

**TO BE THOROUGHLY FAMILIAR WITH THE
PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ**

**‘ABDU’L-BAHÁ’S JOURNEY AND ITS
SIGNIFICANCE TO THE WESTERN BELIEVERS**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
STEADFASTNESS, FLEXIBILITY, OBEDIENCE, UNITY**

Though bent with age, though suffering from ailments resulting from the accumulated cares of fifty years of exile and captivity, ‘Abdu’l-Bahá set out on His memorable journey across the seas to the land where He might bless by His presence, and sanctify through His deeds, the mighty acts His spirit had led His disciples to perform. The circumstances that have attended His triumphal progress through the chief cities of the United States and Canada my pen is utterly incapable of describing. The joys which the announcement of His arrival evoked, the publicity which His activities created, the forces which His utterances released, the opposition which the implications of His teachings excited, the significant episodes to which His words and deeds continually gave rise – these future generations will, no doubt, minutely and befittingly register... These incidents, as we look back upon them, eloquently proclaim ‘Abdu’l-Bahá’s specific purpose to confer through these symbolic functions upon the first-born of the communities of the West that spiritual primacy which was to be the birthright of the American believers.

Shoghi Effendi, *World Order of Bahá’u’lláh*, pp. 85-86

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES

 **KNOWLEDGE OBJECTIVES**

- To know the circumstances of ‘Abdu’l-Bahá’s journey to the West
- To know what guidance ‘Abdu’l-Bahá gave the Western Bahá’í community during His visits to Europe and the United States
- To know the places ‘Abdu’l-Bahá visited

SUGGESTED LEARNING ACTIVITIES

- Exchange stories of the journey of ‘Abdu’l-Bahá to the West.
- Plot on a map the route ‘Abdu’l-Bahá took through the West.
- Create a collage of symbols or pictures representing ‘Abdu’l-Bahá’s journey to the West.
- Make a sequencing game with the list of the countries and cities visited by ‘Abdu’l-Bahá.
- Make a slide show of places visited by ‘Abdu’l-Bahá
- Compare the political and social conditions of the West at the time of ‘Abdu’l-Bahá’s visit with those of today.
- List some of the topics covered by ‘Abdu’l-Bahá in various localities

 **WISDOM OBJECTIVE**

- To understand the importance and the significance of ‘Abdu’l-Bahá’s journey to the West

SUGGESTED LEARNING ACTIVITIES

- Explore ‘Abdu’l-Bahá’s reason for visiting the West.
- Share stories of ‘Abdu’l-Bahá’s interactions with Western believers, and His effect upon them.
- Encourage students to express how they think they would have felt had they had the opportunity to meet ‘Abdu’l-Bahá.
- Create an illustrated list of the types of places ‘Abdu’l-Bahá visited in the West, and the kinds of people He met during His visit.
- Read accounts of Western Bahá’ís who met ‘Abdu’l-Bahá.
- Share poems (e.g., Roger White). Invite the students to write their own poems.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS



SPIRITUAL PERCEPTION OBJECTIVES

- To appreciate the bounty of living in a community that has been blessed by a visit from ‘Abdu’l-Bahá
- To recognize the responsibility that comes from living in a community blessed by His Presence

SUGGESTED LEARNING ACTIVITIES

- Consult about what it means to “upraise the standard of the oneness of humanity.” Invite the students to share thoughts about ways in which they can help upraise this standard.
- Create opportunities to reflect on what the Prayer for America means to them and to their Bahá’í communities.
- Invite the students to imagine how it would be if ‘Abdu’l-Bahá visited their town today. What topics would He talk about? Where would He speak? Compare these ideas with what happened when ‘Abdu’l-Bahá visited the West.



ELOQUENT SPEECH OBJECTIVE

- To adhere to the guidance given to us by ‘Abdu’l-Bahá during His visit

SUGGESTED LEARNING ACTIVITIES

- Plan a spiritual celebration of ‘Abdu’l-Bahá’s arrival to this continent and prepare, present and exhibit learners’ work on this topic. Encourage the whole community to prepare as if ‘Abdu’l-Bahá were to visit the community on that day.
- Encourage the class to memorize the Prayer for America or others revealed during His travels.
- Invite students to explain the responsibilities that we, as American Bahá’ís, have been given as a result of ‘Abdu’l-Bahá’s visit to the West.
- Invite students to come to class prepared to meet ‘Abdu’l-Bahá: dress appropriately and plan in advance what they would say and what they would do.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

Sample Activities

ACTIVITY: MAPPING ‘ABDU’L-BAHÁ’S TRAVELS

KNOWLEDGE OBJECTIVE: To know the circumstances of ‘Abdu’l-Bahá’s journey to the West

WISDOM OBJECTIVE: To understand the importance and the significance of ‘Abdu’l-Bahá’s journey to the West

SPIRITUAL PERCEPTION OBJECTIVE: To appreciate the bounty of living in a community that has been blessed by a visit from ‘Abdu’l-Bahá

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of stories; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 1 HR.

