

Classroom Context

The 10th grade students in the transcript were engaged in this conversation at the end of a two-year course in Modern World History. Heterogeneously grouped in both the class and the small group we will see, they had studied totalitarianism, World War I, World War II and the Cold War earlier in the course. This unit was on Iran, addressing the essential question, “How can the study of history help us understand current conflicts?” In this unit, the issue was the contemporary conflict between the United States and Iran regarding Iran’s nuclear program. One of the goals of the unit was for the students to do the intellectual work to read and make sense of the 19 documents-- primary, secondary and tertiary sources. A subset of nine primary source documents concerned the 1953 coup. We will see the students work with one of those.

Prior to this lesson, students had read and annotated one or two documents, and then met in a same-text “expert group,” where they had worked to clarify and discuss their documents. The format for the Expert Group was a text-based seminar, with the remaining students listening in. Students each had copies of all of the nine coup documents. In the clip, we will see representatives from each Expert Group participating in a Jigsaw. The task was to make sense of each text individually and across the texts-- to figure out what happened in the 1953 coup.

Historical Overview

This is a brief overview of the historical context students are piecing together as they focus on Text H and also work across the text set.

In Iran in the 1940’s, a pro-Western shah, a monarch, held power. Mossadegh was a political leader who advocated the nationalization of Iran’s oil, limiting the monarchy, the rule of law and constitutionalism. In 1951, the legislative body of Iran, the Majlis, passed a bill nationalizing the oil and requested that the shah appoint Mossadegh as the prime minister and sign a bill to nationalize Iran’s oil. The shah complied with this request. Mossadegh and the Majlis worked to reduce the power of the shah and the size of the army. In 1953, the CIA developed and executed a plan to remove Mossadegh and re-establish the shah’s power. After the coup on August 19th, General Zahedi headed the successor government with the support of the US and the UK, and the shah returned to Iran as the monarch.

Paraphrased from the Brown University Choices unit, *Iran Through the Looking Glass: History, Reform, and Revolution*©2012, and *A History of Modern Iran*, by Ervand Abrahmaian, ©2008.

2015 Jigsaw Group Discussion of Text H

NOTES:

Text H: *New York Times* article on the Fallout of the Coup, August 23, 1953

Students refer to Document E, which is an excerpt from the CIA Plan to Overthrow Mossadegh.

Double parentheses are Gayle's notes within the transcript. ((....))

Students have been given pseudonyms to protect their identities. In the group, they are, clockwise from left to right: Rita, Jenna, Ken, Ross and Renee.

- 1 Jenna: Quick question. It mentions in the 3rd paragraph the Russians were plainly chagrined. ((inaudible
2 talk between Jenna and Rita))
- 3 Ross: It says why he was in custody.
- 4 Jenna: What?
- 5 Ross: It says why he was in custody.
- 6 Jenna: Oh, no. I'm referencing to the third paragraph about Russia. Like, were they...? Why did they
7 bring up Russia in this whole analysis of the fall of the coup?
- 8 Ken: Well that was all about Cold War. I don't know why they were talking about Cold War.
- 9 Ross: I think it connects to the earlier documents, so...
- 10 Ken: Yeah, this one connects to the Text E, my document, 'cause, if they have Dr. Mossadegh. Wait. Why
11 is he a doctor? Why//
- 12 Jenna: I think it's just something he got in college.//
- 13 Ross: It's the degree he got.
- 14 Ken: Yeah, but yeah, he, if he's in custody, that means that they got him already. And General Zahedi is
15 in power now.//
- 16 Rita: Yeah, and he has an army, but ...//
- 17 Ken: //So, this is the one that started with the coup to overthrow //
- 18 Rita: //Yeah. //
- 19 Ken: //To overthrow.//
- 20 Rita: Yeah, the 1953 coup.
- 21 Jenna: You mentioned that this relates back to text E because of the//
- 22 Ken: Uh hum ((Affirming))
- 23 Jenna: Yeah, how?
- 24 Ken: 'Cause, um, 'cause the US wanted Zahedi to, um, to rule after Mossadegh.
- 25 Jenna: Oh, yeah, yeah, yeah. Okay.
- 26 Ken: So, yeah, now that he's//
- 27 Jenna:// I see what you are saying. Yeah, um, when they got rid of Mossadegh, and Zahedi was ruling
28 afterwards.
- 29 Ken: Hm hmm. ((Affirming.))
- 30 Ross: Um, later on, it like, it talks about, like, in the last paragraph, um, my bad, it says, "the change they
31 pointed out," oh, yeah, "the change they pointed out, brought to power in Iran, an openly anti-((

