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# An Inquiry into the 1953 Coup in Iran

## High School, 10<sup>th</sup> Grade

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Project READI Curriculum Module  
Technical Report CM #15

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WestEd

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Project READI operated as a multi-institution collaboration among the Learning Sciences Research Institute, University of Illinois at Chicago; Northern Illinois University; Northwestern University; WestEd's Strategic Literacy Initiative; and Inquirium, LLC. Project READI developed and researched interventions in collaboration with classroom teachers that were designed to improve reading comprehension through argumentation from multiple sources in literature, history, and the sciences appropriate for adolescent learners. Curriculum materials such as those in this module were developed based on enacted instruction and are intended as case examples of the READI approach to deep and meaningful disciplinary literacy and learning.

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# An Inquiry into the 1953 Coup in Iran, Overview

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This module was developed by Crystal Maglio, a teacher who participated in the California READI Teacher Inquiry Network, in collaboration with a member of the READI Research Team, Gayle Cribb. Crystal taught a two-year course titled Modern World History, which met the California History/Social Science Standards, at a diverse high school in the San Francisco Bay Area. The school carefully constructed heterogeneous classes within a house structure, and looped students with their teachers for their 9<sup>th</sup> and 10<sup>th</sup> grade years. The 1953 Coup module was designed for Crystal's 10<sup>th</sup> graders as part of their last unit. Crystal wanted this last unit to embody READI Student Learning Goals and design principles, and offer students the opportunity to test the knowledge and skills they had developed over the course of the class. She wanted to provide challenge in the text complexity, in the number of texts and in the independence with which they would engage the inquiry so that students would be able to stretch and to show their accomplishment. This module is a portion of the larger Iran unit. Crystal and Gayle developed the module for use in conjunction with professional development focused on supporting reading as a historical inquiry practice.

Routines for close reading, text-based discussion, and metacognitive conversation had been well established much earlier in the course. Because this module was part of the culminating unit, these routines were deepened, but not introduced. The routines came out of the Reading Apprenticeship<sup>1</sup> instructional framework to support the personal, social, cognitive, and knowledge-building dimensions of the classroom. Students regularly practiced reading strategies and engaged in knowledge-building and metacognitive conversations in pairs, small groups, and the whole class. Over time, a notable shift had taken place in the classroom, from the teacher explaining text, to students asking their own authentic questions, and then making and defending claims about the text to each other.

A second set of routines supported history as a process of inquiry, in keeping with the READI Learning Goals for History Inquiry. Learning to read multiple texts and to create historical argument from those multiple sources was central. Students had developed an understanding of history that transcends the single narrative found in the textbook and acknowledges that history is a set of sometimes conflicting interpretations based on historical documents and artifacts. Students routinely examined historical texts, evaluated sources for factors that affect trustworthiness, activated schema, identified appropriate context, and made inquiries that led to the development of their own historical interpretations and conclusions. Like the close reading routines, the historical thinking routines were not introduced, but deepened in this unit.

The essential question for the unit was, "How can the study of history help us understand current conflicts?" In this case, the situation in question was the contemporary conflict between Iran and the United States regarding the development of nuclear technology and materiel. This module on the topic of the 1953 coup d'état was a part of that larger unit on the history of Iran.

We sought out and prepared a variety of contemporary and historically significant texts, but intended for the unit to be driven by student inquiry. We wanted students to experience becoming curious about a contemporary conflict, wanting to know more, and then successfully follow a line of inquiry. We wanted them to build knowledge of the context, use the context to iteratively contextualize the conflict,

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<sup>1</sup> Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). In *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, 2nd edition (pp. 108 -110). San Francisco: Jossey-Bass.

evaluate the sources and think critically about the information they encountered. The students first gathered the ideas or information they had heard about Iran in the news or at home, and then developed questions that would guide further learning. They then began reading current articles on tensions over Iran’s nuclear program and sanctions. They also read a keystone text, the Ayatollah Khomeini’s 1980 speech in Tehran, “Message to the Pilgrims.” This led to what developed as a central question – What is the basis of the tension between the US and Iran? Although there were multiple perspectives on the causes of the conflict, one compelling factor was the 1953 Coup. This module supports student inquiry into the Coup, to consider whether it created a more or less just society and its implications for the U.S.-Iranian relationship today.

The specific inquiry question for the module itself is, “What happened in Iran in 1953? How do you know?” In other words, “What was the case and how do we know?” or, as the students framed it, “What is a coup?” and, “What happened?” The answer to these questions calls for an argument of description. Informed by what they had learned about Iran up to that point in the unit, students dug into the primary source documents offered within the module. The document set consists of magazine and newspaper articles, an excerpt from a speech, and declassified National Security Council and CIA documents from the period. These texts offer students the opportunity to build an argument using textual evidence drawn from those sources.