Materials Needed:

- wall map of the world or a globe
- photocopies of small, reproducible blank maps of the world for each student (p. 76)
- colored pencils, permanent marker

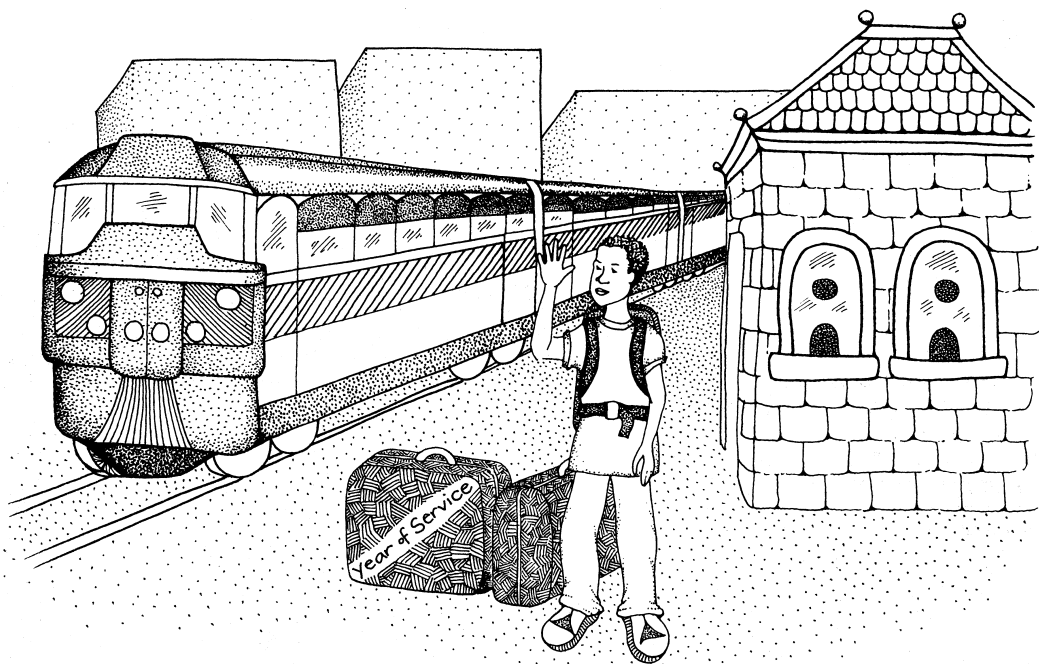
1. Tell children that ‘Abdu’l-Bahá remained a prisoner in ‘Akká until 1908. He had entered the prison city with His Father, Bahá’u’lláh, in 1868 at which time ‘Abdu’l-Bahá was a young man in His 20s, but by the time He was released, ‘Abdu’l-Bahá was 64 years old! When He was finally freed, ‘Abdu’l-Bahá took a long trip, traveling and teaching His Father’s Faith for three years.
2. Display the wall map of the world and hand out copies of the small maps of the world to students. Also provide colored pencils, three different colors for each student.
3. Locate Israel on the wall map. Ask students to find Israel on their individual maps, label it and color it. Also assist students in locating and labeling ‘Akká and Haifa.
4. Explain that ‘Abdu’l-Bahá first went to Egypt, from September, 1910, until August, 1911. Locate Egypt on the wall map, and ask students to locate, label and color Egypt – in the same color as Israel – on their own maps. Ask them to also mark the dates when ‘Abdu’l-Bahá was in this country.
5. Tell students that ‘Abdu’l-Bahá then began His historic trip to the West. Show students where “the West” begins, the political line dividing Europe and Asia (through Ural Mountains).
6. Locate France and England on the maps: these were the first countries in the West that ‘Abdu’l-Bahá visited, from August to December of 1911. Ask students to color these two countries with a second color which they will use for all the European nations visited by ‘Abdu’l-Bahá. Label France and England, and mark the dates of His visit.
7. Tell students that ‘Abdu’l-Bahá returned to Egypt from December 1911 to March 1912. Add these dates to Egypt. If students wish, they can also mark the route of the steamship between Egypt and Europe, which stopped in Naples, Italy as it crossed the Mediterranean Sea.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

