
An Inquiry into the 1953 Coup in Iran

Teacher's Notes

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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Teacher's notes:

Students engaged in this module will likely have many questions, only some of which you will be able to answer in the moment or even in the entire module.

One support for the inquiry process is to keep running lists on posters on the wall. Recording students' questions validates their inquiry, even if all of the questions do not get answered. When answers to specific questions are uncovered, students can cross off the question and then add the new knowledge to the "know" list. Because the inquiry process is unfamiliar to some students and can feel overwhelming, it can be very helpful to formalize the knowledge that *is* built by adding the conclusions we reach (after negotiating the different interpretations in the room through argument—presenting evidence and reasoning, iteratively) to the "know" list.

Additionally, as these lessons require students to both practice and evaluate strategies they are using to make sense of and think historically about text, naming and recording these strategies solidifies a sort of tool box that students can return to for support. Students can track this information on the last pages of their interactive notebook

- **Strategies** we use to make sense of text
- **Questions** we have
- What we now **know**

The intended use of these materials is in tandem with ongoing professional development focused on supporting reading as historical practice. This work is funded by the Reading for Understanding Initiative of the Institute for Education Sciences, U.S. Department of Education, through Grant R305F100007 to University of Illinois at Chicago. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

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

Who should control the 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>

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 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.

Teacher's notes: Allowing time for partners to share and compare their ideas ensures that all students have a chance to speak and be heard, deepening their level of engagement with the material. Additionally, students will be more prepared and willing to share out with the whole group because they've had this additional layer of processing.

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.

Teacher's notes: Students might need some modeling about how to take notes in a way that is authentic to their own learning. Before starting the class discussion, let students know that they should listen for 1-2 things that they thought were important or interesting that they want to remember from the discussion. They should write those ideas down as they hear them.

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.

Teacher's notes: Ask students to share what they wrote down with their partner and explain why they thought it was important. Let them know that there is no erasing! Notes are not about the right or wrong answer, the notes serve as a record of their own thinking, which will evolve and change throughout the discussion. If their thinking changes, they can revise what they've written by adding new information and an explanation of what changed their thinking. If they like what their partner wrote, they can simply add it. Allow students to share out to the whole class what they wrote down and why, highlighting the thinking around why the note was made and that different students want to remember different parts of the discussion.

Whole class metacognitive conversation

Teacher's notes: Allow students to share out to the whole class what they wrote down and why, highlighting the thinking around why the note was made and that different students want to remember different parts of the discussion.

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:

Teacher’s notes: Teacher modeling of reading strategies is an important part of developing Reading Apprenticeship. Students should see you authentically “think-aloud” around the text. Be sure to include a variety of strategies including questions, meaning-making, connections, visualizations, chunking, and identification of key terms. As you read, you should annotate your text, and students should copy the same annotations on their own texts. They should then name the strategies and record them in this space. A document camera or overhead projector is useful for this task. Keep your model to 1-2 minutes. After you have modeled, students can move to greater independence by reading and annotating individually and then discussing with a partner.

Individual Read

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

Teacher’s notes: If you decide to use the Think Aloud Routine, you may want to add the support of having students “say something” about their thinking at the end of each and every sentence, and be sure to model this practice in your own think-aloud. It is helpful to remind students to go slow; we are giving our brains time to process and make our thinking visible. Monitor the room and support individuals who need to be prompted to share their thinking.

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?” or “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.

Teacher’s notes: While the partners are talking, move through the room and listen in to the conversations. Notice conversations that feature a common roadblock, a particularly interesting question or connection, or an “ah-ha!” moment when meaning was made. Ask individuals if they will be willing to share out what they have been discussing when you switch to the whole group. Encourage the speakers to recount their whole process of problem solving or meaning making.

Alternatively, you can use a lottery system based on drawing names randomly. Let students know before they begin discussing in partners that you will call on some students to share with the whole class. Again, encourage students

to make their thinking visible whether or not they reached an understanding. Surfacing unanswered questions allows the whole room to contribute to the construction of knowledge.

I use a combination of both strategies, depending on the situation. What I strive to avoid is a discussion where there are a few constant voices whose contributions focus on answers but not thinking processes. I consider the class a success if all students get multiple chances to speak and be heard, both in small groups and in front of the class. The more frequent the opportunities, the lower the pressure and anxiety.

Whole class share

Record new or interesting ideas from the class discussion.

Teacher's notes:

This is a good place to stop and document student thinking on the class lists on the wall and at the end of the interactive notebooks. As the whole group discussion is unfolding, you can run over to the wall to add newly-generated questions and knowledge. Also take a moment for students to acknowledge and name the strategies they used to make sense of the text, and add to the "strategies we use to make sense of the text" list, on p.24 of their notetaker. Students can mirror the class lists in their interactive notebook, or use it as a place to gather individual, pair, and class notes.