32 Ross omitted "Communist Government" and skipped a line of text.)) regimen [sic], beginning
33 with a clear diplomatic state, and could turn again to the West and reverse Dr. Mossadegh's
34 drift [in]to the Russian embrace." Um, actually, I'm sorry. Before that it mentions, it says, it says,
35 oh!, communist government free of obligations to Tudeh. Who is Tudeh?
36 Ken: Oh, Tudeh! It talks about that in my text, in text E. Tudehs are, I, I think they were for Mossadegh.
37 'Cause in here it says that Zahedi "must expect violent reaction from Tudeh," so that means that
38 they were for Mossadegh//
39 Jenna://That they were supporters//
40 Ken: //They were supporters of Mossadegh, 'cause Mossadegh is enemies with Zahedi, so, so they have
41 to. Yeah.
42 Jenna: So basically, everything we have been coming up with, connecting all the documents together.
43 This sums it all up. But, what was the purpose that he wrote this article then?
44 Ross: Well the title says, "Who's next?" so I'm not really sure.
45 Ken: What do you mean, "Who's next?" Oh, you mean "What's next?" [sic]
46 Jenna: So is it an opinion sort of thing, like he's predicting what's going to happen next?
47 Ross: Oh, yeah, "What's next"?
48 Ken: Well, I think Zahedi is going to take control, 'cause uh...
49 Ross: I think it's just about, like, Zahedi's decisions, like, is he going to, or like, will he nationalize oil or
50 not, or like, how will he like do different from Mossadegh.
51 Rita: So what can we say happened?
52 Ross: Nothing really happened, but, or we could say ... Mossadegh was taken out of power, like//
53 Ken: //for being friends with Russia//
54 Ross://for acting against his government.
55 Ken: For "drifting into Russian embrace."
56 Jenna: That was because of nationalization of oil.
57 Ken: So, that means that he had, he was President of Russia.
58 Ross: He was also acting against his government.
59 Jenna: Well, the way that he worded it, though, "drift to Russian embrace," I don't think he was//
60 Rita: //fully there.
61 Jenna: Yeah, fully there.
62 Jenna: I don't think we can say he was fully there. He wasn't having an actually friendly relationship with
63 Russia, like allies would, but I guess you could say he was developing a foundation for that.
64 Because like Renee. Was it Renee? No, it was Ross who asked earlier, like, how does
65 nationalization of oil lead to communism? And, USSR wants to have a communism regime in
66 Iran, and so, you know, do you get what I mean, because since Mossadegh was pro-oil, he would
67 fall under the USSR's whole regime because of that whole situation going on.
68 Ken: Yeah, I get you. So, are we done with this?
69 Jenna: I think so. You guys want to go onto Text I?
70 Ken: Sure.

Distribution of Student Talk

As this unit was designed as a culminating unit, Crystal did not structure the small group work with roles or a participation rubric or grading. She wanted students to be able to show what they were able to do independently. Without scaffolding for the collaborative work, we were interested to see whether, on their own, all students would engage or whether a few students would dominate. To answer our question, Gayle analyzed this Jigsaw Group's discussion for the 34 minutes they were working completely on their own. The discussion of Text H was just a few minutes of that conversation.

You may have noticed that in the Text H discussion, Renee did not speak. However, overall she had about the same number of speaking turns (13%) as Rita (12%) and Ross (13%). Jenna (34%) and Ken (28%) took more speaking turns than the other three. You might be interested to read Crystal's reflections on this group.

Speaking Turns in the Jigsaw Group's Discussion