The module incorporates all of the READI Learning Goals for History Inquiry (included on p. 3) but foregrounds Goals 1, 2, 3 and 6. It includes supports for close reading and collaborative meaning making, advancing Goal 1. Sourcing the documents contributes significantly to the interpretation of those documents and the task. Figuring out what happened requires comparing, corroborating and synthesizing across the documents, all of which advance Goal 2. Negotiating meaning individually and in collaborative text-based discussion provides opportunities for argumentation, advancing Goal 3. Students also work on Goal 3 when they write their account of the coup, provide evidence and explain their reasoning. Students read each other’s arguments and attempt to resolve differences through further argumentation. As students are using an interpretive lens, that of a just society, Goal 4 is advanced. To the extent that students peer review each other’s arguments, they are practicing Goal 5. Perhaps most notably, Goal 6 is advanced. The entire module is framed as an inquiry, students work with a noticeably incomplete historical record, create their own interpretations and then read, discuss and try to resolve differences among their interpretations.

Crystal’s class spent the equivalent of eight 50-minute periods on the 1953 Coup in Iran module. However, the lessons delineated in the “Iran Module at a Glance” on page 5 are not intended to indicate that each lesson will take the same amount of time. They simply divide the module into conceptual chunks.

## READI Learning Goals for History Inquiry

1. Engage in close reading of historical resources to construct domain knowledge, including primary, secondary and tertiary sources. Close reading encompasses metacomprehension and self-regulation of the process.
2. Synthesize within and across historical resources using comparison, contrast, corroboration, contextualization, and sourcing processes.
3. Construct claim-evidence relations, using textual evidence and explaining the relationship among the pieces of evidence and between the evidence and claims.
4. Use interpretive frameworks developed by historians, such as societal structures, systems and patterns across time and place, to analyze historical evidence and argument, and to address historical questions.
5. Evaluate historical interpretations for coherence, completeness, the quality of evidence and reasoning, and the historian's perspective.
6. Demonstrate understanding of epistemology of history as inquiry into the past, seeing history as competing interpretations that are contested, incomplete approximations of the past, open to new evidence and new interpretations.

## READI Definition of Historical Argument

Historical arguments interpret the past. These arguments can take the form of descriptive, explanatory or narrative accounts. Historical arguments are composed of claims that are based on evidence and the reasoning that connects them. Historical claims are grounded in evidence from the historical record (primary sources: written documents, eyewitness testimonies and artifacts from the period of study) and informed by the work of historians on the subject.

## Iran Coup Module Objectives

1. Engage in historical inquiry.
2. Make sense of the document set by reading the texts closely, using historical thinking, and working collaboratively with each other.
3. Create an account of the 1953 Coup in Iran. This account takes the form of a descriptive historical argument that makes claims, provides evidence and explains the reasoning that connects the evidence to the claim. The account answers the question, “What is the case?” That is, it answers the question, “What happened in the 1953 Coup in Iran?”
4. Explore the notion of a just society and consider the governmental changes in Iran from 1951 to 1953 from that framework.
5. Consider how the study of history can inform current conflicts, in particular, the current tension between Iran and the United States.
6. Engage in metacognitive conversations about how students are making sense of the texts, and how they are creating arguments.

## Iran Module at a Glance

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|--|---|
| <b>Lesson One</b><br><i>SIN: pp. 1-4</i>                             | <b>Introduction</b> to the 1953 Coup in Iran module: <ul style="list-style-type: none"> <li>Who should control government in a just society?</li> </ul>   |
| <b>Lesson Two</b><br><i>SIN: pp. 5-7 and 24</i><br><i>T: pp. 1-4</i> | <b>Iran 1951—Who controlled the government?</b> <ul style="list-style-type: none"> <li>Text A, pp.1-2 and Strategies we use to make sense of text, p. 24</li> <li>Text B, p.3</li> <li>Text C, p.4 and</li> </ul>   |
| <b>Lesson Three</b><br><i>SIN: pp. 7-10</i><br><i>T: pp. 1-4</i>     | <b>Source, perspective and interpretation</b> <ul style="list-style-type: none"> <li>Teacher model: Texts B and C</li> <li>Re-read Text A with a focus on source and perspective</li> </ul>   |
| <b>Lesson Four</b><br><i>SIN: pp. 11-15</i><br><i>T: pp. 5-7</i>     | <b>Who controlled the government after the 1953 coup?</b> <ul style="list-style-type: none"> <li>Teacher model: Text D</li> <li>Text D</li> <li>Notetaker: Reasons, Plans, Events, Results, p.14</li> </ul>   |
| <b>Lesson Five</b><br><i>SIN: pp. 16-17</i><br><i>T: pp. 8-17</i>    | <b>Jigsaw Set Up and Expert Groups</b> <ul style="list-style-type: none"> <li>Set up Jigsaw Groups and Expert Groups</li> <li>Individuals read assigned Expert Group texts, Talking to the Text</li> <li>Expert Groups meet to clarify, question and deepen their understanding of their assigned text(s).</li> <li>Individuals skim, scan and read texts E, F, G, H, I.</li> </ul> |
| <b>Lesson Six</b><br><i>SIN: p. 17</i><br><i>T: pp. 1-17</i>         | <b>Jigsaw Groups</b> <ul style="list-style-type: none"> <li>Each Expert presents his/her text(s).</li> <li>Text-based discussion of each text after each Expert presents.</li> </ul>  |
| <b>Lesson Seven</b><br><i>SIN: pp. 18-21</i><br><i>T: pp. 1-17</i>   | <b>Creating a historical argument</b> <ul style="list-style-type: none"> <li>Think-write: What happened in Iran in 1953? How do you know?</li> <li>Pairs, then Jigsaw Groups read arguments, discuss and revise</li> <li>What we think we know</li> </ul>   |
| <b>Lesson Eight</b><br><i>SIN: pp.22-23</i><br><i>T: pp. 1-17</i>    | <b>Reflection</b> <ul style="list-style-type: none"> <li>Metacognitive conversation on creating historical argument</li> <li>Did the 1953 Coup create a more or less just society? How do you know?</li> <li>Does the study of the 1953 Coup help us understand current conflicts? If so, how?</li> </ul>   |

