# ­Sample Unit – Modern History – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

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| **Unit title** | National Studies  Option H: Iran 1945–1989 | **Duration** | 30 indicative hours   * Survey: 3 hours maximum * Focus of Study: 27 hours minimum. |
| **Unit description** | Students investigate key features of the history of Iran 1945–1989. The Historical concepts and skills content is integrated within this unit as appropriate. | | |
| **Outcomes**  A student:  **MH12-1** accounts for the nature of continuity and change in the modern world  **MH12-2** proposes arguments about the varying causes and effects of events and developments  **MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past  **MH12-4** analyses the different perspectives of individuals and groups in their historical context  **MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world  **MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument  **MH12-7** discusses and evaluates differing interpretations and representations of the past  **MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  **MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | | |
| **Historical concepts and skills**   * Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon * Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon * Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon * Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) Critical and creative thinking icon Intercultural understanding icon * Use evidence from a range of sources to inform investigation and research (ACHMH005)  Information and communication technology capability icon Literacy icon | | **Formal assessment**  Historical Analysis  ‘To what extent was the Shah responsible for his own downfall?’ | |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| Students investigate:  **Survey**   * Iran from the end of World War II to the 1953 Coup, including:   + - the impact of World War II on Iran, the influence of the Soviet Union and the background of the Cold War Intercultural understanding icon | * In groups, students conduct research to outline one of the following:   + - Anglo-Soviet invasion of Iran     - removal from power of Reza Shah Pahlavi     - installation of Mohammad Reza Pahlavi in 1941.   Groups are selected to share their research with the class.   * Students collectively brainstorm the value of Iran to both the West and the Soviet Union, particularly during the Cold War. * Students investigate the nature of Iran’s oil industry after World War II, the role played by the Anglo-Iranian Oil Company (AIOC) and the position of Iranian oil workers. | **Extension**  Students examine excerpts from *Shah of Shah* by journalist Ryszard Kapuscinski to describe the relationship of Reza Shah and Mohammad Reza. |
| * + - the election of Mosaddeq to the Majlis (Parliament of Iran) and the nationalisation of the Iranian oil industry Ethical understanding icon Intercultural understanding icon | * Students outline the nature of Iranian democracy and Mosaddeq’s election to the Majlis, and explain Mosaddeq’s decision to nationalise the oil industry. |  |
| * + - Churchill, Eisenhower and the overthrow of Mosaddeq Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon * identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) Critical and creative thinking icon Intercultural understanding icon | * Students brainstorm the definition of coup and identify coups they are aware of. Students outline the nature of covert operations run by the CIA during the early Cold War. * Students view *American Coup* (2010 film) and explain the West’s fear of Soviet influence in Iran and their desire to overthrow Mosaddeq, and describe the process by which this was achieved. * Students investigate the documents from the *New York Times* *‘CIA in Iran’* archive and use these sources to assess the respective roles of the Shah, Eisenhower, the Dulles brothers and the CIA in the overthrow of Mossadeq. –  [nytimes.com/library/world/mideast/041600iran-cia-index.html](http://www.nytimes.com/library/world/mideast/041600iran-cia-index.html) * Students investigate varying interpretations of the 1953 coup and assess the impact of the overthrow of Mossadeq on the position and popularity of the Shah. * Students contribute to a class mind map that considers the long-term impacts of the 1953 coup on democracy in Iran and the relationship between Iran and the United States. | **Extension**  Students access the CIA’s Freedom of Information Act Reading Room – <https://www.cia.gov/library/readingroom/home> to collect declassified documents relating to CIA operations. |
