

Lesson Plan: Presidential advisor in the Iranian Hostage Crisis

Concept To Teach: Students will describe the events of the presidency of Jimmy Carter (e.g. the Iran Hostage Crisis).

Standards Addressed: S1C10PO3

Specific Objectives: Students will take notes about Iran from a powerpoint presentation and research the Iran Hostage Crisis to explain to the President why this occurred and to recommend a course of action.

Required Materials: Iranian powerpoint, Student copies of Iran Notes and Research Rubric, access to computers for second day of lesson, one copy of “Group Roles and Responsibilities” and “Presentation Rubric” per group, student copies of “Case Assignment”

Step-By-Step Procedures:

Day One

1. Students begin by receiving their “Case Assignment”. The teacher should read through it and answer any questions that students have.
2. Students will form groups of four and brainstorm what they know about Iran. They have exactly 5 minutes to list as many facts (even facts they aren’t sure of) about the nation Iran.
3. Students share their brainstorms; the teacher should provide feedback or make corrections to overly broad assumptions.
4. Pass out Iran Notes. During the Powerpoint, students should take notes in the right-hand column to answer the questions in the left-hand column. If they think of a different question, they should write that question in the space provided at the bottom.
5. Read through the Iran Powerpoint, using the notes provided for each slide. If you wish, you can also provide students with handouts from the National Geographic map of Iran (if that makes it easier for them to see).

Day 2-3

1. Students should save a copy of “Iran Research” on their computers. They can take notes in this copy and print it off when they complete their research.
2. Show Students the Research Grading Rubric.
3. Explain to students that their notes should always be in the same row as the website (on the left hand column) where they found their information.
4. Stress that students should take notes in their own words. They may take notes about what happened before, during, and after the hostage crisis to give the best advice for a possible solution.

5. Students may require more than one day for research—you may want to plan for this!
6. All students should print off their Iran Research before they leave the lab and save it!

Next Day:

1. Students meet in groups of four to share what they found for each question about the Iran Hostage Crisis.
2. Show students the Case Assignment again. Remind them that, in their groups, they are to demonstrate why Americans were taken hostage in Iran and provide sound advice for the President on how to deal with the Hostage Crisis.
3. Show Students the Iran Hostage Presentation Rubric.
4. Give each group a “Group Roles and Responsibilities” Form. Allow five minutes to fill out this form.
5. Give students time to complete their presentations. (I would give them until the end of class, but not much longer.

Last Day :

1. Students present their information to the class. I offer bonus points to class members who can ask probing questions to discover how well prepared each group is!
2. Use Rubrics to grade student work. Students should turn in their Iran and research notes.