

For questions, please contact Mrs. Cooper at [cooper.errica@mail.fcboe.org](mailto:cooper.errica@mail.fcboe.org).

### 2016 Summer Reading – Gifted English 10

Tired of social media drama? Done with reality TV shows? Bored with the same video games? It might be the perfect time to do your summer reading! This assignment is your opportunity to start the next school year off right! **You will be reading *Persepolis* by Marjane Satrapi.** Books are available at local bookstores such as Barnes & Noble or Books-A-Million (most will order if necessary). In addition, you can order new and used books (often at great savings) at [amazon.com](http://amazon.com) or [half.com](http://half.com). Deadline: **You MUST have read the book *Persepolis* and completed the written assignment by your first day of class.** There will also be a test during the first days of your return.

**Directions: After reading *Persepolis*, construct a well-organized paragraph for EACH of the prompts below.** (Suggested length for each paragraph is at least 7 sentences.)

- 1) Author Ralph Waldo Emerson wrote, “To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.” Does Marjane’s life reflect Emerson’s statement about individuality? Take a position on this question. **Explain your position with reasons and specific examples from the text.**
- 2) Some people say that most teenagers are careless and do not think about the consequences of their actions. Do Marjane’s actions as a teenager support this idea? Take a position on this question. **Explain your position with reasons and specific examples from the text.**
- 3) “Every situation has an opportunity for laughs” (97). Give some examples of how the ordinary citizens of Iran enjoyed life despite the oppressive regime. What made you laugh and why? How does Satrapi add comic relief? How are these scenes relevant to the story as a whole? **Explain your position with reasons and specific examples from the text.**
- 4) What kinds of captivity and freedom does the author explore in *Persepolis*? What stifles or prevents people from being completely free? How do they circumvent and defy the rules imposed on them and attempt to live ordinary lives despite revolution and war? Give some examples of their small acts of rebellion. **Explain your position with reasons and specific examples from the text.**
- 5) Marji has a complicated, shifting relationship with her parents. What is important to Marji’s parents? What environment do they create for their daughter despite living under an oppressive regime and through a brutal, prolonged war? From where do they get their strength? What are their expectations for her and how - if at all - do these expectations shape her? **Explain your position with reasons and specific examples from the text.**

#### Requirements for EACH short response:

1. Responses must be typed and double-spaced – 12 point Times New Roman
2. Responses must be organized by stating your claim, providing textual evidence, and explaining how your evidence supports your claim. You should end with a concluding sentence. An appropriate response will be approximately 7 sentences minimum. Be sure to answer ALL questions in each individual prompt.
3. Responses should each include **at least 1 direct quote** from the text to support your arguments. These quotes are direct lines from the text (taken word-for- word). Note the page number in parenthesis after stating the quote. **Remember:** A quote is anything taken verbatim from the book—YOU must put quotes around it to show that you’ve taken it word-for-word. **EX:** “The reason for my shame and for the Revolution is the same: the difference between social classes” (Satrapi 33).

#### Your paragraphs that you write will be evaluated as follows:

Quality	1	2	3	4	5
<b>Meaning</b>	Provides no evidence of textual understanding; makes no connections between information and ideas in the text and the assigned task	Conveys a vague or inaccurate understanding of the text; makes few or superficial connections between information and ideas in the text and the assigned task	Conveys a basic understanding of the text; states connections between information and ideas in the text and the assigned task	Conveys a complete understanding of the text; clearly states connections between information and ideas in the text and the assigned task	Reveals an in-depth analysis; makes insightful connections between information and ideas in the text and the assigned task
<b>Development</b>	Ideas are largely undeveloped; references to text are sketchy, vague, irrelevant and repetitive.	Develops ideas simply; uses some details from the text.	Develops some ideas; uses details from the text.	Develops ideas clearly and consistently; uses relevant and specific details from the text.	Develops ideas clearly and fully; makes effective use of a wide range of relevant and specific details from the text
<b>Usage &amp; Mechanics</b>	High density and variety of errors in most areas. Errors affect meaning and make writing difficult to understand.	Demonstrates some control in some areas but little on others. Some difficulty in following writer’s ideas.	Demonstrates reasonable control over some but not all areas. Errors do not seriously affect meaning.	Demonstrates control over most areas. Errors do not seriously affect meaning.	Demonstrates awareness and control over all areas of usage and mechanics
	15 - 100%	12 - 88%	9 - 78%	6 - 65%	3 - 50%
	14 - 96%	11 - 84%	8 - 74%	5 - 60%	
	13 - 92%	10 - 80%	7 - 70%	4 -	

**NOTE: YOUR BOOK WILL BE RED (160 pgs). ISBN-10: 037571457X ISBN-13: 978-0375714573**