| **Focus of study**   * The rule of the Shah of Iran 1953–1979, including:   + - the government of Mohammad Reza Shah Pahlavi Ethical understanding icon Civics and citizenship icon | * Students analyse primary sources including:   + - Oriana Fallaci’s 1973 interview     - the *60 Minutes* 1976 interview, and     - the BBC 1978 interview   to describe the personality and perspectives of the Shah, as well as the nature of his rule – [newrepublic.com/article/92745/shah-iran-mohammad-reza-pahlevi-oriana-fallaci](https://newrepublic.com/article/92745/shah-iran-mohammad-reza-pahlevi-oriana-fallaci) |  |
| * + - crackdown on the Tudeh (Communist Party) and political repression Intercultural understanding icon Civics and citizenship icon * analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon | * Students outline the origins and aims of the Tudeh Party and the methods used to disempower it. * Students analyse primary sources to investigate the:   + - role of SAVAK     - methods used to achieve their objectives. * Students assess the impact of SAVAK on Iran and the Shah. * Students investigate differing interpretations to explain the Shah’s introduction of a two-party system in 1957 and the change to a one-party system in 1975. * Students assess the impact of the Rastakhiz Party on democracy in Iran and the Shah’s popularity. | **Extension**  Students assess the role of the CIA and Mossad in training SAVAK.  **Structured**  Students are provided with differing interpretations of the change from a two-party system to a one-party system. |
| * + - oil revenue and the Iranian economy Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Work and enterprise | * Students collect data to evaluate the significance of oil revenue to the Iranian economy, considering changing trends over time.   [databank.worldbank.org/](http://databank.worldbank.org/)  [iranprimer.usip.org/resource/oil-and-gas-industry](http://iranprimer.usip.org/resource/oil-and-gas-industry)  [econ.cam.ac.uk/people/cto/km418/100\_Iranian\_Oil.pdf](http://www.econ.cam.ac.uk/people/cto/km418/100_Iranian_Oil.pdf)   * Students outline the economic and modernisation goals of the Shah, making reference to the:   + - long-term impact of inflationary policies (1953 to 1977) and the use of foreign advisers on the stratification of society.     - impact of deflationary policies (from 1977) on the opposition movement to the Shah. * In pairs, students conduct research to assess the impact of political and economic reforms on the groups, including:   + - the Bazaari     - the Ulama     - students. |  |
| * + - the White Revolution and social reforms Ethical understanding icon Intercultural understanding icon | * Students are provided with an overview of the White Revolution and then access the internet to source and caption images which identify the main elements of the Revolution. As a class, students discuss the benefits and burdens of the program to both the Shah and the Iranian people. * Students view television advertisements from pre-revolutionary Iran and draw conclusions about the nature of social reform and modernisation under the Shah. Students consider the impact these reforms had on women, and how they would be viewed by religious conservatives. * Students take notes relating to the 1967 Coronation and the 1971 Persepolis celebrations as they view selected clips of the BBC documentary, *Storyville Decadence and Downfall The Shah of Iran’s Ultimate Party*. Students engage in a class discussion, drawing conclusions about what these events reveal about the nature of the Shah and his vision for Iran. Students complete an extended response in which they evaluate the impact of these events on the Shah’s popularity and position. | **Structured**  Students are provided with a range of images and possible captions which they match. |
