



FEZANA Age-Appropriate Lesson Plan

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

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

Lesson # (if applicable): Pre-Achaemenid Empire-Lesson 3

Subject of the Lesson: History & Science

Background Knowledge for the Teacher:

The material for the teacher and lesson for student are combined in this lesson plan for a more interactive session.

Lesson Objective: To help students understand how the facts about human history are found and gathered, and who are involved in this search, and the role of science in understanding the past.

Lesson Duration: approximately 1 hours

In Class Lesson Discussion - Teacher asks students to recall definitions of:

- History: The study of past events.
- Pre-History: The study of events that happened before written documents.

Teacher explains:

- We keep hearing or reading about “Ancient times”, “Ancient People”, “Ancient site”, etc. What does “Ancient” mean?
- Possible answers and examples can include: Something having an existence of many years, at least 1400 – 1500 years old to be considered “ancient” in a historical sense.

Example 1: The ancient civilization of the Persia.

Example 2: Ancient Iranian religion, diverse beliefs, and practices of the culturally and linguistically related group of ancient peoples who inhabited the Iranian plateau and its borderlands, as well as areas of Central Asia from the Black Sea to Khotan (modern Hotan, China).

Teacher asks students:

- How do we discover information about things that no longer exist?

Teacher asks students to share their responses.



Teacher shares the answer and explains with the following:

- Science is:
 - o Knowledge about the natural world that is based on facts learned through experiments and observation.
 - o An area of study that deals with the natural world (as biology or physics)
 - o One type of science is natural science. Natural science studies the natural world and everything in the universe. In the natural sciences, the scientific method is used to increase our knowledge of the universe.
 - o Science has many different branches/fields.

Teacher asks students:

- Who are scientists?
- What is the scientific method?
- What are the different branches of science?

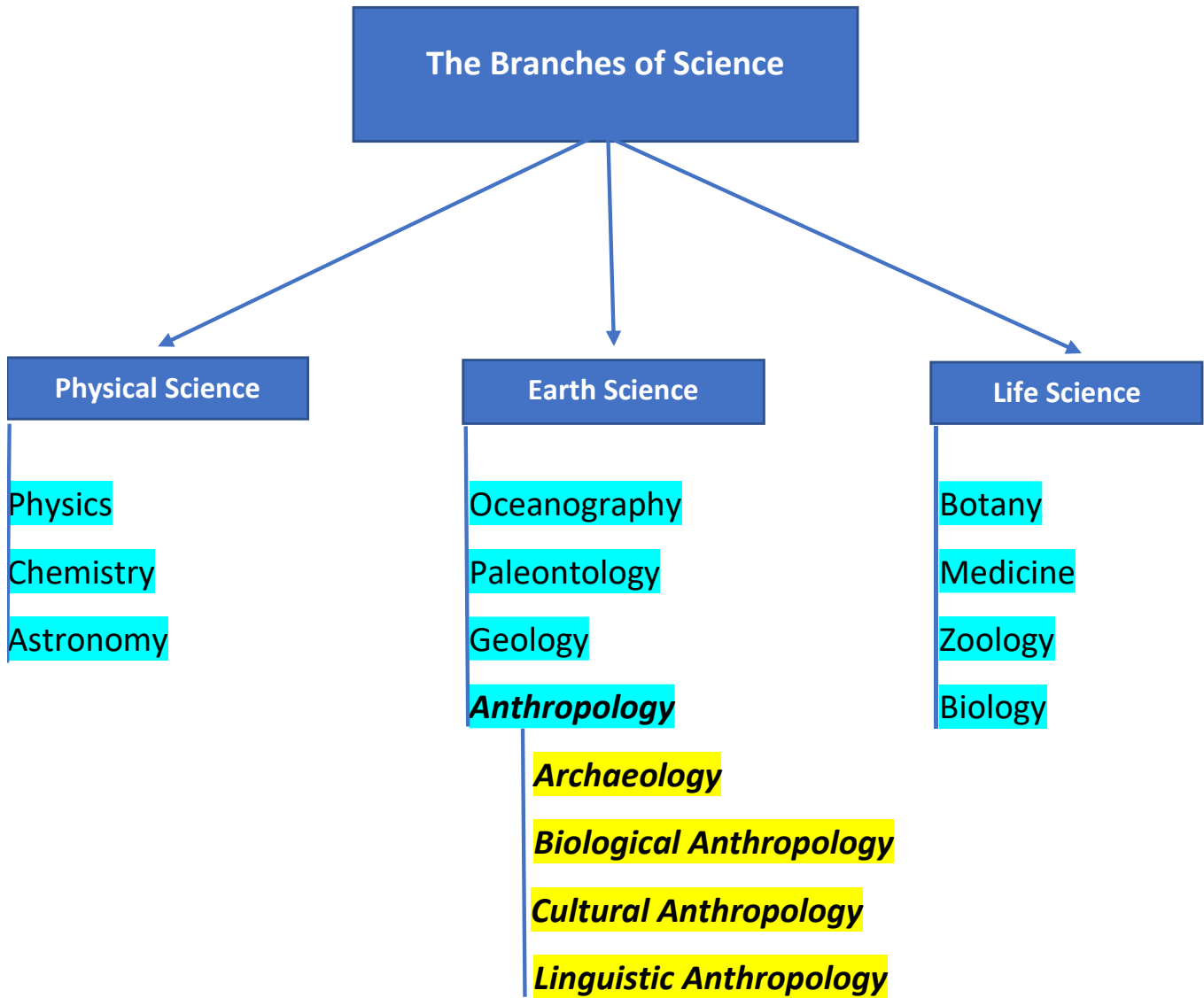
(Answers/definitions on glossary page.)