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:

Teacher's notes: "**This is about...**" is a sentence starter for writing a summary. For more about this routine, see *Reading for Understanding*.

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’s notes: During the class discussion, it is important that students are able to respond to each other’s share outs. When a question or clarification is brought up, see if other students in the room focused on the same issue, and if anyone else was able to solve it. In this way, the large group can be used as another round of collaborative meaning-making. If any questions cannot be resolved by the group, resist answering for the students and instead add them to the list of questions.

Talking stems can provide support for this collaborative conversation. One to three stems can be introduced before a particular conversation by putting them on the board or doc camera. A list of useful talking stems can be found on page 6 in the Overview for this module.

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.”

Teacher’s notes: Students often benefit from multiple readings of complex text. Depending on the reading level of the student, the first read is usually focused on comprehension, or making meaning of the text. A second read is necessary in order to evaluate the text and gain a deeper understanding. For this teacher model, demonstrate how you work through the text paying particular attention to source and making connections to the perspective presented.* You may also want to demonstrate how to situate text in the historical context, and make connections to the previous text. Keep your model short, under a minute, leaving an abundance of work for students to do with the text to practice sourcing. Again, record your Think Aloud on the text and instruct students to make the same notes on their own text.

*Perspective, in this case, is the point of view of the speaker. We want students to notice how the perspectives differ based on who is speaking and the interests they represent.

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:

Teacher's notes: Now is a good time to pause and ask students to name the disciplinary strategies they used to make sense of the text, particularly ones that helped them identify perspective (for example, noticing the date, the country of origin of the speaker, biased language, etc.) and add them to the class list "Strategies we use to make sense of text." When evaluating multiple texts, the perspective of each text needs to be identified and conflicting information sorted out.

When this piece is finished, you can also give them time to update the "Questions we have" and "What we now Know" lists. It is also useful to cross questions off the list that have been answered, or no longer seem relevant or pressing. This process allows students to see how they are building knowledge through the inquiry process.

Pair discussion

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

- In Iran, **who controlled the government** leading up to 1951 and how do you know?

- What **changes in control of the government** happened in 1951 and how do you know?

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

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

Teacher's notes: One purpose of these questions is to formatively assess students' understanding of the texts. When students share out, take a poll if the answer shared is similar or different than what other students came up with. If different, allow students to use textual evidence to discuss the claims and work out a collectively agreed upon answer. In this way, students are doing the intellectual work and building independent thinking, rather than waiting for the teacher to validate their guesses. Any content knowledge that is agreed upon can be added to the "What we now **know**" list, and lingering questions to the "**Questions** we have" list.

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.”

Teacher’s notes: The purpose of this metacognitive conversation is to surface the thinking necessary to evaluate historical sources and make it accessible to all students in the room. By naming and recording the strategies, you are creating a tool kit that students can use in other contexts. Earlier in the year, I consolidate the ideas and create a cardstock handout that students keep in their binders and can add to as the year progresses. Students use that list as a reference. In this module, record strategies on the wall chart and remind students to record on their “**Strategies we use to make sense of text**” list on p.23.

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’s notes: For students who are familiar with the idea of using and evaluating primary sources but have not yet internalized these practices, prefacing the reading with this short discussion will put the idea of evaluation in the foreground as they read. For students who are not yet familiar with historical thinking practices, a much more extensive conversation is necessary.

Students in my class were introduced to the idea of historical inquiry at the beginning of the course. Many came in with the notion that history is just a collection of facts about events in the past, and we did a series of activities to refute this idea, including unpacking an event - a fake fight - that happened in class. We gathered multiple “witness statements” and compared the conflicting evidence and then drew connections to ambiguity in history. We made distinctions between primary and secondary sources and defined factors that could affect trustworthiness. By comparing the discipline of history to investigative work, students came to understand that the business of historians is to examine, evaluate, and interpret historical documents and artifacts.

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:

Teacher’s notes: When modeling, use the historical thinking strategies that are appropriate to the text. Stop before a. of point 1 (annotate just the date, source and first paragraph). You will probably use some strategies that students have already named, and some new strategies. Take some time to point out the ones from the toolkit, and to name and add the new strategies. It may be helpful to “annotate” the annotations in a different color pen. The second layer of annotations represent metacognitive notations about what you were doing, for example, noticing the date, remembered what else was going on at that time, etc. Once you’ve named those strategies, they can be added to the “Strategies we use to make sense of text” list. In my experience, having the students notice and name the strategies they and their peers already use is more effective at building their disciplinary reading strategies than giving them a pre-determined list. It affirms their own agency as learners who can build their own tools, rather than needing the teacher to provide them.

Individuals read

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

Teacher's notes: For added supports, student can read with the "Strategies we use to make sense of text" list next to their document, as a reminder of all the tools at their disposal.

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.

Teacher's notes: Students can add insights to the "What we now know" list before and after the group discussion.

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**.

Teacher’s notes: You may want to keep a running list on the board or under the document camera as students share out.

