema?

How does Marji respond when she hears that there will be demonstrations in the street? How do her parents respond?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 6–17

Objective: Explain how the author uses words and images together to develop the reader's understanding of significant characters and events.

1. How does Satrapi use text and images to communicate ideas about Marji's identity in the first panel on page 6? Provide at least two examples, referencing both text and images to support your answer.

2. How does Satrapi convey the changes in Marji's relationship to God and religion on pages 6–13? Provide at least two examples, referencing both text and images to support your answer.

3. How does Satrapi use text and images to communicate Marji's perspective of the revolution in the final panel on page 10? Provide at least two examples, referencing both text and images to support your answer.

Name: _____

Date: _____

Why were the British so interested in Persia?

What does Marji learn about her family history in this chapter?

What happened to Marji's grandfather when his political beliefs changed?

Why are Marji and her mother worried about Marji's father at the end of the chapter?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 18–32

Objective: Explain how specific incidents impact and reveal aspects of characters and setting, and describe how the author communicates this through text and images.

1. How does Satrapi convey the relationship between the British and Reza on pages 20–21? Provide at least two examples, referencing both text and images to support your answer.

2. How does Satrapi convey a change in Marji's grandfather's political beliefs on page 23? Provide at least two examples, referencing both text and images to support your answer.

3. What does the story that Marji's father tells on pages 31–32 reveal about the political climate in Iran at that time? Provide at least two examples, referencing both text and images to support your answer.

Name: _____

Date: _____

How would you describe Marji's relationship to Mehri?

Why does Mehri's relationship with the neighbor boy end?

What do Marji and Mehri do, even though it is against the rules?

What does the shah decide to do? How do the people of Iran respond?

Why does Marji want to beat Ramin up? How does Marji's mother respond to this?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 33–46

Objective: Explain how specific incidents impact and reveal aspects of characters, and describe how the author communicates this through text and images.

1. How does reading Ali Ashraf Darvishian impact Marji and the way she sees the world? Provide at least two examples from page 33, referencing both text and images to support your answer.

2. How is Marji impacted by her father's statement, "In this country you must stay within your own social class" (p. 37)? Provide at least two examples from pages 37–39, referencing both text and images to support your answer.

3. How do the first panel on page 40 and the splash page on 42 work together to communicate the impact of the shah leaving? Provide examples to support your answer.

Name: _____

Date: _____

What happens to political prisoners after the shah first leaves Iran?

What happens to Laly's father when he is in prison?

Who is Anoosh? Why does Marji like him so much?

What kind of government has come into power in Iran?

What kind of government did Marji's family hope for after the shah left?

What does the new government begin to do to revolutionaries?

What happens to Anoosh at the end of the chapter, "The Sheep"?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 47–71

Objective: Explain how specific incidents impact and reveal aspects of characters, and describe how the author communicates this through text and images.

1. How does hearing about the torture of political prisoners impact Marji? Provide at least two examples from pages 50–53, referencing both text and images to support your answer.

2. What does Marji's response to Uncle Anoosh's stories reveal about her character? Provide at least two examples from pages 54–61, referencing both text and images to support your answer.

3. Contrast how Uncle Anoosh responds to the rise of the new Islamic government with how other Iranians respond to it. Provide at least two examples from pages 62–69, referencing both text and images to support your answer.

Name: _____

Date: _____

What happens to Marji's mother when her car breaks down? (*Persepolis*)

How does this affect her mother? (*Persepolis*)

How do Marji and her family respond to the government's new rules? (*Persepolis*)

What did many women hope would happen when the shah was overthrown? ("The Stolen Revolution")

What actually happened when the shah was overthrown? ("The Stolen Revolution")

What rules were put into place by the new fundamentalist government? ("The Stolen Revolution")

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi – pp. 72–79
- Article: [“The Stolen Revolution: Iranian Women of 1979”](#) by CBC Radio

Objective: Drawing evidence from two texts, explain the impact of the Iranian Revolution on women's rights, and how women resisted the changes imposed by the new regime.

1. How did the new fundamentalist government impact the lives of women in Iran? Provide at least two examples, using both texts to support your answer. (*Persepolis* & "The Stolen Revolution")

2. How were women treated who did not conform to the new rules about clothing? Provide two different examples, using both texts to support your answer. (*Persepolis* & "The Stolen Revolution")

Name: _____

Date: _____

Which country is waging war against Iran? Who is the leader of this country?

What happens to Marji's friend Pardisse?

How has the war affected daily life for Iranians? What becomes difficult to buy?

Why do Mali and her family have to move in with Marji's family?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 80–93

Objective: Analyze how specific incidents impact and reveal aspects of characters and setting, and describe how the author communicates this through text and images.

1. How does Satrapi develop the distinction between Marji's and her father's perspectives on the war throughout pages 80–83? Provide at least two examples, referencing both text and images to support your answer.

2. Pardisse says of her father, "I wish he were alive and in jail rather than dead and a hero" (p. 86). How does this line impact Marji and her perspective on heroism? Provide at least two examples from pages 85–86, referencing both text and images to support your answer.

3. Marji's mother says during their shopping trip, "We'll go to the store across the street and try to get more. You never know!" (p. 87) What does this line reveal about how wartime impacts people's behavior? Provide at least two examples from page 87, referencing both text and images to support your answer.

Name: _____

Date: _____

What are Marji and her classmates forced to do every day?

How do parents respond when the students are suspended?

What is the key that some young men are being given at school?

What is happening to young men from working-class neighborhoods at this point in the war?

What do Marji and her family do during bombings?

Why does Marji's mother put curtains over the windows?

What does the soldier accuse Marji's father of when he is stopped on the street?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 94–110

Objective: Explain how some Iranians responded to and resisted their new government, and describe how the author uses text and images to develop this.

1. How do Marji and her classmates respond to the new rules and expectations at their school? Provide at least two examples from pages 95–98, referencing both text and images to support your answer.

2. How do the panels on page 102 develop the idea that life for teenagers in Iran during this time period could be very different depending on their social class? Provide at least two examples from pages 99–102, referencing both text and images to support your answer.

3. Why was resisting authority during this time period so risky? Provide at least two examples from pages 105–109, referencing both text and images to support your answer.

Name: _____

Date: _____

What does Marji do with her friends one day during school?

How does Marji's mother respond when she finds out what Marji has done?

What has been happening to people who oppose the regime?

What happens to Marji's uncle Taher?

Why does Marji's family try to get uncle Taher a passport? What happens while they are waiting for the passport?

Who is Niloufar? What happens to her?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 111–125

Objective: Explain how specific events develop the idea that Marji's adolescence is both universal and shaped by her setting, and analyze how the author develops this idea through text and images.

1. How do the events on pages 111–112 develop the idea that Marji's experience as an adolescent is both universal and specific to the setting? Provide at least two examples, referencing both text and images to support your answer.

2. How is Marji impacted by seeing people who have been wounded in the war? Provide at least two examples from page 120, referencing both text and images to support your answer.

3. How does the story about Niloufar on pages 123–125 develop the reader's understanding of the setting? Provide at least two examples, referencing both text and images to support your answer.

Name: _____

Date: _____

What do Marji's parents buy for her in Turkey?

Why is it difficult to get the souvenirs from Turkey home?

Why is Marji stopped by the Guardians of the Revolution? How does she get away from them?

What do Marji's parents decide to do when the Iraqis begin to bomb Tehran?

Who are the Baba-Levys? What happens to them?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 126–142

Objective: Explain how specific incidents impact and reveal aspects of characters and setting, and describe how the author communicates this through text and images.

1. What does the incident with the posters reveal about Marji's parents and about the setting? Provide at least two examples from pages 126–129, referencing both text and images to support your answer.

2. What does the incident with the Guardians of the Revolution reveal about the setting? Provide at least two examples from pages 132–134, referencing both text and images to support your answer.

3. What does the last panel on page 136 reveal about both Marji's parents and the setting? Provide at least two examples from pages 136–137, referencing both text and images to support your answer.

Name: _____

Date: _____

Why has Marji's behavior in school changed?

What does Marji argue with her teacher about?

What decision do Marji's parents make about her education? Why?

What does Marji's father make her promise him?

What advice does Marji's grandmother give her?

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 143–153; whole text

Objective: Determine themes in *Persepolis* and explain how the author develops them in the text.

