

Lesson Plan: Zoroastrian culture

CCSS-Aligned Social Studies / ELA Lesson Plan

Teacher Name: _____

School / District: _____

Course / Grade Level: World History / Comparative Religion / Human Rights – Grades 9–12

Date: _____

Lesson Duration: 2–3 class periods (90–120 minutes total)

1. Lesson Title & Overview

Title:

Zoroastrianism Today: Ethics, Identity, and Practical Living

Overview:

Students will explore the principles of Zoroastrianism, including ethical living, cultural preservation, and modern applications of Zarathushtra's teachings. They will analyze the 8 key traits of Zoroastrian living, connect them to contemporary global issues, and reflect on how ethical frameworks guide human behavior. Students will evaluate sources, discuss moral responsibilities, and construct arguments on how Zoroastrian values align with modern human rights and global citizenship.

2. Essential Questions

Compelling Questions:

- What does it mean to be a Zoroastrian in the 21st century?
- How can ancient ethical teachings guide contemporary global and individual behavior?
- In what ways do Zoroastrian principles align with universal human rights and scientific progress?

Supporting Questions:

- What are the 8 key traits of Zoroastrian living?
- How does Zoroastrian culture promote equality, peace, and coexistence?
- How can these values be applied to current global challenges such as racial injustice or gender inequality?

3. Learning Objectives

By the end of this lesson, students will be able to:

- Summarize the core principles and ethical values of Zoroastrianism.
- Analyze primary and secondary sources describing Zoroastrian culture and modern relevance.
- Connect Zoroastrian teachings to contemporary global issues and human rights.
- Construct evidence-based arguments applying Zoroastrian principles to real-world situations.

4. Standards Alignment

Common Core – English Language Arts / Literacy:

- CCSS.ELA-LITERACY.RH.11-12.2 – Determine central ideas of primary and secondary sources; provide accurate summaries showing relationships among key details.
- CCSS.ELA-LITERACY.W.11-12.1 – Write arguments supporting claims using valid reasoning and relevant evidence.
- CCSS.ELA-LITERACY.SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions.

- CCSS.ELA-LITERACY.RH.11-12.9 — Integrate and evaluate multiple sources of information presented in diverse formats and media.

C3 Framework – Social Studies:

- D1: Developing Questions & Planning Inquiries
- D2: Applying Disciplinary Concepts (History, Civics, Ethics, Global Studies)
- D3: Evaluating Sources & Using Evidence
- D4: Communicating Conclusions & Taking Informed Action

Common Core Themes:

- **Culture:** Beliefs, values, customs, traditions, and how culture shapes identity.
- **Time, Continuity, and Change:** How historical processes influence the present and patterns of change and continuity over time.
- **Individuals, Groups, and Institutions:** The role of social, political, and economic institutions and how groups form identities and power structures.
- **Power, Authority, and Governance:** How societies organize authority and governance structures.
- **Global Connections:** Interdependence among nations and global flows of people, capital, and information.

5. Materials & Resources

Primary / Secondary Sources:

- Human Bill of Rights
- The Gathas: Our Guide by AA Jafarey
- Amoozesh e din va farhang e Zartoshti – Grade 7

Web & Multimedia Resources:

- Zoroastrian Artists: Vanecha Roudbaraki, Fereydoun Ave (Tehran/Europe)

Classroom Tools:

Projector, student devices, printed source packets, graphic organizers

6. Lesson Procedure

Time	Instructional Step	Teacher Actions / Prompts	Student Engagement / Activities
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5–10 min	Opening / Hook	Ask students: “What makes someone a Zoroastrian?” Collect answers.	Students write brief reflections on their understanding of Zoroastrian identity.
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15–20 min	Mini-Lesson / Overview	Present Zoroastrianism's history, 8 key traits of ethical living, and modern relevance. Discuss links to Human Rights.
25–30 min	Guided Practice / Group Analysis	Assign each group one of the 8 points under "Zoroastrian living," Groups read, discuss, and relate it to modern ethical challenges. Students present their point and reasoning to class. Teacher facilitates discussion connecting points to global issues.
20 min	Independent / Application	Students choose one global, communal, or personal issue (e.g., projects; peer feedback encouraged. racial injustice) and write or create a project explaining how Zoroastrian principles can guide solutions.
10 min	Closure / Reflection	Revisit initial answers: "What makes someone a Zoroastrian?" Add any additional qualities. Students revise original reflections; discuss relevance to daily life and global citizenship.

7. Differentiation & Supports

- Scaffolded texts for ELLs and diverse learners
- Visual summaries, graphic organizers, and translation support
- Sentence frames for discussion and writing
- Heterogeneous grouping and peer presentations
- Extensions: Civic action project, artistic expression, or community ethics discussion

8. Assessment & Evidence of Learning

Formative Assessments:

- Group discussions and presentations of the 8 traits
- Participation in analysis and reflection exercises
- Exit slips summarizing key takeaways

Summative Assessment:

- Essay or multimedia project connecting Zoroastrian principles to contemporary issues

Rubric Criteria: Evidence use, clarity, ethical reasoning, and creativity

9. Extensions & Cross-Curricular Links

- **Global Studies:** Compare Zoroastrian ethics with other ancient ethical systems (e.g., Confucianism, Buddhism)
- **Civics / Human Rights:** Highlight connections between Zarathushtra's teachings and the Human Bill of Rights
- **ELA:** Write a first-person narrative applying Zoroastrian principles in modern life
- **Art & Music:** Explore the works of Vanecha Roudbaraki and other Zoroastrian artists as expressions of cultural values