

### **Persepolis Questions**

*Answer these questions on a separate piece of paper with complete sentences.*

#### **Entry #1 Introduction – Chapter 4**

##### **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?

##### **"The Veil" Chapter One**

1. What did the veil symbolize?
2. Why was a picture of Marjane's mother published in the newspaper? How did her mother respond? Why?
3. Describe the symbolism and conflict represented in the picture on the top of page 6.
4. Comment on the symbolism in the picture at the bottom of page 9. What three attributes of God does Marji wish to embody as a prophet?

##### **"The Bicycle" Chapter Two**

1. Explain the simile on page 10.
2. What metaphor does the author use on page 11 to portray the Persian people during 2500 years of tyranny and submission?
3. How is the picture on page 13 (middle) both symbolic and ironic?
4. Respond to the imagery on page 15.

##### **"The Water Cell" Chapter Three**

1. According to Marji, how was a king chosen? What was her rationale? What is her father's reaction? Why?
2. Comment on the image at the bottom of page 22. What change does it reflect?

##### **"Persepolis" Chapter Four**

1. What are the strengths and limitations of using the graphic cartoon to tell the story?
2. How is the image of the Shah on the bottom of page 27 both symbolic and ironic?
3. Ironically, what happens when a second dead man is carried out on a stretcher during a demonstration? What happens next that surprises Marji and amuses her family? What do the widow's actions show about the Persian people?

#### **Entry #2 – Chapter 5-Chapter 9**

##### **"The Letter" Chapter Five**

1. What happened on Black Friday? Why? What painful lesson did Marji learn?
2. Identify the irony and symbolism in the last picture on page 39.

##### **"The Party" Chapter Six**

1. Discuss an example of symbolism on page 40.
2. What story did Marji's neighbor make up about the spot on her cheek? What did this reflect about Iranian people?
3. Why does Ramin believe his father is not a murderer? How does his comment reflect the attitude of other children?

##### **"The Heroes" Chapter Seven**

1. What lessons does Marji learn about "truth"?
2. Comment on the images on page 51. What is Marji's response to what she hears?
3. According to Marji, what makes a hero?

##### **"Moscow" Chapter Eight**

1. What does the reader learn about the status of women in Iran?
2. How is the picture at the top of page 60 symbolic?

##### **"The Sheep" Chapter Nine**

1. What is the significance of the title? How does it help to characterize the people of Iran?
2. How does Satrapi carry the symbolism through this chapter?
3. Discuss how the artistic and literary elements on page 71 help to convey mood and theme?

#### **Entry #3 Chapter 10-Chapter 14**

##### **"The Trip" Chapter Ten**

1. How did the new Islamic republic impact the educational system?
2. How did the Fundamentalist woman and man differ from the modern woman and man?

# Persepolis Study Guide Questions

**Michael Hoelscher**



## **Persepolis Study Guide Questions:**

*Study Guide for Decoding Persepolis* Steven Smith, 2023-11-10 Decoding Persepolis takes the reader deep into Marjane Satrapi's Persepolis: The Story of a Childhood offering a comprehensive look into the memoir's exploration of character dynamics, themes, symbolism, and the overarching narrative. The guide begins by exploring Marjane's intricate relationships with her family and friends, which form the emotional backbone of the story. Throughout the memoir, Marjane navigates a labyrinth of conflicts mirroring the tumultuous environment of revolutionary Iran. These conflicts range from internal struggles with faith and identity to confrontations with societal norms, the education system, and the broader political turmoil that envelops her country. This guide examines the author's use of potent symbolism throughout the narrative, using elements like the veil, keys to paradise, and cigarettes to convey repression, manipulation, and rebellion themes. The climax of the story is reached with Marjane's increasing rebellion against societal norms, leading to her parents' decision to send her to Austria. This moment of departure marks a significant transition in her life, symbolizing not just a physical departure but also a departure from childhood. Persepolis provides a deeply personal glimpse into a critical period of Iranian history, inviting readers to reflect on the intersections of politics, family, and personal development. Through its exploration of Marjane's growth amidst political upheaval, Decoding Persepolis aims to enhance students' understanding of the memoir, unpacking Satrapi's complex themes and narrative strategies.