1. How does Niloufar's story develop a central idea about women's rights and gender equality? Provide at least two examples from pages 145–146, referencing both text and images to support your answer.

2. How does Satrapi use the incidents in the final chapter to develop a theme about family? Provide at least two examples from pages 147–153, referencing both text and images to support your answer.

3. How does Satrapi use Marji's character to develop the theme that it is important for a person to remain true to themselves, regardless of risks or sacrifices? Provide at least two examples from throughout the text, referencing both text and images to support your answer.

Name: _____

Date: _____

What is World Hijab Day?

Is the veil an Islamic requirement?

What are two **secular** reasons for wearing a hijab?

How is wearing a hijab an act of resistance against Western beauty standards?

Name: _____

Date: _____

Today's Materials:

- Video: "[Majede Najar: Why I wear a hijab](#)" by TEDTalentSearch
- Article: "[Why do Muslim women wear a hijab?](#)" by Caitlin Killian

Objective: Evaluate the effectiveness of various mediums in conveying information about why some Muslim women choose to wear a hijab.

1. Evaluate the advantages and disadvantages of using the medium of video to convey the central idea that a Muslim woman may choose to wear a hijab because it is empowering. Provide evidence to support your answer. ("Majede Najar: Why I Wear a Hijab")

2. Evaluate the advantages of using the medium of an online article to convey the central idea that there are many different reasons why a Muslim woman might wear a hijab. Provide evidence to support your answer. ("Why do Muslim women wear a hijab?")

Name: _____

Date: _____

What was the role of "the 'modesty' police" (para. 3)?

What was the author taught about the purpose of a hijab?

According to the author, why is wearing a hijab a form of victim-blaming?

What does the author celebrate on World Hijab Day?

Name: _____

Date: _____

Today's Materials:

- Article: "[Under cover of darkness: Why World Hijab Day is an insult to girls like me](#)" by Soutiam Goodarzi

Objective: Determine an author's perspective and purpose and explain where and how she responds to conflicting viewpoints.

1. How do paragraphs 5–6 develop a central idea of the article? Cite at least two pieces of evidence to support your answer.

2. What is Goodarzi's perspective on wearing a hijab? Cite at least two pieces of evidence to support your answer.

3. What is Goodarzi's purpose for writing this article? Cite at least two pieces of evidence to support your answer.

Name: _____

Date: _____

In what ways is the experience of coming of age universal, and in what ways is it shaped by a person's setting and circumstances?

What tools do governments use to control and oppress people, and what tools do people use to resist oppression?

What kinds of ideals and beliefs are people willing to make sacrifices to defend? How might these ideals empower people?

Name: _____

Date: _____

Today's Materials:

Objective: Engage in a Socratic Seminar with peers, demonstrating a deep understanding of the text and topic by posing and responding to questions, and providing evidence to support ideas.

1. In what ways is the experience of coming of age universal, and in what ways is it shaped by a person's setting and circumstances?

2. What tools do governments use to control and oppress people, and what tools do people use to resist oppression?

3. What kinds of ideals and beliefs are people willing to make sacrifices to defend? How might these ideals empower people?

Name

Teacher's Name

Class

Date

Argumentative Mentor Text

Making your own decisions and following your heart is important to shape you into the person you will become. What if all that were taken away though? You no longer have the ability to do what you want because the government controls everything. You're under constant surveillance and can't go back once a choice has been made. For the people in *The Giver* by Lois Lowry and *Divergent* by Veronica Roth control from the government is their way of life. Everything they do has to benefit the community. But does conforming to the rules and demands take first place over your own self interest? I believe that your own path should take first place over these rules of control and imprisonment.

Tris, the main character in *Divergent*, deals with lots of control over her self interest within the faction system. Factions are a way to divide groups of people based on what quality of personality they find the most important (Roth 2). When you reach a certain age you must choose between the factions on where you think you belong. They then stay in that faction for the rest of their life. This takes out any way of going back to re choose their faction if they realize they made a mistake. In the same way that people can't fix their mistakes in *Divergent*, Jonas in *The Giver* has the same type of control put over him by his government. People in his society are assigned husbands and wives and can't pick their own jobs (Lowry 20). What if they don't like their job though? Maybe they're not compatible with the partner assigned to them. It would be in everyone's self interest to fix these terrible mistakes. The rules however say

differently and won't let them do anything to improve their circumstance. I believe these citizens in the societies should be able to fix their mistakes the rules don't allow them to. Making everyone's life improved and avoiding inevitable sadness.

At the same time the demands of the society are dictating their ability to be their true selves. In *Divergent* some people fit into multiple factions (Roth 20). This is strictly forbidden and results in severe punishment. These people, also referred to as divergents, are just trying to follow their hearts. They want to show their true personality but can't because of the rules of the society. Likewise in the Giver people have to take stirring pills (Lowry 36). These pills wipe away emotion and true feeling, leaving just an empty shell of a human in its place. This is the only way of life these people have ever known. Not being able to follow your true path in life is miserable and shouldn't be expected from anyone. If allowed to follow their own path these people would find true emotions. They would be forced outside their comfort zones and opened up to a world of possibility. True happiness would find its way into their hearts and minds, making them realize their true self that has been pushed aside for so long.

Equally important is the fact that these rules about "protecting the community" is really just hurting it. Some rules force people to die for no reason. This can be seen in the Giver with the release ceremonies. People think that the citizens being released are going to a different community or somewhere else (Lowry 7). In reality the truth is a lot darker. Jonas knows that something is wrong and would do anything to break the rules to save this innocent child. I think it would be in everyone's self interest to save an innocent person. If it comes by breaking the rules I think everyone would agree that the person's life is more important. Similar to this is in *Divergent* how they punish the people who are different (Roth 43). In our own history we can see examples of fear and hate against people who are different than what we used to think was

normal. As a world we adapted to change and uniqueness and became better. To do this though people broke the rules. Everyone fought for a better future. Jonas and Tris are trying to put this message of rising up to help people in the minds of everyone.

If the societies had let the people make their own decisions and be themselves I think everything would have been fine. Rules have to be put in place to avoid total chaos. When it ruins people's lives and makes them lose their true self I think it has gone too far. These rules made it exponentially worse for everyone. In the future I think it is important to remember what these books tried to teach us. That following your heart and helping others is more important than following the rules. The government might think they're right but people will realize the mistakes they have made. The people will rise and make the society better as a whole.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
----------------------	---

Name: _____ Date: _____

Argumentative Brainstorming Page

Prompt: Throughout this school year, you have read several texts that portray power imbalances. When power in society becomes imbalanced, people respond by taking action to create change that restores the balance of power. Using *Persepolis* and one other Grade 8 core text of your choice, write a four-paragraph literary analysis essay in response to the following question:

- What factor(s) most strongly influence people to take action that could create change in society?

Thematic Topics (that apply to all 4 texts)			
1.	2.	3.	4.

TEXT	What changes did people want to see? (What does the thematic topic look like in this text?)	What actions did people take to create those changes? (What specific evidence from the text shows an example of the thematic topic?)
<i>Persepolis</i>	Thematic topic 1: _____ ● ●	● ●
	Thematic topic 2: _____ ● ●	● ●

	Thematic topic 3: _____ • •	• •
	Thematic topic 4: _____ • •	• •
<i>Animal Farm</i>	Thematic topic 1: _____ • •	• •
	Thematic topic 2: _____ • •	• •
	Thematic topic 3: _____ • •	• •
	Thematic topic 4: _____ • •	• •

<i>Night</i>	Thematic topic 1: _____ • •	• •
	Thematic topic 2: _____ • •	• •
	Thematic topic 3: _____ • •	• •
	Thematic topic 4: _____ • •	• •
<i>All American Boys</i>	Thematic topic 1: _____ • •	• •
	Thematic topic 2: _____ • •	• •

	Thematic topic 3: _____ • •	• •
	Thematic topic 4: _____ • •	• •

Claim: _____

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi — pp. 126–142
- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely
- Book: [Night](#) by Elie Wiesel
- Book: [Animal Farm](#) by George Orwell

Objective: Write a multi-paragraph argumentative essay that supports a claim and addresses a counterclaim with strong textual evidence and analysis.