8. Ask students if they know where ‘Abdu’l-Bahá traveled to next, in 1912. (America.) Share a story of ‘Abdu’l-Bahá’s travel on the steamship, the Cedric (see “‘Abdu’l-Bahá’s Journey to America” – p. 78). If they wish, students may mark the ocean voyage route, which again stopped in Naples.
9. Ask the students to color the United States and Canada, in the vicinity of Montreal, with a third color, label the countries and write the dates of ‘Abdu’l-Bahá’s journey in North America: March to December, 1912. Also invite them to mark and label New York City, as ‘Abdu’l-Bahá’s point of arrival and departure. (Let the students know that they will learn more about His trip across America in the next activity.)
10. Explain that when ‘Abdu’l-Bahá left the United States, He traveled directly to Europe, visiting England and France again, and also Scotland, Germany, Hungary and Austria, from December 1912 to June 1913. Instruct them to color the new countries with the second color, and to add the dates to their map of European countries visited.
11. Explain that ‘Abdu’l-Bahá then returned to Egypt for another 6 months, June to December, 1913, before finally returning home to Haifa in December, 1913. Add these dates to the map.
12. Look at the completed maps: how many different countries in the entire world did ‘Abdu’l-Bahá Himself visit? Compare these to the vast areas of the world that He was unable to visit (the uncolored parts of their map).
13. Ask students to reflect upon what a bounty it is for those countries which were blessed by a visit by the Master! Ask, “Would ‘Abdu’l-Bahá have liked to visit every spot on the earth?” Read aloud His words:

“Oh that I could travel, even though on foot, and in the utmost poverty, to these regions...! This, alas, I cannot do.... Please God, ye may achieve it.”

Tablets of the Divine Plan, p. 41
14. Invite students to reflect upon what these words mean – what is ‘Abdu’l-Bahá asking us to do for Him? What responsibilities do we, who live in countries which ‘Abdu’l-Bahá was able to visit, have regarding traveling and teaching the Bahá’í Faith?



GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

ACTIVITY: STORIES OF ‘ABDU’L-BAHÁ’S TRIP THROUGH AMERICA

KNOWLEDGE OBJECTIVE: To know the circumstances of ‘Abdu’l-Bahá’s journey to the West

WISDOM OBJECTIVE: To understand the importance and the significance of ‘Abdu’l-Bahá’s journey to the West

SPIRITUAL PERCEPTION OBJECTIVE: To appreciate the bounty of living in a community that has been blessed by a visit from ‘Abdu’l-Bahá

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of stories; Use of manipulatives

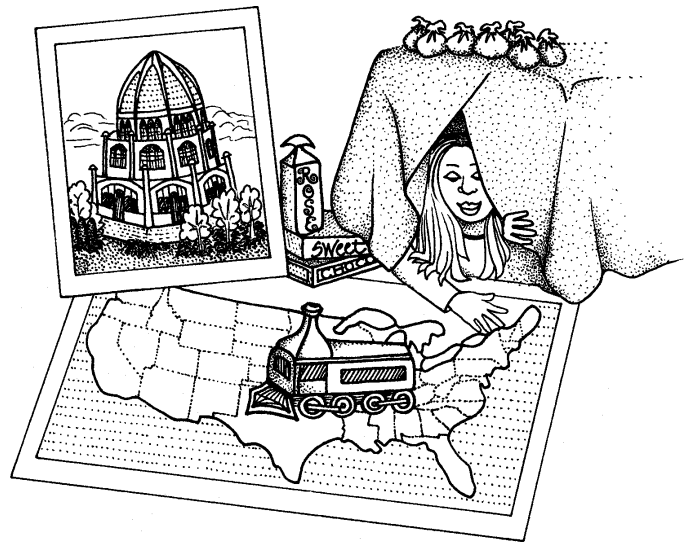
SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- large wall map of the United States
- toy train
- props, described below

1. Spread out a large wall map of the United States on the floor or tabletop. Use a small toy train to represent the mode of transportation most used by ‘Abdu’l-Bahá as He traveled from city to city. Move the train on the map as you tell stories about some of the places He visited. Several stories are listed on p. 79-80. Enhance each of these stories with the following props:

- Story 1: New York – invite the students to hide behind cloths to imitate Juliet Thompson and her friends trying to hide from ‘Abdu’l-Bahá
- Story 2: Chicago – photograph of the House of Worship in Wilmette
- Story 3: Glenwood Springs – photograph of beautiful mountain scenery or a tiny sprig of pine bough
- Story 4: San Francisco – rose petals and/or rose oil
- Story 5: New York – chocolates



2. Ask students to imagine themselves having the opportunity to meet ‘Abdu’l-Bahá at one of the places mentioned in the stories. Encourage them to draw a picture of that story, including themselves somewhere in the picture.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

