



The Re-education of Iranian and U.S. Relations

Overview

Iran is a country that students hear about often, but unfortunately it is not in a holistic manner. Students can name it as one of the “Axis of Evil” states, as a state that the U.S. has sanctioned for nuclear arms, or as a theocracy, but they do not know the history of Iran and the relationship it has had with the United States. From this lesson, students will be able to identify Iranian immigration into the U.S and discuss the political history between the U.S. and Iran along with implications for the future political relationships. During this lesson, students will analyze Iranian migration into the U.S., view Iranian communities in the U.S., and connect these migration patterns to the political history of Iran.

Essential/Compelling Question(s)

- Why did Iran become an international enemy when it was once a friend?
- Why did Iranians want to migrate the U.S. during each wave of their migration (particularly when they faced discrimination)?
- Why has an Iranian identity often been a burden for those living in the U.S.?

Grade(s)

11 & 12

Subject(s)

Comparative Government and Politics & Human Geography

Essential Standards

AP Human Geography

- Explain how push and pull factors contribute to migration.
- Analyze major historical migrations.
- Analyze the cultural, economic, environmental, and political consequences of migration.

AP Comparative Government and Politics

- Explain political and economic change in Iran.
- Analyze policy issues in regards to civil liberties, rights, and freedoms.
- Explain connection between political changes in Iran to population and emigration.

Materials

- Chart: Iranian Immigration into the U.S.
- [Tehraneles: How Iranians Made Part of LA Their Own](#) by Shoku Amirani
- [Being and Iranian American](#) by Yara Elmjouie
- PowerPoint Photos to make Timeline (the PowerPoint is in chronological order)
- Timeline worksheet for students

Duration

2 class periods or a 90-minute lesson.

Procedure

Bell Ringer

1. Teacher will project a graphic of Iranian migration into the U.S from Iran (see attached Iranian Immigration Chart). Students will be instructed to jot the responses to the questions below in their notebooks. These questions may be written on the board or also projected on a screen. Teacher will not need to address these questions at this point because they are previews for the lesson ahead.
 - a. *Identify three peaks of migration from Iran into the U.S.*
 - b. *Predict one reason why these migrations occurred during each peak.*

Iranian Migration Study

2. Teacher will instruct students to write in their notebook the following 3-2-1 activity: Students will first read the article "[Tehrangoles: How Iranians Made Part of LA Their Own](#)". After reading, they should write down the following:
 - 3 facts about Iran from the article
 - 2 push factors that made Iranians leave Iran
 - 1 way Iranians have influenced their U.S. community
3. To reinforce what students have read, the teacher will play the short video, "[Being and Iranian American: Part 1](#)" by Yara Elmjouie (about 10 minutes). Students will complete another 3-2-1 activity: Students should write:
 - 3 difficulties faced by Iranians in Los Angeles
 - 2 ways Iranians have changed the cultural landscape of Los Angeles
 - 1 prediction of an issue 2nd generation Iranians face in the U.S.
4. Teacher will pair up students to share what they have notated from their 3-2-1 in a think-pair-share. Once teacher has had the students pair off, say to the class "Please share for 5 minutes what you have discussed."