*SIN: Student Interactive Notebook, T: Texts*

**Strategies** we use to make sense of texts (*SIN: p. 24*) **Questions** we have, (*SIN: p. 25*)

What we now **know** (*SIN: p. 26-27*)

## READI History Talking Stems

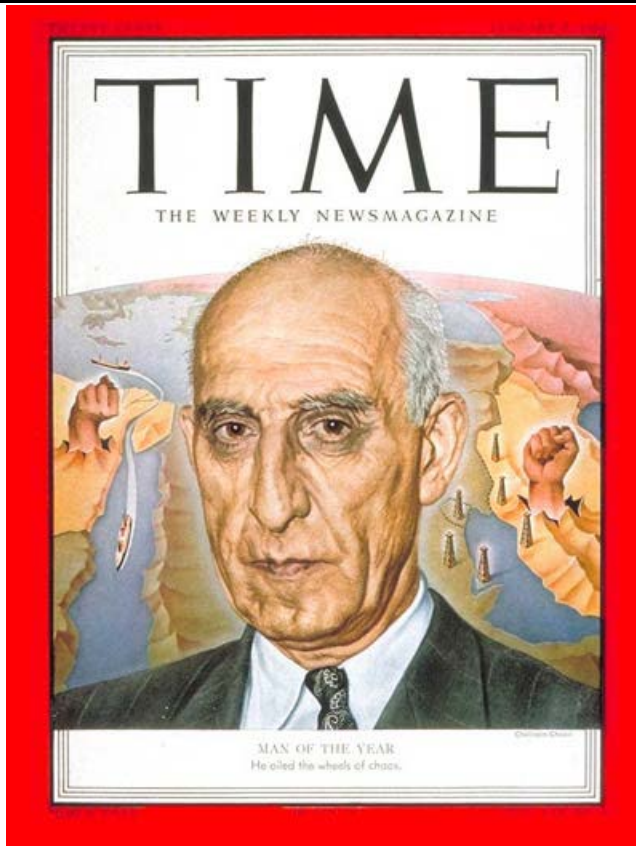
| History Talking Stems  |   |
|--|---|
| <p><b>Listening and responding to one another</b></p> <ul style="list-style-type: none"><li>○ [My partner or group] pointed out that...</li><li>○ We decided/agreed that...</li><li>○ We had a different approach...</li><li>○ Like _____ said, I also think...</li><li>○ I agree with _____'s idea that...</li><li>○ Maybe we could...</li><li>○ What if we...</li><li>○ Here's something we could try...</li><li>○ What do you think? Do you agree?</li><li>○ We haven't heard from _____ yet.</li><li>○ If I could finish my thought...</li><li>○ What I was trying to say was...</li></ul> <p><b>Generating claims and using evidence to support them</b></p> <ul style="list-style-type: none"><li>○ I think ... because ... so...</li><li>○ _may be because of...</li><li>○ This led to...</li><li>○ Initially ... then...</li><li>○ The question/problem is...</li><li>○ A solution could be ... because...</li><li>○ I think ... because of this evidence...</li><li>○ The evidence tells us that...</li><li>○ Where did you find information that supports _____?</li><li>○ I wanted to ask about this part of your argument. Why...?</li></ul> | <p><b>Expressing your opinion</b></p> <ul style="list-style-type: none"><li>○ My idea is similar to _____'s idea that...</li><li>○ I agree with _____ that...</li><li>○ I hadn't thought of that...</li><li>○ I see what you mean...</li><li>○ I disagree with _____'s idea because...</li><li>○ Our group sees it differently...</li><li>○ I heard _____ say ... but I think...</li></ul> <p><b>Clarifying, questioning, and extending ideas</b></p> <ul style="list-style-type: none"><li>○ I wonder if...</li><li>○ Something I wonder about is...</li><li>○ Why does...?</li><li>○ I don't understand why...</li><li>○ _____ is different from...</li><li>○ _____ is in contrast to...</li><li>○ _____ is just like...</li><li>○ What do you mean?</li><li>○ Will you explain that again?</li><li>○ So you are saying...</li><li>○ What I hear you saying is...</li><li>○ How did you know that? Where did you find that?</li><li>○ What made you think that?</li><li>○ I guess/predict/imagine that...</li><li>○ Based on that, I infer...</li><li>○ My interpretation is ... because...</li></ul> |



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**Text A: “Man of the Year: Challenge of the East”  
TIME magazine, Jan. 7, 1952 (excerpt)**

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*In 1951, Mohammed Mossadegh became the premier of Iran.*

The Iranian George Washington was probably born in 1879 (he fibs about his age). His mother was a princess of the Kajar dynasty then ruling Persia; his father was for 30 years Finance Minister of the country. Mohammed Mossadegh entered politics in 1906. An obstinate oppositionist, he was usually out of favor and several times exiled. In 1919, horrified by a colonial-style treaty between Britain and Persia, he hardened his policy into a simple Persia-for-the-Persians slogan. While the rest of the world went through Versailles, Manchuria, the Reichstag fire, Spain, Ethiopia, and a World War, Mossadegh kept hammering away at his single note. Nobody in the West heard him.