*Study Guide for Decoding The Odyssey* Steven Smith, 2023-06-27 Decoding The Odyssey explores and uncovers the rich tapestry of Homer's The Odyssey, offering an in-depth examination of the multifaceted aspects of this epic poem. From understanding its philosophical undertones to analyzing its political implications, the guide covers various dimensions that make The Odyssey a timeless classic. The profound relationship between the characters, their personal growth, and the intricate web of divine and human interactions are examined in detail. A thorough analysis of internal and external conflicts, the moral fabric, and notable themes like heroism, loyalty, justice, wisdom, transformation, temptation, gender roles, human resilience, and many others are provided, with references from the text. Special attention is given to rhetorical devices, intertextual connections, multicultural perspectives, and the influence of The Odyssey on art, music, and educational pedagogy. Decoding The Odyssey serves as an invaluable resource for students, scholars, and anyone interested in understanding the intricate world of The Odyssey, illuminating its relevance in contemporary discussions and providing a gateway to understanding one of the most significant works in Western literature.

*The Graphic Novel Classroom* Maureen Bakis, 2014-08-05 Every teacher knows that keeping adolescents interested in learning can be challenging. The Graphic Novel Classroom overcomes that challenge. In these pages, you will learn how to create your own graphic novel in order to inspire students and make them love reading. Create your own superhero to teach reading, writing, critical thinking, and problem solving. Secondary language arts teacher Maureen Bakis discovered this powerful pedagogy in her own search to engage her students. Amazingly successful results encouraged Bakis to provide this learning tool to other

middle and high school teachers so that they might also use this foolproof method to inspire their students Readers will learn how to incorporate graphic novels into their classrooms in order to Teach twenty first century skills such as interpretation of content and form Improve students writing and visual comprehension Captivate both struggling and proficient students in reading Promote authentic literacy learning Develop students ability to create in multiple formats This all encompassing resource includes teaching and learning models text specific detailed lesson units and examples of student work An effective contemporary way to improve learning and inspire students to love reading The Graphic Novel Classroom is the perfect superpower for every teacher of adolescent students      *A Student's Study-guide in Ancient History* Gertrude Van Duyn Southworth,1919      Student Study Guide to The Ancient Greek World Jennifer T. Roberts,Tracy Barrett,2005-10-01 The Student Study Guides are important and unique components that are available for each of the books in The World in Ancient Times series Each of the Student Study Guides is designed to be used with the main text at school or sent home for homework assignments The activities in the Student Study guide will help students get the most out of their history books Each student study guide includes a chapter by chapter two page lesson that uses a variety of interesting activities to help a student master history and develop important reading and study skills      How to Ace the National Geographic Bee, Official Study Guide, Fifth Edition National Geographic Kids,2017 Promotes the concepts that the National Geography Standards say U S students in grades 4 to 8 should understand serving as a road map for students and teachers preparing for the Bee