ACTIVITY: MAPPING ‘ABDU’L-BAHÁ’S TRIP THROUGH AMERICA

KNOWLEDGE OBJECTIVE: To know the circumstances of ‘Abdu’l-Bahá’s journey to the West

WISDOM OBJECTIVE: To understand the importance and the significance of ‘Abdu’l-Bahá’s journey to the West

SPIRITUAL PERCEPTION OBJECTIVE: To appreciate the bounty of living in a community that has been blessed by a visit from ‘Abdu’l-Bahá

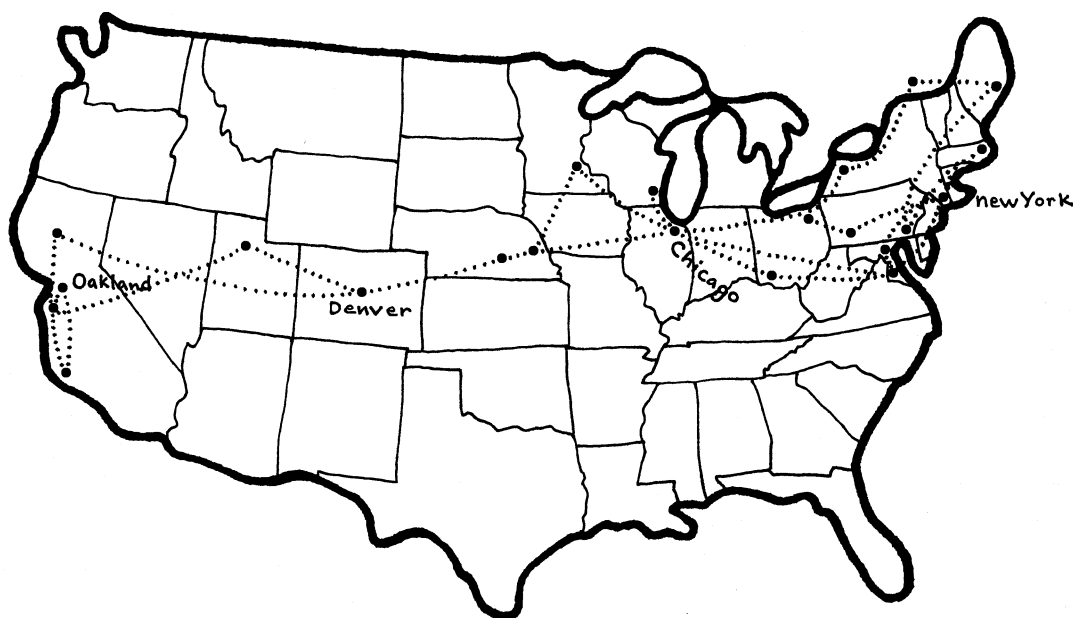
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of stories; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 25 MIN.

Materials Needed:

- photocopies of a map of the United States, p. 77
- large wall map or atlas
- pencils or markers

1. Distribute individual maps of the U.S. and the list of “Major Cities in North America Visited by ‘Abdu’l-Bahá,” see p. 81, to groups of two to four students. Referring to the large wall map, give groups the task of locating each of the cities, marking them on their maps, and connecting each with a line to indicate the route of ‘Abdu’l-Bahá’s journey. Students may also create labels for some or all of the cities.
2. Assist in bringing the class to a realization of the scope of this tremendous, historic journey, as they trace so many stops and so many miles traveled by ‘Abdu’l-Bahá! Encourage the students to see how close ‘Abdu’l-Bahá came to their own homes!



GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

ACTIVITY: STUDYING ‘ABDU’L-BAHÁ’S GUIDANCE GIVEN ON HIS JOURNEY

KNOWLEDGE OBJECTIVE: To know the circumstances of ‘Abdu’l-Bahá’s journey to the West

WISDOM OBJECTIVE: To understand the importance and the significance of ‘Abdu’l-Bahá’s journey to the West

SPIRITUAL PERCEPTION OBJECTIVE: To appreciate the bounty of living in a community that has been blessed by a visit from ‘Abdu’l-Bahá

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of stories; Use of manipulatives; Cooperative learning

SUGGESTED TIME FOR ACTIVITY: 1 HR.