They heard him in 1951, however. On March 8, the day after Ali Razmara, Iran's able, pro-Western Premier, was assassinated, Mossadegh submitted to the Iranian Majlis his proposal to nationalize Iran's oil. In a few weeks a wave of anti-foreign feeling, assisted by organized terrorism, swept him into the premiership.

The Anglo-Iranian Oil Co., most of whose stock is owned by the British government, had been paying Iran much less than the British government took from the company in taxes. The U.S. State Department warned Britain that Iran might explode unless it got a better deal, but the U.S. did not press the issue firmly enough to make London listen. Mossadegh's nationalization bill scared the company into concessions that were made too late. The Premier, whose mind runs in a single deep track, was committed to nationalization – and much to the surprise of the British, he went through with it, right down to the expulsion of the British technicians without whom the Iranians cannot run the Abadan refinery.

Results: 1) the West lost the Iranian oil supply; 2) the Iranian government lost the oil payments; 3) this loss stopped all hope of economic progress in Iran and disrupted the political life of the country; 4) in the ensuing confusion, Iran's Tudeh (Communist) Party made great gains which it hoped to see reflected in the national elections, due to begin this week.

Mossadegh does not promise his country a way out of this nearly hopeless situation. He would rather see the ruin of Iran than give in to the British, who, in his opinion, corrupted and exploited his country. He is not in any sense pro-Russian, but he intends to stick to his policies even though he knows they might lead to control of Iran by the Kremlin.

**Notes:**

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**Text B: Mohammad Mossadegh, speech to the UN, Oct. 15, 1951 (excerpt)**

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“My countrymen lack the bare necessities of existence. Their standard of living is probably one of the lowest in the world. Our greatest national asset is oil. This should be the source of work and food for the populations of Iran. Its exploitation should properly be our national industry, and the revenue from it should go to improve our conditions of life. As now organized, however the petroleum industry has contributed practically nothing to the well-being of the people or to the technical progress or industrial development of my country.”

**Notes:**

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**Text C: Statement by British Prime Minister Clement Atlee,  
1951**

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“Persian oil is of vital importance to our economy, and we regard it as essential to do everything possible to prevent the Persians from getting away with a breach of their contracted obligations.”

**Notes:**

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**Text D: National Security Council Assessment of the Situation  
in Iran, Nov. 20, 1952**

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**Date: November 20, 1952**

**TOP SECRET**

**SECURITY INFORMATION**

**STATEMENT OF POLICY**

**Proposed by the**

**NATIONAL SECURITY COUNCIL**

**on**

**THE PRESENT SITUATION IN IRAN**

1. It is of critical importance to the United States that Iran remain an independent and sovereign nation, not dominated by the USSR. Because of its key strategic position, its petroleum resources, its vulnerability to intervention or armed attack by the USSR, and its vulnerability to political subversion, Iran must be regarded as a continuing objective of Soviet expansion. The loss of Iran by default or by Soviet intervention would:

- a. Be a major threat to the security of the entire Middle East, including Pakistan and India.
- b. Permit communist denial to the free world of access to Iranian oil and seriously threaten the loss of other Middle Eastern oil.
- c. Increase the Soviet Union's capability to threaten important United States-United Kingdom lines of communication.
- d. Damage United States prestige in nearby countries and with the exception of Turkey and possibly Pakistan, seriously weaken, if not destroy, their will to resist Communist pressures.
- e. Set off a series of military, political and economic developments, the consequences of which would seriously endanger the security interests of the United States.

2. Present trends in Iran are unfavorable to the maintenance of control by a non-communist regime for an extended period of time. In wresting the political initiative from the shah, the landlords, and other traditional holders of power, the National Front politicians now in power have at least temporarily eliminated every alternative to their own rule except the Communist Tudeh Party. However, the ability of the National Front to maintain control of the situation indefinitely is uncertain. The political upheaval which brought the nationalists to power has heightened popular desire for promised economic and social betterment and has increased social unrest. At the same time, nationalist failure to restore the oil industry to operation has led to near-exhaustion of the government's financial reserves and to deficit financing to meet current expenses, and is likely to produce a progressive deterioration of the economy at large.

3. ...It is clear that the United Kingdom no longer possesses the capability unilaterally to assure stability in the area. If present trends continue unchecked, Iran could be effectively lost to the free world in advance of an actual Communist takeover of the Iranian government. Failure to arrest present trends in Iran involves a serious risk to the national security of the United States.

