

Prepared by: Sarah Eaton School/Location: Rootstown High School – Rootstown, Ohio

Subject: Language Arts Grade: 11/12 Unit Title: *Persepolis/Persepolis 2* Time Needed: 5 weeks (50min/day)

Unit Summary: Students will be reading the graphic novels *Persepolis* and *Persepolis 2*, a first person account of growing up in Iran during the Iranian Revolution of 1975 and in Europe as a refugee from that conflict. Students will use this novel as a starting point for learning about current conflicts in Iran and the impact of those conflicts on the people of Iran and the world at large.

ESTABLISHED GOALS:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
3. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
4. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
5. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning & relevant and sufficient evidence.
6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the

Transfer

Students will be able to independently use their learning to...(real world purpose)

1. investigate the world.
2. recognize perspectives.
3. become a more globally competent citizen.

Meaning

UNDERSTANDINGS
Students will understand that...

1. members of other cultures have different experiences and perspectives, but we are all a part of the human race and share common interests and ideologies.
2. current conflicts are influenced and impacted by past conflicts.

ESSENTIAL QUESTIONS

1. What similarities/differences exist for teens growing up amid conflict with those who do not and how does this impact their overall development?
2. How have past conflicts in Iran impacted current conflicts, events, and issues within modern Iran?

Acquisition

Students will know... (Content)

1. about the Iranian Revolution of 1975.
2. about current conflicts in Iran and their impact on Iran and the world at large.
3. about a personal experience of someone living in a country different from their own.
4. about a cultural experience different from their own.

Students will be able to... (Skills)

1. read and comprehend a text written from a differing perspective than their own.
2. analyze various sources of information.
3. reflect upon the larger impact of localized events.
4. discover connections between their culture and others.
5. utilize technology to share ideas and information.
6. make a personal connection to someone outside of their own cultural/environmental group.

<p>text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>GLOBAL COMPETENCY: 1. Investigate the world 2. Recognize perspectives</p> <p>RESOURCES:</p>		<p>7. draw conclusions and make connections between events across cultures and times.</p>
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Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Assessments FOR Learning:</p> <ul style="list-style-type: none"> ● KWL chart ● Critical thinking questions ● Comparison charts ● Family tree ● Article summaries ● Timeline 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the Iranian Revolution of 1975. 2. demonstrate and understanding of current conflicts in Iran and their impact on Iran and the world at large. 3. read and comprehend a text written from a differing perspective than their own. 4. analyze various sources of information. 5. reflect upon the larger impact of localized events. 6. discover connections between their culture and others.
<p>Assessment OF Learning: Reflective Final Project</p>	<p>Students will be able demonstrate an understanding that members of other cultures have different experiences and perspectives, but we are all a part of the human race and share common interests and ideologies through a project showing their own personal connections to what they have learned.</p>

<p><i>Week One:</i></p> <ul style="list-style-type: none"> ● Introductory articles & videos on background information regarding Iran, Islam, etc. ● Pre-Reading Activity with presentations (mini projects researching author, Iran, Islam, hostage crisis in Iran, politics in Iran, censorship in Iran) <p><i>Week Two:</i></p> <ul style="list-style-type: none"> ● Reading of <i>Persepolis</i> with content/comprehension questions and Effects of War quotation chart <p><i>Week Three:</i></p> <ul style="list-style-type: none"> ● Reading of <i>Persepolis 2</i> with content/comprehension questions and Effects of War quotation chart <p><i>Week Four:</i></p> <ul style="list-style-type: none"> ● Novel Task Cards ● Connecting <i>Persepolis</i> to current events <p><i>Week Five:</i></p>
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- Personal Response Projects

**adapted from Understanding by Design Model*

Lesson Title: Pre-reading Activity

Subject: *Persepolis/Persepolis 2*

Prepared by: Sarah

Eaton

Materials Needed:

Background article/videos links; pre-reading choice board/cards; chart paper, markers, tape; KWL charts

Global Competency: Through this week-long “lesson,” students will learn about the Internet and Iran, street photography and graphic art in Iran, turmoil and transformation in Iran, the Iranian author, the country of Iran in general, the ancient city of Persepolis, Islam in general, the hostage crisis in Iran (1970s), past and present politics in Iran, and censorship in Iran. This will help them to have a greater understanding of the social, political, and cultural environments in Iran in both the past and present.

Where is the lesson going?
(Learning Target or SWBAT)

Students will be able to demonstrate a basic understanding of the social, political, and cultural environments in Iran in both the past and present so that they are able to understand the events and the context of the novels.

Hook:

- Show movie trailer for *Persepolis*.
- Each seating group will share reactions to the trailer on chart paper for 2-5minutes.
- Post group reactions and gallery walk.
- Conclude with students completing/sharing the K and W sections of KWL chart on Iran.

Equip:

- SmartBoard w/Internet connection
- Computer lab w/Internet connection
- Prezi or PowerPoint

Rethink and revise:

Evaluate:

- The teacher will informally evaluate students based upon the gallery walk and KWL chart. The teacher will also monitor progress on student collaborative work.
- Students will be formally evaluated on their presentations using a rubric.

Notes:

Organization:

1. Review the PowerPoint on the ancient city of Persepolis.
2. Share the following videos and articles:
 - The Power of the Internet and Iran
 - Street Photography in Iran
 - Other Graphic Artists
 - *The Last Great Revolution: Turmoil and Transformation in Iran*
3. Present and review choice board/cards. Students will choose their top three preferences and then will be grouped evenly based upon preferences and teacher knowledge of the students.
 - About the Author
 - Iran
 - Islam
 - The Hostage Crisis in Iran and other Allusions
 - Politics in Iran: Past & Present
 - Censorship in Iran
4. Provide in class time for students to collaboratively complete the option they have chosen, providing guidance, support, and modification as necessary.
5. Students present their work to their classmates and the teacher, which will be formally evaluated using a rubric by the teacher.
6. Students will complete the L section of their KWL charts.

Tailored Differentiation:

During the research and presentation portion, the teacher will modify requirements and adjust one-on-one instruction to meet the needs of diverse learners within the classroom.