Writing Prompt

Throughout this school year, you have read several texts that portray power imbalances. When power in society becomes imbalanced, people respond by taking action to create change that restores the balance of power. Using *Persepolis* and one other Grade 8 core text of your choice, write a four-paragraph literary analysis essay in response to the following question:

- What factor(s) most strongly influence people to take action that could create change in society?

Your essay should include:

- An introduction paragraph to contextualize your argument.
- A strong claim that presents an idea you can support with evidence from *Persepolis* and one other Grade 8 text.
- 2–3 body paragraphs, where at least one contains a counterclaim and rebuttal.
- A conclusion paragraph that summarizes your argument and explains why it matters in a larger context.
- Academic language, objective tone, and a variety of sentence structures.
- Standard grammar, spelling, and punctuation.
- At least 600 words (2 full pages).

Name: _____ Date: _____

Informational Brainstorming Page

Step 1: Generate focused research questions.

Presentation Topic:
Research Questions
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Additional Questions:

Step 2: Take notes on the answers you find to your research questions.

Topic:	
Research Question/ Main Idea	Notes (Paraphrased & Cited)

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
----------------------	---

Name

Teacher's Name

Class

Date

Argumentative Mentor Text

Making your own decisions and following your heart is important to shape you into the person you will become. What if all that were taken away though? You no longer have the ability to do what you want because the government controls everything. You're under constant surveillance and can't go back once a choice has been made. For the people in *The Giver* by Lois Lowry and *Divergent* by Veronica Roth control from the government is their way of life. Everything they do has to benefit the community. But does conforming to the rules and demands take first place over your own self interest? I believe that your own path should take first place over these rules of control and imprisonment.

Tris, the main character in *Divergent*, deals with lots of control over her self interest within the faction system. Factions are a way to divide groups of people based on what quality of personality they find the most important (Roth 2). When you reach a certain age you must choose between the factions on where you think you belong. They then stay in that faction for the rest of their life. This takes out any way of going back to re choose their faction if they realize they made a mistake. In the same way that people can't fix their mistakes in *Divergent*, Jonas in *The Giver* has the same type of control put over him by his government. People in his society are assigned husbands and wives and can't pick their own jobs (Lowry 20). What if they don't like their job though? Maybe they're not compatible with the partner assigned to them. It would be in everyone's self interest to fix these terrible mistakes. The rules however say

differently and won't let them do anything to improve their circumstance. I believe these citizens in the societies should be able to fix their mistakes the rules don't allow them to. Making everyone's life improved and avoiding inevitable sadness.

At the same time the demands of the society are dictating their ability to be their true selves. In *Divergent* some people fit into multiple factions (Roth 20). This is strictly forbidden and results in severe punishment. These people, also referred to as divergents, are just trying to follow their hearts. They want to show their true personality but can't because of the rules of the society. Likewise in the Giver people have to take stirring pills (Lowry 36). These pills wipe away emotion and true feeling, leaving just an empty shell of a human in its place. This is the only way of life these people have ever known. Not being able to follow your true path in life is miserable and shouldn't be expected from anyone. If allowed to follow their own path these people would find true emotions. They would be forced outside their comfort zones and opened up to a world of possibility. True happiness would find its way into their hearts and minds, making them realize their true self that has been pushed aside for so long.

Equally important is the fact that these rules about "protecting the community" is really just hurting it. Some rules force people to die for no reason. This can be seen in the Giver with the release ceremonies. People think that the citizens being released are going to a different community or somewhere else (Lowry 7). In reality the truth is a lot darker. Jonas knows that something is wrong and would do anything to break the rules to save this innocent child. I think it would be in everyone's self interest to save an innocent person. If it comes by breaking the rules I think everyone would agree that the person's life is more important. Similar to this is in *Divergent* how they punish the people who are different (Roth 43). In our own history we can see examples of fear and hate against people who are different than what we used to think was

normal. As a world we adapted to change and uniqueness and became better. To do this though people broke the rules. Everyone fought for a better future. Jonas and Tris are trying to put this message of rising up to help people in the minds of everyone.

If the societies had let the people make their own decisions and be themselves I think everything would have been fine. Rules have to be put in place to avoid total chaos. When it ruins people's lives and makes them lose their true self I think it has gone too far. These rules made it exponentially worse for everyone. In the future I think it is important to remember what these books tried to teach us. That following your heart and helping others is more important than following the rules. The government might think they're right but people will realize the mistakes they have made. The people will rise and make the society better as a whole.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p data-bbox="488 163 699 195">Topic Sentence:</p> <hr data-bbox="488 237 1511 241"/> <hr data-bbox="488 289 1511 294"/> <hr data-bbox="488 342 1511 346"/> <p data-bbox="488 430 737 462">Supporting Details:</p> <ul data-bbox="537 514 553 695" style="list-style-type: none">•••
----------------------	--

Name

Teacher's Name

Class

Date

Argumentative Mentor Text

Making your own decisions and following your heart is important to shape you into the person you will become. What if all that were taken away though? You no longer have the ability to do what you want because the government controls everything. You're under constant surveillance and can't go back once a choice has been made. For the people in *The Giver* by Lois Lowry and *Divergent* by Veronica Roth control from the government is their way of life. Everything they do has to benefit the community. But does conforming to the rules and demands take first place over your own self interest? I believe that your own path should take first place over these rules of control and imprisonment.

Tris, the main character in *Divergent*, deals with lots of control over her self interest within the faction system. Factions are a way to divide groups of people based on what quality of personality they find the most important (Roth 2). When you reach a certain age you must choose between the factions on where you think you belong. They then stay in that faction for the rest of their life. This takes out any way of going back to re choose their faction if they realize they made a mistake. In the same way that people can't fix their mistakes in *Divergent*, Jonas in *The Giver* has the same type of control put over him by his government. People in his society are assigned husbands and wives and can't pick their own jobs (Lowry 20). What if they don't like their job though? Maybe they're not compatible with the partner assigned to them. It would be in everyone's self interest to fix these terrible mistakes. The rules however say

differently and won't let them do anything to improve their circumstance. I believe these citizens in the societies should be able to fix their mistakes the rules don't allow them to. Making everyone's life improved and avoiding inevitable sadness.

At the same time the demands of the society are dictating their ability to be their true selves. In *Divergent* some people fit into multiple factions (Roth 20). This is strictly forbidden and results in severe punishment. These people, also referred to as divergents, are just trying to follow their hearts. They want to show their true personality but can't because of the rules of the society. Likewise in the Giver people have to take stirring pills (Lowry 36). These pills wipe away emotion and true feeling, leaving just an empty shell of a human in its place. This is the only way of life these people have ever known. Not being able to follow your true path in life is miserable and shouldn't be expected from anyone. If allowed to follow their own path these people would find true emotions. They would be forced outside their comfort zones and opened up to a world of possibility. True happiness would find its way into their hearts and minds, making them realize their true self that has been pushed aside for so long.

Equally important is the fact that these rules about "protecting the community" is really just hurting it. Some rules force people to die for no reason. This can be seen in the Giver with the release ceremonies. People think that the citizens being released are going to a different community or somewhere else (Lowry 7). In reality the truth is a lot darker. Jonas knows that something is wrong and would do anything to break the rules to save this innocent child. I think it would be in everyone's self interest to save an innocent person. If it comes by breaking the rules I think everyone would agree that the person's life is more important. Similar to this is in *Divergent* how they punish the people who are different (Roth 43). In our own history we can see examples of fear and hate against people who are different than what we used to think was

normal. As a world we adapted to change and uniqueness and became better. To do this though people broke the rules. Everyone fought for a better future. Jonas and Tris are trying to put this message of rising up to help people in the minds of everyone.

If the societies had let the people make their own decisions and be themselves I think everything would have been fine. Rules have to be put in place to avoid total chaos. When it ruins people's lives and makes them lose their true self I think it has gone too far. These rules made it exponentially worse for everyone. In the future I think it is important to remember what these books tried to teach us. That following your heart and helping others is more important than following the rules. The government might think they're right but people will realize the mistakes they have made. The people will rise and make the society better as a whole.