Iranian Political History

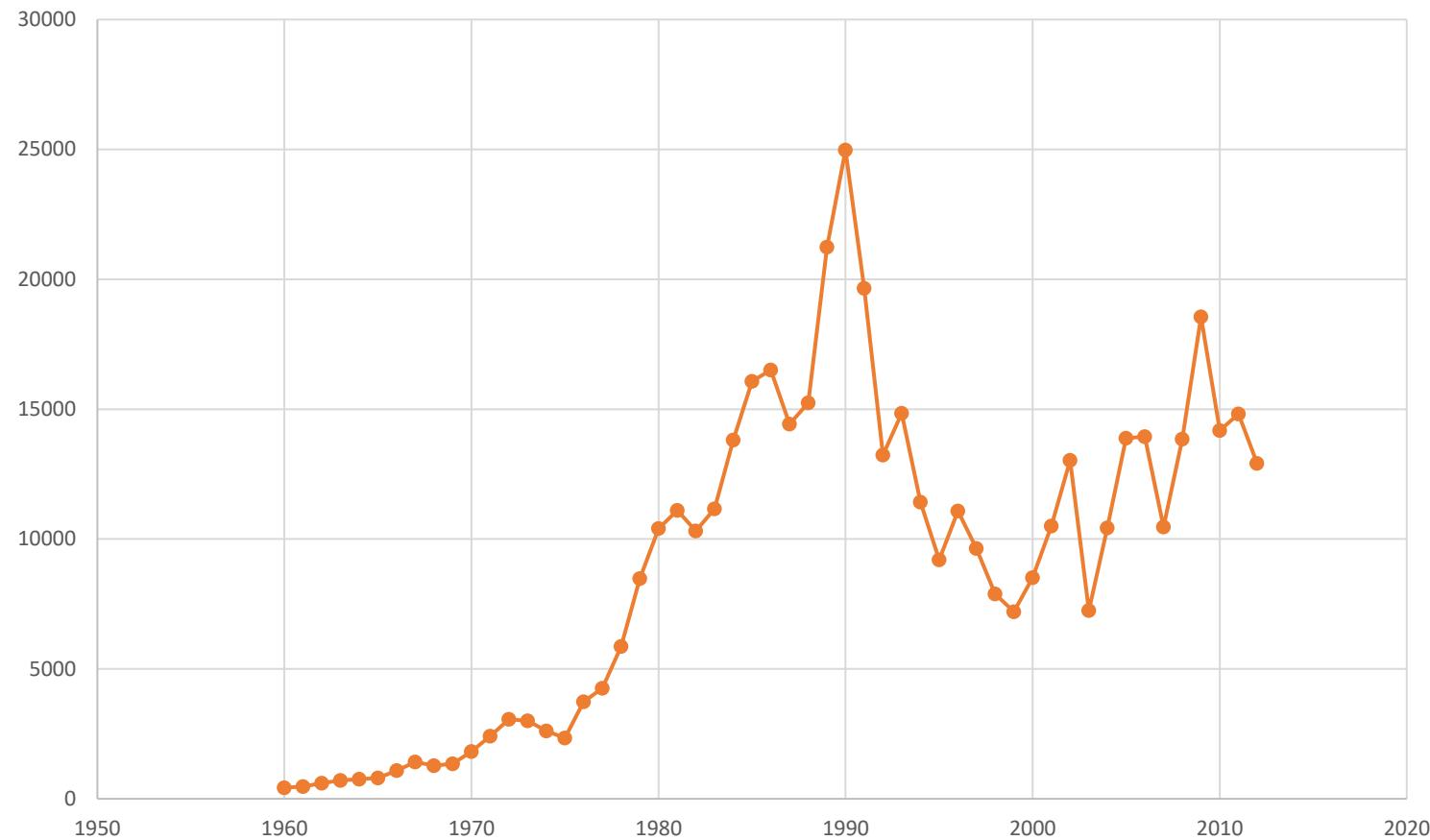
Teacher Preparation for this Activity: Teacher will need to print up index size cards of the PowerPoint slides. Each slide with an image has a corresponding slide with questions. Teachers may print the questions on the back of the image (I put these on a heavy cardstock paper and laminated each card so that I could use this activity for a number of years.). Teacher will also need to print a Timeline Template for the students to complete (attached)

5. Teacher will have the paired groups partner with another pair to make a group of four students. Each student will be given an envelope with 14 timeline cards (I would need a set of 8). Students are to divide the cards however they choose, and research the questions on the back. (Students may use the QR codes and the website for information).

Differentiation: The PowerPoint has notes embedded in it and can be used to match the information instead of having the students do research. This modification can be used to speed up the lesson.

6. Once they have researched the questions for each card, they will put their information collected in chronological order and be able to tell a political story. Each student will be responsible for completing a timeline template, which will include the name of an event or political figure, the dates they were in power, and one fact learned.
7. In closing, students in a whole class discussion will share what they predict as one economic, social and political future of Iran.

