



# HUMAN RIGHTS – B1

## I. About this lesson

**Activity title:** English project for Human Rights day

**Level:** B1+

**Recommended age:** 16+

**Subject:** English as a foreign language

**Timing:** 45 minutes

**Resources:**

- Computer with internet connection,
- worksheet,
- Persepolis: The story of a childhood, by Marjane Satrapi,  
[https://www.goodreads.com/book/show/991197.The\\_Complete\\_Persepolis?from\\_search=true&from\\_srp=true&qid=B9G6XPZqeM&rank=2](https://www.goodreads.com/book/show/991197.The_Complete_Persepolis?from_search=true&from_srp=true&qid=B9G6XPZqeM&rank=2)

**Learning objectives:**

- a. Do research in English.
- b. Practice indirect speech
- c. Practice writing, reading and speaking on a specific subject.

**Materials needed:** pen, paper, whiteboard, markers, stick it papers.



## II. Lesson scenario

### 1. INSTRUCTIONS FOR THE TEACHER

#### About the comic :

**Title:** Persepolis: The story of a childhood

**Type of comic:** Graphic novel

**Author:** Marjane Satrapi

**About the author:** Born in 1969 in Rasht, Iran, she graduated from L'Ecole de Beaux-Arts, Tehran, Iran; studied at Arts Deco in Strasbourg, France. Her first graphic novel, Persepolis, was published in France in 2000. Persepolis 2 was published in the United States, in 2004. Embroideries was published in the United States in 2005. The awards she has won include:

- Prix Alph'art Coup de Coeur (beginning comic artist award), Angouleme International Comics Festival, for Persepolis, 2001;
- Prix du Lion, Belgian Center for Comic Strips, for Persepolis, 2001;
- Prix France Info for best news comic strip, France Info, for Persepolis, 2002;
- Prix Alph'art for best script, Angouleme International Comics Festival, for Persepolis Tome 2, 2002;
- Fernando Buesa Blanco Peace Prize, Fernando Buesa Blanco Foundation, 2003;
- Prix d'Angouleme for best book of the year, Angouleme International Comics Festival, for Chicken and Plums, 2005.

Read more: <https://www.notablebiographies.com/newsmakers2/2006-Ra-Z/Satrapi-Marjane.html#ixzz6xgX2FLU8>



**Summary:** “Persepolis” is Marjane Satrapi’s memoir of growing up in Iran during the Islamic Revolution. In powerful black-and-white comic strip images, Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah’s regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. The intelligent and outspoken only child of committed Marxists and the great-granddaughter of one of Iran’s last emperors, Marjane bears witness to a childhood uniquely entwined with the history of her country.

*Persepolis* paints an unforgettable portrait of daily life in Iran and of the bewildering contradictions between home life and public life. Marjane’s child’s-eye view of dethroned emperors, state-sanctioned whippings, and heroes of the revolution allows us to learn as she does the history of this fascinating country and of her own extraordinary family. Intensely personal, profoundly political, and wholly original, *Persepolis* is at once a story of growing up and a reminder of the human cost of war and political repression. It shows how we carry on, with laughter and tears, in the face of absurdity. And, finally, it introduces us to an irresistible little girl with whom we cannot help but fall in love.



## Lesson

This is a project-based learning activity on the basic liberties. It is great for a day dedicated to freedom or for a cross-subject project.

Start the lesson with a short “Check IN”:

- Explain to the students that this is a project activity.
- First, they will have to get into groups.
- Once in groups, they will follow the instructions given to them by the comic.
- If they have questions they should ask you.

The project is concluded in three stages:

- a. Read and brainstorm (15 min)
- b. Set goals (15 min)
- c. Produce and present (5 min)

## 2. WORKSHEET FOR STUDENTS

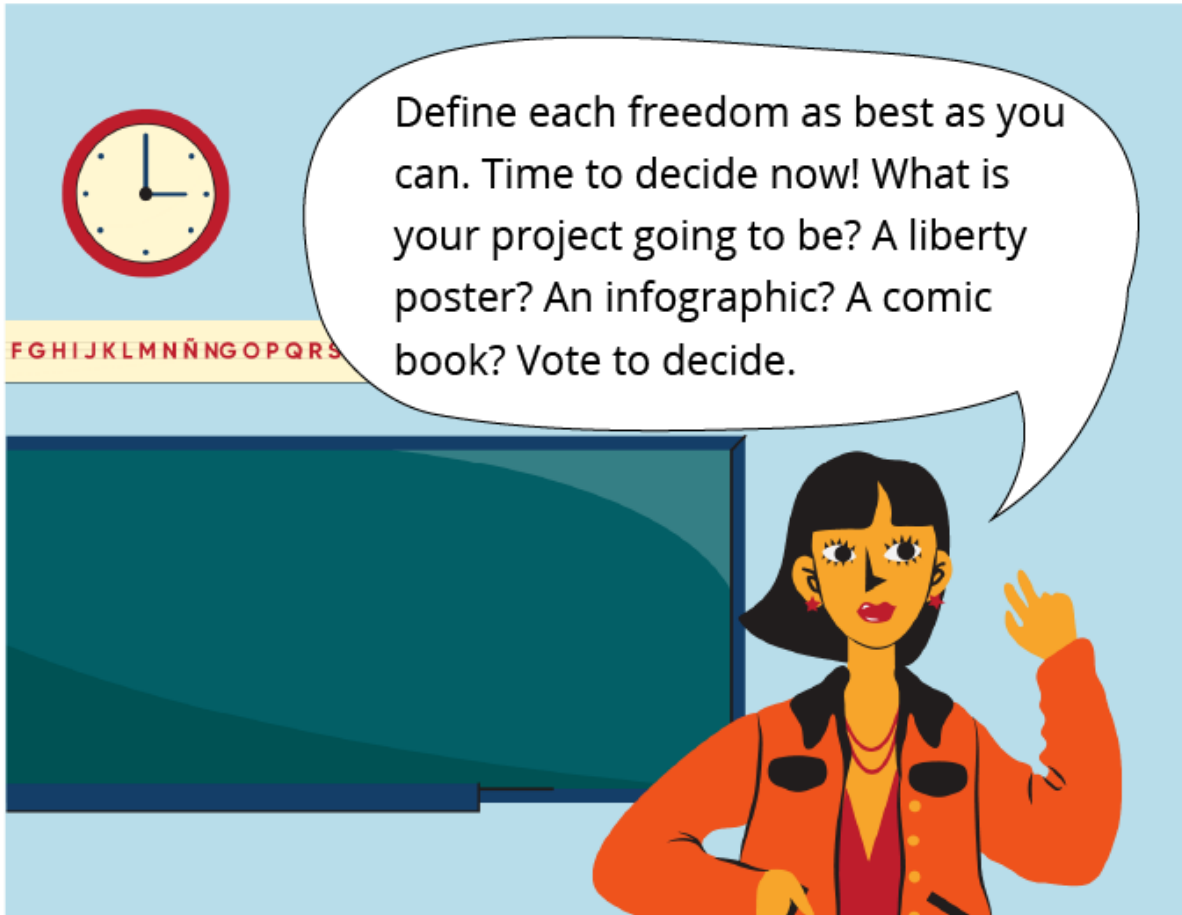
### Human rights day project

Read and brainstorm.



## The project

Set your goals.



## The product

Produce and present.





### III. Modification and Differentiation ideas

The groups can create the same product but in different ways. For example, if your class has students who can draw, people who can write poetry, other who can play theatre etc, you can try to create the same products but on their interests. For example, the fundamental freedoms in a play, the fundamental freedoms in a comic, the fundamental freedoms as a poem, etc.