

IRAN'S STRAINED ECONOMY: ECONOMIC SANCTIONS LESSON PLAN

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GRADE LEVEL
Grades 9-12

KEY QUESTIONS
What impact does a nuclear deal have on Iran's economy?
How have sanctions affected Iran's economy? How will the lifting of sanctions have short- and long-term effects?
How will the lifting of sanctions impact the region? The global economy?
How are economic sanctions used to achieve political goals?

CURRICULUM CONNECTIONS
Economics
Impact of sanctions on local and global markets
U.S. Foreign Policy
Oil production and exports

COMMON CORE
CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas.
<u>CCSS.ELA-LITERACY.SL.9-10.1.D</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

BACKGROUND
<p>The United States, United Nations, and European Union have levied multiple sanctions on Iran for its nuclear program since the International Atomic Energy Agency (IAEA), the UN's nuclear watchdog, found in September 2005 that Tehran was not compliant with its international obligations. The United States spearheaded international efforts to financially isolate Tehran and block its oil exports to raise the cost of Iran's efforts to develop a potential nuclear-weapons capability and to bring its government to the negotiating table.</p> <p>Iran agreed to restrictions on its nuclear program and intensive inspections in an agreement signed with world powers in July 2015. Under the deal, many of the most punishing sanctions are poised to be lifted when the IAEA verifies that Iran has taken steps such as reducing its stockpiles of fissile materials and centrifuges.</p> <p>The United States first levied economic and political sanctions against Iran during the 1979–81 hostage crisis, shortly after Iran's Islamic Revolution. On November 14, 1979, President Jimmy Carter froze all Iranian assets "which are or become subject to the jurisdiction of the United States." The United States imposed additional sanctions when, in January 1984, the Lebanon-based militant group Hezbollah, an Iranian client, was implicated in the bombing of the U.S. Marine base in Beirut. That year, the United States designated Iran a state sponsor of terrorism. The designation, which remains in place, triggers a host of sanctions, including restrictions on U.S. foreign assistance, a ban on arms transfers, and export controls for dual-use items. Sanctions related to sponsorship of terrorism and human rights abuses were not affected by the nuclear deal.</p> <p>http://www.cfr.org/iran/international-sanctions-iran/p20258</p>

KEY TERMS
<p>Economic Sanctions - domestic penalties applied unilaterally by one country (or multilaterally, by a group of countries) on another country (or group of countries). Economic sanctions may include various forms of trade barriers and restrictions on financial transactions.</p> <p>Strait of Hormuz – a strait between the Gulf of Oman and the Persian Gulf. About 20% of the world's petroleum passes through the strait, making it a highly important strategic location for international trade.</p> <p>Joint Comprehensive Plan of Action (JCPOA) – the Iran nuclear agreement signed in Vienna on July 14, 2015 between Iran and the P5+1 (China, France, Russia, UK, US, plus Germany) and the EU.</p> <p>Brain Drain – the emigration of highly trained or intelligent people from a particular country</p>

TIME NEEDED
Two 45-minute class periods

GLOBAL COMPETENCIES
Investigate the World
Communicate Ideas
Recognize Perspectives

DOCUMENTS
<p>5 Ways the Nuclear Deal will Revive Iran's Economy http://time.com/3961650/iran-nuclear-deal-economy/</p> <p>International Peace and Security: Sanctions http://www.government.nl/issues/international-peace-and-security/compliance-with-international-sanctions</p> <p>Political Cartoon – Appendix (1) http://media.cagle.com/78/2014/01/21/143302_600.jpg</p> <p>Strait of Hormuz graphic (Appendix 2) https://socioecohistory.files.wordpress.com/2012/08/straits-of-hormuz_oil_gateway_to_theworld.jpg</p> <p>Iran Sanctions Graphic (Appendix 3) http://graphics.thomsonreuters.com/RNGS/2011/NOV/IRAN_GC.jpg</p> <p><i>Impact of International Sanctions on Iran</i> handout</p> <p><i>Building an Argument</i> handout</p>

