

Operation Ajax

LESSON TITLE:	Operation Ajax
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GRADE LEVEL:	Grade 8
OVERVIEW OF LESSON:	Students will first utilize the graphic novel, <i>Operation Ajax: The CIA Coup the Remade the Middle East</i> to initially engage and discuss the 1953. After completing the graphic novel activity students will rotate in centers, analyzing and discussing a series of primary sources related to the 1953 coup as well as the evolution of the relationship between Iran and the United States.
SUBJECT AREA:	United States History II
COUNTRY/REGIONAL FOCUS:	Comparative Middle East-United States Relationships and between Middle Eastern nations
TIME REQUIRED:	Four 45-55 minute sessions
MATERIALS REQUIRED:	<ul style="list-style-type: none"> • Copies of <i>Operation Ajax: The CIA Coup the Remade the Middle East</i> (separated into chapters) • “Declassified Documents Reveal CIA Role in 1953 Iranian coup” NPR Radio Broadcast (Article and Transcript) • Eisenhower’s Last Reply to Mossadegh – June 29, 1953 • CIA, memo from Kermit Roosevelt to [Excised], July 14, 1953 • CIA, Propaganda Commentary, "Our National Character," undated • CIA, Summary, "Campaign to Install a Pro-Western Government in Iran," draft of internal history of the coup, undated • CIA, note to Mr. [John] Waller, July 22, 1953 • CIA, note forwarding proposed text of State Department release for after the coup, August 5, 1953 • Phases of the 1953 Coup Maps – Phase I, Phase II, Phase III, Phase IV

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	<ul style="list-style-type: none"> • Iranian Parliament Passes Bill To Sue Washington Over 1953 Coup • Iran seeks money from U.S. over 1953 coup that empowered American-backed shah • Can Iran sue the US for Coup & supporting Saddam in Iran-Iraq War? • Iran MPs want US to pay for damage inflicted since 1953 (PressTV clip) • CIA, Memo, "Proposed Commendation for Communications Personnel who have serviced the TPAJAX Operation," Frank G. Wisner to The Acting Director of Central Intelligence, August 20, 1953 • Iran's Plan to Sue U.S. Over 1953 Coup A Nonstarter, Experts Say • "The 1953 Coup in Iran by Ervand Abrahamian (pp.211-214) • An Iranian Odyssey by Maziar Bahari • Post-it notes • Highlighters • Pencils • Dictionaries • Cornell Note Pages (or any notes page for taking notes on the graphic novel) • Laptop/computer • Headphones and splitters • SMARTBoard • Document Camera
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BACKGROUND:

The relationship between Iran and the United States has recently headlined major news networks and has evolved over time. The region is misunderstood as well as the relationship. For students, the topic of U.S. foreign policy in the Middle East is daunting enough, but add recent events into the mix and it becomes difficult for them to separate the facts from opinions to events taken out of context. Therefore, it is crucial that any discussion on present-day issues in the Middle East be preceded by an investigation that establishes foundational knowledge of the region and the complex interactions that occurred prior to U.S. involvement.

This lesson will focus on Operation Ajax, the 1953 coup, which sets the foundation how the U.S. was initially viewed in Iran and the reasons why the relationship became strained. The lessons will be two-fold: first students will jigsaw the chapters of graphic novel, *Operation Ajax: The CIA Coup the Remade the Middle East*, using Scott McCloud's strategies on analyzing graphic novels. Then, students will rotate in centers in a primary source document investigation, in

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which they will interact with broadcasts, videos, CIA documents, and articles from both U.S. and Iranian perspectives.

CURRICULUM CONNECTION:

The United States has increasingly become involved in foreign affairs of the Middle East since the late 20th century up until the present-day. The lesson connects to the foreign policy elements of the broader U.S. History and Government course and will be taught in Unit 5: WWII and the Cold War. The lessons and activities connect to the fifth inquiry: Following WWII was the U.S. an effective mediator in the conflicts in the Middle East? Why or why not? The unit focuses on a variety of topics concerning U.S. policies and involvement in Middle Eastern nations and other foreign entities. With Iran the situation is delicate, but the history between the two nations is extensive with the CIA orchestrating a coup – in which the British were involved as well - to oust Mohammed Mossadegh, the Prime Minister who attempted to nationalize Iranian oil, U.S. backing of Iraq in the Iran-Iran War, the Iranian Revolution, 1979 Hostage Crisis, Iran-Contra, and subsequent policies that have followed.

ESSENTIAL QUESTIONS:

- To what extent have America's responses to foreign policy challenges been successful?
- How do competing views of power and morality lead to global conflict?
- Has the United States lived up to the promise and potential of its history and status?
- Following WWII, was the U.S. an effective mediator in the conflicts in the Middle East? Why or why not?

LEARNING GOALS:

- Analyze and interpret chapters from *Operation Ajax: The CIA Coup that Remade the Middle East* using strategies for graphic novel analysis.
- Present the content of the chapter in a small-group setting.
- Analyze primary source documents through the SOAPS method.
- Determine bias and counterarguments.

STANDARDS:

Grade 8 Common Core Social Studies Framework

8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.

- Students will examine the changing relationships between the United States and foreign countries such as Iran.