Teacher shares the following using the flowchart handout:

- Science has many branches/fields:
Physics, Biology, Chemistry, Geology, Psychology, etc.
- One of the branches of Natural Science is **Anthropology**, the study of human beings. In Greek **Anthropos** means human, and **ology** means study of.
- Anthropology is a biological and historical social science that helps us learn how groups of people are the same, and how they are different in all parts of the world.

For teacher to use and share with students:

1. Branches of Science
2. Glossary of Terms





Glossary

- **Ancient** Relating to a remote period, to a time early in history, or to those living in such a period.
- **Science** Systematic knowledge of the physical or material world gained through observations and experimentation.
- **Scientists** An expert in science, especially one of the physical or natural sciences.
- **Scientific method** The collection of data through observation and experiment, and the formulation and testing of hypotheses
- **Natural science** The sciences collectively that are involved in the study of physical world and its phenomena, including biology, physics, chemistry, and geology, but excluding social sciences, abstract or theoretical sciences, such as mathematics, and applied sciences.
- **Anthropology** The science that deals with the origins, physical and cultural development, biological characteristics, and social customs and beliefs of humankind.
- **Archaeology** The scientific study of historic or prehistoric peoples and their cultures by analysis of their artifacts, inscriptions, monuments, and other such remains, especially those that have been excavated. **Archaeologists** learn from things people leave behind, like pottery, stone tools, or anything made or used by humans.
- **Physical anthropology** the branch of anthropology dealing with the evolutionary changes in human anatomy and physiology, using mensuration and descriptive techniques. **Physical anthropologists** study changes in human and non-human primates.
- **Linguistic anthropology** studies the nature of human languages in the context of those cultures that developed them.
- **Cultural anthropology** – the study of how people live their lives now and how they may have lived in the past, including the tools they used and the food they obtained and ate. It is also related to sociology and psychology.

Activity:

1. Have students solve the Activity Puzzle for this lesson.
2. Mix and Match
 - a. Break the class into two teams. Each team will have 20 pieces of paper.
 - b. Have them use 10 pieces of paper to write on each piece one of the sciences in glossary section (EX. one piece Anthropology and another piece Archaeology) and on the other ten pieces of paper have them write the description of each science (EX. one piece description of Anthropology and another piece description of Archaeology).
 - c. Have the teams exchange their papers (team 1 will get team 2's write-up and vice versa).



- d. The team that can match the science with its correct description the fastest is the winner.
3. Discussion: How can these sciences as described in the glossary section help us in understanding our religious and cultural heritage? Can you give examples?
EX. Persepolis in Pars, Iran (Archaeology), Understanding the Gathas using Sanskrit (Linguistic Anthropology).
4. In a virtual setting:
 - a. The Activity Puzzle can be share screened to be solved with the class.
 - b. The teacher can make a mix and match of the glossary and screen share the file. Then the students can take turns drawing lines to match the science with the description.

Sources:

1. Google (photos and charts)
2. Encyclopedia Iranica
3. Encyclopedia Britannica

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