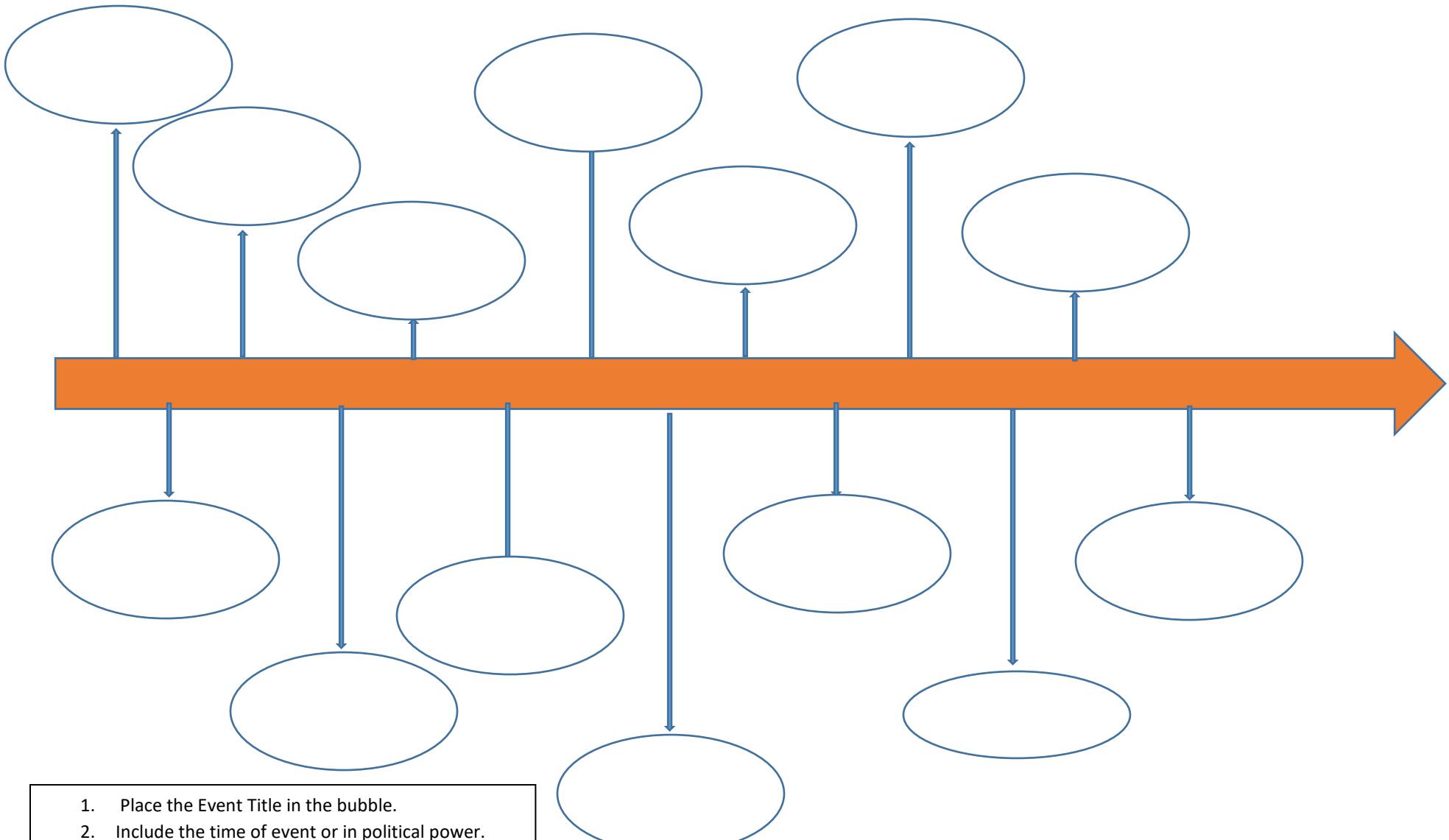
Iranian Immigration to U.S. since 1960



Name: _____

Date: _____

Timeline of Iranian Political History



1. Place the Event Title in the bubble.
2. Include the time of event or in political power.
3. Include one fact from the timeline facts you collected



حکم این شاهزاده را می‌دهد

Name the Dynasty: _____



- When was this dynasty in power?
- Identify two leaders during this period and one policy they implemented.
 - a. _____
 - b. _____
- Describe three policies created by the Constitution.
 - a. _____
 - b. _____
 - c. _____

[Click here for website](#)