| * The Revolution of 1979, including:   + - events leading to the overthrow of the Shah and the role of the Ayatollah Khomeini Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon | * Students analyse primary audiovisual sources relating to Ruhollah Khomeini to draw conclusions about his personality, his agenda and the nature of his supporters. These sources may include footage of Khomeini’s return to Iran in February 1979, the 1979 interview with Oriana Fallaci or the 1979 60 Minutes interview with Khomeini. * Students conduct research to complete a table, explaining the re-emergence of a range of opposition groups from 1977.  |  |  | | --- | --- | | Group | Reason for re-emergence | | Constitutionalist liberals |  | | Students/intellectuals |  | | Marxists |  | | Militant leftists |  | | Islamists |  |  * Students assess the role played by the presidency of Jimmy Carter in accounting for the re-emergence of opposition groups. * Students review the deflationary economic policies introduced in 1977 by Prime Minister Jamshid Amuzegar and link these to the growth of the Strike Movement. Students assess the role of Khomeini in coordinating this strike movement, as well as the impact on the Shah of the strikes. * Students view excerpts of the BBC documentary, *The Fall of a Shah (2009)* as stimulus to assess the role of the Shah in exacerbating tensions. Students engage in a class discussion relating to areas such as:   + - the Ettela’at article     - the Abadan fire and police crackdowns/use of force     - the introduction of martial law     - Black Friday. | **Extension**  Students write a brief biography of Khomeini using Oxford Islamic Studies Online and excerpts from Professor Hamid Algar’s brief biography. [www.oxfordislamicstudies.com/article/opr/t236/e0457](http://www.oxfordislamicstudies.com/article/opr/t236/e0457)  <http://www.nytimes.com/learning/teachers/archival/19791007fallaci-khomeini.pdf> |
| * + - causes and ideology of the revolution of 1979 (ACHMH218) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon * analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon | * Students access and analyse sources to examine the contrasting ideologies of Marxists and Islamists and their visions for Iran and the revolution. * Students create notes on the BBC documentary *Iran and the West Episode 1 – The Man Who Changed the World (2009)* as a stimulus to:   + - account for Khomeini’s popularity     - account for his use of technology and the mosque network to spread propaganda and coordinate and unite opposition against the Shah from Iraq and Paris. * Students use a range of sources to compare and contrast the Shah’s departure from Iran in January 1979 with the Ayatollah’s arrival in Iran in February 1979. | **Structured**  Students are provided with a list of questions which they answer as they watch the documentary. |
| * + - opposition to the Shah and the role of the military Ethical understanding icon Intercultural understanding icon | * Students explain how Khomeini and the opposition groups appealed to soldiers and assess the impact of desertions. Students account for the ‘paralysis’ of the leadership of the armed forces and assess the significance of the armed forces declaring neutrality on 11 February 1979. |  |
| * + - collapse of the monarchy and ascendency of Khomeini (ACHMH218) Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon | * Students outline the collapse of Bakhtiar’s government and its replacement with a Provisional Government led by Medhi Bazargan. |  |
| * Iran under Khomeini 1979–1989, including:   + - consolidation of power and the creation of the Islamic Republic https://lh4.googleusercontent.com/zsurCMvI8ssuxtRpiKi_6iZNELQeUfhiiHGJqpWfosSiEfVy2O-Y3_mR5Y_fZAUb_5003I9YSVhIuvhEbAYaIHtuazWa-plQfLP2zBBRuxu1sLefSLgoCrLb0tEbX1ySOMocZCQFFXxHqRGo9Q https://lh5.googleusercontent.com/qRDXY8rdwY-Nu7riHIKaeYkadf8aKtm44rSDzbqowzTomUgwfYt-s_6rKY0e8AiDgr0XyV4rMhyUqelkzd7KV7YqF85Yr_O4HjSOm2XHNhaJAjePRw5_l5Vn622QNCxPmSQrmf_WJsVGaY6j-Qhttps://lh4.googleusercontent.com/F0k4lVxPhwBmEoINxP1mDq02Fn2eXHK-QLe0evwjC5_jfJi0jqez5iv3PEgrrblfJMRVh01t_Bwg3vsYQD-n327a3TFb71_5kXfWVpe57_Y0KMoV3Dkw9qSBkU9fPTkneI-8mDsgPwPCssQbIQ | * Students examine the dual nature of power (the Provisional Government and the Revolutionary Council) and conflicting aims for the new constitution. * Students investigate the referendums that introduced the Islamic Republic and implemented the new theocratic constitution. Students examine Khomeini being declared Imam of the Muslim Umma and Supreme Leader for life, and assess the significance of *velayat-e faqih*   being adopted.   * Students view the BBC documentary, *Iran Betrayed* to investigate the consolidation of Khomeini’s power. | **Extension**  Students examine the main tenets of *velayat-e faqih* (Guardianship of the Islamic Jurists) and Khomeini’s writings on it. |