4. For the reasons outlined above, the major United States policy objective with respect to Iran is to prevent the country from coming under communist control. The United States should, therefore, be prepared to pursue the policies which would be most effective in accomplishing this objective. In the light of the present situation the United States should adopt and pursue the following policies:

- a. Continue to assist in every practicable way to effect an early and equitable liquidation of the oil controversy.
- b. Be prepared to take the necessary measure to help Iran to start up her oil industry and to secure markets for her oil so that Iran may benefit from substantial oil revenues.
- c. Be prepared to provide prompt United States budgetary aid to Iran if, ending restoration of her oil industry and oil markets, such aid is necessary to halt a serious deterioration of the financial and political situation in Iran....
- d. Recognize the strength of Iranian nationalist feeling; try to direct it into constructive channels and be ready to exploit an opportunity to do so, bearing in mind the desirability of strengthening in Iran the ability to resist communist pressure.
- e. Continue present programs of military, economic and technical assistance to the extent they will help to restore stability and

increase internal security, and be prepared to increase such assistance to support Iranian resistance to communist pressure.

- f. Encourage the adoption by the Iranian government of necessary financial, judicial and administrative and other reforms.
- g. Continue special political measures designed to assist in achieving the above purposes.
- h. Plan now for the eventual inclusion of Iran in any regional defense arrangement which may be developed in the Middle East if such inclusion should later prove feasible...

**Notes:**

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## **Text E: CIA Plan to Overthrow Mossadegh (excerpt)**

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*This text is an excerpt from the CIA plan (known as TPAJAX) to overthrow Mohammed Mossadegh. (Note: SIS stands for Britain's Secret Intelligence Service.) The document was still classified when it was published in The New York Times in 2000.*

### **Initial Operational Plan for TPAJAX as Cabled from Nicosia to Headquarters on 1 June 1953 Summary of Preliminary Plan prepared by SIS and CIA Representatives in Cyprus**

#### **I. Preliminary Action**

##### **A. Interim Financing of Opposition**

1. CIA will supply \$35,000 to Zahedi.
2. SIS will supply \$25,000 to Zahedi.
3. SIS indigenous channels in Iran will be used to supply above funds to Zahedi.
4. CIA will attempt to subsidize key military leaders if this is necessary.

##### **B. Acquisition shah cooperation**

1. Stage 1: Convince the shah that UK and US have joint aim and remove pathological fear of British intrigues against him.
  - a. Ambassador Henderson call on the shah to assure him of US- common aid and British supporting him not Mossadegh.
  - b. Henderson to say to the shah that special US representative will soon be introduced to him for presentation joint US-UK plan.
2. Stage 2: Special US representative will visit the shah and present following:
  - a. Presentation to the shah
    - (1) Both governments consider oil question secondary
    - (2) Major issue is to maintain independence Iran and keep from the Soviet orbit. To do this Mossadegh must be removed.
    - (3) Present dynasty best bulwark national sovereignty.
    - (4) While Mossadegh in power no aid for Iran from United States
    - (5) Mossadegh must go.
    - (6) US-UK financial aid will be forthcoming to successor government.
    - (7) Acceptable oil settlement will be offered but successor government will not be rushed into it.



b. Demands on the shah

- (1) You must take leadership in overthrow Mossadegh.
- (2) If not, you bear responsibility for collapse of country.
- (3) If not, shah's dynasty will fall and US-UK backing of you will cease.
- (4) Who do you want to head successor government? (Try and maneuver shah into naming Zahedi.)
- (5) Warning not to discuss approach.
- (6) Plan of operation with Zahedi will be discussed with you.

**II. Arrangement with Zahedi**

- A. After agreement with shah per above, inform Zahedi he chosen to head successor government with US-UK support.
- B. Agree on specific plan for action and timetable for action. There are two ways to put Zahedi in office.
  1. Quasi-legally, whereby the shah names Zahedi Prime Minister by royal firman [decree].
  2. Military coup. Quasi-legal method to be tried first. If successful at least part of machinery for military coup will be brought into action. If it fails, military coup will follow in matter of hours.

**III. Relations with Majlis**

Important for quasi-legal effort. To prepare for such effort deputies must be purchased.

- A. Basic aim is to secure 41 votes against Mossadegh and assure quorum for quasi-legal move by being able to depend on 53 deputies in Majlis. (SIS consider 20 deputies now not controlled, must be purchased.)
- B. Approach to deputies to be done by SIS indigenous agent group. CIA will backstop where necessary by pressures on Majlis deputies and will provide part of the funds.

**IV. Relations with Religious Leaders**

Religious leaders should:

- A. Spread word of their disapproval of Mossadegh.
- B. As required, stage political demonstrations under religious cover.
- C. Reinforce backbone of the shah.
- D. Make strong assurances over radio and in mosques after coup that new government faithful Moslem principles. Possibly as quid pro quo prominent cleric Borujerdi would be offered ministry without portfolio or consider implementing neglected article constitution providing body five mullas (religious leaders) to pass on orthodoxy of legislation.
- E. [Redacted] should be encouraged to threaten direct action against pro-Mossadegh deputies.