Qajar Dynasty

1. 1794-1925
2. a. Fath Ali Shah
b. Naser o-Din Shah
c. Mirza Taghi Khan Amir Kabir
d. Mozaffar o-Din
3. a. Strict limitations on royal power
b. An elected parliament
c. Freedom of press, speech and association within limits
d. Security for life and property



Who: _____

- When was he in power?
- Identify 3 political policies that occurred under his leadership.

a. _____
b. _____
c. _____

[Click here for website](#)

[Click here for website](#)



Reza Shah Pahlavi

1. 1925-1946
2. a. Broke power of tribes in Iran and settled disputes
b. Ended one-sided agreements with foreign powers
c. Built the Trans-Iranian Railway
d. Freed women and disallowed the hijab
e. Took control of the country's finances and communications
f. Built roads, schools and hospitals
g. Opened the 1st university



Who: _____

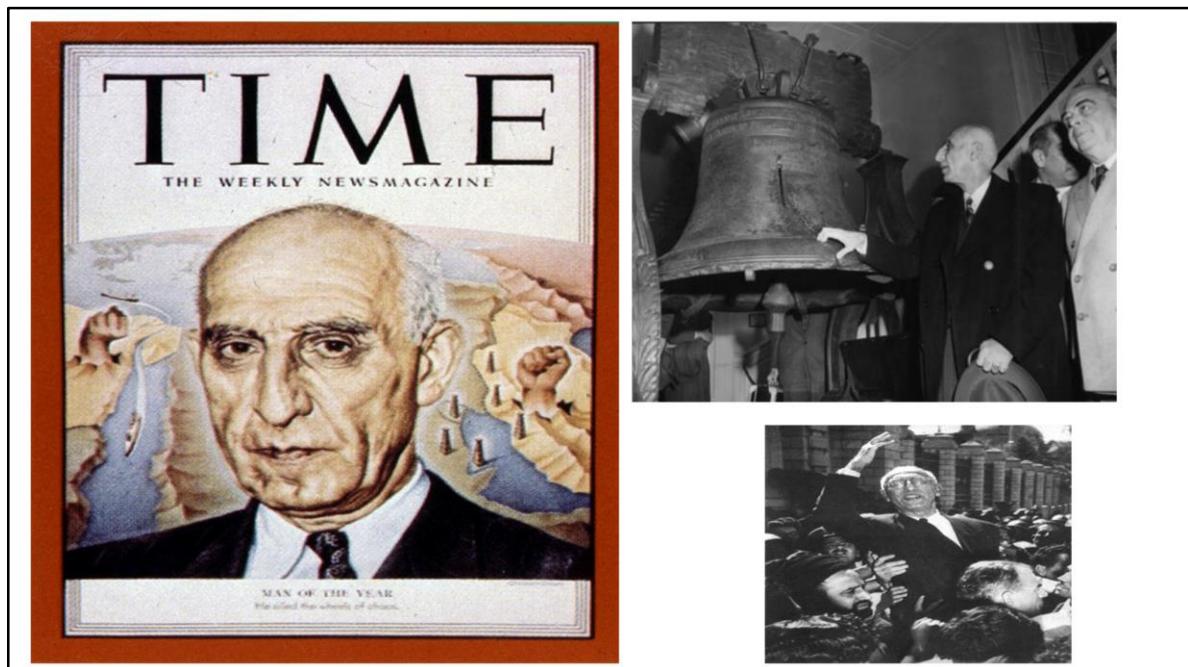


- When was he in power?
- Identify 3 policies supported by his White Revolution.
 - a. _____
 - b. _____
 - c. _____
- Describe 3 challenges for this leader. What created the challenges?
 - a. _____
 - b. _____
 - c. _____

[Click here for the website](#)

Mohammad Reza Shah Pahlavi

1. 1941-1979
2. a. Land reform
 - b. Voting rights for women
 - c. elimination of illiteracy
3. a. Religious leaders who thought they would lose power
 - b. Students and intellectuals advocating for democracy
 - c. Shah suppressed and marginalized opponents with the SAVAK



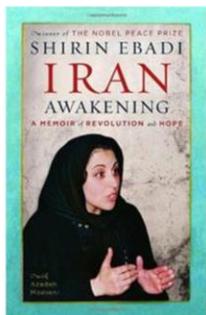
Who: _____

- When was he in power?
- What was the major policy of this leader?
- How was the U.S. government involved in this leaders collapse?
Why?
- What does it mean to nationalize a resource?
- Why does the author suggest the coup of this leader led to “six decades of brutal dictatorship followed by religious oppression and regional instability?”



