

Change and Tradition

Trace how reforms can create debates about culture, power, and daily life.

10.8b "Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one state policy in each paragraph. Circle a response to it or a tension it created.

Reforms, Resistance, and Debate

- ① In 1936, Iran's ruler Reza Shah Pahlavi imposed compulsory unveiling for women. His government also expanded secular schools and built railroads. Supporters welcomed education, jobs, and a stronger national state. Many religious women and families opposed forced unveiling as interference with faith and personal choice; some women avoided public places. Support for education did not necessarily mean support for dress restrictions. Modernization could expand opportunities while increasing state control over everyday life.
- ② In Turkey, Mustafa Kemal Atatürk led reforms after the Ottoman Empire ended. The republic abolished the caliphate in 1924, replaced religious courts with secular legal institutions, and brought education under state control. A civil code changed family law, and women gained national voting rights in 1934. Supporters saw stronger citizenship and national independence; critics resisted reduced religious authority and disruption of customs. These reforms were directed from above, and views differed within religious communities and among women.
- ③ Iran's 1979 revolution overthrew the Pahlavi monarchy, but its participants did not agree on the future. Ayatollah Khomeini and his allies consolidated an Islamic Republic with powerful clerical institutions. Compulsory hijab requirements developed after the revolution, eventually covering public spaces. Women continued to debate dress, rights, and public roles. Later, satellite television, internet services, and social media offered ways to encounter ideas and organize criticism. Authorities also censored media and restricted internet access. Technology could aid participation or state control; religious government did not mean rejection of all modern technology.

2 ANSWER WITH EVIDENCE Use the passage

1 How did Reza Shah's unveiling order create a conflict between modernization and traditional culture?

2 Name two reforms or institutions associated with Atatürk that changed the role of religious authority. Why did some critics oppose these changes?

3 How did the Islamic Republic change state authority and dress requirements after 1979?

4 According to the passage, how did newer communication technologies affect interactions between Iranian citizens and authorities? Include one action by citizens and one response by authorities.

3 YOUR TURN Your own words

In a hypothetical 1930s Iranian town, officials propose a secular school for girls and boys. Write three sentences: give a supporter's view, a critic's view, and a response addressing both.

PART 1 • READ AND MARK

Underline one state policy in each paragraph. Circle a response to it or a tension it created. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did Reza Shah's unveiling order create a conflict between modernization and traditional culture?	Supporters saw it as a modernizing reform, while many religious families saw it as government interference with Islamic practice and family choice.
2	Name two reforms or institutions associated with Atatürk that changed the role of religious authority. Why did some critics oppose these changes?	Examples: abolition of the caliphate, replacement of religious courts, state control of education or a civil code. Critics opposed reduced religious authority and disruption of customs.
3	How did the Islamic Republic change state authority and dress requirements after 1979?	Clerical institutions gained major power, and compulsory hijab requirements developed after the revolution, eventually covering public spaces.
4	According to the passage, how did newer communication technologies affect interactions between Iranian citizens and authorities? Include one action by citizens and one response by authorities.	Satellite television, the internet, and social media gave citizens ways to encounter ideas and organize criticism. Authorities restricted media and internet access at times.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A supporter might welcome training that opens new jobs to girls and boys. A critic might worry that state rules override religious customs and family choices. Officials could consult families about school arrangements, although consultation would not guarantee agreement.

Accept accurate references to tensions among modernization, religious or cultural customs, gender roles, and government authority. For the open response, accept varied positions if the student clearly represents both perspectives and proposes a plausible response.