Name

Teacher's Name

Class

Date

Argumentative Mentor Text

Making your own decisions and following your heart is important to shape you into the person you will become. What if all that were taken away though? You no longer have the ability to do what you want because the government controls everything. You're under constant surveillance and can't go back once a choice has been made. For the people in *The Giver* by Lois Lowry and *Divergent* by Veronica Roth control from the government is their way of life. Everything they do has to benefit the community. But does conforming to the rules and demands take first place over your own self interest? I believe that your own path should take first place over these rules of control and imprisonment.

Tris, the main character in *Divergent*, deals with lots of control over her self interest within the faction system. Factions are a way to divide groups of people based on what quality of personality they find the most important (Roth 2). When you reach a certain age you must choose between the factions on where you think you belong. They then stay in that faction for the rest of their life. This takes out any way of going back to re choose their faction if they realize they made a mistake. In the same way that people can't fix their mistakes in *Divergent*, Jonas in *The Giver* has the same type of control put over him by his government. People in his society are assigned husbands and wives and can't pick their own jobs (Lowry 20). What if they don't like their job though? Maybe they're not compatible with the partner assigned to them. It would be in everyone's self interest to fix these terrible mistakes. The rules however say

differently and won't let them do anything to improve their circumstance. I believe these citizens in the societies should be able to fix their mistakes the rules don't allow them to. Making everyone's life improved and avoiding inevitable sadness.

At the same time the demands of the society are dictating their ability to be their true selves. In *Divergent* some people fit into multiple factions (Roth 20). This is strictly forbidden and results in severe punishment. These people, also referred to as divergents, are just trying to follow their hearts. They want to show their true personality but can't because of the rules of the society. Likewise in the Giver people have to take stirring pills (Lowry 36). These pills wipe away emotion and true feeling, leaving just an empty shell of a human in its place. This is the only way of life these people have ever known. Not being able to follow your true path in life is miserable and shouldn't be expected from anyone. If allowed to follow their own path these people would find true emotions. They would be forced outside their comfort zones and opened up to a world of possibility. True happiness would find its way into their hearts and minds, making them realize their true self that has been pushed aside for so long.

Equally important is the fact that these rules about "protecting the community" is really just hurting it. Some rules force people to die for no reason. This can be seen in the Giver with the release ceremonies. People think that the citizens being released are going to a different community or somewhere else (Lowry 7). In reality the truth is a lot darker. Jonas knows that something is wrong and would do anything to break the rules to save this innocent child. I think it would be in everyone's self interest to save an innocent person. If it comes by breaking the rules I think everyone would agree that the person's life is more important. Similar to this is in *Divergent* how they punish the people who are different (Roth 43). In our own history we can see examples of fear and hate against people who are different than what we used to think was

normal. As a world we adapted to change and uniqueness and became better. To do this though people broke the rules. Everyone fought for a better future. Jonas and Tris are trying to put this message of rising up to help people in the minds of everyone.

If the societies had let the people make their own decisions and be themselves I think everything would have been fine. Rules have to be put in place to avoid total chaos. When it ruins people's lives and makes them lose their true self I think it has gone too far. These rules made it exponentially worse for everyone. In the future I think it is important to remember what these books tried to teach us. That following your heart and helping others is more important than following the rules. The government might think they're right but people will realize the mistakes they have made. The people will rise and make the society better as a whole.

Name: _____

Date: _____

Today's Materials:

- Book: [Persepolis: The Story of a Childhood](#) by Marjane Satrapi – whole text

Objective: Determine themes in *Persepolis* and explain how Satrapi develops them in the text.

1. What impact does the story of what happened to Niloufar have on Marji, and what larger thematic topic does this incident develop? Support your answer with examples from text and images from pages 145–146.

2. What theme based on the thematic topic of family does Satrapi develop through the incidents in the final chapter? Support your answer with examples from text and images from pages 147–153.

3. In the final chapter of the text, Marji vows to always "be true" (p. 150) to herself. Where and how does Satrapi develop the theme that it is important for a person to remain true to themselves, no matter what sacrifices they need to make or risks they must take to do so? Provide examples from at least two different sections of the memoir, using both text and images to support your answer.

Name: _____

Date: _____

What is World Hijab Day?

Is the veil an Islamic requirement?

What are two **secular** reasons for wearing a hijab?

How is wearing a hijab an act of resistance against Western beauty standards?

Name: _____

Date: _____

Today's Materials:

- Video: "[Majede Najari: Why I wear a hijab](#)" by TEDTalentSearch
- Article: "[Why do Muslim women wear a hijab?](#)" by Caitlin Killian

Objective: Identify the central idea of both a text article and a video, explain how each is developed and supported, and determine the effectiveness of the medium in conveying the information that is presented.

1. What is Majede Najari's central idea in the TED Talk "Majede Najari: Why I Wear a Hijab"? What supporting ideas does she provide to develop this idea? Explain how the medium of video helped to convey this information.

2. What is Caitlin Killian's central idea in the article "Why Do Muslim Women Wear a Hijab?" What supporting ideas does she provide to develop this idea? Explain how the medium of an online article helped to convey this information.

Name: _____

Date: _____

What was the role of "the 'modesty' police"? (para. 3)

What was the author taught about the purpose of a hijab?

According to the author, why is wearing a hijab a form of victim-blaming?

What does the author celebrate on World Hijab Day?



Vocabulary

Word	Part of Speech	Definition
belligerent	adj.	aggressive; eager to fight
bleak	adj.	not hopeful or encouraging
caption		text below a visual that gives more information about the visual
circ-	prefix	ring
circum-	prefix	around
circumspect	adj.	careful to consider all possible consequences; cautious
clandestine	adj.	done secretly, usually because it is illegal or otherwise unacceptable
coming of age		a phrase used to describe the transition from childhood to adulthood, which is often applied to the genre of literature or film/television that explores this time of a person's life
compulsory	adj.	required by law or rule
counterclaim		a position or stance opposing a main argument

Word	Part of Speech	Definition
decadence	n.	a condition of having fallen from something superior to something inferior; the state of having decayed or deteriorated
defeatist	n.	a person who expects or easily accepts failure
evaluate		to judge or determine the significance, worth, quality, or usefulness of something; to assess
frame		the edge or outlined border of a specific panel in a comic
graphic		a visual representation of information or data such as a map, timeline, graph, chart, diagram, or infographic
gutter		the space between panels in a comic
martyr	n.	a person who dies for an important cause
media		the broad category that includes all types of communication tools and channels
medium		a specific instance or type of a communication tool or channel, such as a video, newspaper, or podcast

Word	Part of Speech	Definition
multimedia		the use of more than one type of communication tool or channel at the same time, such as animation and music in a movie
narrative box		a rectangle or square—often at the top or bottom of a panel—in which the narrator of a comic shares information with readers
obligatory	adj.	mandated; forced; required by law or duty
overt	adj.	done openly; not secret or hidden
panel		a single drawing depicting a specific moment in a comic, generally contained within a square or rectangular frame
perpetrate	v.	to commit or carry out a crime or action
rebuttal		a statement that responds to the counterclaim and strengthens the writer's argument
repressive	adj.	oppressive; limiting the freedom of a person or group of people
secular	adj.	not religious; unrelated to religion

Word	Part of Speech	Definition
solidarity	n.	unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group
speech bubble		a circular or oval outline within a comic panel that contains a character's dialogue and indicates who is speaking
splash page		a comic book page that is mostly or entirely taken up by a single image or panel
thought bubble		a cloud-shaped outline within a comic panel that contains a character's unspoken thoughts
tumultuous	adj.	full of confusion, change, or uncertainty

Name: _____ Date: _____

VOCABULARY PRACTICE

8th Grade ELA

Surviving Repression: *Persepolis*

PART ONE: WORD LIST

1. **belligerent** (adj.): aggressive; eager to fight
2. **bleak** (adj.): not hopeful or encouraging
3. **circumspect** (adj.): careful to consider all possible consequences; cautious
4. **clandestine** (adj.): done secretly, usually because it is illegal or otherwise unacceptable
5. **compulsory** (adj.): required by law or rule
6. **decadence** (n.): a condition of having fallen from something superior to something inferior; the state of having decayed or deteriorated
7. **defeatist** (n.): a person who expects or easily accepts failure
8. **martyr** (n.): a person who dies for an important cause
9. **obligatory** (adj.): mandated; forced; required by law or duty
10. **overt** (adj.): done openly; not secret or hidden
11. **perpetrate** (v.): to commit or carry out a crime or action
12. **repressive** (adj.): limiting the freedom of a person or group of people through the use of force
13. **secular** (adj.): not religious; unrelated to religion
14. **solidarity** (n.): unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group
15. **tumultuous** (adj.): full of confusion, change, or uncertainty