Mohammad Mosaddeq

1. 1951-1953
2. To nationalize oil reserves
3. In 1953 the CIA sent Kermit Roosevelt in to overthrow the prime minister
4. The state owns the oil reserves do not belong to outside companies or countries
5. Because once Mohammad Mosaddeq was ousted the Shah gained power and the Iranians resented his power and brought in a religious dictator





Who: _____



- When did she become the 1st woman to become a judge in Iran?
- When did she win the Nobel Prize?
- Why did she loss her position as a judge in Iran?
- Identify 3 things that she has done since being a judge that have supported the rights of people nationally and internationally.

[Click here for website](#)

[Click here for website](#)

Shirin Ebadi

1. 1969
2. 2003
3. After the revolution of 1979 the thought was the women should not be judges and she became a clerk.
4. a. authored several books
b. Accepted cases as a lawyer
c. Taught at the university
d. Advocated for humans around the world
e. Won the Nobel Peace Prize



Event: _____



- Who led the Iran event mentioned above?
- Who was ousted by the event?
- Identify 2 economic and 2 social causes of the Revolution.

- Identify one economic and social consequence of the Revolution

[Click for the link.](#)

Iranian Hostage Crisis and Revolution 1979

1. Iranian students
2. The Shah (Mohammad Reza Pahlavi)
3. Economic causes
 - a. the economy was in collapse but the aristocracy lived well off U.S. money
 - b. U.S. overthrew democratic leadership to gain 80% access to Iranian oil
 - b. Secularization of the society through the Shah
 - c. Exile of the Ayatollah Khomeini
4. Economic Consequence
 - a. U.S. hostage crisis led to poor relations with the West
 - b. State became a theocracy under the Ayatollah



What is the Event? _____

- When does it happen?
- Why did it happen?
- Who were the leaders of the movement?
- What was the resolution?
- Identify 3 consequences of the movement.

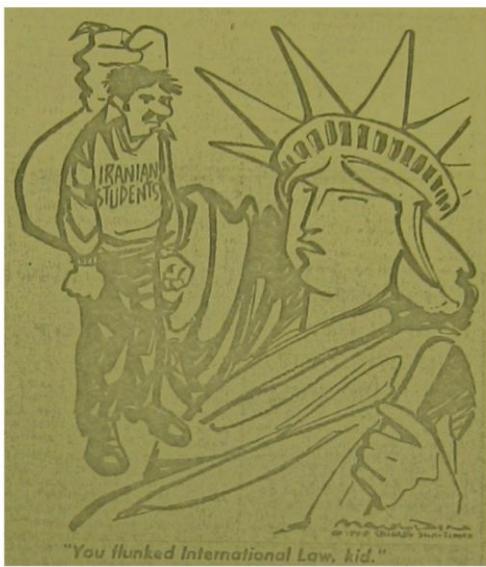


[Click here for website](#)

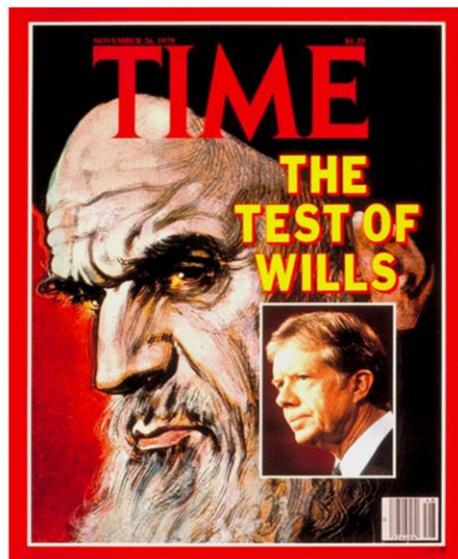
[Click here for website](#)

Iranian Revolution and Hostage Crisis

1. 1979
2. Shah was dictator that Iranians felt had sold the country out the West while lining his own coffers
3. Students and religious leaders
4. The Ayatollah Khomeini came to power and created a theocratic democracy
5. a. Iran became a theocracy
b. The Iran Hostage crisis occurred and strained relationship with the U.S.
c. Switch one oppressive leader for a religious oppressive leader



"You flunked International Law, kid."