Materials Needed:

- chart paper
- copies of *Promulgation of Universal Peace*, one for each small group
- OR photocopies of the book’s Appendix: “Chronological List of Talks Given by ‘Abdu’l-Bahá” and of pre-selected pages of various talks, one for each small group

1. Distribute copies of *Promulgation of Universal Peace*, one for each small group. Tell the class that this book is the collection of all the talks given by ‘Abdu’l-Bahá on His trip through the United States and Canada. Ask children to turn to the Appendix: “Chronological List of Talks Given by ‘Abdu’l-Bahá”
2. While looking at the Appendix, ask questions such as: How many different talks did ‘Abdu’l-Bahá give in New York City? In which churches did ‘Abdu’l-Bahá speak? In whose homes did He give talks? Students will enjoy coming up with some of their own questions to explore.
3. Ask groups to each choose a different city, and from that city choose an intriguing location at which ‘Abdu’l-Bahá spoke. Instruct them to find the text of that particular talk and, in their group, to read aloud ‘Abdu’l-Bahá’s talk. If it is a long talk, suggest that they read only the first page of text. Ask the groups to identify the major points of their talks, and choose one passage to share with the full group.
4. Share highlights and passages from ‘Abdu’l-Bahá’s talks in chronological order, asking the students to also mention the date and location of the talk they studied. List the major themes presented on chart paper.
5. Encourage students to imagine how greatly these talks expanded the knowledge and understanding of early Bahá’ís of the Faith of Bahá’u’lláh!



GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

ACTIVITY: STUDYING ‘ABDU’L-BAHÁ’S GUIDANCE GIVEN ON HIS JOURNEY

SPIRITUAL PERCEPTION OBJECTIVE: To recognize the responsibility that comes from living in a community blessed by His presence

ELOQUENT SPEECH OBJECTIVE: To adhere to the guidance given to us by ‘Abdu’l-Bahá during His visit

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of research; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

Materials Needed:

- photocopies of pp. 452-453 of *Promulgation of Universal Peace*, for each student (p. 82 of this Guide)
- highlighter pens

1. Provide copies of one of ‘Abdu’l-Bahá’s final addresses in America, pp. 452-453 in *Promulgation of Universal Peace*, for each student (also on p. 82 of this Lesson Planning Guide). Discuss the fact that this is ‘Abdu’l-Bahá’s guidance for all of us, even today, on how to be a true Bahá’í. Read this address together.
2. Challenge students to try to live up to this guidance in this way: Each day, highlight a different admonition from His talk. For instance, “Be filled with love for every race,” or

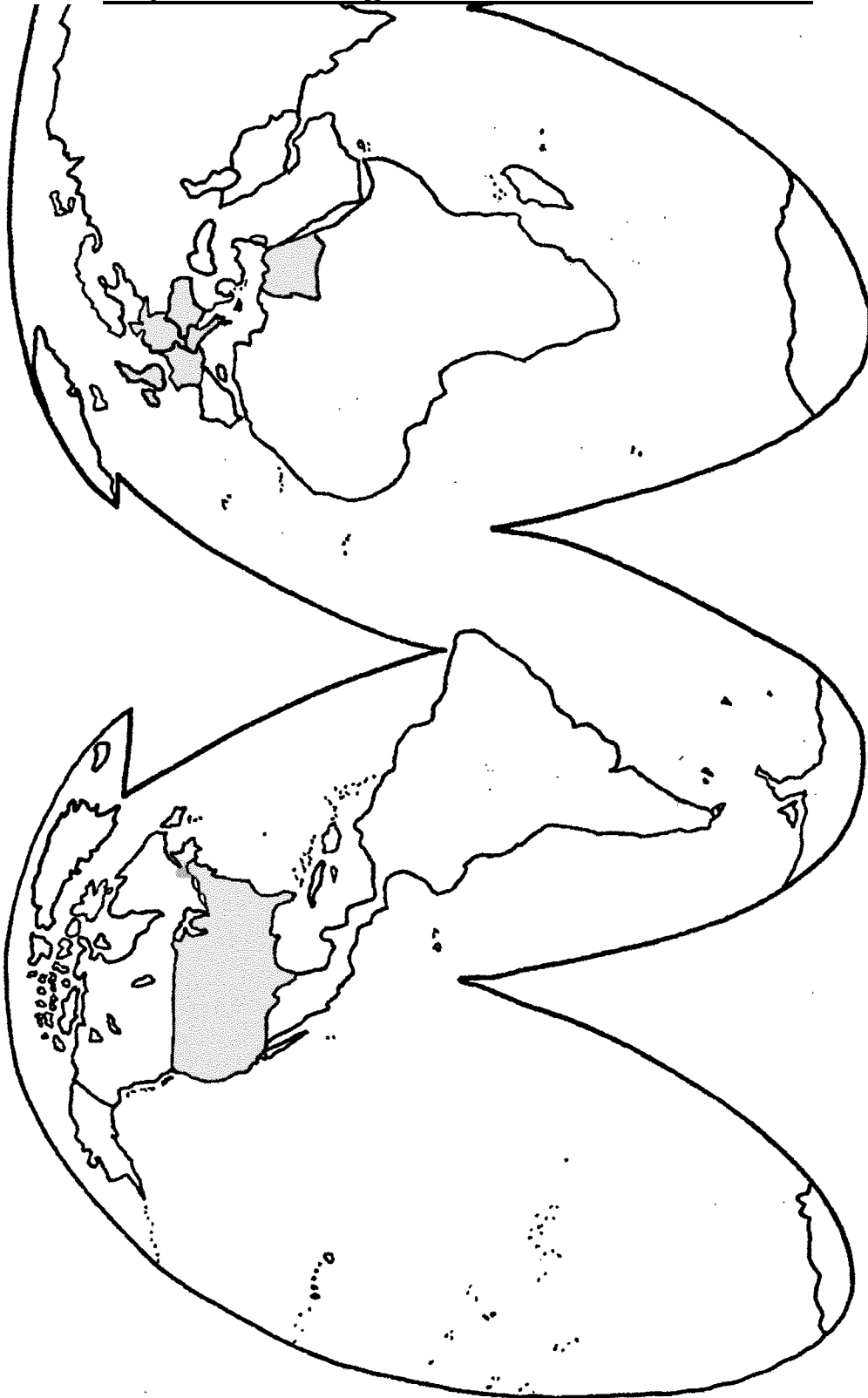
“If some one commits an error and wrong toward you, you must instantly forgive him.”
Focus on that single point for the day, trying your utmost to live up to it. The next day, highlight and focus on another piece of ‘Abdu’l-Bahá’s guidance.
3. At subsequent lessons, consult about how this process worked, celebrate victories, and plan ways to better adhere to the guidance given by ‘Abdu’l-Bahá.



