**Rhetoric Lesson Plan Week 2:** *Persepolis*

**Day 1:**

**Read:**

* Satrapi, *Persepolis* (pp. 103-153)
* Scott McCloud, *Making Comics*, [Chapter 2: Character Design, Facial Expressions and Body Language review the documentiew in a new window](https://uiowa.instructure.com/courses/2817/files/2290215/download?wrap=1)
* Scott McCloud Continued, Understanding Comics, [Chapter 4: Time Frames review the documentiew in a new window](https://uiowa.instructure.com/courses/46956/files/3186978/download?wrap=1)

**Be ready to discuss the following questions in class**:

* What kind of facial expressions are there in real life and in drawings? How do/can comics artists achieve variation in facial expressions? How does Satrapi do this?
* How do the characters in *Persepolis* convey pathos through their facial expressions? How does Satrapi employ color (or lack thereof) to make progress in the narrative?
* How does McCloud explain the passing of time in comics/graphic novels? How are panels used to show the passing of time?
* How can panels function as icons?
* What does McCloud mean when he talks about "lingering timeless presence"?
* What techniques can comics artists use to show time and/or motion?
* How does Satrapi employ time frames in her story?

In class: *Persepolis* (movie) – 45 mins

Group work: McCloud questions (5 minutes, discussion 10-15 minutes)

Class discussion on plot (15-20 minutes):

* Character Development in this section?
* How are emotions or emotional moments portrayed in visual format?
* How do words/pictures complement each other? Where do they differ?
* How is the passing of time pictured?
* Favorite Panels?

Watch movie (45 minutes?)

**Day 2:**

**Read:**

* Satrapi, *Persepolis* (pp. 155-206)
* [Abrahamian, E "The crowd in the Iranian revolution. *Radical History Review*" *2009* (105): 13-38.review the documentiew in a new window](https://uiowa.instructure.com/courses/46956/files/3585809/download?wrap=1)

**In class:**

Source Exercise (Bring electronic devices):

Analyze a scholarly article (Abrahamian) & compare reporting on student protests in Iran in November 1977:

* [Teheran Domestic Services 11-17-1977.pdfreview the documentiew in a new window](https://uiowa.instructure.com/courses/46956/files/3585738/download?wrap=1)
* [Chicago Tribune 11-17-1977.pdfreview the documentiew in a new window](https://uiowa.instructure.com/courses/46956/files/3585740/download?wrap=1)

Persepolis (movie) continued

**Freewrite** (5-10 minutes): Ervand Abrahamian – peer-reviewed, scholarly source

* How do you recognize a scholarly source? (Journal, Association, look up author/credentials/other publications)
* What is the central argument of this article?
* How is evidence used in this article?
* Can you detect a bias/political leaning?

Discussion of Freewrite (10 minutes)

**Group work** (10-15 minutes): News articles: different news outlets reporting on the same day (11/17/1977)

* How does each news source report about protest events?
* How can we determine trustworthiness when it comes to news sources?
* What questions do we need to ask about such articles as mindful/careful readers (bias/political reading)?

**Class Discussion** (15-20 minutes):

* McCloud questions
* Favorite Panels?
* New section: Marjane’s experience in Vienna
  + How does Marjane adapt to this new culture? What new characters do we meet?
  + How does she do in this new environment? What are some of the difficulties she encounters? Why? (Language, cultural identity, norms)

Finish movie (45 minutes?) 🡪 Comparison of movie & book?

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