| * + - Western/US–Iranian relations, including the Hostage Crisis (ACHMH221) https://lh4.googleusercontent.com/zsurCMvI8ssuxtRpiKi_6iZNELQeUfhiiHGJqpWfosSiEfVy2O-Y3_mR5Y_fZAUb_5003I9YSVhIuvhEbAYaIHtuazWa-plQfLP2zBBRuxu1sLefSLgoCrLb0tEbX1ySOMocZCQFFXxHqRGo9Q https://lh5.googleusercontent.com/qRDXY8rdwY-Nu7riHIKaeYkadf8aKtm44rSDzbqowzTomUgwfYt-s_6rKY0e8AiDgr0XyV4rMhyUqelkzd7KV7YqF85Yr_O4HjSOm2XHNhaJAjePRw5_l5Vn622QNCxPmSQrmf_WJsVGaY6j-Q * identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon | * Students view the BBC documentary, *444 Days - Iran Hostage Crisis* to explain the hostage crisis and assess its impact on US/Iranian relations: * Students investigate relations between the United States and Iran in order to create a class mind map. Points may include:   + - the Iran-Contra affair     - US involvement in the Iran-Iraq war and the Persian Gulf     - Reagan’s Operation Staunch     - conflict in Lebanon     - the shooting down of Iran Air 655. * Students construct news reports on the hostage crisis from the perspective of the United States and the perspective of the Iranians. | **Extension**  Students analyse oral and visual primary sources to explain the hostage crisis. <http://www.gq.com/story/iran-hostage-crisis-tehran-embassy-oral-history>  <http://news.bbc.co.uk/2/shared/spl/hi/picture_gallery/04/middle_east_iran_hostage_crisis/html/1.stm> |
| * + - the causes of tensions with Iraq (ACHMH218) https://lh4.googleusercontent.com/zsurCMvI8ssuxtRpiKi_6iZNELQeUfhiiHGJqpWfosSiEfVy2O-Y3_mR5Y_fZAUb_5003I9YSVhIuvhEbAYaIHtuazWa-plQfLP2zBBRuxu1sLefSLgoCrLb0tEbX1ySOMocZCQFFXxHqRGo9Qhttps://lh5.googleusercontent.com/qRDXY8rdwY-Nu7riHIKaeYkadf8aKtm44rSDzbqowzTomUgwfYt-s_6rKY0e8AiDgr0XyV4rMhyUqelkzd7KV7YqF85Yr_O4HjSOm2XHNhaJAjePRw5_l5Vn622QNCxPmSQrmf_WJsVGaY6j-Qhttps://lh5.googleusercontent.com/TSNbrd6C7n_Mpp1MSNKIJwY2dLqPdCzT5MEMzWz-33b74UeKkEQ9ryjqHELkf9idf63-ll_VSeFTjuB0bteQS3oeTsQe8AJRrHL7ee6bVgE4TgZ-Wu35XXTmsnDkzqEpL6YKEWXybFGIr8y0Qghttps://lh4.googleusercontent.com/F0k4lVxPhwBmEoINxP1mDq02Fn2eXHK-QLe0evwjC5_jfJi0jqez5iv3PEgrrblfJMRVh01t_Bwg3vsYQD-n327a3TFb71_5kXfWVpe57_Y0KMoV3Dkw9qSBkU9fPTkneI-8mDsgPwPCssQbIQ | * Students assess the significance of Saddam Hussein coming to power in Iraq in July 1979, creating a mind map which identifies reasons for tensions with Iraq. | **Extension**  Students research Khomeini’s and Iran’s relationship with Hezbollah*.* |
| * + - reforms and their impact on Iranian society and culture https://lh4.googleusercontent.com/zsurCMvI8ssuxtRpiKi_6iZNELQeUfhiiHGJqpWfosSiEfVy2O-Y3_mR5Y_fZAUb_5003I9YSVhIuvhEbAYaIHtuazWa-plQfLP2zBBRuxu1sLefSLgoCrLb0tEbX1ySOMocZCQFFXxHqRGo9Qhttps://lh5.googleusercontent.com/qRDXY8rdwY-Nu7riHIKaeYkadf8aKtm44rSDzbqowzTomUgwfYt-s_6rKY0e8AiDgr0XyV4rMhyUqelkzd7KV7YqF85Yr_O4HjSOm2XHNhaJAjePRw5_l5Vn622QNCxPmSQrmf_WJsVGaY6j-Qhttps://lh4.googleusercontent.com/F0k4lVxPhwBmEoINxP1mDq02Fn2eXHK-QLe0evwjC5_jfJi0jqez5iv3PEgrrblfJMRVh01t_Bwg3vsYQD-n327a3TFb71_5kXfWVpe57_Y0KMoV3Dkw9qSBkU9fPTkneI-8mDsgPwPCssQbIQhttps://lh5.googleusercontent.com/TSNbrd6C7n_Mpp1MSNKIJwY2dLqPdCzT5MEMzWz-33b74UeKkEQ9ryjqHELkf9idf63-ll_VSeFTjuB0bteQS3oeTsQe8AJRrHL7ee6bVgE4TgZ-Wu35XXTmsnDkzqEpL6YKEWXybFGIr8y0Qg * use evidence from a range of sources to inform investigation and research (ACHMH005)  Information and communication technology capability icon Literacy icon | * Students view the film *Persepolis* and/or read excerpts from the graphic novels to draw conclusions about the nature of Khomeini’s reforms and their impact on Iranian society. * Students analyse primary sources to assess the impact of the re-introduction of Sharia law and censorship on Iranian people and culture. | **Extension**  Students discuss the value of using different forms of historical communication, such as film, to study Iranian society. |

