

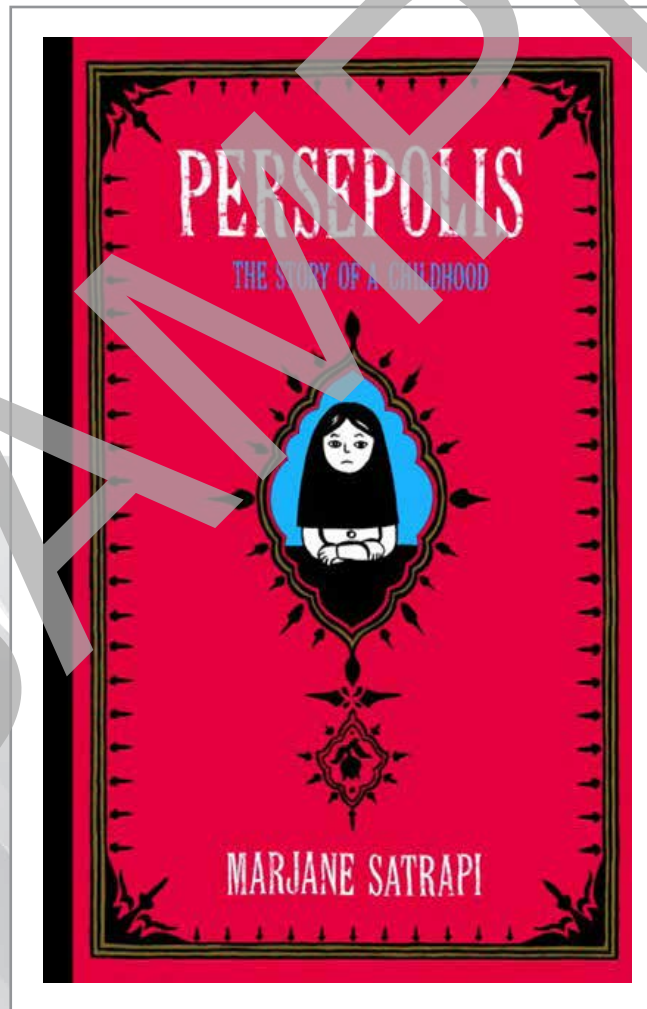


STUDENT PACKET

GRADES 9-12

Persepolis: The Story of a Childhood

Marjane Satrapi



READ, WRITE, THINK, DISCUSS AND CONNECT

Persepolis: The Story of a Childhood

Marjane Satrapi

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-874-5

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

8. Where does Marjane go to think? What does she do there, and why is it significant?
9. What does Marjane see when she first arrives at the hospital? What do these people have in common?
10. Why is Eby unable to acquire a passport, and what happens before the real passport arrives?
11. What image in this section stands out the most to you, and why? What special meaning do you think it holds?

Kim Wilde–The Dowry

1. Where do Marjane’s parents go for vacation, and what gifts does Marjane ask them to bring back?
2. How are Marjane’s parents able to sneak the posters into Iran, and what other gifts do they bring Marjane?
3. Why is Marjane stopped and harassed in the street? How does she get out of this situation?
4. What new threat terrorizes Tehran, and why do the Satrapis stay?
5. Why does Marjane run home, and what does she see there? How does she know that her friend is dead?
6. Why does Marjane get in trouble with the principal, and how does Marjane react to the principal’s accusations?
7. How is Marjane able to find a new school, and what happens once she is there?
8. Why do Marjane’s parents believe that sending her to Austria is a good idea?
9. What is Marjane’s grandmother’s parting advice?
10. What is the last thing Marjane sees before she leaves for Europe?
11. What image in this section stands out the most to you, and why? What special meaning do you think it holds?

Name _____

Foreshadowing Chart

Foreshadowing is the literary technique of giving clues to coming events in a story.

Directions: What examples of foreshadowing do you recall from the story? If necessary, skim through the chapters to find examples of foreshadowing. List at least four examples below. Explain what clues are given, and then list the coming event that is suggested.

Foreshadowing	Page #	Clues	Coming Event