## **V. Relations with Bazaar**

Bazaar contacts to be used to spread anti-government rumors and possibly close bazaar as anti-government expression.

## **VI. Tudeh**

Zahedi must expect violent reaction from Tudeh and be prepared to meet with superior violence.

- A. Arrest at least 100 Party and Front Group leaders.
- B. Seal off South Tehran to prevent influx Tudeh demonstrations.
- C. Via black leaflets direct Tudeh members not to take any action.

## **VII. Press and Propaganda Program**

- A. Prior coup intensify anti-Mossadegh propaganda.
- B. Zahedi should quickly appoint effective chief of government press and propaganda who will:
  1. Brief all foreign correspondents.
  2. Release advance prepared US and UK official statements.
  3. Make maximum use of Radio Tehran.

## **VIII. Relations with Tribes**

- A. Coup will provoke no action from Bahktiari, Lurs, Kurds, Baluchi, Zolfaghair, Mamassani, Boer Amadi, and Khamseh tribal groups.
- B. Major problem is neutralization of Qashqa'i tribal leaders.

## **IX. Mechanics of Quasi-Legal Overthrow**

- A. At this moment the view with most favor is the so-called [redacted] whereby mass demonstrators seek religious refuge in Majlis grounds. Elements available to religious leaders would be joined by those supplied by bazaar merchants, up to 4,000 supplied by SIS controlled group and additional elements supplied through CIA.
- B. Would be widely publicized that this refuge movement on basis two grounds popular dissatisfaction with Mossadegh government as follows:
  1. Ground one that Mossadegh government basically anti-religious as most clearly demonstrated ties between Mossadegh and Tudeh; and Mossadegh and USSR. Just prior to movement CIA would give widest publicity to all fabricated documents proving secret agreement between Mossadegh and Tudeh.
  2. Ground two that Mossadegh is leading the country into complete economic collapse through his unsympathetic dictatorship. Just prior to movement CIA would give widest publicity to the evidence of illegally issued paper money. CIA might have capability to print masses excellent imitation currency which would be over-printed by this message.
- C. Religious refuge to take place at the dawn of the coup day. Immediately followed by effort have Majlis pass a motion to censure the government. This is to be followed by the dismissal of Mossadegh and the appointment of Zahedi as successor, If successful, the coup would be completed by early afternoon. Failing success, the coup would be mounted later that evening.

**Notes:**

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## **Text F: CIA Report of Intercept of Radio Tehran Broadcast, Aug. 19, 1953**

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*The text below is a declassified excerpt from a 1998 CIA history of the 1953 coup.*

The broadcast in the afternoon of 19 August was confused and chaotic, but there was no doubt that pro-Shah forces had captured and were controlling Radio Tehran.

The first indication came when the announcer said, 'The people of Tehran have risen today and occupied all the government offices, and I am able to talk to you all through the help of the armed forces. The government of Mossadegh is a government of rebellion and has fallen.'

Seven minutes later, amid much confusion and shouting on the air, a Col. Ali Pahlavon said, 'Oh people of the cities, be wide awake. The government of Mossadegh has been defeated. My dear compatriots, listen! I am one of the soldiers and one of the devotees of this country. Oh officers, a number of traitors...wants to sell out the country to the foreigners.

'My dear compatriots, today the Iranian royalists have defeated the demagogue government.... The Iranian nation, officers, army, and the police have taken the situation in their hands.

'Premier Zahedi will assume his post. There is no place for anxiety. Keep tranquil.'

The broadcast stopped. After seven minutes it continued with a woman shouting, 'Oh people of Iran, let the Iranian nation prove that the foreigners cannot capture this country! Iranians love the King. Oh tribes of Iran, Mossadegh is ruling over your country without your knowledge, sending your country to the government of the hammer and sickle.'

A major from the Iranian army said that he was an infantry officer '...retired by Mossadegh, the traitor. We proved to the world that the Iranian army is the protector of this country and is under the command of the Shah.' Much confusion followed, after which Radio Tehran played the national anthem and then went off the air.

### **Notes:**

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## **Text G: *New York Times* article on the Return of the Shah to Iran**

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*The text below is a U.S. newspaper account of the 1953 coup.*

### **Shah Is Flying Home**

ROME, Aug. 19—The Shah of Iran, on confirmation of the news that Royalists in his country had overthrown Premier Mohammed Mossadegh, decided to fly back to Teheran tomorrow. His aides immediately called a British airline to charter a plane to take him back to his home, whence he fled on Sunday.

Queen Soraya probably will not accompany him but will remain in Rome, at least for some days.

News of the uprising reached the Shah while he was lunching in his hotel with Queen Soraya and two aides. He went pale and his hands shook so violently that he hardly was able to read when newspaper men showed him the first reports, "Can it be true?" he asked.

The Queen was far more calm. "How exciting," she exclaimed, placing her hand on the Shah's arm to steady him.

Earlier in the day the Shah had said he had left his country only because he wished to avoid bloodshed. "Of course, I hope to go back," he said, in answer to a question. "Everyone lives on hope."

Now that his enemies had been overthrown, his chief concern was to show the legality of the events that had taken place in Teheran.

"This is not an insurrection," he said. "Now we have a legal Government. General (Fazollah) Zahedi is Premier. I appointed him."

