



Assignment 1 of 3

2026-2027

Rationale & Context for Assignments 1 & 2

The first text we will study is *The Complete Persepolis* by Marjane Satrapi. Satrapi's **memoir**, a **graphic novel**, details her life from childhood to young adulthood in the tumultuous years leading up to and immediately following the Iranian Revolution (1979). In preparation for our study of Satrapi's work, you will read *Understanding Comics: The Invisible Art* by Scott McCloud (ISBN: 0-06-097625-X). Additionally, we are also preparing for the **Individual Oral (IO)**, which is the first IB assessment you will complete in English at the end of **junior** year.

- ☛ Read Scott McCloud's *Understanding Comics: The Invisible Art* (ISBN: 0-06-097625-X) and prepare for a test on the text. Please read the text carefully as you will be tested on your knowledge of the text on the first or second day of class.

☛ Additional Resource

- [TED Talk: Scott McCloud](#)

Assignment 2 of 3

- ☛ Using what you have learned from *Understanding Comic: The Invisible*, you are going to create your own graphic novel PAGE that conveys a global issue that is important to you! On the next page, you will find the list of Fields of Inquiry as well as a sample Global Issue.

- You will **present** your graphic novel **PAGE** within small groups and individually to the class.
- Your graphic novel **PAGE** must include the following elements:
 - It **MUST** be hand-drawn **OR** take the form of a **HANDMADE** collage (i.e., you tear out images, words, etc. from magazines or PRINTED pictures and glue them into the panels).
 - Do **NOT** use AI!
 - You **MUST** include **5-7** panels on your page (see **examples** on the next two pages).
 - Your page **MUST** be a single-sided, single page of 8 ½" x 11" paper!
 - You **MUST** include **and** label at least **THREE** different elements from *Understanding Comics*.
 - Your page **MUST** clearly communicate a Global Issue **and** a position/perspective on that issue.
- Your graphic novel page will be evaluated on the following criteria:
 - The extent to which you followed directions and met the basic requirements.
 - Attention to detail/design of the panels
 - Representing the three different elements
 - Communicating the Global Issue clearly and thoughtfully
 - Communicated a position/perspective on the Global Issue effectively

FOR NEDA AGHA-SOLTAN

BY JAMIE HAMUKAZIEN



YOU HAVE AN ETERNAL EXISTENCE

1,798,672 VIEWS



"WHEN A SERIOUS WOMAN CAN'T PARTICIPATE INTERNATIONALLY WHICH AMBITIONS ARE LEFT FOR HER?" - SHAHRZAD MOZAFAR



WE HAVE BEEN WITHOUT TRAINING...
FEMALE COACHES FOR FEMALE TEAMS IN IRAN?
WITHOUT VENUE...
NO WOMEN ALLOWED
WITHOUT LIBERTY.
FROM TEHRAN IMAM TO: DATE 2012 LONDON HEATHROW

BUT WE STILL CLIMB THE HIGHEST MOUNTAINS...



AND CROSS THE WILDEST SEAS.



SOULMAZ ABOBASI ATAD

WE FIGHT...



WE WORK...



WE WIN...



FOR IRAN.



The Fields of Inquiry & Global Issues

from the I.B. Literature Curriculum Guide (first assessment 2021):

Students may look to one or more of the following **fields of inquiry** for guidance on how to **decide** on a **global issue** on which to focus their orals. These topics are not exhaustive and are intended as helpful starting points for students to generate ideas and derive a more specific global issue on which to base their orals.

Culture, identity and community

Students might focus on the way in which texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

Beliefs, values and education

Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

Politics, power and justice

Students might focus on the ways in which texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.

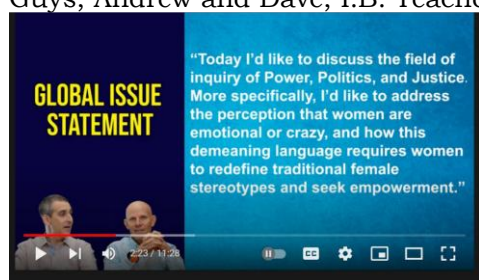
Art, creativity and the imagination

Students might focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.

Science, technology and the environment

Students might focus on the ways in which texts explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.

*NOTE: Watch the following video to see how a Field of Inquiry inspires a Global Issue by The I.B. English Guys, Andrew and Dave, I.B. Teachers and Examiners: <https://www.youtube.com/watch?v=aeoA7QjucWQ>



Assignment 3 of 3

✪ I will send a message via ManageBac once the course is available in ManageBac. When you receive that message, please find the **course syllabus** and read it carefully as you will be assessed on your knowledge of the course and its components.

Ms. Wilson's Contact Information

- Email: wilsonjen@pcsb.org
- I look forward to meeting and working with each one of you!