PRE-LEARNING ACTIVITY
<p>Materials</p> <p>Appendix 1 – Sanctions political cartoon</p> <p>Procedure</p> <p>1) Begin by showing students the political cartoon in Appendix 1. Have them discuss with a partner what message they interpret from the cartoon. Ask pairs to share their interpretation with the class (think, pair, share).</p>
ACTIVITY ONE
<p>Materials</p> <p>TIME article: <i>5 Ways the Iran Nuclear Deal Will Revive Iran's Economy</i></p> <p>Appendix 3 – Iran Sanctions Graph</p> <p>Handout with Questions – Impact of International Sanctions on Iran</p> <p>Procedure</p> <p>1) Students will read the article “5 Ways the Nuclear Deal Will Revive Iran's Economy”. Ask students to individually write down at least 2 impacts of the nuclear deal on each of the following: Iran's Economy, Iranian Society, Iran's neighboring countries. Ask students to think, pair, share. How did they infer their answer from the article?</p> <p>2) Ask students to look over Appendix 2 and 3 – Strait of Hormuz and Iran Sanctions infographics. Next, have students split into small groups of 3-4. In each group, students will work together to answer the questions on the handout <i>Impact of International Sanctions on Iran</i>.</p> <ul style="list-style-type: none"> • Why do you think the international community decided to impose sanctions on Iran? • Why might countries collaboratively impose sanctions? • Do you think the sanctions put in place by one country/group would be as effective (assuming they are indeed effective) if the other actors did not impose similar sanctions? • Under what circumstances are countries willing to employ sanctions? • How is Iran's economy affected by these sanctions? • What are the short term effects of banking/financial sanctions? Long-term effects? Who do these banking/financial sanctions impact? • What are some possible reasons for placing travel restrictions on certain individuals? • How might the lifting of economic sanctions by the US impact other countries' policies toward Iran? • How will certain sanctions affect oil production in the region? What are the effects on both Iran and its neighbors?

ACTIVITY TWO

Materials

Computers and Internet

Building an Argument handout

For Teachers: Mini Debate Guide http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf

Procedure

- 1) Prep for a class debate on the question: Are sanctions a useful foreign policy tool?

Ask students to count off by 2's. 1's will take the position that "Sanctions are a useful foreign policy tool," and 2's will take the position that "Sanctions are not a useful foreign policy tool." (They will have time to reflect on their personal opinion later). Pass out the *Building an Argument* handout and explain the core components of a good argument/debate. Refer to the Teacher Mini Debate Guide for procedure. Give them the rest of the class period to research their side of the argument, using the Building an Argument handout to organize their thoughts.

- 2) Host a class debate on the question: Are sanctions a useful foreign policy tool?
- 3) As a final reflection, ask students to use evidence from their research and what they learned in the debate to write a persuasive paragraph on their own perspective on the issue. Students should answer the question: Do you think sanctions are a useful foreign policy tool? Why or why not?