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| **Resources**  *American Coup* 2010, dir. Joe Ayella (Film)  Risen, J 2000, *Secrets of History: The CIA in Iran,* The New York Times. Date accessed: 10/02/2017, from <http://www.nytimes.com/library/world/mideast/041600iran-cia-index.html>  Fallaci, O 1973, *The Shah of Iran: An Interview with Mohammad Reza Pahlevi*, in New Republic. Date accessed: 10/02/2017, from <https://newrepublic.com/article/92745/shah-iran-mohammad-reza-pahlevi-oriana-fallaci>  BBC, 2009, *Iran and the West: The Man Who Changed the World* – Documentary­  BBC, 2016, *Storyville, Decadence and Downfall: The Shah of Iran’s Ultimate Party* – Documentary  **The 1953 Coup**  Abrahamian, E 1953, *The Coup:1953, the CIA, and the roots of modern US.-Iranian Relations, 2013,* The New Press, NY.  Kinzer, S 2008, *All the Shah’s Men,* John Wiley and Sons, Hoboken, NJ.  **The Shah and the Revolution**  Abrahamian, E 2008, *A History of Modern Iran,* Cambridge University Press, Cambridge.  Amuzegar, J 1991, *The Dynamics of the Iranian Revolution: The Pahlavis' Triumph and Tragedy,* State University of New York Press, Albany.  Arjomand, SA 1988, *The Turban for the Crown: the Islamic Revolution in Iran,* Oxford University Press, New York.  Axeworthy, M 2013, *Revolutionary Iran,* Penguin, London.  Buchan, J 2012, *Days of God,* John Murray, London.  Cooper, AS 2016, *The Fall of Heaven,* Henry Holt and Company, New York.  Cooper, AS 2013, *The Oil Kings,* Simon and Schuster,New York.  Kapuscinski, R 1985, *Shah of Shahs,* Penguin, London.  Keddie, N & Richard, Y 2006, *Modern Iran, Roots and Results of Revolution,* Yale University Press, New Haven.  Kurzman, C 2004, *The Unthinkable Revolution in Iran,* Harvard University Press, Cambridge, Massachusetts.  Ghamari-Tabrizi, B 2009, Memory, mourning, memorializing: on the victims of Iran–Iraq, 1980–present. (The Iranian Revolution Turns Thirty) *Radical History Review*, no. 105, pp. 106–121  Ritter, D & Trechsel, AH 2014, *Revolutionary Cells: On the Role of Texts, Tweets, and Status Updates in Unarmed Revolutions,* pp 118–28 in Grofman, B, Trechsel, AH, Franklin, M (eds) *The Internet and Democracy in Global Perspective,* Springer, New York.  Tahmaaseb Hunter, S 2014, *Iran Divided: The Historical Roots of Iranian Debate on Identity, Culture, and Governance,* Rowman and Littlefield Publishers, United States.  **Khomeini**  Algar, H 2009, *Imam Khomeini; Life Thought and Legacy,* Islamic Book Trust, Kuala Lumpur.  Coughlin, C 2009, *Khomeini’s Ghost,* Macmillan, London.  Fallaci, O 1979, *An Interview with Khomeini,* The New York Times. Date accessed, 10/02/2017, from <http://www.nytimes.com/learning/teachers/archival/19791007fallaci-khomeini.pdf>  Mabon, S 2013, *Saudi Arabia and Iran*, I.B.Tauris and Co, London.  *Persepolis,* 2007, DVD, Sony Pictures Classic Release.  Satrapi, M 2003, *Persepolis,* Pantheon, New York.  Taheri, A 2009, *The Persian Night,* Encounter Books, New York.  Takeyh, R 2009, *Guardians of the Revolution,* Oxford University Press, New York.  Wright, R 2000, *The Last Great Revolution,* Vintage Books, New York.  Wright, R 1989, *In the Name of God,* Touchstone, New York.  **The Hostage Crisis**  BBC, 2001, *444 Days Iran Hostage Crisis* – Documentary  BBC News, *In pictures: Iran hostage crisis.* Date accessed, 17/02/2017, from <http://news.bbc.co.uk/2/shared/spl/hi/picture_gallery/04/middle_east_iran_hostage_crisis/html/1.stm>  Bowden, M 2006, *Guests of the Ayatollah,* Grove Press, New York.  Farber, D 2005, *Taken Hostage, The Iran Hostage Crisis and America’s First Encounter with Radical Islam,* Princeton University Press, Princeton.  *Our Man in Tehran*, 2013, – Film  Penn, N 2009, *444 Days in the Dark: An Oral History of the Iran Hostage Crisis,* GQ. Date accessed, 10/02/2017, from <http://www.gq.com/story/iran-hostage-crisis-tehran-embassy-oral-history>)  **Iran and Iraq**  Karsh, E 2002, *The Iran-Iraq War 1980-1988,* Rosen Publishing Group,New York.  Razoux, P 2015, *The Iran-Iraq War,* trans. N Elliot, The President and Fellows of Harvard College,United States. |

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| **Reflection** | **Evaluation** |