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.

Teacher model (on next page)

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, plan, events, and result 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.

Teacher’s notes: Complete a Think Aloud with Text D: “National Security Assessment of the Situation in Iran” to demonstrate how you select and evaluate information from text to determine where it goes on the notetaker. As you think aloud, highlight text features that indicate what kind of information is featured (ex. “the situation” in the title means things as they stand, which logically might provide reasons for change). Sourcing and use of historical reasoning are also important to interpreting the text. Take a moment after you have completed a portion of the notetaker. Make sure to cite Text D for your note as students will be adding information from other documents. Ask students in pairs to discuss how you decided what information to write down. You can add these summarizing and identifying key idea strategies to the **“Strategies we use to make sense of text”** list.

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	Result

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.

Teacher's notes: This question serves as a formative assessment. Essentially, students should understand the National Security Council's reasoning for the coup, which includes some economic and some political factors. It requires Cold War schema for students to grasp the threat of the Soviet Union and Communist party. If your students have not yet studied the Cold War, it may be helpful to provide some context before this lesson.

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.

Teacher’s notes: The Jigsaw requires careful groupings and some differentiation. As you assign the readings, you will need to think of the Expert Groups and the Jigsaw Group. Some readings are more accessible than others, but you will want to make sure that *both* the Expert Groups and the Jigsaw Groups are **heterogeneous**. In other words, be careful not to assign all the least experienced readers to the same text. The text set includes Texts E, F, G, H and I. You will want 3- 4 readers in the Expert groups, and the Jigsaw groups should include one reader of each text set, 5 students total.

Individual read

Read your document carefully, making your thinking (both comprehension and historical thinking) visible using either Think-Aloud with partner note-making, or Talk to the Text. Your teacher will say which to use. 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.

Teacher’s notes: The better sense students have of the entire text set, the more they will be able to grapple with the texts in the Jigsaw. Facilitate a brief metacognitive conversation about managing the allotted time effectively. Illicit students’ ideas about their goals for reading and how to achieve those goals. Suggestions might include previewing, deciding which order to tackle the texts, reading for gist and deciding which texts to read closely.

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
- the 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.

Teacher’s notes: If some groups finish earlier than others, or as an extra support, you can provide the following questions for students to consider:

1. What was the situation in Iran before the coup and how do you know?
2. What did the US want to do? Why did they want to do it? How do you know?
3. What happened during the coup and how do you know?
4. How was the situation in Iran different after the coup and how do you know?
5. Based on what you have studied in this module, how would you now define a coup d’état? Review and revise your definition on page 3.

Whole group share out

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

Teacher’s notes: This is another opportunity to add to the “What we now **Know**” and “**Questions** we have” lists. The next step requires students to draw together and reflect on the knowledge they have built through the collaborative process; formalizing some conclusions here can support that task.

The 1953 Coup – Creating a historical argument

Teacher’s notes: This section serves as a culminating assessment of what students learned from the text set and through their collaboration. Students may need support on how to cite evidence; in this case you may want to show a model and provide an easy way to cite (ex. Text B, paragraph 3).

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.

Teacher's notes: After this whole group share, return to the "question" and "know" lists to celebrate how much knowledge has been gained through the collective inquiry. Questions that still remain can determine future lessons, or you can acknowledge that questioning is an on-going process and that sometimes questions remain unanswered, or could be researched by individuals who are interested in a particular topic.

Teacher's notes: At this culminating opportunity for argumentation for this unit, you may want to give the students an opportunity for peer review. This moves into evaluating historical interpretations, READI History Inquiry Goal 5.

First, ask students to generate a list of criteria for what would make a convincing/compelling argument in history. Use these criteria as a set of questions in evaluating one another's work.

There are several options that might work for this task. Keep in mind the stamina of your students at this point in the module when deciding which of these to select.

1. Have students switch papers with a partner and evaluate one another's argument using the criteria: Students could then have an opportunity to revise based on this feedback.
2. Collect the arguments and select 2-3 examples that represent common areas for improvement. You can have students compare samples side by side and use their list of criteria to analyze them. Be sure to make the samples anonymous before you share, and also preface the discussion by noting that all the samples do some things well, and also have room for improvement, and we can all get better and help our classmates get better at the same time.
3. Collect the small group arguments, order them more or less logically, and create one document from them. The class could read the entire argument, Talking to the Text, and then discuss it in light of the criteria.
 - What would need to happen to turn this into a great historical argument?
 - Which of the paragraphs about the relationship between the coup and the current situation would we want to use?

If the class were on fire, you could do some of that work together, rearranging paragraphs, adding transitions, clarifying evidence, reasoning and qualifications.

Whole group metacognitive conversation

What did you notice about 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.

Teacher's notes: These questions provide more opportunities to extend the lessons and to engage in argumentation, to the extent that students are supported to provide evidence and explain their reasoning.

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 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
