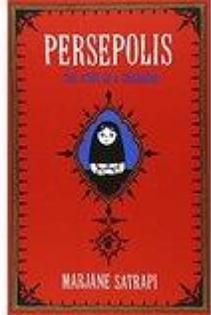
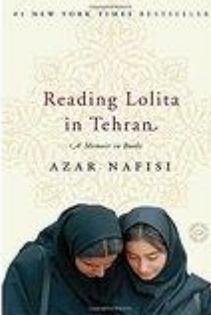




AP Literature and Composition Summer Reading

Required Texts		
<i>Persepolis: The Story of a Childhood</i>	9780375714573	
<i>Reading Lolita in Tehran</i>	9780812971064	

Assignment for *Persepolis*

Read *Persepolis* before you read *Reading Lolita in Tehran*. You will have a better understanding of the second novel if you read in this order. Answer the following questions; then be prepared to turn the completed assignment in to me on the first day of class in August.



Name: _____

Persepolis: The Story of a Childhood, by Marjane Satrapi

Essential Questions:

Why is childhood an important time of life? When does it end?

What happens to people when their lives change? What if people do not want the change to happen: How do they react?

Persepolis is a graphic novel. Why do you think Satrapi chose this genre to tell her story? What do you expect from it, as opposed to a regular novel?

Literary terms:

mood – The effect of literature on the reader: oftentimes imagery controls mood.

allusion - In literature, an implied or indirect reference to a person, event, or thing or to a part of another text. Most allusions are based on the assumption that there is a body of knowledge that is shared by the author and the reader and that the reader will understand the author's referent.

dialogue – lines spoken by characters in a literary text

graphic novel – a full-length novel that presents serious subject matter in comic-book form.

Terms and Concepts for Graphic Novels

panel – a distinct segment of the comic, containing a combination of image and text in endless variety.

frame – the lines and borders that contain the panels.

gutter – the space between framed panels

figures - Faces can portray different things: some depict a specific character, others can represent an *idea*, or *group of people*.

Text has two forms:

captions – these are boxes containing a variety of text elements. They can add narration, or describe the physical setting or the scene.

speech balloons – these enclose dialogue that comes from a specific speaker’s mouth. These can show external dialogue, or internal thoughts (usually represented by circles that lead to the balloon).

Persepolis

Opening Activity: Information Literacy Database Search

Use the Internet to Learn about the Islamic Revolution and the leaders involved. This will give you **historical context** for the novel: information that reflects the time in which something takes place, or was created, and how that influences interpretation.

The setting for the story is NOT Persepolis; it is Tehran.



Persepolis Chapter Questions

“Introduction”

1. According to the introduction, what stereotypical image is Satrapi trying to dispel?
2. The author indicates two motives for writing Persepolis: What are they?
3. What is Persepolis (take notes)? Why do you think it is the title of Satrapi’s autobiography?



Teacher note before reading:

The first few chapters -- and even the events within some chapters -- are not arranged chronologically. For her exposition, Satrapi chose to highlight events that have the most impact on her story, instead of arranging them according to the time that they took place. Keep this in mind as you read: you may be a little confused, but that is natural. Reread portions to clear the confusion. Soon you will notice that the flashbacks become clearer to you.

In addition, Satrapi makes many references to historical, political, and religious figures. Oftentimes, she explains who they are in the text, but I have also included some definitions by chapter to help clarify. This book can be difficult, but I love that it helps broaden your education beyond English language arts!

“The Veil”

Islamic Revolution – Iran 1979 – a state of revolt when the Iranian Shah was overthrown and an Islamic theocracy was put in place.

Zarathustra -6th century B.B., Persian religious teacher.

1. Write down your confusion after reading this chapter. What confuses you? Write at least one in question form.
2. Write three important points that you learn about Marjane (or Marji) after this chapter. Use at least one quote and include the page number.

“The Bicycle”

Fidel Castro - A Cuban political leader of the twentieth century. He led the revolution that in 1959 overthrew the dictator of Cuba, who had the support of the United States. Castro then presided over his country's transformation into a communist state.



Che Guevara - Theoretician and tactician of guerrilla warfare and prominent figure in Fidel Castro's revolution in Cuba (1956–59).

Trotsky, Leon, 1879-1940, Russian Communist revolutionary, one of the principal leaders in the establishment of the USSR

Shah - (formerly, in Iran) king; sovereign.

tyranny – a government in which one ruler has absolute power

communism – a government system that eliminates private property and provides a system to share common goods

socialism – economic and political theory that calls for the state – government in charge – to own and control production and distribution of goods, among other things. Socialists are people



who belong to a socialist political party, or who favor its theory. This theory is different from ours: **capitalism** (an economic system where private parties – not the government – control economic distribution of goods, production, pricing and other factors present in a free market).

Marx – Karl Marx, an eighteenth century, German philosopher who wrote several texts – including The Communist Manifesto – to educate people about communism (see above).

Descartes – René Descartes: a philosopher, mathematician and scientist who lived until the beginning of the seventeenth century.

BBC – The British Broadcasting Corporation: Marji’s parents often watch these reports on TV, or the radio to receive information that is free of bias – and some outright lies – present in the Iranian broadcasts.

dialectical materialism – A complex philosophy derived, in part, from the writings of Karl Marx.