"I am very glad that all this has happened in my absence," he continued. "It shows how the people stand. Ninety-nine per cent of the population is for me. I knew it all the time. Everyone who is not a Communist is favorable to my stand."

### **Holds Court in Lounge**

All thought of food had been abandoned by this time. The Shah, his Queen and his two aides left the table and moved to the hotel lounge. There, surrounded by newspapermen and tourists, he sat in an armchair waiting for more news. He repeated more than once: "This is not an insurrection. This is my Government coming into power. It is the legal Government."

Alluding to the dispute with Britain over nationalization of properties owned by the Anglo-Iranian Oil Company, the Shah said: "Our differences with the British remain. But any nation willing to recognize our supreme interests and our sovereignty, and willing also to have decent relations with us based on mutual respect, would have no difficulty in getting on with our people.

"My main hope is that we will always be able to defend our independence and sovereignty. It is a cause of grief to me that I did not play an important part in my people's and my army's struggle for freedom and, on

the contrary, was away and safe. But if I left my country, it was solely because of my anxiety to avoid bloodshed. I hope the new Government will be able to serve my nation and to raise their standard of living to a level more nearly approximating that of advanced modern nations.”

About this time, the Shah began to become greatly worried by reports that the Teheran radio station had stopped broadcasting. He evidently feared that Dr. Mossadegh’s partisans had somehow succeeded in gaining the upper hand. He excused himself hastily and hurried to his fourth-floor apartment, saying, “I’d like to hear all this from B. B. C. (British Broadcast Corporation). Then I’ll feel more confident about it.”

**Notes:**

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

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*The text below is a U.S. newspaper's contemporary analysis of the 1953 coup.*

**What Next?**

Because of Iran's role in international politics, the change in regime last week is likely to have far-reaching repercussions. Immediately, of course, it is still a question how long the Zahedi regime can hold power. But with the army behind him and Dr. Mossadegh in custody, General Zahedi seems to be in a strong position.

Whether his Government will move toward an early oil settlement with Britain is uncertain. Thursday in a broadcast to Iran's foreign diplomatic missions, the new Premier said the Mossadegh regime had offended friendly foreign nations, and promised to "compensate for the past." Even before that, Anglo-Iranian stocks rose sharply on the London market. But General Zahedi and many of his supporters supported Dr. Mossadegh's oil nationalization. Thus the prospect is that negotiations, if any, will be difficult.

Nevertheless in the general cold war picture, the turn of events in Iran shapes up as a setback for Russia and an opportunity for the West. That state of affairs was mirrored last week in the varying reactions of the Communist and free worlds.

The Russians were plainly chagrined. For weeks the Soviet press has been giving major attention to "good-neighborliness" between Russia and Iran. Dr. Mossadegh has been painted as a model statesman. His downfall brought immediate charges of subversive activities by U.S. agents on behalf of the Shah. A front-page article in Pravda [a leading Soviet newspaper] said: "The weapon of subversive activity was directed against Iran which did not wish to become the submissive slave of the American monopolies."

Western officials withheld public comment—and action—pending a clarification of the sudden developments. But privately they were elated. The change, they pointed out, brought to power in Iran an openly anti-Communist Government free of obligations to Tudeh. They said the new regime, beginning with a clean diplomatic slate, could turn again to the West and reverse Dr. Mossadegh's drift into the Russian embrace. Their general feeling was that the change provided the West with a new chance to build friendship with Iran.

**Notes:**

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## **Text I: *New York Times* article on the Trial of Mohammed Mossadegh, Dec. 22, 1953**

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*The text below is a U.S. newspaper's contemporary account of the 1953 trial of Mohammed Mossadegh.*

December 22, 1953—In a verdict that required more than an hour to read, the court found Dr. Mossadegh guilty of having ordered the arrest of Brig. Gen. Nematollah Nasiri, commander of the Shah's Imperial Guard, when he sought to deliver the Shah's dismissal order last August. It also declared that the former Premier had illegally imprisoned several government officials following General Nasiri's arrest and had disarmed the Imperial Guard.

Dr. Mossadegh, who also was primarily responsible for nationalization of Iran's oil industry, was found guilty of having ordered telegrams sent to Iranian diplomatic missions abroad instructing them to have nothing to do with the Shah and Queen Soraya, who had fled the country when the dismissal order backfired.

The bill of indictment against the former Premier was sustained by the court. It convicted him of illegally dissolving a rump Majlis after organizing a rigged referendum to obtain popular support in his contest with that lower chamber of Parliament. Dr. Mossadegh also was found guilty of having issued orders to raze statues of the present Shah and the late Riza Shah, as well as having begun preparations to form a regency council to assume the Shah's functions.

### **Shah in Plea to Court**

When the judges returned to the courtroom at 9:25 o'clock this evening Maj. Gen. Nasrollah Moghbeli, the court president, read a letter addressed to the court by the Shah in which the monarch praised "the services rendered by Dr. Mossadegh during his first year as Premier in connection with nationalization of the oil industry which is desired by the whole nation and is confirmed and supported by the monarchy itself." The Shah said he bore the former Premier no personal animus for derogatory actions and remarks Dr. Mossadegh had directed against him.