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assignments The activities in the Student Study guide will help students get the most out of their history books Each student study guide includes a chapter by chapter two page lesson that uses a variety of interesting activities to help a student master history and develop important reading and study skills      *Teaching Young Adult Literature* Thomas W. Bean, Judith Dunkerly-Bean, Helen J. Harper, 2013-02-14 Teaching Young Adult Literature Developing Students As World Citizens by Thomas W Bean Judith Dunkerly Bean and Helen Harper is a middle and secondary school methods text that introduces pre service teachers in teacher credential programs and in service teachers pursuing a Masters degree in Education to the field of young adult literature for use in contemporary contexts The text introduces teachers to current research on adolescent life and literacy the new and expanding genres of young adult literature teaching approaches and practical strategies for using young adult literature in English and Language Arts secondary classrooms and in Content Area Subjects e g History and ongoing social political and pedagogical issues of English and Language Arts classrooms in relation to contemporary young adult literature      **A Study Guide for Marjane Satrapi's "Persepolis"** Cengage Learning Gale, 2017-07-25 A Study Guide for Marjane Satrapi's *Persepolis: The Story of a Childhood* excerpted from Gale's acclaimed *Literary Themes for Students War and Peace* This concise study guide includes plot summary character analysis author biography study questions historical context suggestions for further reading and much more For any literature project trust *Literary Themes for Students War and Peace* for all of your research needs      *Supporting Reading in Grades 6-12* Sybil M. Farwell, Nancy L. Teger, 2012-06-11 This book presents a curricular framework for students grades 6-12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork *Supporting Reading Grades 6-12* A Guide addresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today's constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL's Standards for the 21st Century Learner      [A Study Guide for Marjane Satrapi's "Persepolis: The Story of a Childhood"](#) Gale, Cengage Learning, 2006 A Study Guide for Marjane Satrapi's *Persepolis: The Story of a Childhood* excerpted from Gale's acclaimed *Literary Themes for Students War and Peace* This concise study guide includes plot summary character analysis author biography study questions historical context suggestions for further reading and much more For

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*Volume I* Brian P. Levack, Michael Maas, Edward Muir, Meredith Veldman, 2006-03-16      **Persian Kingship and**  
**Architecture** Sussan Babaie, Talinn Grigor, 2015-02-17 Since the Shah went into exile and the Islamic Republic was  
 established in 1979 in the wake of the Iranian Revolution the very idea of monarchy in Iran has been contentious Yet as  
 Persian Kingship and Architecture argues the institution of kingship has historically played a pivotal role in articulating the  
 abstract notion of Iran since antiquity These ideas surrounding kingship and nation have in turn served as a unifying cultural  
 force despite shifting political and religious allegiances Through analyses of palaces mausolea art architectural decoration

and urban design the authors show how architecture was appropriated by different rulers as an integral part of their strategies of legitimising power They refer to a variety of examples from the monuments of Persepolis under the Achamenids the Sassanian palaces at Kish the Safavid public squares of Isfahan the Qajar palaces at Shiraz and to the modernisation and urban agendas of the Pahlavis Drawing on archaeology ancient medieval early and modern architectural history both Islamic and secular this book is indispensable for all those interested in Iranian studies and visual culture

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## **Table of Contents Persepolis Study Guide Questions**

1. Understanding the eBook Persepolis Study Guide Questions
  - The Rise of Digital Reading Persepolis Study Guide Questions
  - Advantages of eBooks Over Traditional Books
2. Identifying Persepolis Study Guide Questions
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Persepolis Study Guide Questions
  - User-Friendly Interface
4. Exploring eBook Recommendations from Persepolis Study Guide Questions



- Personalized Recommendations
- Persepolis Study Guide Questions User Reviews and Ratings
- Persepolis Study Guide Questions and Bestseller Lists
- 5. Accessing Persepolis Study Guide Questions Free and Paid eBooks
  - Persepolis Study Guide Questions Public Domain eBooks
  - Persepolis Study Guide Questions eBook Subscription Services
  - Persepolis Study Guide Questions Budget-Friendly Options
- 6. Navigating Persepolis Study Guide Questions eBook Formats
  - ePub, PDF, MOBI, and More
  - Persepolis Study Guide Questions Compatibility with Devices
  - Persepolis Study Guide Questions Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Persepolis Study Guide Questions
  - Highlighting and Note-Taking Persepolis Study Guide Questions
  - Interactive Elements Persepolis Study Guide Questions
- 8. Staying Engaged with Persepolis Study Guide Questions
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Persepolis Study Guide Questions
- 9. Balancing eBooks and Physical Books Persepolis Study Guide Questions
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Persepolis Study Guide Questions
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Persepolis Study Guide Questions
  - Setting Reading Goals Persepolis Study Guide Questions
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Persepolis Study Guide Questions

- Fact-Checking eBook Content of Persepolis Study Guide Questions
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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