Persepolis – Socratic Seminar – Gilpin/Myers Grade 9 Block – 8 December 2017

1. What patterns of behavior does Marji exhibit in response to tragedy?
2. How does Marji’s character develop over the course of the story?
3. What impact does religion have on daily life?
4. How do religious people respond to the opposition of religious beliefs? How do non-religious people respond to the opposition of religious beliefs?
5. Comment on the themes of the novel. How are these established and developed?
6. What predictions can we make about Marji’s future based on individual and societal trends in the novel?
7. Examine the changes that come from the revolution from multiple perspectives (lower, middle, and upper classes).
8. Written as a memoir, is Persepolis more powerful than if Satrapi had fictionalized the story? Why or why not?
9. In the introduction to Persepolis, Satrapi explains that she wrote this book to show that Iran is not only a country of “fundamentalism, fanaticism, and terrorism.” How does Satrapi go about challenging this myth?
10. What is the role of women in the story? Compare and contrast the various women: Marji, her mother, her grandmother, her school teachers, the maid, the neighbors, the guardians of the revolution.

Remember to center your conversations around the text; diverging from the questions is fine but we need to stay cognizant of our primary goal, which is to analyze and discuss Persepolis.

20% of your grade depends on showing that you have adequately prepared for these questions when you come to class on Friday.