

RETHINKING THE REGION:

New Approaches to 9-12 U.S. Curriculum on the Middle East and North Africa

UNIT: POLITICAL AND SOCIAL MOVEMENTS

TOPIC Nationalization of AIOC in Iran, 1951-53	
LESSON OVERVIEW	At the beginning of class, students will respond to the central questions for the lesson: Do countries have the right to control their own resources? Should an outside country be able to keep most of the profits from the resources of another country? After discussing their opinions, the class will break into three groups (Iranian Advocates, British Advocates, and the Hague Tribunal) to prepare for a class debate on the nationalization of the oil industry in Iran. Each group will use research to construct their argument. The lesson will conclude with a class debate in which students present their arguments, ask clarifying questions, and come to a decision regarding the nationalization of Iranian oil.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • How was nationalization linked to Iranian sovereignty (independence)? • Who stood to gain from such acts, and who stood to lose?
LESSON OBJECTIVES	<p><u>Learners will be able to:</u></p> <ul style="list-style-type: none"> • Explore the ethical dimensions of foreign ownership of sovereign resources • Engage students in collaborative inquiry • Reinforce critical thinking through comparative analysis and public debate • Make use of artifacts and historical sources to synthesize an evidenced-based position • Articulate and analyze alternative viewpoints
STANDARDS	<p><u>Common Core Standards</u></p> <p><i>Common Core Grade 9-10:</i></p>

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Common Core Grade 11-12:

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

New York State Standards

Performance Indicators Students will:

Standard 2, Key Idea 1

- Understand the development and connectedness of Western civilization and

other civilizations and cultures in many areas of the world and over time

- Analyze historic events from around the world by examining accounts written from different perspectives
- Analyze changing and competing interpretations of issues, events, and developments throughout world history

Standard 2, Key Idea 2

- Explain the importance of analyzing narratives drawn from different times and places to understand historical events
- Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes

Standard 2, Key Idea 4

- Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation
- Interpret and analyze documents and artifacts related to significant developments in world history
- Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts (Taken from National Standards for World History)

Standard 3, Key Idea 1

- Understand the development and interactions of social/cultural, political, economic and religious systems in different regions of the world

Standard 4, Key Idea 1

- Analyze the effectiveness of the varying ways in which the societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources

	<ul style="list-style-type: none"> Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits
MATERIALS	<ul style="list-style-type: none"> <i>Time</i> Man of the Year Mohammad Mossadegh: http://mohsen.banan.i.byname.net/content/republished/doc.public/politics/iran/mossadeq/1951TimesManOfTheYear/main.pdf <i>New York Times</i> timeline: http://partners.nytimes.com/library/world/mideast/o41600iran-coup-timeline.html British political cartoons from the 1950s Historical overview: http://www.coldwar.org/articles/50s/iranian_overthrow.asp Text of D'Arcy Concession: http://20thcenturymiddleeast.wikispaces.com/file/view/d_Arcy+Oil+Concession.pdf Overview of how and why the British navy went from coal to oil: http://www.epmag.com/archives/digitalOilField/5911.htm Oil nationalization in Iran: http://www.iranchamber.com/history/oil_nationalization/oil_nationalization.php Poem by Allen Ginsburg: "Subliminal" Graphic Organizer Optional: History of BP ("First Oil, Early History, Throughout World War II, Post War"): http://www.bp.com/en/global/corporate/about-bp/our-history.html
PROCEDURE DAY 1	<ol style="list-style-type: none"> <u>Opening Activity: Taking a Position (10 minutes)</u> <ul style="list-style-type: none"> Have students spend ten minutes writing their thoughts in response to the following questions: <ol style="list-style-type: none"> Do countries have a right to control their own resources? Should an outside country be able to keep most of the profit from the resources of another country? <u>Share and Discuss Student Responses (10-15 minutes)</u> <ul style="list-style-type: none"> Take time to hear from the students and to elicit some discussion. Direct the students to get up and move to different corners of the room to physically

	<p>create a spectrum of responses. Once students position themselves, engage them in discussion. Who felt that countries should control their own resources? Who disagreed with that position? What reasons do they give to support their positions?</p> <p>3. <u>Introduce Coming Activity (5 minutes)</u></p> <ul style="list-style-type: none"> • Break students into the following three groups and introduce the coming activity. <ul style="list-style-type: none"> a. Iranian Advocates b. British Advocates (British government, Anglo-Iranian Oil Company officials) c. Hague Tribunal • These groups represent important parties in the oil nationalization dispute between Iran and the United Kingdom. Each group will assume the role they have been assigned to make a case for whether the Iranian government had a right to nationalize its oil industry in 1951. Each group should make use of the materials above (readings, cartoons, NYT timeline, etc.) to construct an argument.
<p>PROCEDURE</p> <p>DAY 2-3</p>	<p>1. <u>Review the Evidence, Construct an Argument</u></p> <ul style="list-style-type: none"> • The three groups of students will use the same materials in order to find evidence for and construct their argument. Together, they will review the material and compile information in the graphic organizer. This will allow students to decide how to create their arguments for or against nationalization (and anticipate their opponent's arguments as well). Students assigned to the Tribunal will do the same, but will have a separate role in the debate activity. Students may use the archival materials to understand the representations of Iranians, and to shed light on how they were perceived by the English and American media.
<p>PROCEDURE</p> <p>DAY 4</p>	<p>1. <u>Assessment-Presentation and Public Debate on Nationalization of Oil</u></p> <ul style="list-style-type: none"> • This will be a peer-driven assessment centered on the question introduced at the beginning of the week:

- a. Do countries have a right to control their own resources?
- b. Should an outside country be able to keep most of the profit from the resources of another country?

- The Iranian side will argue for nationalization, while the British side will argue against. Each side will have an equal amount of time in which to make their arguments. Students should use their graphic organizers to reference the material and provide specific examples to support their arguments. Students should also use their graphic organizers to take notes on the points made by each side and their use of evidence.

2. Activity structure and timeframe (40-60 minutes)

- If possible, ask for a student volunteer from another class to serve as a timekeeper. If this is not possible, students in the Tribunal group should take turns serving as the timekeepers for each segment. It should be different students to ensure that one student is not responsible for timekeeping the entire period, which will limit their ability to participate in the activity.

3. Iranian Group presents their case (7-10 minutes)

- Students define the issue, identify the importance of the issue, and explain the larger implications of the issue. They will use the material to provide evidence for their positions.

4. Clarifying Questions from British Group (3-5 minutes)

- This time can be used to ask about sources and ask clarifying questions, in order to gather more information from the opposing group that will help the British group strengthen their argument.

5. British Group Presents their case (7-10 minutes)

- Students define the issue, identify the importance of the issue, and explain the larger implications of the issue. They will use the material to provide evidence for their positions.

6. Clarifying Questions from Iranian Group (3-5 minutes)

- This time can be used to ask about sources and ask clarifying questions, in order to gather more information from the opposing group that will help the Iranian group strengthen their argument.

	<p>7. <u>Iranian Rebuttal (4-6 minutes)</u></p> <ul style="list-style-type: none"> • During the rebuttal, the group will critique the British group’s arguments and show the weaknesses therein. Did the British group refute the claims made by the Iranian side? <p>8. <u>British Rebuttal (4-6 minutes)</u></p> <ul style="list-style-type: none"> • During their rebuttal, the British group will critique the Iranian arguments and show the weaknesses therein. Did the Iranians compellingly consider all of the evidence? <p>9. <u>The Tribunal’s decision (10-15 minutes)</u></p> <ul style="list-style-type: none"> • In this group, the students will also assess the material using the graphic organizers, and will also take notes on how each side uses and presents the arguments. • The tribunal group will “recess” to deliberate the arguments, discuss a verdict, and present it with an explanation of their reasoning, as well as an appraisal of the strengths and weaknesses of both sides’ arguments.
<p>PROCEDURE</p> <p>DAY 5</p>	<p>1. <u>Recap and Reflect (30-45 minutes)</u></p> <ul style="list-style-type: none"> • Students can be organized by groups to engage in a class-wide discussion. <ul style="list-style-type: none"> a. What did you think about the process? b. What materials were most useful in making the case? c. What sources of information would have been helpful to have? d. How did the class process compare to actual history (see the summary of ICC judgment in additional resources)? e. After hearing both sides of the argument, how do you understand the acts of nationalization now? f. How have your views changed? • As a concluding point, remind the students that in 1953, the British and American governments organized a coup d’état against the Iranian government and overthrew Mossadegh, restoring the Shah to power. Ask the students what kind of impact that might have had on the relations

	<p>between the US and Iran.</p> <p><u>Additional opportunity for reflection</u></p> <ul style="list-style-type: none"> • Look at the BP company history webpage: (http://www.bp.com/en/global/corporate/about-bp/our-history/history-of-bp.html). Why do you suppose that they neglect to mention the coup as part of their company history? Do you agree with the characterization of the D’Arcy concession as a “gentleman’s agreement”? • Read Allen Ginsburg’s poem “Subliminal.” Ask students to consider what he is lamenting how might their particular character or group respond to the poem?
<p>ADDITIONAL RESOURCES</p>	<ul style="list-style-type: none"> • Read: Kinzer, S. <i>All the Shah’s Men</i>. Hoboken: John Wiley and Sons, 2003. • Read: <i>Time</i> magazine articles from the Mossadegh era: http://www.mohammadmossadegh.com/news/time-magazine/ • Browse: International Court of Justice summary of Anglo-Iranian Oil Co. (United Kingdom v. Iran) verdict: http://www.icj-cij.org/docket/index.php?sum=82&code=uki&p1=3&p2=3&case=16&k=ba&p3=5