Grade 11 Regents Common Core Social Studies Framework

11.9c American strategic interests in the Middle East grew with the advent of the Cold War, the creation of the State of Israel, and the discovery of oil by American companies in the Middle East.

Reading in History Common Core Learning Standards

RH.6-8.1 Students can cite specific textual evidence to support analysis of primary and secondary sources.

RH.6.8.2 Students can determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.6 Students can identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7 Students can integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Students can distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Students can analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10 By the end of grade 8, students can read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing in History Common Core Learning Standards

PRE-ASSESSMENT: Students will already have completed a geography pretest on the Middle East and a map activity to follow. In order to get a sense of where the students stand in their perception of the U.S. and Iranian relationship, students will answer the following question on a separate piece of loose leaf paper prior to the lesson: ***What do you know about the country of Iran and the nation’s relationship with the United States?***

PROCEDURE:

Part I

<i>Mini Task</i>	<ul style="list-style-type: none"> • Distribute the graphic novel chapters and Cornell note pages. • Unpack the task to explain the agenda and purpose of lessons. • Read the Foreword of the novel and go over the characters as a whole group. Be sure students can recognize the individuals not only in graphic novel format, but in actual photographs as well.
<i>Guided Practice</i>	<ul style="list-style-type: none"> • Go over the strategies for reading graphic novels from Scott

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	<p>McCloud's <i>Understanding Comics</i>.</p> <ul style="list-style-type: none"> • Model how to use the strategies with Chapter 1. Students should understand how the work in their groups should look like, feel like, and sound like. • Fill out the Cornell notes page during modeling as an example to leave up as a reference.
Small-Group Practice	<ul style="list-style-type: none"> • Teams analyze their assigned chapter using the strategies modeled and fill out the graphic organizer. Each member will become an "expert" on the chapter and is responsible for sharing with their peers.
Small-Group Share-out	<ul style="list-style-type: none"> • Each member of each group breaks out and creates groups that include one person from each chapter. • Together, students will present chapter 2-10. • As each student presents, students note down how each chapter relates to their chapter and the other chapters presented. • Once complete, all students should have "read" the entire graphic novel.

Part II

Mini Task	<ul style="list-style-type: none"> • Seat students in Centers 1-6. • Unpack the task to explain the agenda and purpose of lessons.
Guided Practice	<ul style="list-style-type: none"> • Go over the strategies for reading graphic novels from Scott McCloud's <i>Understanding Comics</i> • Model how to use the strategies with Chapter 1. Students should understand how the work in their groups should look like, feel like, and sound like. • Fill out the graphic organizer during modeling as an example to leave up as a reference.
Small-Group Practice	<ul style="list-style-type: none"> • Teams analyze their assigned chapter using the strategies modeled and fill out the graphic organizer. Each member will become an "expert" on the chapter and is responsible for sharing with their peers.
Small-Group Share-out	<ul style="list-style-type: none"> • Each member of each group breaks out and creates groups that include one person from each chapter. • Together, students will present chapter 2-10. • As each student presents, students fill out the section for that chapter in their graphic organizer. • Once complete, all students should have "read" the entire graphic novel.

Part III

<p>Mini Task</p>	<ul style="list-style-type: none"> • Seat students in Centers 1-6. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Centers</u></p> <p style="text-align: center;">Table 1: NPR Radio Broadcast, audio with transcript, background article</p> <p style="text-align: center;">Table 2: Eisenhower Final Letter to Mossadegh, CIA Report from Roosevelt on Mossadegh’s response</p> <p style="text-align: center;">Table 3: CIA documents leading up to and after the 1953 coup</p> <p style="text-align: center;">Table 4: Maps of the phases of the coup</p> <p style="text-align: center;">Table 5: Articles discussing bill passed by Iranian parliament to sue U.S., PRESSTV broadcast</p> <p style="text-align: center;">Table 6: Selection from Abrahamian text, “Aftermath” (pp. 211-214)</p> </div> <ul style="list-style-type: none"> • Each table should have document sets and SOAPS organizers. • Unpack the task to explain the agenda and purpose of lessons.
<p>Guided Practice</p>	<ul style="list-style-type: none"> • Go over SOAPS method and how to fill out graphic organizer through modeling. • Fill out an example of each part of the graphic organizer during modeling as an example to leave up as a reference.
<p>Small-Group Practice</p>	<ul style="list-style-type: none"> • Teams analyze their documents in their centers (7-10 minutes). • Students rotate when they hear the music to the next center in a clockwise motion.
<p>Debate</p>	<ul style="list-style-type: none"> • Students organize their findings and determine their position based on the inquiry task unpacked at the beginning of the week: To what extent was the United States justified in their actions during the 1953 coup in Iran? • Students conduct and regulate the debate.
<p>Whole-Group Discussion</p>	<ul style="list-style-type: none"> • Class regroups to discuss surrounding the information discovered in the documents and refer back to the guiding/essential questions and compare to the graphic novel • As a class, go over the photographs, Afterword, and Appendix A. • Address any questions and assign portfolio task draft.

ASSESSMENT: Students will compose a portfolio piece utilizing the sources used during the activity.

Inquiry Task: After reading and analyzing primary and secondary documents centered on Operation Ajax and U.S.—Iranian foreign policy, write an essay in which you argue to what extent was the United States justified in their actions during the 1953 coup in Iran. Support your position with evidence from the texts.

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