3. What happens at the Rex Cinema? Who is responsible for what happens, according Marji’s parents?

4. What happens to Marji’s relationship with God in this chapter?

“The Water Cell”

republic – A government that relies on a citizens who elect representatives. In addition, there is usually a president, as opposed to a monarch.

theocracy – a form of government in which God or a deity is recognized as the supreme civil ruler, the God's or deity's laws being interpreted by the ecclesiastical authorities

Lenin – Vladimir Lenin, who founded the Russian Communist Party (Bolsheviks) and staged a successful communist revolution in 1917. He was the first head of the Soviet state until his death in the early twentieth century

theocracy – a form of government in which God or a deity is recognized as the supreme civil ruler, the God's or deity's laws being interpreted by the ecclesiastical authorities

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5. What is Marji’s father’s reaction to her proclamation that the Shah is chosen by God? What does he reveal about the Shah and Marji’s grandfather?

6. Describe two things that Marji’s mother describes in the flashback.



“Persepolis”

Cyrus – Cyrus the Great (or Cyrus II), king of the Achaemenian empire – is modern-day Iran – who died in 580 B.C. Cyrus exists in both history and myth.

martyr – A martyr is someone who dies for a cause. Originally, it was term that related to people who were executed for religious beliefs, but is now used to describe someone who dies for a variety of reasons (political, etc.).

7. What does Marji learn about the Shah, from her grandmother?
8. Where was Marji’s father and why is he in danger? What does this tell you about the government?

“The Letter”

Charles Dickens – A nineteenth century British author who wrote stories highlighting the problems of the poor, and distinctions between social classes. Some of his books include Great Expectations, Oliver Twist, and Nicholas Nickleby.

social class – A social class can be described as a group that shares the same economic similarities. In our country – as well as others – some groups include the middle class, upper-middle class, lower class, etc.; for these terms, their definition is tied directly to economic status. More recently, this division has been described as the ninety-nine percent as opposed to the one percent.

9. Why wouldn’t a relationship work between Mehri and her “boyfriend,” according to Marji’s father
10. Why is his view ironic (from #9)? Remember his political ideology: Marji even reminds him of this.
11. At the end, Marji says, “our own...had attacked us.” Given what has gone on throughout the chapter, describe the double meaning in “our own.”

“The Party”

12. This is the first time that there is reference to the United States. What had changed in our country’s relationship with Iran?
13. Look at the entire illustration in the second-to-last panel on p. 43. What does it seem to suggest despite what Marji and her family are saying?



“The Heroes”

14. Where had Siamak and Mohsen been for the last several years? Why?
15. Who led the training in torture practices?

“Moscow”

*Look up **Azerbaijan** in a database. Which one did you use?

Write information about Azerbaijan here:

17. No question
16. Why does Marji consider Anoosh to be a hero? Why do you think she loves him so much?

“The Sheep”

18. What is the significance of the title? How does term’s symbolism characterize the people of Iran?

"The Trip"

19. What do the fundamentalist students do? How does this event affect Marji’s plans?

For chapters without any questions, your work will be based on your response to the text. These responses need to include: **Questions**, **Quotes** (complete with page number and analysis), and **Comments**.

“The F-14’s”

“The Jewels”

“The Key”

20. This chapter also provides a symbolic key to the trouble that we see today with terrorism and suicide bombings. Explain the connection.

“The Wine”

“The Cigarette”

“The Passport”

“Kim Wilde”

“The Shabbat”



“The Dowry”

21. How did Marji’s life change after Neda’s death? What happened at school?
22. What did Satrapi learn about the government in her new school? How did she respond?
23. How does Marji’s dad respond to her behavior at school? Her mom? Why?
24. What happened to Niloufar? Why? How do you know? What is Marji’s reaction?
25. Where do Marji’s parents decide to send their daughter? Why? What is Marji’s reaction?
26. What is a “dowry”? Why is it the title of this chapter?



Assignment for Reading *Lolita in Tehran*

After you have read the required text, *Reading Lolita in Tehran* by Azar Nafisi, construct a formal response to the following essay prompt. Your essay may be hand written or typed. Please use quotes from the text to support your argument and cite your sources using page numbers. Use the essay writing guidelines provided below to help structure your essay.

Essay Prompt: *In Reading Lolita in Tehran*, Dr. Nafisi’s question on the first day of class was “What should fiction accomplish? Why should anyone read at all?” Make a claim about the purpose of reading, supporting your claim with evidence from the text as well as from personal experience.

Essay Guidelines

A well-written essay will include:	A well-written essay will be:
<ul style="list-style-type: none"> • A claim that addresses the prompt and your stance on the prompt • A clear focus and purpose for each paragraph • Evidence from the text (quotes and examples) that is integrated into your writing • Thorough explanations for the evidence 	<ul style="list-style-type: none"> • Focused on the prompt throughout the essay • Organized in a way that shows a logical progression of ideas • Free of grammatical and spelling errors

Use the following outline to guide your pre-writing and structure your response to the essay prompt for *Reading Lolita in Tehran*.

Introductory Paragraph:

- Engaging beginning
- Transition from the engaging beginning to the thesis
- Thesis statement (claim)

Body Paragraph 1:

- Topic Sentence Statement (Main Idea Statement)
- Support sentence
- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

Body Paragraph 2:

- Topic Sentence Statement (Main Idea Statement)
- Support sentence
- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

Body Paragraph 3:

- Topic Sentence Statement (Main Idea Statement)
- Support sentence



- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

Body Paragraph 4: (The Pearl Merchant)

- Topic Sentence Statement (Main Idea Statement)
- Support sentence
- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

Closing Paragraph

- Restate Thesis or Topic Sentences
- Summarize your main points