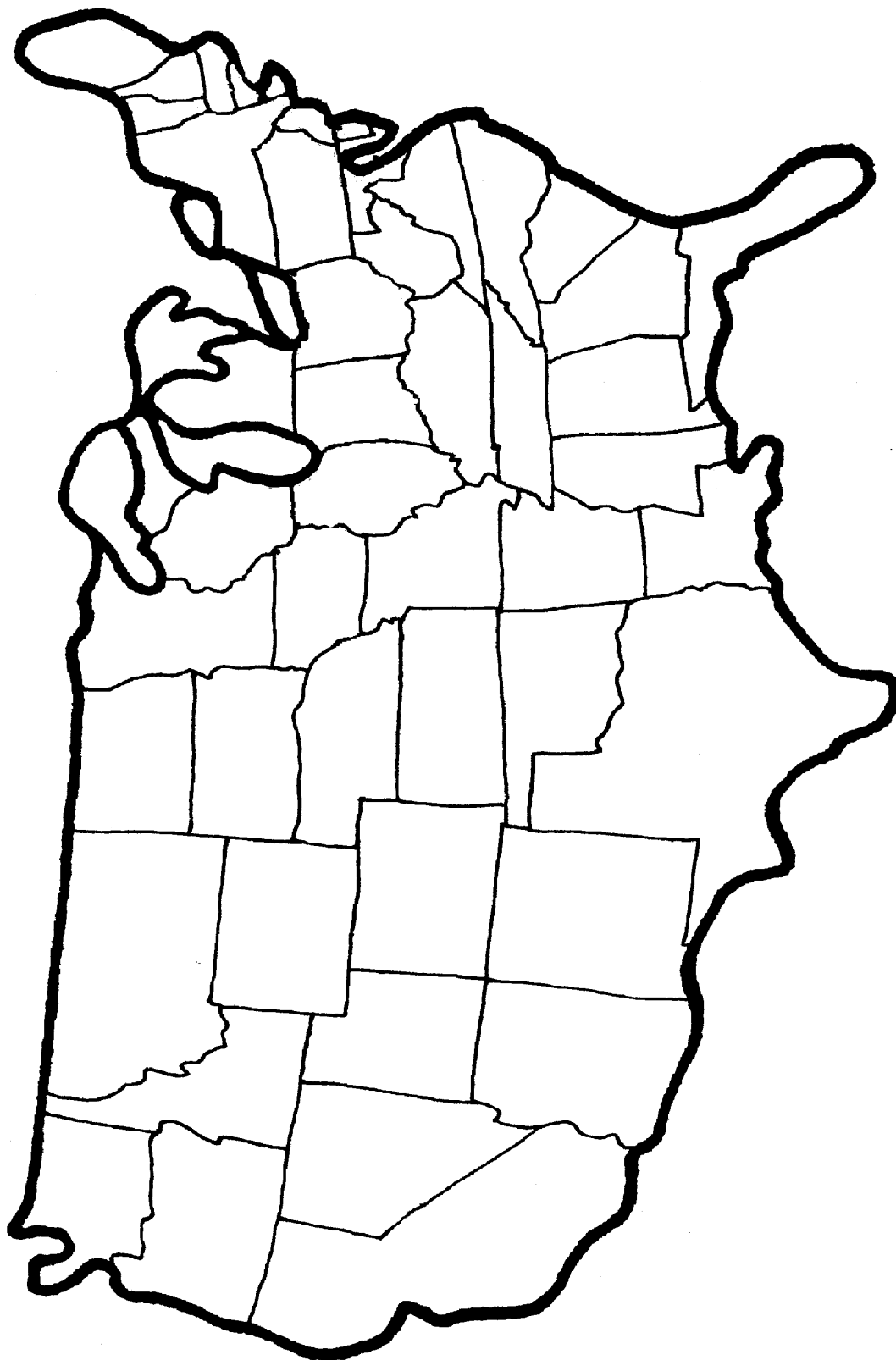
GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF 'ABDU'L-BAHÁ
TOPIC: 'ABDU'L-BAHÁ'S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

