
An Inquiry into the 1953 Coup in Iran

Student Interactive Notebook

Unit Essential Question:

How can the study of history help us understand current conflicts?



Tehran, July 1953

READI Module
An Inquiry into the 1953 Coup in Iran

Student Interactive Notebook

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Developed by READI California Teacher Inquiry Network members

Crystal Maglio, High School History Teacher, Hillsdale High School, San Mateo, California

Gayle Cribb, READI History Research Team, WestEd

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Photograph downloaded from: <http://cdn.spectator.co.uk/content/uploads/2013/03/Iranian-communists.jpg>

Who should control government in a just society?

Individual think-write

Silently read the definition and questions below. Then, write notes on this page about your thoughts, any connections you make to what you know, and any questions you have.

just: *adjective*, acting or being in conformity with what is morally upright or good : "a just system of discipline"

Synonyms

[deserved](#), [due](#), [fair](#), [justified](#), [merited](#), [right](#), [rightful](#), [warranted](#)

Source: <http://www.merriam-webster.com/dictionary/just>

Notes:

In a **just** society, who should control the government of a country?

If one country were to control the government of another, would that likely make a **more or less just** society? Are there any circumstances in which it might make it more just?

Rate your knowledge of the following key term: **coup d'état**

Never heard of it (check the box)	Heard of it, have some idea of what it means (write any ideas or connections that come to mind)	Can easily define it (write your definition)

Pair share

Talk about your answers to the questions above.

- Do you and your partner have similar or different answers?
- Share your knowledge level for the key term – did your partner have anything to add to your understanding?
- Write notes about your ideas to share with the whole class.

Whole class share

Be ready to share something you wrote or heard with the class when the teacher asks for your ideas. Record any notes that you thought were important from the discussion below.

Partner debrief

Share your notes on the discussion and why you thought each idea was important. Make revisions to your notes as you listen to your partner.

Whole class metacognitive conversation

Iran 1951 – Who controlled the government?

Teacher model

Your teacher will briefly model historical reading with the first paragraph of Text A. Pay close attention to the ways in which he/she makes sense of the text. Write down any reading strategies that help your teacher read more deeply here:

Individual read

Continue reading Text A. While reading, make your thinking visible by Thinking Aloud or Talking to the Text. Your teacher will tell you which to use.

Pair share of your reading

With a partner, go through the text, sentence by sentence (or paragraph by paragraph), discussing your reading. Take turns sharing and listening.

- Share comments, questions, understandings, roadblocks, reading processes – *how* you made sense of the text, *how* you built understandings.
- Listen to your partner’s thinking and elicit more thinking with questions such as:
 - “What did you do?”
 - “How did that help you understand the reading?”
- Help each other clarify roadblocks.
- Add good ideas from your discussion to your notes on the text.
- Be prepared to share something from your discussion with the whole class – it could be a clarification, something interesting or important that you figured out together, or a connection or question.

Whole class share

Record new or interesting ideas from the class discussion.

Individual writing

Look over your reading annotations and notes from your partner and whole class discussion. Write a **“This is about...”** statement for Document A, including key points from the reading. Compare with your partner and include any additional notes or ideas from your discussion here:

Individual/pair read and share

Continue reading with notes and annotations for Texts B and C. Discuss and work through roadblocks with your partner using the routines described above. Be prepared to share with the whole class something that you discussed with your partner that

- needs clarification *or*
- is interesting *or*
- gave you an important understanding and how you came to that understanding *or*
- a connection or question.

Ideas to share with the whole class:

Whole class share

Listen for similarities and differences to your own “partner talk” as others share what they discussed. See if you can help solve the roadblocks others ran into. Record any important notes below.

Teacher model

Your teacher will now model reading Texts B and C, paying attention to the **source** and how it affects the **perspective** presented. Record notes on your document as your teacher does the Think Aloud.

Individual read

Read Text A again, noticing the **source and** identifying lines in the text that demonstrate **perspective**. Be sure to record your thinking as you Talk to the Text.

Pair share

What is the **perspective** of Text A? How do you know? Use lines in the text to support your answer.

How do you make sense of the **differing perspectives** in Texts A, B, and C?
Be prepared to share some of your thoughts with the whole class.

Whole class discussion notes:

Pair discussion

Finally, discuss the following questions with your partner and take notes. Be prepared to share out your thoughts to the whole class and to add notes from the group discussion:

- In Iran, **who controlled the government** leading up to 1951?

- What **changes in control of the government** happened in 1951?

- Did these changes bring about a **more just or less just society**? Explain.

- How do you **predict** these changes would affect other countries?

Individual reflection

Use the space below to make notes on the following questions. Be prepared to share one answer with the whole group.

- In what way did your reading notes or annotations support your partner talk?
- What is one area of text that you and your partner focused on? Explain what it was, why you think you focused on it, and what progress you made together by talking it through.
- How does noticing the source help you learn more about the perspective that is presented in the text?

Whole group metacognitive conversation

Note interesting or important ideas you heard during the discussion or add to your list “Strategies we use to make sense of text.”

Who controlled the government after the 1953 coup?

Individual think-write

Silently read the questions below. Then, write notes on this page about your thoughts, any connections you make to what you know, and any questions you have.

- As a historian, how do you use primary sources to understand what happened in the past?
- When evaluating a source, what factors should you keep in mind that might affect your understanding of that source?
- When evaluating multiple sources, what are some strategies to sort out conflicting evidence?

Teacher model

Your teacher will briefly model historical thinking with Text D. Pay close attention to the ways in which he/she evaluates the source. Write down anything your teacher does or notices that help him/her understand the source and text more deeply:

Individuals read

Continue reading Text D. While reading, make your thinking (both comprehension and historical thinking) visible by Talking to the Text.