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

WORD BANK

belligerent bleak circumspect clandestine compulsory decadence defeatist martyr	obligatory overt perpetrate repressive Secular solidarity tumultuous
--	--

ANSWER

DEFINITION

1.		full of confusion, change, or uncertainty
2.		a person who expects or easily accepts failure
3.		to commit or carry out a crime or action
4.		required by law or rule
5.		unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group
6.		done secretly, usually because it is illegal or otherwise unacceptable
7.		done openly; not secret or hidden
8.		aggressive; eager to fight
9.		not hopeful or encouraging

10.		not religious; unrelated to religion
11.		a condition of having fallen from something superior to something inferior; the state of having decayed or deteriorated
12.		mandated; forced; required by law or duty
13.		careful to consider all possible consequences; cautious
14.		a person who dies for an important cause
15.		limiting the freedom of a person or group of people through the use of force

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

1. The community's _____ display of generosity was clear with over 200 volunteers working hard during the holiday season to prepare meals. Bright banners and signs made it obvious what their mission was, making it so even those who were skeptical couldn't ignore the positive impact their efforts had on the neighborhood.
2. Attendance at the assembly was _____, leaving no room for excuses. Despite his reluctance to go during his lunch period, Josue found himself captivated by the speaker's presentation.
3. The workers stood in _____, united by their common cause. Their collective strength proved to be a powerful force for change. They held banners high, their messages clear and unwavering, as they marched through the streets.
4. After an encouraging talk from her wrestling coach, Marla, previously known for being a _____, found a spark of determination before her next match. Remembering her coach's words about overcoming the fear of failure, she straightened up, feeling a renewed sense of purpose.

5. The _____ regime instilled fear by banning public protests, but small forms of resistance continued through art, music, and writing. Citizens across the country joined the peaceful revolution for freedom and justice, sparking a movement that grew despite government suppression.

6. The Dust Bowl of the 1930s presented a/an _____ reality for American farmers. Severe drought and poor agricultural practices turned fertile lands into barren wastelands, leading to massive migration and economic hardship. The severe conditions prompted changes in farming techniques and soil conservation efforts.

7. Once a grand estate, the old mansion now stood in utter _____, its walls crumbling and gardens overrun with weeds.

8. During the Chinese New Year, a mischievous group decided to _____ a playful prank by filling the streets with harmless firecrackers. The deafening noise and bright lights startled the crowd momentarily, but soon laughter filled the air, turning the prank into a shared joke.

9. Under the cover of a moonlit night, two spies met in a/an _____ alleyway, their faces hidden in the shadows. They exchanged the top secret documents quickly and quietly. The unspoken agreement between them was clear: succeed and they'd be safe, fail and there'd be serious consequences.

10. In a small town during a massive flood, Noemi became a/an _____ after risking her life to save 6 others. Even though she was gone, her actions inspired everyone who knew her to be courageous and compassionate, keeping her spirit alive in their hearts.
11. Otto was always _____ when making decisions about his business investments. He meticulously researched each opportunity, weighing the risks and benefits before committing any money to a new project. His cautious approach ensured his profits continued to grow steadily.
12. The violent hurricane hit the small coastal village as a level 4, causing a scene of chaos and destruction never before seen. Amid the _____ winds and crashing waves, neighbors banded together, offering shelter and aid to those in need. The chaotic night tested their resilience, but by dawn, the community emerged stronger and more united.
13. Victor's usually calm demeanor vanished the moment he stepped onto the rugby field for the championship game. He became _____, arguing with referees and clashing with other players. His behavior earned him a red card and a stern lecture from his coach, who reminded him that sportsmanship was more important than winning.
14. Though the celebration of Yadira's quinceañera was traditional in many ways, her family decided to keep the event _____, focusing on music, dancing, and heartfelt toasts rather than religious rituals. The venue sparkled with fairy lights and vibrant decorations, reflecting the joy of a milestone reached.

15. At Linh's family gathering, the scent of simmering broth filled the air, signaling the start of their Sunday meal. Every family member knew that attending dinner was more than a/an _____ ritual, it was a time to bond over steaming bowls of phở and share stories from the past week.

PART TWO: EXAMPLES AND NONEXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

<i>definition of the word</i>	<i>synonyms</i>
aggressive; eager to fight	hostile, threatening, aggressive, confrontational
1. BELLIGERENT	
<i>use the word in a sentence</i>	<i>antonyms</i>
The belligerent tone in his voice made it clear that he was ready for an argument.	peaceful, neutral, friendly, comforting

<i>definition of the word</i>	<i>synonyms</i>
not hopeful or encouraging	
2. BLEAK	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
careful to consider all possible consequences; cautious	
3. CIRCUMSPECT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
done secretly, usually because it is illegal or otherwise unacceptable	
4. CLANDESTINE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
required by law or rule	
5. COMPULSORY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a condition of having fallen from something superior to something inferior; the state of having decayed or deteriorated	
6. DECADENCE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a person who expects or easily accepts failure	
7. DEFEATIST	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a person who dies for an important cause	
8. MARTYR	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
mandated; forced; required by law or duty	
9. OBLIGATORY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
done openly; not secret or hidden	
10. OVERT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to commit or carry out a crime or action	
11. PERPETRATE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
limiting the freedom of a person or group of people through the use of force	
12. REPRESSIVE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
not religious; unrelated to religion	
13. SECULAR	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group	
14. SOLIDARITY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
full of confusion, change, or uncertainty	
15. TUMULTUOUS	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).

The following words have been omitted from this activity:

- circumspect
- clandestine
- overt
- secular
- solidarity

belligerent (adj.): aggressive; eager to fight	
CHANGE	EXAMPLE SENTENCE
<i>belligerently</i>	He belligerently confronted the referee after the controversial call during the game.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>In a hostile or aggressive manner</i>	

bleak (adj.): not hopeful or encouraging	
CHANGE	EXAMPLE SENTENCE
<i>bleakness</i>	The bleakness of the abandoned town was overwhelming, with its empty streets and decaying buildings.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A state of desolation or lack of hope</i></p>	

compulsory (adj.): required by law or rule	
CHANGE	EXAMPLE SENTENCE
<i>compulsion</i>	Despite her best efforts to resist, she felt a compulsion to check her phone every few minutes.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>An irresistible urge to behave in a certain way, often against one's conscious wishes</i></p>	

decadence (n.): a condition of having fallen from something superior to something inferior; the state of having decayed or deteriorated	
CHANGE	EXAMPLE SENTENCE
<i>decadent</i>	The decadent chocolate cake was rich and creamy.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Change meaning, homonym</i> <i>Luxurious</i>	

defeatist (n.): a person who expects or easily accepts failure	
CHANGE	EXAMPLE SENTENCE
<i>defeat</i>	The team faced a crushing defeat in the finals.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>A loss or a failure</i>	

martyr (n.): a person who dies for an important cause	
CHANGE	EXAMPLE SENTENCE
<i>martyred</i>	Her martyred expression conveyed the immense sacrifices she had made for her family.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Enduring suffering or death for a cause, especially religious faith</i></p>	

obligatory (adj.): mandated; forced; required by law or duty	
CHANGE	EXAMPLE SENTENCE
<i>obligation</i>	He felt a strong obligation to help his community, volunteering at the shelter every weekend.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A duty or commitment</i></p>	

perpetrate (v.): to commit or carry out a crime or action	
CHANGE	EXAMPLE SENTENCE
<i>perpetrator</i>	The police finally caught the perpetrator responsible for the series of burglaries.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A person who carries out a harmful, illegal, or immoral act</i></p>	

repressive (adj.): limiting the freedom of a person or group of people through the use of force	
CHANGE	EXAMPLE SENTENCE
<i>repression</i>	The repression of his emotions eventually led to him breaking down in tears on stage.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The action of suppressing a thought, feeling, or desire in oneself</i></p>	

tumultuous (adj.): full of confusion, change, or uncertainty	
CHANGE	EXAMPLE SENTENCE
<i>tumultuously</i>	The crowd moved tumultuously through the halls during the fire drill.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>In a disorderly or chaotic manner</i>	



Unit Rubrics & Assessments

Name: _____ Date: _____

Single Point Informational Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Research Questions		I generate focused research questions and use credible sources to gather relevant information about my topic.	
Development		I develop my topic by including the most relevant facts, examples, quotations, and details from my research.	
Organization & Design		I organize written details and text features on my slide and balance text and images to clearly communicate a main idea.	
Explanatory Paragraph		I explain why my topic is important and how it helps readers better understand the historical and cultural context.	
Language		I use active voice in my sentences for clarity.	