Resource Pages

Maps for Charting the Travels of 'Abdu'l-Bahá



GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS



GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS



‘ABDU’L-BAHÁ’S JOURNEY TO AMERICA

On March 25, [1912] the Master and His retinue boarded the S.S. Cedric in Alexandria, heading for the United States. The American Bahá’ís had sent thousands of dollars for His journey, urging Him to leave the Cedric in Italy and travel to England to sail on the maiden voyage of the Titanic. But the Master returned the money for charity and continued His voyage on the Cedric.

‘Abdu’l-Bahá’s entourage was an unusual mixture of Easterners and Westerners. The Master usually wore a long robe, white or light tan, a dark aba (overcoat) and a white turbaned headdress on His flowing, silky white hair. The Persians in His entourage wore Western clothing and the red fez. At Naples, a few Americans and an English believer, Miss Louisa Mathew, joined the traveling party for the rest of the trip.

... the officers of the ship asked ‘Abdu’l-Bahá to address a public meeting which they arranged in the lounge. Among the large number of people attending were the consuls of Russia and Italy, who conversed regularly with the Master afterwards.

Twenty five years later, a woman who as a child had traveled on the Cedric told a Bahá’í that she had never forgotten her personal encounter with the Master. “A glance that burned” into her soul and frightened her, lest she had displeased Him, and the kindly smile which released her “from terror.” She recalled that everyone had remarked about “His majestic bearing, His kingly walk, and above all the strange white light that followed Him everywhere.”

~Elaine A. Hopson, *‘Abdu’l-Bahá in New York: City of the Covenant*, introduction

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS



STORIES OF ‘ABDU’L-BAHÁ IN AMERICA

Story 1: NEW YORK

On April 11, 1912, the ship carrying ‘Abdu’l-Bahá pulled into the harbor of New York City. Hundreds of Bahá’ís gathered at the dock to greet ‘Abdu’l-Bahá. However, ‘Abdu’l-Bahá didn’t want a big public greeting of His arrival. He asked that the Bahá’ís disperse and He would meet them all at the Kinney home later that afternoon. Disappointed, the Bahá’ís obediently returned to their homes to wait until they could meet ‘Abdu’l-Bahá.

Three young ladies, however, decided they would not leave until they had at least gotten a glimpse of the Master. One of them was Juliet Thompson (who was later named a Hand of the Cause). The three young women followed the crowd to the street, but then slipped away and looked for a place to hide. They found a window that was set back into a building, with a stone wall jutting out from it. Juliet and her friends flattened themselves against the window, hoping to not be seen.

Just then, the car which was to take ‘Abdu’l-Bahá to the Kinney home pulled up and parked directly in front of them! “Oh no!” thought Juliet, “Now we were caught: certain to be discovered.”

Sure enough, ‘Abdu’l-Bahá soon came walking through the main entrance to the pier, with two Bahá’ís escorting Him, headed straight for the automobile. In a panic, the three ladies waited, afraid that ‘Abdu’l-Bahá would be angry with them for disobeying. As the Master was stepping into the car, He turned -- and *smiled* at Juliet and her friends!

(Adapted from *The Diary of Juliet Thompson*, pp. 231-234)

Story 2: CHICAGO, ILLINOIS

Many years before, the Bahá’ís in America had asked ‘Abdu’l-Bahá’s permission to build a House of Worship. The land had been selected, near Chicago, Illinois, and the Bahá’ís excitedly planned a dedication ceremony for May 1st, during ‘Abdu’l-Bahá’s journey to America.

A large tent was set up where the House of Worship would be built. Hundreds of Bahá’ís and other friends waited for ‘Abdu’l-Bahá to arrive, to talk about the Temple that would be built. They made a special path to the tent for ‘Abdu’l-Bahá to ride down. To their surprise, ‘Abdu’l-Bahá had his driver park at the side and He quietly went in.