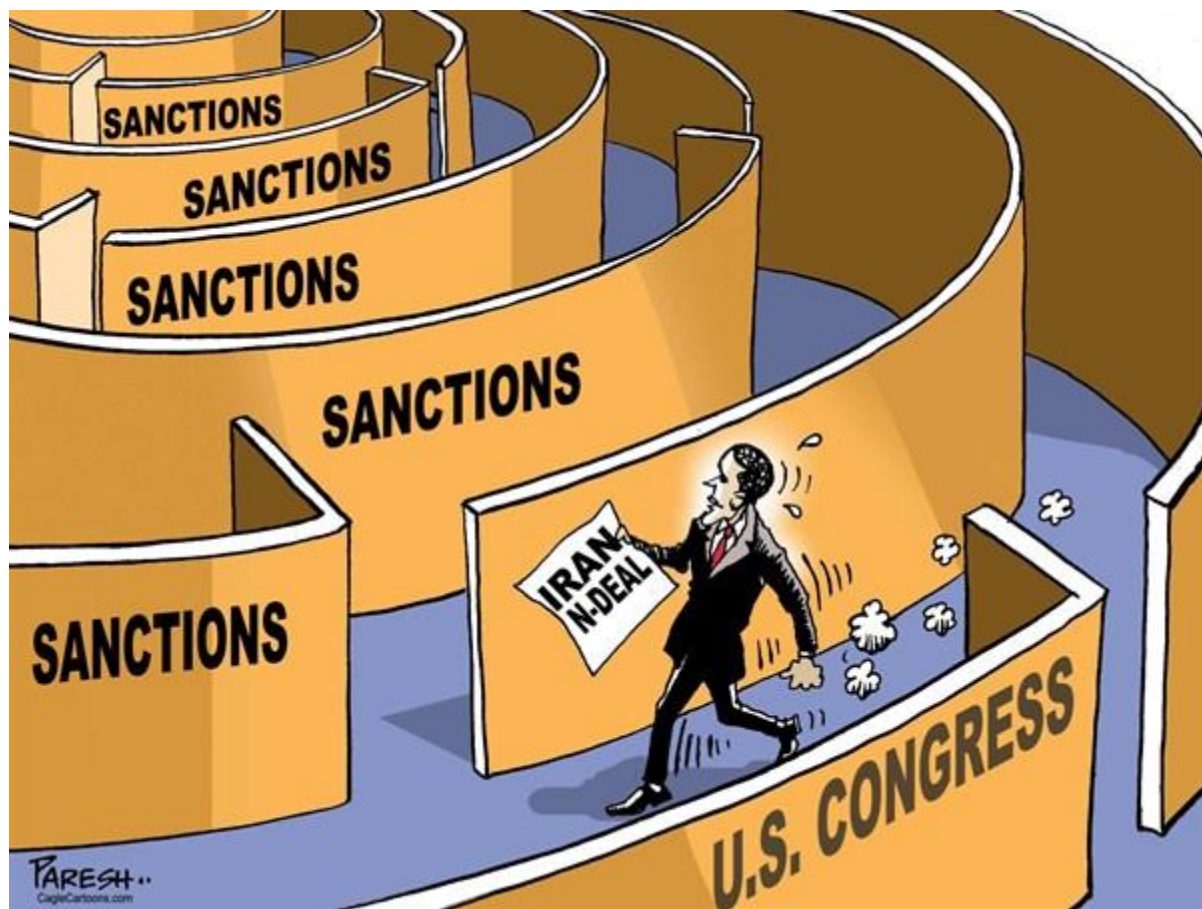
EXTENSION ACTIVITY

Option 1

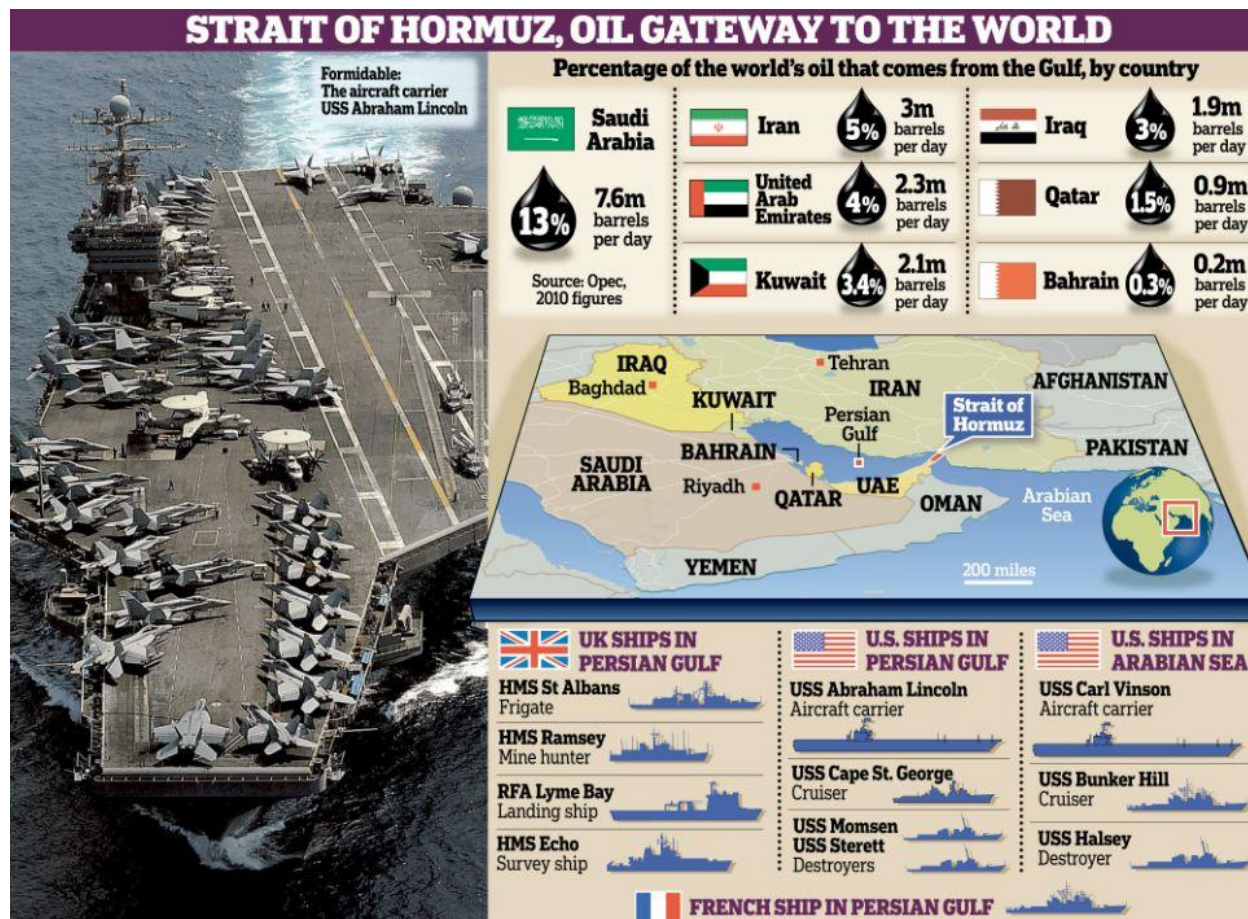
Research the effects of economic sanctions on another country and present your findings to the class (e.g. create a poster, PowerPoint, etc.) Be sure to compare and contrast the causes and effects of sanctions on this country to Iran.

Option 2

Imagine you are a member of a UN Security Council Sanctions Committee, meaning you have the power to enforce and monitor measures to maintain or restore international peace and security such as economic and/or other sanctions. Write a resolution (max one page) concerning a particular country, either enforcing, monitoring, or lifting certain sanctions. Be sure to include why you decided to take this particular action and what your resolution aims to achieve. Who are the actors involved and how will this resolution affect them? Be prepared to share with the class.

