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Lesson Title: A Iran-U.S. History of Turmoil

Grade Level: 9-10

# Essential Question: The US-Iran Standoff: *How has America gotten Iran wrong?*

## Lesson Foundations:

### Content Standards

Modern World History 19: *Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.*

### Learning Objectives

1. Students will be able to distinguish the major events that lead to the Iran-United States standoff using primary source images.
2. Students will be able to critique actions taken by American and Iranian leaders that severed relations with the Iranian government.

### Assessments

1. Gallery Walk Handout
2. Whole Class Synthesis
3. Take-A-Stand Discussion
4. Exit Ticket

### Materials & Resources

* PowerPoint
* Gallery Walk Handout
* Take-A-Stand Signs
* Homework Article copies (US-Iran relations: A brief history – BBC).
* Teacher will ask students
* Vocabulary Print-Out (PBS News Hour)
* Question/Response
* Sentence Starters (StudyLib.com)
* Images/Primary Sources:
* “Anti-America graffiti in Tehran”
* “Coup d’état”
* “Iran U.S. cooperation”
* “Protests in Iran”
* “Young protestors”
* “Nuclear Power advertisement”

## Instructional Procedures/Steps:

### Opening: 5 Minutes

#### Prior Knowledge Review

1. Teacher will have students pull out their homework reading from the previous night (US-Iran relations: A brief history – BBC).
2. Teacher will go over major events in the US-Iran History with the class and ask students to share their thoughts.
3. Teacher will ask students to summarize the events they read about in the handout:
	* What was the situation like for the United States and Iran in the 1950’s and 60’s?
	* What events caught your attention?
	* How was the United States to blame for many of the events in Iran? Were there any specific examples?
	* Think about the coup the United States orchestrated in 1953: How did this alter our relationship with Iran forever?
	* Were there any major breakthroughs between our two countries? If so, why are they not highlighted as widely in the reading?
4. Teacher will introduce the lesson’s compelling question: The US-Iran Standoff: *How has America gotten Iran wrong?*
5. Teacher will ask students to examine the “I Can” statements for the day’s lesson.
	* “I Can” distinguish the major events that lead to the Iran-United States standoff using primary source images,
	* “I Can” critique actions taken by American and Iranian leaders that severed relations with the Iranian government.
6. Teacher will ask students:
	* How can we build off of the reading to begin to understand the US-Iran standoff on a deeper level?

### Instruction: 30 Minutes

#### Gallery Walk and Handout

1. Teacher will introduce student to the Gallery Walk activity that asks students to read the directions on their handout (See Handout):
	* To start, chose an image that is hung around the room that interests them.
	* Examine the picture; looking at the setting, the people or objects, and any other important details.
	* Answer the questions related to the image.
	* After answering the questions, move on to an image with the fewest number of students.
2. Teacher will assist students as they interact with the images and begin to complete their handouts.
	* What was the first thing you noticed in the image?
	* Why do you believe that is significant?
	* What historical context does this image give us?
	* What does this image tell us about the feelings between the U.S. and Iran?
3. Teacher will debrief the Gallery Walk with students:
	* How did you understanding of the US-Iran situation change?
	* What do the images tell us about how America’s involvement was viewed in Iran?

#### Take-A-Stand and Discussion (A3, LO2)

1. Teacher will introduce the activity and explain that students will choose a “side” based on whether they believe:
* The conflict with Iran was avoidable.
* The conflict with Iran was unavoidable.
1. Teacher will ask students to move to the side they align with.
2. Teacher will ask students to briefly discuss with classmates who stood with them and then be ready to share their thoughts.
* What led you to believe your stance was correct?
* How do the images support your stance?
1. Teacher will ask Take-A-Stand groups to pause, and have the whole class reflect on what led them to believe the stance they chose was correct:

#### Whole Class Synthesis (A3, LO2)

1. As students complete the Take-A-Stand activity, the teacher will guide a student-led a discussion over their observations.
2. The teacher will ask student volunteers to share their responses to the images or what led them to align with the stance they took.
* What actions from the U.S. government or the Iranian regime led you to choose your side?
* What human effects have stood out to you most?
* Do you think the U.S. had planned for a conflict in Iran?
* What were the most compelling reasons for believing this conflict was avoidable/unavoidable?
1. The teacher will ask extension questions and clarifying questions:
* Why were these actions important to you as you understand the situation?
* Why is it important to analyze the event through images?
* Is there anyone who agrees? Disagrees?
1. Teacher will show the images from the Gallery Walk on the PowerPoint.
* What evidence do these images give us?

### Closure: 5 Minutes

#### Exit Ticket

1. The teacher will ask students to respond to the Exit Ticket question on their handout.
* Was the conflict between the U.S. and Iran avoidable or unavoidable? What images or evidence support your stance?
1. The teacher will collect the handouts from students as they finish.

### Accommodations/ Enrichment

* Sentence Starters (ELL Students, IEP Students, 504 Students, Struggling Writers)
* Question/Response Starters (ELL Students, IEP Students, 504 Students, Struggling Writers)
* [Vocabulary Print-Out](https://www.pbs.org/newshour/extra/app/uploads/2015/06/US-Iran-Vocab.pdf) (ELL Students, IEP Students, 504 Students) Retrieved from: https://www.pbs.org/newshour/extra/app/uploads/2015/06/US-Iran-Vocab.pdf