



FEZANA Age-Appropriate Lesson Plan

Subject Category (circle one): Iranian Religion/Celebration History Prayer Gathas
Comparative Shahnameh

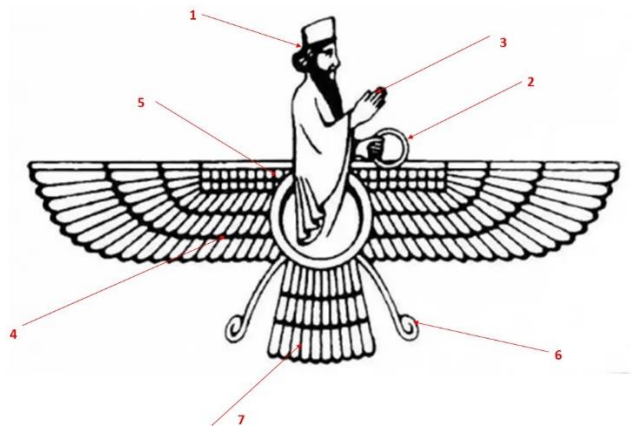
Age Group (circle one): Pre-K Grades 1-3 Grades 4-5 Grades 6-8 **Grades 9-12**

Lesson # (if applicable):

Subject of the Lesson: Fravahar

Background Knowledge for the Teacher:

- Fravahar is a symbol reminding us to be a good Zoroastrian. The many parts of the fravahar hold deeper symbols:
 1. Fravahar is shown as an old man (wise) with wings as a symbol of its flight up toward progress
 2. The ring in its hand signifies the ring of promise. A person should always keep his/her promise
 3. The hand pointing upward signifies that there is only one God, and we should always remember Ahura Mazda
 4. The three parts of the wings signify good thoughts, good words, and good deeds
 5. The circle at the waist symbolizes that the soul is eternal
 6. The two strings joined to the circle signify the existence of the two forces for Spenta Mainyu and Angra Mainyu
 7. The lower three parts represent bad thoughts, bad words and bad deeds



- Fravahar is one of Zoroastrian religion symbols (like Cross, Star of David, etc.)
- Fravahar is made of two words: 1) “Fra” = ahead, forward 2) “Vahar” = pulling force



“Fravahar” = Forward pulling force.

- Fravahar lives with us when we are born and goes back to its source when we are no longer alive
- Fravahar is motivating force and help us to progress
- Fravahar was depicted on the tombs of Achaemenid kings, such as Darius the Great (r. 522–486 BC) and Artaxerxes III (r. 358–338 BC).[10] The symbol was also used on some of the coin mints of the frataraka (ancient Persian title interpreted variously as “governor, leader, or forerunner”) of Persis in the late 3rd and early 2nd BC centuries.
- This symbol was adapted by the Pahlavi dynasty to represent the Iranian nation.
- Fravahar is one of the best-known pre-Islamic symbols of Iran and is often worn as a pendant among the various Iranian peoples throughout Western and Southern Asia. Despite its traditionally religious nature, it has become a secular and cultural symbol, often representing a pan-Iranian nationalist identity.
- This symbol was adapted by the Pahlavi dynasty to represent the Iranian nation.

Material:

- Pictures or slides from Persepolis
- Hand out about Faravahar and references

Lesson for students:

Option 1:

- Avesta references to Fravahar (Refer to Farvardin Yasht)
- Discuss how Faravahar has become a secular and cultural symbol, often representing a pan-Iranian nationalist identity.
- Use the PowerPoint: “Meaning of Fravahar-Grades 9-12” to teach a different perspective.

Activity for Students:

- Write a short essay or paper, researching Fravahar, its origin, history, meaning and importance in our religion

Option 2:

Lesson Plan: Understanding the Farvahar Symbol in Zoroastrianism

Duration: 45 minutes

Lesson Objectives / Learning Targets:

1. Students will understand the historical and cultural significance of the Farvahar symbol in Zoroastrianism.



2. Students will analyze and interpret the components of the Farvahar symbol and their meaning.
3. Students will discuss and reflect on the principles embodied by the Farvahar symbol in their own lives.

Essential Questions:

1. How does the Farvahar symbol embody the core beliefs of Zoroastrianism?
2. Why do symbols, such as the Farvahar, hold significance in religious and cultural contexts?

Materials Needed:

- Whiteboard or chalkboard
- Printouts or digital images of the Farvahar symbol
- Pens/Pencils
- Paper or notebooks for each student

Introduction / Anticipatory Set: (5 minutes)

- Begin the class with a quick review of Zoroastrianism and its main beliefs.
- Introduce the Farvahar symbol, explaining that it is an important symbol in Zoroastrianism.

Vocabulary:

1. Farvahar
2. Zoroastrianism
3. Symbolism

Lesson Procedure:

Direct Instruction: (10 minutes)

- Use a large image of the Farvahar to explain its components and what each represents. Include information on its historical and cultural significance.
- Encourage questions and discussion as you explain the symbol.

Independent Practice: (15 minutes)

- Have students draw their own version of the Farvahar and write a paragraph explaining the symbol's components and their meaning in their own words.

Summary/closing activity: (10 minutes)

- Facilitate a group discussion where students share their drawings and reflections.
- Discuss how the principles embodied by the Farvahar (good thoughts, good words, and good deeds) can be applied in everyday life.



Learning Extensions: (Homework)

- Have students research other religious or cultural symbols and compare them to the Farvahar. What similarities and differences do they find? What does this tell us about human cultures and belief systems?

Assessment:

- Evaluate students' understanding through their participation in the discussion, their drawings, and their written explanations.
- Reflection on the lesson: Was the material effectively conveyed? Did students engage and participate actively? Were the goals of the lesson met?

Sources:

- Message of Zarathustra - Mobed Bahram Shahzadi
- The Zarthusti Religion – Mobed Fariborz Shahzadi
- Wikipedia
- <https://www.iranicaonline.org/articles/frataraka>

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