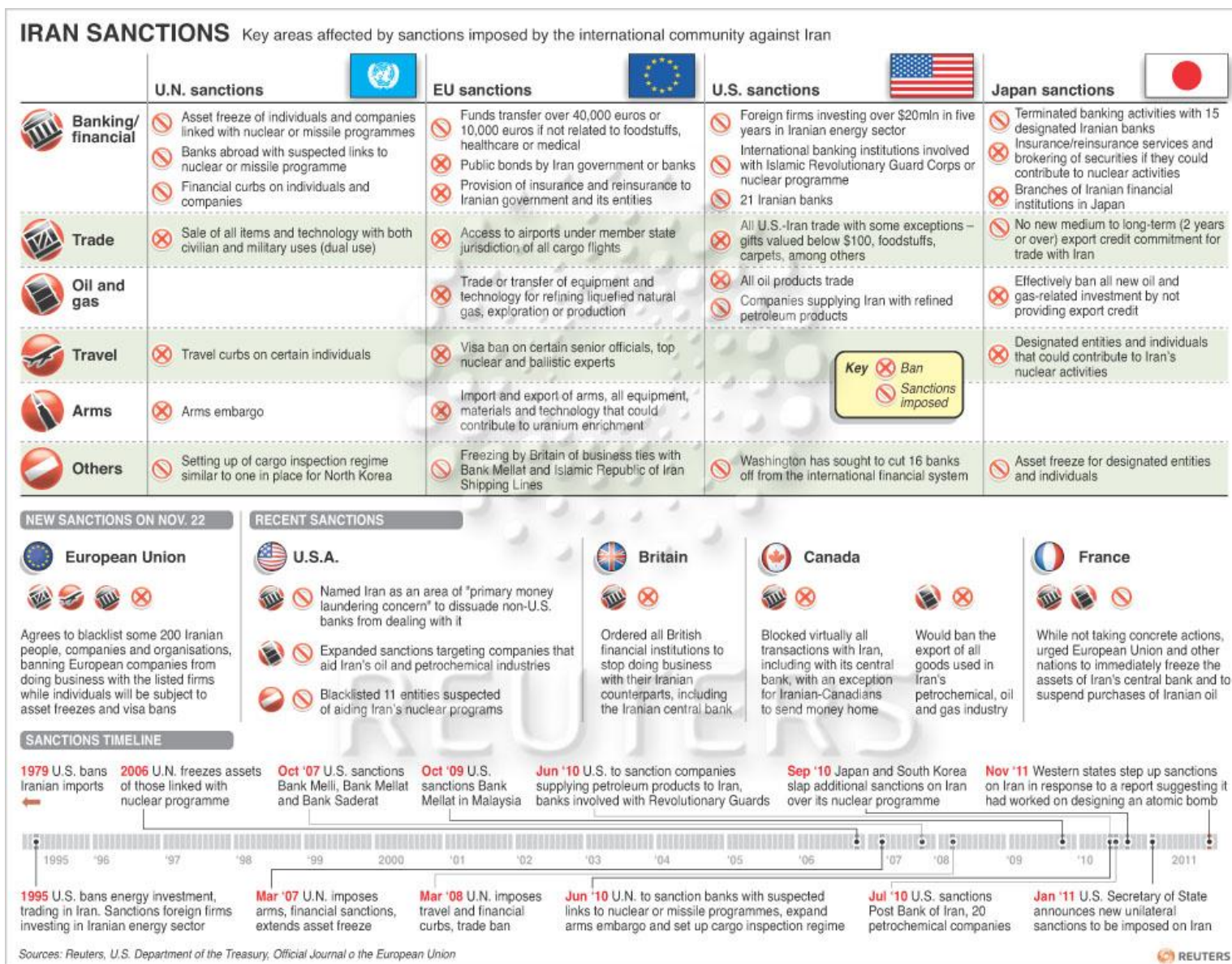


http://media.cagle.com/78/2014/01/21/143302_600.jpg



https://socioecohistory.files.wordpress.com/2012/08/straits-of-hormuz_oil_gateway_to_theworld.jpg

APPENDIX 3



http://graphics.thomsonreuters.com/RNGS/2011/NOV/IRAN_GC.jpg



IMPACT OF INTERNATIONAL SANCTIONS ON IRAN

Directions: Take a look at the infographics in Appendix 2 and Appendix 3. Work with your group to answer the following questions:

1. Why do you think the international community decided to impose sanctions on Iran?
2. Why might countries collaboratively impose sanctions?
3. Do you think the sanctions put in place by one country/group would be as effective (assuming they are indeed effective) if the other actors did not impose similar sanctions?
4. Under what circumstances are countries willing to employ sanctions?
5. How is Iran's economy affected by these sanctions?
6. What are the short term effects of banking/financial sanctions? Long-term effects? Who do these banking/financial sanctions impact?
7. What are some possible reasons for placing travel restrictions on certain individuals?
8. How might the lifting of economic sanctions by the US impact other countries' policies toward Iran?
9. How will certain sanctions affect oil production in the region? What are the effects on both Iran and its neighbors?

BUILDING AN ARGUMENT

MAIN IDEA

Here's what I think...

**COUNTER
ARGUMENTS**

Evidence to
back up my
reasons

Here are my
REASONS!

You **COULD**
argue that...

1.

2.

3.

...but here's the
WEAKNESS...

PRO

When you

CON

weigh all the evidence,
you conclude that...

Strong Finish!