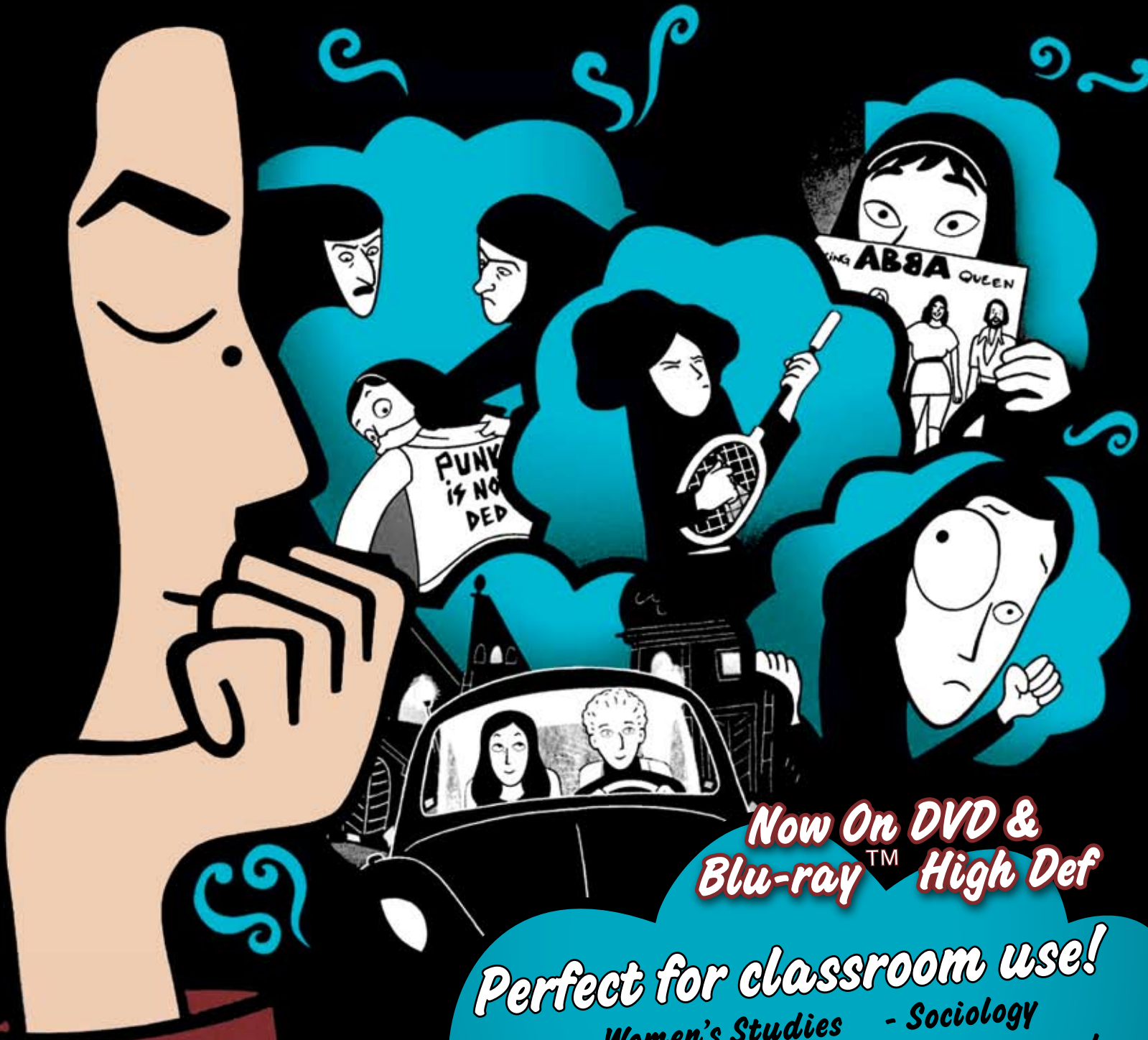


2007 ACADEMY AWARD® NOMINEE
BEST ANIMATED FEATURE

PERSEPOLIS

A FILM BY MARJANE SATRAPI AND VINCENT PARONNAUD



*Now On DVD &
Blu-ray™ High Def*

Perfect for classroom use!

- Women's Studies
- Political Science
- Human Rights
- Sociology
- Religion and Government

SONY PICTURES
CLASSICS™

PERSEPOLIS

Based on the graphic novel by Marjane Satrapi

Dear Educator,

Rarely does a film contain enough teaching elements to hold students' attention while also introducing material that can support a variety of academic disciplines.

Persepolis is offered for your consideration as such a film – capable of bringing to life the realities of living through an Islamic Revolution and its effects on family life.

