**Honors LA 10 *Persepolis*: Research Project**

**Final product due: Wednesday September 25th at the beginning of class**

**Read the Fine Print:** Whenever you or your group members have a question, first, scan this entire prompt. Most likely, your question is already answered. If you ask a question that is already answered on this prompt, I will assume you are not paying attention and **you and your group will lose participation points** with or without warning. This is why it is very important to read through the entire prompt before you ask questions.

***Persepolis* Synopsis**

It is through the eyes of precocious and outspoken nine-year-old Marjane that we see a people's hopes dashed as fundamentalists take power- forcing the veil on women and imprisoning thousands. Clever and fearless, she outsmarts the "social guardians" and discovers punk, ABBA, and Iron Maiden. Yet when her uncle is senselessly executed, and as bombs fall around Tehran in the Iran-Iraq war, the daily fear that permeates life in Iran is palpable.

**Preparation and Learning Targets**

To prepare for reading *Persepolis*, it is important for us to understand the context for which the book was written. The setting of the book is Iran during the Islamic Revolution in the late 1970s. When we further our understanding of the Islamic Revolution, we will be able to analyze and appreciate this piece of literature better.

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For this assignment, students will understand the Islamic Revolution to prepare for reading *Persepolis* by completing the following as a group:

* research information about Iran during the Islamic Revolution.
* design effective PowerPoint slides and accompanying narration.
* present their findings to the rest of the class.

**Within your group, you will choose one of the following aspects of the Islamic Revolution on which to research and present (First come, first served):**

* The Shah of Iran - his role in government and reasons for his overthrow
* Islam - major beliefs of the religion and why some religious groups felt the revolution was necessary
* Society in Iran (pre-Islamic Revolution) - institutions such as schools, religion, families, government
* Society in Iran (post-Islamic Revolution) - institutions such as schools, religion, families, government
* Culture in Iran (pre-Islamic Revolution) - movies, music, art, fashion
* Culture in Iran (post-Islamic Revolution) - movies, music, art, fashion

**Your Assessment:**

You and your group will be graded on the following:

* How effective you were as a team (Was your group on task/working to complete your common goal?)
* How effective you were at your group role (Did you personally stay on task/ask questions when you needed help?)
* The quality of your information (Did you find useful information that helps us understand the context of the book?)
* The quality of your presentation (Did your presentation fit the requirements listed on the rubric? Was your presentation engaging?)

**Library Time and Schedule:**

You will have three class periods to work with your group in the library lab or on laptops, complete your research, and develop your group’s PowerPoint, so you should following this schedule:

Day 1: Meet with your group, divide tasks and responsibilities, and begin your research.

Day 2: Continue research and begin to compile your research into PowerPoint format.

Day 3: Compile your research into an effective and interesting PowerPoint presentation. Practice your presentation.

**Resources:** You may find that you use all of these links or only some links. You may find these links on the class website if you do not want to type them in by hand. While Wikipedia, WikiAnswers, or similar sources may be good starting points, do not rely on them for all of your information - they lack credibility.

[Shah of Iran Group](http://interactives.mped.org/travelogue787.aspx)
<http://www.iranachamber.com/history/mohammad_rezashas/mohammad_rezshash.php>
<http://en.wikipedia.org/wiki/Mohammad_Reza_Pahlavi_of_Iran>
<http://en.wikipedia.org/wiki/Shah_of_Iran>
<http://news.bbc.co.uk/2/hi/middle_east/3362443.stm>

[Islam Group](http://interactives.mped.org/travelogue788.aspx)
<http://www.islam.com/introislam.htm>
<http://www.islam.com/AllahAtributes.htm>
<http://www.internews.org/visavis/islam_in_iran_mstr.html>
<http://www.internews.org/visavis/islam_rev_mstr.html>
 [Society in Iran (pre- and post-Islamic Revolution) Group](http://interactives.mped.org/travelogue792.aspx)
<http://www.cultureofiran.com>
<http://www.internews.org/visavis/women_mstr.html>
<http://www.nationmaster.com/contry/ir-iran/edu-education>
<http://www.iranchamber.com/education/articles/educational_system.php>
 [Culture in Iran (pre- and post-Islamic Revolution) Group](http://interactives.mped.org/travelogue794.aspx)s
<http://en.wikipedia.org/wiki/Culture_of_Iran>
http://www.cultureofiran.com/
<http://en.wikipedia.org/wiki/Music_of_Iran>
<http://en.wikipedia.org/wiki/Cinema_of_Iran>
<http://en.wikipedia.org/wiki/List_of_Iranian_musicians_and_singers>
<http://en.wikipedia.org/wiki/Iranian_cusine>
<http://www.iranian.com/sports>
<http://www.iransportspress.com/?c=48&a2024>

[Iran Chamber Society](http://www.iranchamber.com/index.php)

<http://www.iranchamber.com/index.php>

[Culture of Iran](http://www.cultureofiran.com/)

http://www.cultureofiran.com/

How to develop PowerPoint slides: <http://www.readwritethink.org/files/resources/lesson_images/lesson1063/CreatingPowerPointSlide.pdf>

How to use MLA to cite electronic sources:

<http://owl.english.purdue.edu/owl/resource/747/08/>

**Your group’s final presentation will need to be saved on Ms. Lewis’ computer.**

**\*\*\*\*Final Note: If you or any member of your group uses the computer to look at your grades or to go to any websites that are not related to this search, your group will be deducted participation points and presentation points with or without warning from Ms. Lewis.**

**Learning Standards Assessment Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** As you work on your project, check off the learning standards when you complete them and answer the question that follows the learning standard. **By the end of our days in the lab, you will need to practice and explain how you practiced at least seven of these learning standards.** You will turn in this sheet at the end of your research time in the lab.

* 1. Use word recognition skills and strategies to read and comprehend text.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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* 1. Use vocabulary (word meaning) strategies to comprehend text.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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* 1. Build vocabulary through wide reading.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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* 1. Apply word recognition skills and strategies to read fluently.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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2.1. Demonstrate evidence of reading comprehension.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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2.2. Understand and apply knowledge of text components to comprehend text.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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**(Over)**

2.4. Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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3.1. Read to learn new information.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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3.2. Read to perform a task.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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3.3. Read for career applications.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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3.4. Read for literary experience in a variety of genres.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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4.1. Assess reading strengths and need for improvement.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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4.2. Develop interests and share reading experiences.

How did you complete this? (Give a specific example with a complete sentence or sentences)

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**It is through the eyes of precocious and outspoken nine-year-old Marjane that we see a people's hopes dashed as fundamentalists take power- forcing the veil on women and imprisoning thousands. Clever and fearless, she outsmarts the "social guardians," and discovers punk, ABBA and Iron Maiden. Yet when her uncle is senselessly executed, and as bombs fall around Tehran in the Iran-Iraq war, the daily fear that permeates life in Iran is palpable.It is through the eyes of precocious and outspoken nine-year-old Marjane that we see a people's hopes dashed as fundamentalists take power- forcing the veil on women and imprisoning thousands. Clever and fearless, she outsmarts the "social guardians," and discovers punk, ABBA and Iron Maiden. Yet when her uncle is senselessly executed, and as bombs fall around Tehran in the Iran-Iraq war, the daily fear that permeates life in Iran is palpable.**