

No Rouz Lesson Plan

Sofreyeh Haft Seen - Table of Seven S's

Grades K - 5, Social Studies

After reading *No Rouz: Our Persian New Year* by E.S. Zameen to the class, involve the class in setting up their own Haft Seen.

Note

The Haft Seen should be set up about a week before No Rouz (usually March 20th or 21st), and definitely before Chahar Shanbeh Suri, the Tuesday before No Rouz.

Preparation

Print the Haft Seen Items page and gather a tablecloth and the other needed items. Print pictures of hard-to-find items if needed. Become familiar with the items' names and symbolism.

Presentation With the Class

Set up a Haft Seen table.

Refer to the Haft Seen picture in the book, and print the Haft Seen Items page for reference and any needed pictures from the links. Have students place items and help label the 7 S's.

Discuss what the seven S items and the other items represent.
(explained on the Haft Seen Items page)

Compare and Contrast (grades 3 - 5 only)

Ask the students: Why would these things be part of *new year's* decoration?

What decorations are found in other world holidays?

What do they represent?

For example: Chinese new year includes giving money in red envelopes—why money and why red?

Discuss various new year celebrations, Kwanza, Hanukkah, Diwali and others.

Ask what are the decorative elements of these holidays — candles / lights, Easter eggs, foods set out, decorations, & etc

(extensive links to world holiday traditions are on the website)

Continuing (optional)

Leave the Haft Seen Table up during the days before No Rouz and the two weeks following. Identify each day what is being done by Iranians in their No Rouz celebrations. (Fire jumping, the moment of No Rouz, a dinner, visiting, and etc.) On the thirteenth day of new year, or Seezdeh Bedar, have the class (or one or two class members) throw the sprouts into a field or stream. Summarize No Rouz together as a class and note it's main theme of renewal and rebirth.