Because the film is about a young girl in Iran during the Islamic Revolution, your students will be able to relate to the history, politics, religion and human rights issues in the film through the eyes of someone close to their age.

Persepolis also shows how the ordeals of teenagers throughout the world have common elements while at the same time driving home the contrasts of a society that represses freedom of expression.

Please share with colleagues at:
www.usmarketing.bz/Persepolis.html

For more information, please visit:
www.sonyclassics.com/persepolis/



*“Like nothing you’ve ever seen!
A mindblower! Marjane is a sass
queen to rival Juno.”*

- Peter Travers, RollingStone

DVD &
BLU-RAY HIGH DEF INCLUDES
ENGLISH VERSION FEATURING THE
VOICES OF CHIARA MASTROIANNI,
SEAN PENN, CATHERINE DENEUVE,
GENA ROWLANDS AND IGGY POP.

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PG-13 PARENTS STRONGLY CAUTIONED
FOR MATURE THEMATIC MATERIAL INCLUDING VIOLENT IMAGES,
SEXUAL REFERENCES, LANGUAGE AND BRIEF DRUG CONTENT

The following questions and ideas are offered as discussion starters in support of your use of Persepolis in the classroom or as assigned viewing.

- 1.** What role should government play in regulating a society's culture – music, art, literature, and other forms of expression? What were Marjane's experiences with government cultural rules in Iran?
- 2.** Do you think the role (if any) that governments play in culture should be different for different countries around the world? If so – why?
- 3.** What were Marjane's experiences in Tehran, Iran vs. Vienna, Austria and what effect did these experiences have on Marjane's development from childhood to becoming an adult?
- 4.** Why would a country want to regulate cultural forms of expression with laws that could put violators in prison or even put them to death?
- 5.** What role should teachers play in a country that represses freedom of expression?
- 6.** What effect did the Iranian revolution have on Marjane's family life? How did Marjane's father, mother, Uncle Anoush, and grandmother all cope differently with the social, political, and cultural changes going on around them in Iran?
- 7.** Ask students if any of them know someone or are from Iranian descent and if they have had any experiences or stories related to Iran they would be willing to share.
- 8.** Discuss differences, advantages and disadvantages of various forms of government:
 - a. Theocracy
 - b. Monarchy
 - c. Dictatorship
 - d. Socialism
 - e. Communism
 - f. Democracy
- 9.** Do you think some of the above forms of government are right for some countries, but not others? Why?
- 10.** Is it right for men to have different rights under a country's laws than women?
- 11.** Do you think it's OK for men's and women's rights to be different under religious guidelines vs. actual governmental laws?
- 12.** Should there be a Global Bill of Rights that all countries can "opt-in" or subscribe to that are common to all people? Would such a thing even be possible? If so what are the most common values and rights that might be put on a Global Bill of Rights?
- 13.** Is it the business of one country to influence another country's politics with money and other material resources? If so under what conditions are such actions justified?
- 14.** Is it the business of one country to force another country to change by the threat of war? If so under what circumstances is this justified?
- 15.** Compare and contrast various forms of government along with their corresponding cultural freedoms of expression/human rights or lack thereof such as in today's Cuba, Venezuela, United States, African countries, European countries, China, Iran, Iraq, N. Korea, S. Korea...
- 16.** How does one find their own social-cultural and political identity?



Persepolis Background facts

Marjane Satrapi's graphic novels *Persepolis: the Story of Childhood* (Pantheon, 2003, English Version) and *Persepolis 2: the Story of a Return* (Pantheon, 2004, English Version) won widespread acclaim in France, now her home, and around the world.

The title Persepolis, comes from the Persian capital founded in the 6th century BC by Darius I, later destroyed by Alexander the Great. It's a reminder that there's an old and grand civilization, besieged by waves of invaders, but carrying on through millennia that is much deeper and more complex than the current view of Iran as a monoculture of fundamentalism, fanaticism and terrorism.

"I believe that an entire nation should not be judged by the wrongdoings of a few extremists," Marjane Satrapi says. "I also don't want those Iranians who lost their lives in prisons defending freedom, who died in war against Iraq, who suffered under various repressive regimes, or who were forced to leave their families and flee their homeland to be forgotten."



DVD/BD Special Features:

- *English Language version of the film featuring the voices of Chiara Mastroianni, Sean Penn, Catherine Deneuve, Gena Rowlands & Iggy Pop*
- *"The Hidden Side of Persepolis:" The Making of the French version*
- *"Behind the Scenes of Persepolis:" The Recording of the English version*
- *Audio Commentary by Marjane Satrapi, Vincent Paronnaud & Chiara Mastroianni on Select Scenes*
- *Animated Scene Comparisons with Commentary by Marjane Satrapi*
- *2007 Cannes Film Festival Press Conference Q & A with Cast and Crew*