What was U.S. sentiment towards Iranians after the 1979 Revolution and Hostage crisis?

- Post 1979
- What do the images suggest about Iranian people? (watch clip from Yara Elmjouie 7:18 min-9:43min)
- Have these images changed or remained the same over the last 39 years?
- Describe Iranian images of the U.S. from the video?



[Click here for website](#)



[Click here for website](#)

1. There was some negative experiences. Burning of the Iranian flag and media images that Iranians were the government.
2. That the Ayatollah was the symbol if Iran
3. Changed in ideas about Persia and exoticism of the people.
4. In remembrance of the revolution signs that say “down with the U.S.A,” Obama with exaggerated ears, coffin wrapped in U.S. flag and burning of the U.S. flag.
- 2.
- 3.
- 4.



Who: _____

- When did this leader come to power?
- Describe his political background.
- Identify two Iranian politicians he has had the greatest conflict. What created the conflict?



- _____
- _____
- Identify 3 political positions this leader has taken in the past 15 years.

- _____
- _____



- What is the Green Revolution?
- When did the Green Revolution happen?
- Why did the Green Revolution occur?
[Click here for website](#)
[Click here for website](#)

Ayatollah Ali Khamenei

1. 1989 – present
2. Protests against Shah beginning in 1962, works to form the Islamic Republic Party, President of Iran from 1981-1989
3. President Mahmoud Ahmadinejad and President Mohammad Khatami
4. a. Supports jurist guardianship
b. Supported Ahmadinejad though later had issue with him during presidency
c. Eventually agreed to reduce nuclear research if the West lifted sanctions
5. 2009 reaction of reformers to presidential election results.
6. 2009
7. Felt the election was not fair



Who: _____

- When was he president of Iran?
- Describe 3 political policies garnered by leader.

- Differentiate between a reformer and conservative in Iran.

[Click here for the website](#)



Mohammad Khatami

1. 1997-2005
2. Reformer president who
 - a. Increased youth and female voices in politics
 - b. Media was liberalized
 - c. Opened relations with the West post revolution
3. Reformer advocates for moderate liberalization and open to the West and greater civil liberties and society, while a conservative is heavily influenced by the religious leaders and tradition. Less open to the West and Western ideologies.



Who: _____

- When did he serve as president of Iran?
 - Describe 3 political policies garnered by leader.
-
-
-

- How did his childhood and young adulthood influence his political trajectory?

- [Click here for link](#)
- [Click here for link](#)



Mahmoud Ahmadinejad

1. 2005-2013
2. a. Iran's right to civilian nuclear energy
b. Anti-Israeli stance
c. Banned Western music
d. Allowed women into sporting events
e. Increased spending on social programs
3. He lived in Tehran when the prime minister was overthrown.



What is the Event? _____

- When did it happen?
- Why did it happen?
- Who were the leaders of the movement?
- What was the resolution?
- Identify 3 consequences of the movement.



-
-
-
- [Click here for the website](#)

Green Revolution

1. 2009 after the results of the Presidential Election
2. Iranians questioned the results of the elections stating “Where is my vote?”
3. No main leader but the symbolic leader was Mir Hossein Mousavi
4. Many leaders are jailed or exiled and Mahmoud Ahmadinejad scored another term
5. a. Model for countries that would have Arab Spring later
b. Non-violent stance for civil rights in Iran
c. Showed the complexity of reformers who once supported the Revolution of 1979 but still support reform



Who: _____

- When did he serve as president of Iran?
- Describe 3 political policies garnered by leader.

- What are your predictions for his 2nd term?

[Click here for website](#)

[Click here for website](#)



Hassan Rouhani

1. 2013- president (1 term and 2 years)
2. a. Relieve sanctions
b. Improve civil liberties
c. Return reputation of the state
3. Varied responses



The Future of Iran

- List 4 predictions of Iran in terms of economic, political, and social trajectory. Explain why you have these predictions.

1. _____

2. _____

3. _____

4. _____