Pair share

With a partner, go through the text sentence by sentence (or paragraph by paragraph) discussing your reading. Take turns sharing and listening.

- Help each other with roadblocks and clarifying questions.
- Share additional notes that represent your evaluation of the sources and historical thinking.
- Note your new insights.

Look over your notes from your pair-share and choose one question or piece of thinking that addresses **sourcing** or other **historical thinking** and prepare to share out to the whole group. You can record it here:

Whole group share out

Record at least one additional note from the group discussion you heard that furthered your own understanding about **sourcing** and **historical reasoning**.

Individual think-write

Reviewing what you've noted about the source as well as information presented in the text, write a **"This is about..."** for Text D.

The 1953 Coup notetaker

Teacher model

Your teacher will briefly model how to use the 1953 CIA-Sponsored Coup notetaker. You will be using this notetaker to collect information about the reasons, plans, events, and results of the coup. As your teacher works through the document, take notes on your notetaker. When your teacher has finished, complete the notetaker with your partner for Text D.

Reasons	Plans
Events	Results

Partner discussion and notes

From the perspective of the National Security Council, does a government led by Mossadegh and the National Front create a more or less just society in Iran? Explain.

The 1953 Coup Jigsaw

Jigsaw

A Jigsaw is a routine in which you will first work with an Expert Group to understand a specific text together, and then you will meet with a Jigsaw Group. One Expert for each text will comprise the Jigsaw Group, where each member will present what he/she has learned from the text assigned to his/her Expert Group. By fitting all of your understandings together, you will have a more complete answer to your questions about Iran, piecing together the puzzle. Follow the instructions below.

Individual read

Read your document carefully, making your thinking (both comprehension and historical thinking) visible by Talking to the Text. Be sure to attend to the following:

- Roadblocks, confusions, or areas that need more probing
- Source information and factors that might affect your understanding of the text
- Any information from the text about the **reason, plan, events, or result** of the coup that might be added to the notetaker

Expert Group

In your Expert Group, go through the text sentence by sentence (or paragraph by paragraph) discussing your reading. Take turns sharing and listening.

- Help each other with roadblocks and clarifying questions.
- Share notes that represent your evaluation of the sources and historical thinking.
- Write a “This is about...” for the text.
- Give ideas about what information from the text should be added to the notetaker.
- Ensure everyone in the group feels like an “expert” and is ready to share the text and notetaker with the mixed group.

Individual read in preparation for the Jigsaw Group

Take ___ minutes to skim, and scan and read the four documents in the text set (Texts E, F, G, H, I) that you have not yet read in preparation for the Jigsaw Group. You may not have time to read all of the documents closely, so strategize how to get the most out of the texts in the time available.

Jigsaw Group

In your Jigsaw Group, take turns sharing out what you've learned from the text you discussed in your Expert Group, including;

- "This is about..."
- confusions and how they were solved
- sourcing and other information, and how that affects your interpretation
- information that should be added to the notetaker.

When the whole group is finished, every member should be able to explain the reasons, plan, events, and results of the coup. Additionally, be ready to share out something interesting your group noticed, a question you had, or some important sourcing information.

Whole group share out

As groups share out, add to your notetaker on page 14 or add additional notes here:

The 1953 Coup – Creating a historical argument

Your task is to write a historical account of the 1953 coup in Iran, based on the historical documents you have read (Texts A-I). A historical account is one type of an argument in history. Just as historians do, you must provide evidence from this text set for your claims and explain your reasoning. As a historian, you must also provide qualifications about what you don't know or what you can't know for certain.

Historians also consider the implications of a particular event that they are studying. To that end, and in view of our essential question, write a final paragraph that explores this question.

- **What happened in Iran in 1953?**
- **How do you know?**

Here are some sentence stems you may find useful.

To provide evidence:

- I know this from document ____ where it says... [cite evidence from text].

To provide reasoning:

- This evidence helped me understand ____ because... [explain reasoning].

To evaluate your sources:

- This source is (reliable, credible, biased) because _____ [explain how you know].

To provide qualifications:

- This evidence does *not* ____.
- In order to be certain about ____, we would need additional evidence, like ____.
- I would want to research ____ to find out ____.

Think-write

To get started, write your answer to the prompts.

- **What happened in Iran in 1953?**
- **How do you know?**

Pairs read

Read your partner's writing. Discuss similarities and differences.

- Where do you agree?
- Where do you disagree?
- Can you resolve any of your differences by providing evidence or reasoning?

Individuals

Revise your arguments, if necessary, based on feedback from your partner.

Jigsaw Group read around

Read each of the papers written by the members of your Jigsaw Group, noting similarities and differences.

- Where do you agree?
- Where do you disagree?
- Can you resolve any of your differences by providing evidence and/or reasoning?

Get ready to share out parts of your argument to the whole group. You are responsible to present a claim and provide evidence and reasoning for that claim, as well as any qualifications.

Whole group: What we think we know

When your Jigsaw group shares out a part of your argument (a claim), make sure to provide your evidence and reasoning, as well as any qualifications.

List what we think we know about what happened in 1953.

Whole group metacognitive conversation

What did you notice about doing creating a historical argument?

- What problems did you have to solve?
- What did you do to try to solve those problems? How did your attempts work?

Individual think-write

Consider everything you have learned in this unit so far, and write your responses to the questions below.

Did the 1953 Coup create a more or less just society? How do you know?

Does our study of the 1953 Coup help us understand the current conflicts between Iran and the United States? If so, how?

Pair share

Discuss your responses to the questions above. Write notes about your ideas to share with the whole class.

Whole class share

Strategies we use to make sense of texts

Questions we have

What we now **know**

What we now **know**, continued