I'm proud that this year I improved my informational writing by _____

Informational Writing Rubric

8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Introduction Establishes the main topic; previews the ideas that will be developed throughout the piece; may provide additional relevant context to frame the information	4 3 2 1	
Organization Organizes complex ideas into broader categories; supports deeper understanding of the topic; creates cohesion through varied and purposeful transitional language	4 3 2 1	
Conclusion Summarizes, reinforces, and/or reflects on the topic logically; connects directly to the major ideas presented; emphasizes the significance of the information	4 3 2 1	

Development	Rubric Score	Notes
Details Incorporates relevant and accurate information such as facts, definitions, quotations, and examples; explains ideas thoroughly; deepens the reader's understanding of the topic	4 3 2 1	
Text Features Uses formatting, graphics, or multimedia strategically; selects features that enhance comprehension; integrates features purposefully to support the information	4 3 2 1	

Language	Rubric Score	Notes
<p>Style Maintains a formal, objective, and academic tone; uses precise, varied, and domain-specific vocabulary; strengthens clarity and accuracy of information</p>	4 3 2 1	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood</p>	4 3 2 1	
<p>Conventions Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break</p>	4 3 2 1	

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

Name: _____ Date: _____

Single Point Argumentative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Literary Analysis		I review and reflect on literary and/or informational texts to identify strong evidence that relates to my thematic topic and supports a literary analysis argument.	
Counter-Claim / Rebuttal		I address a counterclaim that strengthens my argument by showing why there is more support for my claim than for alternate or opposing claims.	
Introduction		My introduction paragraph engages my reader, contextualizes and previews my argument, and clearly states my claim.	
Conclusion		My conclusion paragraph restates my claim, summarizes the main points of my argument, and explains my argument's overall significance.	
Language		I revise my work to create compound sentences that use active voice correctly and effectively.	

Argumentative Writing Rubric

8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Introduction Provides a purposeful and well-crafted introduction that proposes and contextualizes the argument; clearly states the claim; establishes the significance of the argument	4 3 2 1	
Organization Builds the argument by addressing only relevant ideas in claims, counterclaims, and evidence; presents ideas in a logical order; clarifies relationships among ideas using words, phrases, and clauses to create cohesion	4 3 2 1	
Conclusion Provides a purposeful and well-crafted conclusion that logically follows from the argument; summarizes main points and/or reinforces the argument's larger significance	4 3 2 1	

Development	Rubric Score	Notes
Claim/Counterclaim States a precise, debatable claim and, when appropriate, a counterclaim; clearly distinguishes the claim from opposing or alternate claims; supports claims with evidence and reasoning	4 3 2 1	
Reasoning Provides logical support for claims by establishing clear relationships between claims and evidence; demonstrates understanding of the topic; organizes reasons in a purposeful and logical progression	4 3 2 1	

<p>Evidence Incorporates accurate, credible sources to support claims or oppose counterclaims; organizes evidence logically; connects evidence to claims or counterclaims using clear and effective reasoning</p>	<p>4 3 2 1</p>	
---	----------------	--

Language	Rubric Score	Notes
<p>Style Maintains a formal, objective, and persuasive tone appropriate to the task and audience, using precise, varied, and deliberate word choice to strengthen and clarify the argument</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Directions: Read each text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

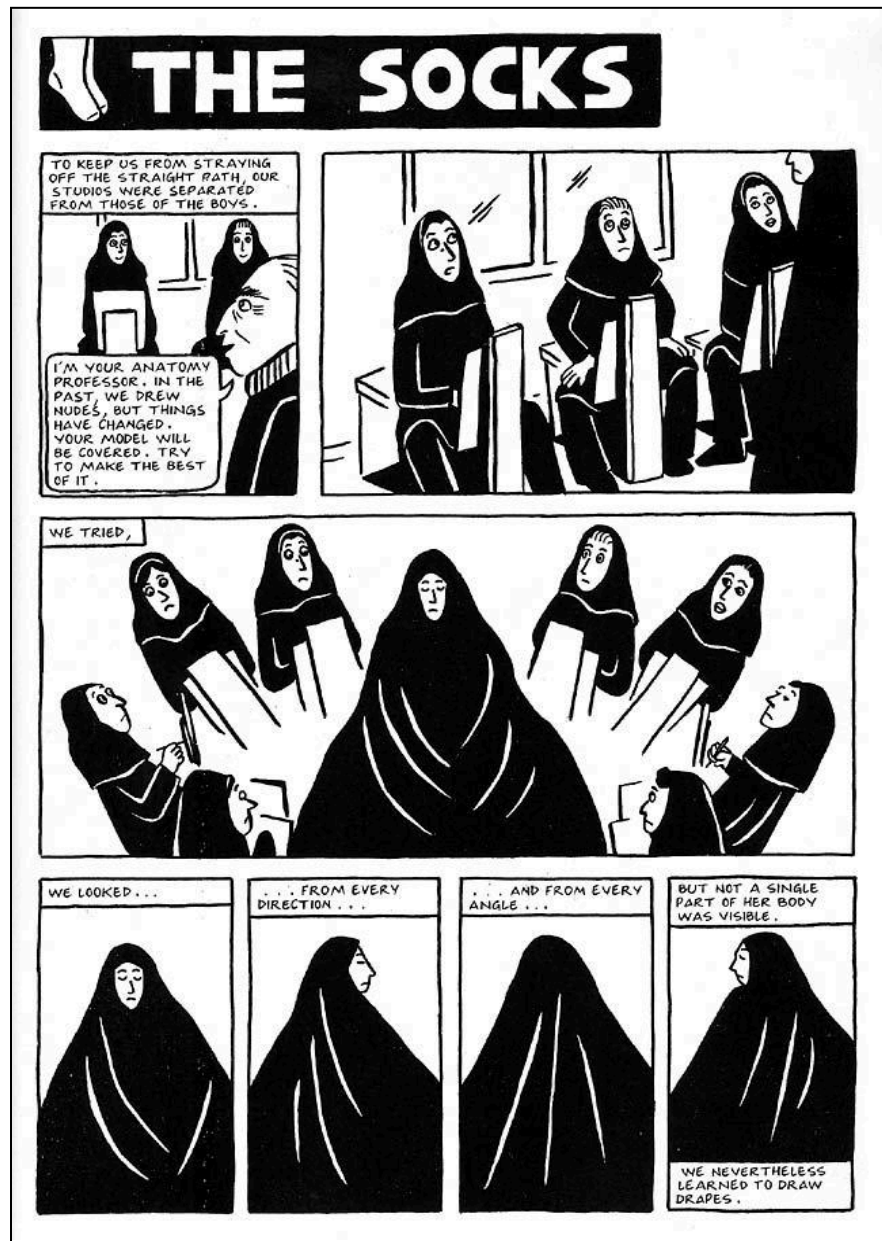
Excerpt from *Persepolis II: Story of a Return*

By Marjane Satrapi

The following excerpts are from the sequel to *Persepolis*, *Persepolis II: Story of a Return* by Marjane Satrapi. In this book, Marji returns to Tehran as a young adult after having spent several years in Europe.

In this chapter, Marji is taking a class at the art college where students produce drawings of nude models. This is a common practice in art courses as it allows students to see and understand the shape, proportions, and structure of the human body in real life, which can be more effective than just looking at pictures.

Page 1







Marjane Satrapi. "Persepolis II: Story of a Return." 2005 Penguin Random House. Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.

