

Lesson Title: Iran Hostage's Diary  
Length of Class: 82 minutes

Inquiry or Essential Question:

What role did Jimmy Carter's foreign policy beliefs play in the Iran Hostage Crisis?

Objectives:

1. Describe Jimmy Carter's foreign policy beliefs and their effect on U.S. foreign relations.
2. Summarize Carter's foreign policy triumphs and defeats in the Middle East.

Materials:

1. Sections of Robert C. Ode's diary from the Jimmy Carter online museum  
[http://www.jimmycarterlibrary.org/documents/r\\_ode/index.phtml](http://www.jimmycarterlibrary.org/documents/r_ode/index.phtml)
2. NARA Written document analysis worksheet  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
3. Section sheet (see below)
4. Editorial Question Sheet (see below)

1. Teacher will give students a brief overview of Carter's foreign policy and issues during his term (including the collapse of détente, The Camp David Accords, and Iran hostage crisis).
2. Students will then examine (working in small groups 2-4 students) three page sections of Robert C. Ode's diary. Students will complete the NARA Written document analysis worksheet.
3. In the same small groups, students will write an editorial from the perspective of either a United States citizen, a U.S. citizen of Middle Eastern decent or a college student at the end of the 444-day crisis.
4. When students have created their editorial have each group switch and read another group's editorial and then answer the questions on the editorial question sheet. (see below) Students will be given a formal grade on their editorial. (See attached rubric)
5. After students have read another groups editorial and completed the editorial question sheet the teacher should lead a class discussion on the following (possible topics/questions):
  - A. What conclusions did you come to from reading the editorial from the United States citizen? The U.S. citizen of Middle Eastern decent? The college student?
  - B. Describe why each of these individuals had differing viewpoints? Similar viewpoints?
  - C. What are the long-term outcomes of this crisis on American foreign relations?

Connecticut Framework Performance Standards –

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources

- evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias
- use primary source documents to analyze multiple perspectives
- describe the multiple intersecting causes of events.

## Section Sheet

Using the following website distribute sections of Robert C. Ode's diary from the Jimmy Carter online museum [http://www.jimmycarterlibrary.org/documents/r\\_ode/index.phtml](http://www.jimmycarterlibrary.org/documents/r_ode/index.phtml).

Group 1: Pages 1-3

Group 2: 11-13

Group 3: 17-20

Group 4: 51-53

Group 5: 55-58

Group 6: 103-105

Group 7: 106-109

Group 8: 112-115

## Editorial Question Sheet

1. Identify the individual who wrote the editorial.
2. Describe any possible bias the author might have and use quotes to depict this.
3. What impact (if any) does the author's bias have on the reader?
4. After analyzing the editorial list three things that were important during this period
  - A.
  - B.
  - C.
5. Compare and contrast your editorial to the editorial your read. What similarities were there, what differences? What do these similarities and differences tell us about American society?

# Editorial Rubric

## 4 points

- This editorial is written with an interesting lead to bring the reader into the story.
- This story contains an abundant amount of background information about the issue.
- This article has a clearly stated opinion toward the beginning of the article.
- This article contains at least 3 different, but logical reasons for the stated opinion.
- All of the reasons are written to convince the appropriate audience.
- Each reason is written in a topic sentence of separate paragraphs.
- The writer uses effective words throughout the article to make transitions between ideas.
- The ending of the story restates all the reasons in one sentence.
- The writer ends the article giving at least 3 specific recommendations for the reader to take action.
- The writer uses all correct grammar and spelling.

## 3 points

- This editorial is written with an interesting lead to bring the reader into the story.
- This story contains some background information about the issue being debated.
- This article has an opinion that could be stated more clearly using better wording.
- This article contains at least 3 reasons for the stated opinion with 2 being very distinct from each other and logical for the argument.
- Two of the reasons would concern the intended audience.
- Each reason is written in separate paragraphs, but not necessarily in the topic sentence.
- The writer uses some transitions between each idea.
- The ending of the story restates most of the reasons.
- The writer ends the article giving at least 2 specific recommendations for the reader.
- The article contains mostly correct grammar and spelling.

## 2 points

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- This editorial is written with a lead but it needs to be more interesting.
- This story contains very little background information about the issue at hand.
- This article has an opinion which is somewhat confusing.
- This article contains only one really valid reason for the opinion given, and 2 debatable reasons.
- One of the reasons would concern the intended audience.
- The reasons are not necessarily written in distinct paragraphs.

- The writer uses only a couple transitions between ideas.
- The ending of the story restates one of the reasons.
- The writer ends the article giving at least 1 recommendation for the reader.
- The article contains several grammar and spelling mistakes.

### **1 point**

- This article contains an issue, which impacts only a few people in the society.
- This editorial is written with a boring lead, which does not encourage the reader to continue.
- This story contains no background information about the issue being discussed.
- The writer is very confusing about his/her opinion on the issue.
- This article does not contain any valid reasons for the given opinion.
- None of the reasons address the intended audience.
- The reasons are not written in good paragraphs and have no logical order.
- The writer does not use any transitions between ideas.
- The ending of the story does not summarize any of the reasons.
- The ending of the story does not give any clear recommendations for the reader to take action.
- The article contains many grammar and spelling mistakes.

### **0 points**

- No article is submitted.

Adapted from Teacher Planet