It was widely believed the court had refused to accede to the prosecutor's demand that Dr. Mossadegh be sentenced to death or at least imprisoned for life as a result of the Shah's intervention. Since the former Premier is more than 60 years of age, it was not thought likely the death penalty would be carried out. However, most persons had expected the defendant would be exiled or imprisoned for life.



When Dr. Mossadegh heard the sentence, he lifted his head and said in a calm voice heavy with sarcasm, “The verdict of this court has increased my historical glories. I am extremely grateful you convicted me. Truly tonight the Iranian nation understood the meaning of constitutionalism.”

Throughout the reading of the judge’s decision the defendant had assumed his habitual slumped posture, leaning heavily on a small school desk used as a defendant’s bar. He wore a shapeless gray overcoat and his face had the quizzical expression that have become Mossadegh trademarks.

**Notes:**

Texts B and C are from the curriculum unit *Iran Through the Looking Glass: History, Reform, and Revolution*, developed by The Choices for the 21st Century Education Program, Watson Institute for International Studies, Brown University, © 2012, p. 19. Texts D through I are from the Teacher Resource Book for this unit, pp. 23-32.

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# An Inquiry into the 1953 Coup in Iran

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## 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**

Iteration 2, Winter 2015

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

*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>

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## Who should control government in a just society?

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### 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**

| <b>Never heard of it</b><br>(check the box) | <b>Heard of it, have some idea of what it means</b><br>(write any ideas or connections that come to mind) | <b>Can easily define it</b><br>(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**

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## Iran 1951 – Who controlled the government?

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### 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.”

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## Who controlled the government after the 1953 coup?

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### 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.

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## The 1953 Coup notetaker

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### 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.



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## The 1953 Coup Jigsaw

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### 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:

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## The 1953 Coup – Creating a historical argument

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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**



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**Strategies** we use to make sense of texts

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**Questions** we have

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What we now **know**

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What we now **know**, continued

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# An Inquiry into the 1953 Coup in Iran

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## 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

Iteration 2, Winter 2015

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

#### 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**

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

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## 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**

| <b>Never heard of it</b><br>(check the box) | <b>Heard of it, have some idea what it means</b><br>(write any ideas or connections that come to mind) | <b>Can easily define it</b><br>(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.



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## Iran 1951 – Who controlled the government?

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### 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.

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## Who controlled the government after the 1953 Coup?

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### 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.

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**The 1953 Coup** notetaker

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**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.

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## THE 1953 COUP – JIGSAW

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### 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.

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## The 1953 Coup – Creating a historical argument

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**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**

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**Strategies** we use to make sense of texts

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**Questions** we have

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What we now **know**

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What we now **know**, continued

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| <b>History Talking Stems</b>   |   |
|--|---|
| <p><b>Listening and responding to one another</b></p> <ul style="list-style-type: none"> <li>○ [My partner or group] pointed out that...</li> <li>○ We decided/agreed that...</li> <li>○ We had a different approach...</li> <li>○ Like ____ said, I also think...</li> <li>○ I agree with ____'s idea that...</li> <li>○ Maybe we could...</li> <li>○ What if we...</li> <li>○ Here's something we could try...</li> <li>○ What do you think? Do you agree?</li> <li>○ We haven't heard from ____ yet.</li> <li>○ If I could finish my thought...</li> <li>○ What I was trying to say was...</li> </ul> <p><b>Generating claims and using evidence to support them</b></p> <ul style="list-style-type: none"> <li>○ I think ... because ... so...</li> <li>○ ____ may be because of...</li> <li>○ This led to...</li> <li>○ Initially ... then...</li> <li>○ The question/problem is...</li> <li>○ A solution could be ... because...</li> <li>○ I think ... because of this evidence...</li> <li>○ The evidence tells us that...</li> <li>○ Where did you find information that supports ____?</li> <li>○ I wanted to ask about this part of your argument. Why...?</li> </ul> | <p><b>Expressing your opinion</b></p> <ul style="list-style-type: none"> <li>○ My idea is similar to ____'s idea that...</li> <li>○ I agree with ____ that...</li> <li>○ I hadn't thought of that...</li> <li>○ I see what you mean...</li> <li>○ I disagree with ____'s idea because...</li> <li>○ Our group sees it differently...</li> <li>○ I heard ____ say ... but I think...</li> </ul> <p><b>Clarifying, questioning, and extending ideas</b></p> <ul style="list-style-type: none"> <li>○ I wonder if...</li> <li>○ Something I wonder about is...</li> <li>○ Why does...?</li> <li>○ I don't understand why...</li> <li>○ ____ is different from...</li> <li>○ ____ is in contrast to...</li> <li>○ ____ is just like...</li> <li>○ What do you mean?</li> <li>○ Will you explain that again?</li> <li>○ So you are saying...</li> <li>○ What I hear you saying is...</li> <li>○ How did you know that? Where did you find that?</li> <li>○ What made you think that?</li> <li>○ I guess/predict/imagine that...</li> <li>○ Based on that, I infer...</li> <li>○ My interpretation is ... because...</li> </ul> |