1. How do panels 4–7 on page 1 work together with the text to communicate meaning?
 - a. The illustrations reveal the absurdity of the task of drawing someone who is fully covered by demonstrating how similar the model looks from every angle.
 - b. The illustrations demonstrate how seriously the model takes her job through her facial expressions.
 - c. The illustrations show that in spite of the frustration she initially felt having to draw a woman who was fully covered, Satrapi is now able to skillfully draw draped fabric.
 - d. The illustrations emphasize the idea that women were constricted by expectations of female beauty and propriety by showing the model from the back, where her face is not visible.

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What connection can be drawn about Marji's character based on the events in this excerpt? Select the best answer.

- a. Marji feels ashamed by the idea that men are looking at her body.
- b. Marji is a passionate and talented artist.
- c. Marji thinks that gender regulations are ridiculous and don't apply to her.
- d. Marji is willing to stand up against rules she thinks are illogical.

Part B: What specific line of text or image is most important in determining your answer from Part A?

- a. "I'm drawing." (panel 2, p. 2)
- b. "What would you have me do? Should I draw this man while looking at the door????!!!" (panel 5, p.2)
- c. Marji depicted running for her bus (panels 2–4, p. 3)
- d. Marji depicted looking in the mirror and asking, "Me?" (panel 5, p. 3)

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does the author use the men's reactions to Marji's minor violations of the law to develop the central idea?

- a. Their nonsensical reasoning shows that the laws in place are less focused on the well-being of women, and more so on imposing religious law and customs, and impedes their freedom.
- b. Their threatening responses reveal that women in Tehran face great danger when they violate religious laws and customs.
- c. Their logical solutions show that there are ways for women to work around the obstacles posed by religious laws and customs.
- d. Their dismissive responses reveal how powerless women are when it comes to obtaining equal education.

Part B: What specific line of text is most important in determining your answer from Part A?

- a. "But not a single part of her body was visible. We nevertheless learned to draw drapes." (panel 7, p. 1)
- b. "I'm drawing."; "Why are you looking at this man?" (panel 2–3, p. 2)
- c. "Me?"; "Madam, why were you running"? (panel 5–6, p. 3)
- d. "I'm very late. I'm running to catch my bus."; "Yes...but...when you run, your behind makes movements that are...how do you say...obscene?" (panel 6–7, p. 3)

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What is the role of panels 3–5 on page 3 in developing key ideas within the text?

- a. It provides an example of how Satrapi's time away from Iran has led her to become more belligerent toward the authoritarian government.
- b. It shows that women have been punished for actions deemed ungodly by the government, who claim these acts were perpetrated in defiance of cultural and religious norms.
- c. It develops the idea that life for women in Iran was bleak due to the repressive-cultural practices that impacted their daily lives.
- d. It highlights the ways in which women had adopted a defeatist attitude, as a result of being overly policed.

Part B: What specific feature of the panel is most important in determining your answer from Part A?

- a. The gutter
- b. Splash page
- c. Thought bubble
- d. Speech bubble
- e. Narrative bubble
- f. Narrative box

Text 2

Meet the Iranian youth exporting Persian culture to the world

By Mersiha Gadzo, adapted for length by Fishtank Learning

TAP Persia is a travel start-up company that challenges prejudices about Iran by connecting people worldwide with Iranian culture. Their mission is to ensure "Safe travels, unsurpassed experiences, and a lifetime of memories."

Iran is commonly referred to as Persia. Persia originates from "Parsa," the name of the region in southwestern Iran that was home to the empire's founder.

- 1 Before travelling to Iran for a week-long tour of the country, Ivan Brezina, 39, from Slovakia avoided sharing his plans with people who haven't visited the country.
- 2 If he did so, he guessed a litany of negative comments would likely ensue: "Iran!? Are you crazy? What are you going to do there? It'll be dangerous."
- 3 But for Brezina, Iran was a "positive surprise" when he first visited in the 1990s.
- 4 He had backpacked for four months across Turkey, Iran, Pakistan and then India to reach his final destination - the Himalayas.
- 5 While each country was enjoyable in its own unique way, it was Iran that caught his attention.
- 6 "Iran was the best part... It's wonderful. There aren't a lot of places [in other countries] where you would be able to enjoy such beauty without crowds of tourists. It's amazing," Brezina told Al Jazeera.
- 7 The country left a lasting impression on him. Last February, after 20 years, he returned to Iran, this time to tour the country with his wife, Jana.
- 8 The couple travelled across the country visiting the ancient cities of Qom, Isfahan, Yazd and Shiraz, stopping along the way to go "snowboarding" in sand dunes, visit a Zoroastrian temple and a salt lake.
- 9 These sights may be a surprise for many living in the West as Iran is typically portrayed in a negative light as the bogeyman of the Middle East and a dangerous place to visit.
- 10 Skiing in the Alborz mountains, bathing in hot springs, and beach vacations in the Gulf usually don't come to mind when one thinks of Iran.
- 11 Luckily there's a young group of Iranians at a start-up called TAP Persia (Travel Around Persia) in Isfahan who are trying to change these preconceived notions. They're aware of Iran's enormous potential for tourism and are working to attract more visitors to see Iran for what it really is.
- 12 While the start-up provides tours and services for travellers visiting Iran, their main goal is to change the way people perceive the country by allowing guests to personally connect with Iranian culture through the locals by attending a wedding, a family dinner, or participating in a cooking class.
- 13 And when tourists return to their home countries, TAP Persia stays in touch by sending engaging content: information on Iranian culture, literature, food, philosophy.
- 14 For the young people working away from their laptops in an office space in Isfahan, Iran's

third-largest city, they don't see themselves as service providers; they're "culture exporters", co-founder Amir Hamidfar, 27, told Al Jazeera.

- 15 "No matter where people are in Iran, we want to change their idea about the country, the people and its culture.
- 16 "There's a tornado of negative imagery that's associated with Iran and we want to counter that," Hamidfar said.

'It's about survival for Iranians'

- 17 After living in the US his whole life, Hamidfar, a civil engineer, moved to Iran in 2016 to gain a new world perspective and quickly fell in love with Iranian culture.
- 18 Two years ago he joined fellow engineers Hadi Naji, 35, and Rasool Zabihi, 28, to help create the start-up.
- 19 In just the first year of business TAP Persia attracted more than 2,000 tourists to the country, just by reaching out through social media.
- 20 Its website, they hope, will be used as a base where guests can easily find any information they need on Iran.
- 21 They aim to develop tourism through locals. Today, TAP Persia has partnered with about 70 local guides in hand-picked destinations across Iran, promoting sustainable tourism.
- 22 After eight years abroad in Malaysia, CEO Naji decided to move back home to launch a business that could help his people, living in difficult economic conditions because of sanctions imposed by Western powers for the past four decades.
- 23 Noticing that tourists often struggle to plan their trip in terms of booking accommodation and tickets as there is no booking platform (international websites such as Booking.com aren't available in Iran due to US-imposed sanctions), it was clear to Naji there was a gap to fill.
- 24 "As an Iranian I can say that we suffered a lot during the sanctions. We can't communicate with international companies and communities only because the US decided to make very strict sanctions against Iran," Naji said.
- 25 "The US can [implement] strict rules to [curb] businesses for Iranians, but they cannot stop people who want to travel to Iran by themselves individually. They can bring money to our country... It's about survival for [Iranians]."

Food – easiest point of connection

- 26 Despite the regular negative barrage of news reports, this does not reflect the reality of life in Iran, TAP Persia members say.
- 27 "It's really disappointing that whenever people read about Iran, it's about something bad that happened," Zabihi said. "Normal life goes on here like anywhere else in the world."
- 28 One way they're seeking to connect with people worldwide and familiarise them with Iran is

through food.

- 29 "It's the easiest point of connection between us and everybody else," Hamidfar explained over a savoury sandwich ordered from Isfahan's street food.
- 30 Most of the top activities offered on their website are food related such as a dinner party in Yazd with a Zoroastrian family and a Persian picnic out of the city.
- 31 "People around the world have different ideas about other people around the world. But every single person in the world loves food and every person eats three times a day," Hamidfar said.
- 32 "So if you want people to connect with your culture, the first thing you should do is connect them with your food. And then naturally they become more curious and want to find out more."
- 33 It's why Hamidfar has been filming a series of videos on Iranian food to be shown on Youtube, modeling the late celebrity chef Anthony Bourdain's culinary programmes which showed how the world can connect with food.
- 34 Iran has a lot to offer - food, stunning architecture and natural wonders - but for Brezina the best part of the country is the "fantastic" people he meets.
- 35 For those who try to dissuade him from visiting Iran, Brezina said there's "not much space for me to convince them".
- 36 "I [say] well, I wish you would know that this country is a wonderful place."

