INFORMATIONAL/EXPLANATORY
Reading *Persepolis* as a Borderlands Story

Name: _____ **Period:** _____

Gloria Anzaldúa's idea of borderlands is a useful concept that can help us think better about the physical, social, and psychological spaces that people occupy. Anzaldúa teaches us that borderlands are zones or spaces that are often characterized by tension, contradiction, oppression, and innovation. These features are arguably always the result of two things: the people who occupy the borderland and the nature of the relationships between those people. Change the people or the relationships between the people and you've changed the nature of the borderland.

This assignment asks you to apply Anzaldúa's notion of "borderlands" to Satrapi's *Persepolis*. Another way to say this: This assignment asks you to read *Persepolis* through Anzaldúa's notion of the "borderland."

Imagine that Satrapi's *Persepolis* is a book about a borderland. In other words, it is a book about people who share a space, and it gives an account of the interactions between those people. Your job in this assignment is to track these people and the evolution of their relationships across the chapters in the book. In doing this work, you will be tracking the evolution of the borderland that is Satrapi's Iran. To do this, move through *Persepolis* chapter-by-chapter, making notes and drawing conclusions about the people who occupy Iran and the relationships between them.

At the conclusion of your study, please write an essay in which you tell what the borderland of "*Persepolis*" is like and how it is defined or determined by the relationships between the people who live there.

Before you begin rereading the Satrapi text, take time to reacquaint yourself with Anzaldúa's arguments about borderlands. Once you begin working with the Satrapi text, you should keep Anzaldúa's essay and your notes and papers about Anzaldúa's work nearby so that you can refresh your thinking about borderlands, moving back and forth between the texts. You will have a chance to discuss and work out your ideas in small groups before you have to write your paper.

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STUDENT CHECKLIST FOR INFORMATIONAL/EXPLANATORY WRITING (9th-10th)

Conveys Essential Information and Ideas from the Text

- □ I show that I understand the topic about which I am writing.
- □ I select important facts to include in my writing.
- □ I carefully examine the content of the text through accurate analysis.

Organization

- □ I organize my writing so that it makes sense and so the reader can follow it.
- □ I choose an effective organizing strategy and use it consistently.
- □ I use broad categories to group related ideas, concepts and examples together.
- □ I include an introduction and conclusion.
- □ I use specific and helpful words, phrases, and clauses to show the relationship between the parts of my response.
- □ When useful, I include graphics and formatting to help my reader understand my writing.

Development

- □ I develop the topic by giving important facts, concrete details, and extended definitions from the text.
- □ I write in a way that shows I understand my audience and the knowledge level of my readers.
- □ I choose the most important facts to write about and integrate them throughout my writing.
- □ I use accurately cited quotes from relevant source material.

Language Conventions

- □ I use vocabulary that is specific and relevant to the topic.
- □ I use a tone that matches what I know about my audience.
- □ I order my words, phrases, and clauses so my sentences make sense.
- □ My writing is presented formally throughout.

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Scoring Sheet/Teacher Feedback

Informational / Explanatory Writing	**4** The student response…	**3** The student response…	**2** The student response…	**1** The student response…
Conveys essential information and ideas from the text	• Demonstrates a comprehensive understanding of complex ideas, concepts, and information through effective, accurate, and clear selection, organization, and analysis of content.	• Demonstrates a reasonable understanding of ideas, concepts, and information through reference to the selection, organization, and analysis of content.	• Demonstrates a superficial understanding of ideas, concepts, and information through general references to some of the content.	• Demonstrates no understanding of the topic.
Organization	• Employs an effective organization of ideas, concepts, and information (including an introduction and conclusion) and makes important connections and distinctions (including formatting, graphics, and multimedia) when useful to aid comprehension. • Uses appropriate and varied transitions to link major sections of the text, create cohesion, and clarify the relationship among ideas and concepts. • Provides clear citations to source material.	• Uses organizing structures (including an introduction and conclusion) to cluster related ideas, information, and concepts. • Employs appropriate transitions to link major sections of the text and clarify relationships among ideas and concepts. • Provides citations to source material. • Makes important connections and distinctions through formatting, graphics, and multi-media when useful to aid comprehension	• Employs organizing structures, including an introduction and conclusion, to group ideas. • Uses various transitions to link ideas. • Provides citations to source ideas.	• Provides some information and ideas from the text but fails to organize them. • Employs minimal reference to source material.

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Informational / Explanatory Writing	**4** The student response…	**3** The student response…	**2** The student response…	**1** The student response…
Development	• Develops the topic through integrated, well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations and/or other information and examples appropriate to the audience's knowledge of the topic.	• Develops the topic through integrated, well-chosen, and relevant facts, definitions, details, and/or other information appropriate to the audience's knowledge of the topic.	• Develops the topic through generalized statements which are not particularly sensitive to the audience's knowledge of the topic.	• Addresses the topic but fails to expand on it sufficiently or to take into account the audience's knowledge, or lack there of.
Language and Syntax	• Maintains a formal style and tone while attending to the conventions of the discipline in which they are writing. • Uses precise language and domain specific vocabulary to manage the complexity of the topic.	• Maintains a fairly consistent formal style. • Uses vocabulary appropriate to purpose and audience.	• Expresses ideas and information unevenly. • Uses simplistic vocabulary and syntax. • May have some grammatical errors but these do not impede meaning.	• Demonstrates a limited understanding of style and the use of language

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[Start task below]

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