Gadzo, M. (2019, May 12). Meet Iran's young "culture exporters." *Al Jazeera*.

<https://www.aljazeera.com/features/2019/5/16/meet-the-iranian-youth-exporting-persian-culture-to-the-world>

6. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What is the central idea of this passage? Select the best answer.

- a. Iran is far safer than many people imagine, in spite of its violent political history.
- b. The world's opinion of Iran has suffered since the revolution, which has led to a decline in visitors and tourists.
- c. An Iranian travel company is working to increase the number of international tourists by advertising the many things Iran has to offer.
- d. Without a strong tourist infrastructure in their country, young Iranians have very few options for economic mobility.

Part B: What specific details from the text are provided to develop the answer you selected for Part A? Select two pieces of evidence from the text to support your answer to Part A.

- a. "Before travelling to Iran for a week-long tour of the country, Ivan Brezina, 39, from Slovakia avoided sharing his plans with people who haven't visited the country." (par. 1)
 - b. "They're aware of Iran's enormous potential for tourism and are working to attract more visitors to see Iran for what it really is." (par. 11)
 - c. "In just the first year of business TAP Persia attracted more than 2,000 tourists to the country, just by reaching out through social media." (par. 19)
 - d. "Noticing that tourists often struggle to plan their trip in terms of booking accommodation and tickets as there is no booking platform..." (par. 23)
 - e. "...they cannot stop people who want to travel to Iran by themselves individually. They can bring money to our country [...] It's about survival for [Iranians]." (par. 25)
 - f. "It's really disappointing that whenever people read about Iran, it's about something bad that happened." (par. 27)
7. How do paragraphs 23 through 25 help contribute to the reason TAP Persia was founded?
- a. They explain why the U.S. has sanctions against Iran that limit their access to the tourism industry.
 - b. They describe the impact of U.S. sanctions on the economic status of Iranians.
 - c. They explain how TAP Persia can help Iranians generate more money from tourism.
 - d. They describe the problem Iranians face in accessing resources that TAP Persia can help solve.
8. What best describes the advantage using social media provides for TAP Persia in promoting Iranian culture?
- a. It allows for detailed narratives about Iran's history.
 - b. It can reach a global audience quickly and interactively.
 - c. It is more cost-effective than print media.
 - d. It guarantees tourists will visit Iran.
9. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How do paragraphs 1 through 8 develop the central idea of the text?

- a. They provide a first-hand account from a tourist to highlight the unexpected benefits of traveling to Iran
- b. They provide a history of TAP Persia and the company's accomplishments.
- c. They provide information on how the tourism industry functions in Iran
- d. They provide reasons why TAP Persia is working to increase international tourism to Iran.

Part B: Select evidence from the text that best supports your answer to Part A.

- a. "Before travelling to Iran for a week-long tour of the country, Ivan Brezina, 39, from Slovakia avoided sharing his plans with people who haven't visited the country." (par. 1)
- b. "But for Brezina, Iran was a "positive surprise" when he first visited in the 1990s." (par. 3)
- c. "Last February, after 20 years, he returned to Iran, this time to tour the country with his wife, Jana." (par. 7)
- d. "'There's a tornado of negative imagery that's associated with Iran and we want to counter that,' Hamidfar said." (par. 16)

Name: _____ Date: _____

Directions: Read each question carefully and select the best answer(s).

1. Read the sentence.

The school has made it **obligatory** that community service hours be completed before graduation.

What is the best meaning for the word **obligatory**, as used in the sentence above?

- suggested by school administration
 - mandated by school administration
 - repressed by teachers
 - overtly done by teacher
2. Based on your knowledge of the prefix **circ-** and **circum-**, what is the definition of the word **circumnavigate**?
- To find the correct route to take.
 - To think carefully about an important question.
 - To travel all the way around something.
 - To return to the place where you started.

3. Read the sentence.

The novel depicted a/an _____ era in history, highlighting the struggles of people during the civil rights movement.

What word best completes the sentence above?

- tumultuous
 - clandestine
 - overt
 - circumspect
4. Which of the following is the best antonym for the word **secular**?
- financial
 - cultural
 - sacred
 - political
5. Which of the following actions could be considered **clandestine**?
- A group of scientists conduct experiments on a new technology and share real-time updates with news outlets.
 - A group of activists gathers in an abandoned warehouse late at night to discuss their plans for a protest, ensuring no one outside their circle knows about it.
 - Joining a public debate to challenge policies openly.
 - A team of rugby players hide the opposing team's gear for the game as a prank.

6. Which sentence uses the word **perpetrate** correctly?
- During the meeting, they perpetrated a thorough analysis of the company's reports from the previous year.
 - The chef will perpetrate a delicious new dessert recipe for the restaurant's menu next week.
 - She decided to perpetrate her garden with flowers and vegetables to make it more colorful.
 - The criminals planned to perpetrate a series of car robberies in the downtown area over the weekend.

7. Read the sentence.

Julie's dream of becoming a doctor took a **bleak** turn when she received her third rejection letter for medical school.

What is the best meaning of the word **bleak** as used in the sentence above?

- not hopeful or encouraging
 - full of change or uncertainty
 - Careful or cautious
 - strong desire or determination
8. If someone is a **martyr**, then they are unlikely to:
- Risk their reputation to defend someone who has been treated unfairly.
 - Willingly sacrifice their safety for the greater good.
 - Endure suffering for their beliefs, even when others abandoned them.
 - Choose personal safety over standing up for their beliefs.
9. Which of the following is a synonym for the word **compulsory**?
- willing
 - binding
 - chastising
 - constraining
10. Which of the following actions would not be considered an example of **solidarity**
- Residents organize evacuation plans and share supplies as a wildfire approaches their town.
 - People continue working remotely during the pandemic using virtual meetings and social media.
 - Community members work together to organize a last-minute charity event.
 - Soldiers stand shoulder to shoulder while defending their country in battle.

11. Read the sentence.

After years of prosperity, the city experienced a period of **decadence**, marked by crime and neglect of its neighborhoods.

What is the best meaning for the word **decadence**, as used in the sentence above?

- a. The state of having decayed or deteriorated.
- b. The impact of consistent behaviors or patterns of behavior.
- c. The circumstances affecting the way in which people live or work.
- d. Have a significant influence on or determine the outcome.

12. Which of the following words are the closest synonyms?

- a. tumultuous; steady
- b. overt; visible
- c. remote; nearby
- d. convey; conceal

13. Read the sentences.

Marcus trudged forward, his every step sinking into the scorching sand. Despite the harsh conditions, he refused to adopt a **defeatist** attitude. The relentless wind whispered doubts, but Marcus's resolve remained unbroken as he pressed on, determined to find salvation.

What is the best meaning for the word **defeatist**, as it is used in the sentences above?

- a. a person who expects the best outcome
- b. a person who believes in team effort
- c. a person who expects or easily accepts failure
- d. a person who believes in recovering from mistakes

14. Which sentence uses the word **belligerent** incorrectly?

- a. The film portrayed a belligerent character who was always ready to pick a fight at the slightest provocation.
- b. After a long day at work, she found her favorite book to be quite belligerent and relaxing.
- c. To prevent belligerent behavior, the organizers established clear rules for conduct during the event.
- d. The dog became belligerent when it sensed a threat to its owner, barking and growling fiercely.

15. Which of the following scenarios best illustrates a **repressive** environment in a workplace?

- a. A culture where employees are afraid to share their ideas for fear of criticism.
- b. Open discussions and brainstorming sessions among employees.
- c. Regular team-building activities that foster collaboration.
- d. Management encouraging feedback from staff.

16. Read the sentence.

Andy was **circumspect** in their approach to remodeling their new home. They carefully considered the hidden costs and potential setbacks of the window installation, painting, and roof repairs that needed to be done before making decisions.

What is the best meaning for the word **circumspect**, as used in the sentence above?

- a. hesitant to consider feedback from other people
- b. inconsiderate of other people's perspective
- c. careful to consider all possible consequences
- d. avoiding all potential consequences



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/8th-grade/materials/>