After the Master talked to them about the special significance of this first Bahá’í House of Worship in America, everyone went outside for the “ground-breaking”. ‘Abdu’l-Bahá dug the first shovel-full of earth; then everyone had the chance to dig a little.

One of the Bahá’ís, Mrs. Nettie Tobin, had brought a rock, to offer as the “cornerstone” of the building. She had carried it part of the way in a doll carriage. ‘Abdu’l-Bahá placed this stone in the hole that everyone had helped dig. When it was in place, ‘Abdu’l-Bahá said, “The Temple is already built.”

If you visit the House of Worship in Wilmette, Illinois, you can see the “cornerstone”, which was placed by ‘Abdu’l-Bahá.

(Adapted from *The Cornerstone* by Anthony Lee)

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

Story 3: GLENWOOD SPRINGS, COLORADO:

On September 26, ‘Abdu’l-Bahá’s train left Denver. He got off at Glenwood Springs, and checked in to the Hotel Colorado.

The next day, after morning prayers and tea, ‘Abdu’l-Bahá and his companions strolled around the beautiful grounds, surrounded by towering mountains. When looked at the river and the mountains, ‘Abdu’l-Bahá said, “May God have mercy on the tyrants who kept the Blessed Beauty in prison for forty years. Such scenes were loved by him.”

This was a day of rest for ‘Abdu’l-Bahá. They bathed in the hot springs, and had lunch in the hotel’s lovely garden. At midnight that night, ‘Abdu’l-Bahá continued His train trip West.

(Adapted from *239 Days*, by Allan L. Ward, p. 158)

Story 4: SAN FRANCISCO, CALIFORNIA

When ‘Abdu’l-Bahá was in San Francisco, Mrs. Helen Gooddall would drive Him and some of the friends to a small lake surrounded by trees and flowering shrubs, in Golden Gate Park. The Master would stand on the shore and watch the ducks. The little ducks swam toward him as if drawn by His presence. Once ‘Abdu’l-Bahá said, “The ducks and flowers are more conscious of My presence than are the people of the city.”

(Adapted from *Memories of ‘Abdu’l-Bahá*, by Ramona Allen Brown, pp. 47-48)

Story 5: NEW YORK:

‘Abdu’l-Bahá and many of the Bahá’ís, some of them also from Persia, went to visit a poor, run-down part of the city called the Bowery. As they walked, people stared at them, because of their different-looking clothes and turbans. Some of the children started shouting and laughing, calling names and even throwing sticks at ‘Abdu’l-Bahá and the Bahá’ís as they walked.

Mrs. Kinney, whose house ‘Abdu’l-Bahá was staying at, was one of the Bahá’ís in the group. She went over to the boys and explained to them that ‘Abdu’l-Bahá was a Holy Man, Who had spent many years in prison and suffered much, just because He told the Truth and loved all people. Mrs. Kinney told the boys they could visit Him at her house on Sunday afternoon. She gave them her address, but she didn’t think they’d actually come.

Much to her surprise, the children did come, dressed in their best clothes, wanting to meet ‘Abdu’l-Bahá. The Master smiled and greeted each boy, putting his arm around their shoulders. One boy was at the back of the line, looking like he wasn’t quite sure if we would be welcome. This boy was African-American. When ‘Abdu’l-Bahá saw him, He was happier than before, and loudly told everyone in the room that here was a black rose!

‘Abdu’l-Bahá brought out a big box of chocolates for the children to enjoy. He held a chocolate up to the African-American boy’s cheek, and smiled broadly, as if to say how especially lovely this boy’s skin was. ‘Abdu’l-Bahá thus taught the Bahá’ís to appreciate and take joy in the diversity of mankind.

(Adapted from *The Black Rose*, by Anthony Lee)

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS



Major Cities Visited by ‘Abdu’l-Bahá
(April 11 – December 5, 1912)

New York, NY	April 11-19
Washington, DC	April 20-27
Chicago, IL	April 28-May 5
Evanston, IL	May 4
Cleveland, OH	May 6
Pittsburgh, PA	May 7
Washington, DC	May 8-10
New York, NY	May 11-20
Montclair, NJ	May 12
Jersey City, NJ	May 19
Cambridge, MA	May 20
Boston, MA	May 22-25
New York, NY	May 26-June 8
Philadelphia, PA	June 9-10
New York, NY	June 11-20
Montclair, NJ	June 21-28
West Englewood, NJ	June 29
Morristown, NJ	June 30
New York, NY	July 1-22
Boston, MA	July 23-24
Dublin, MA	July 25-Aug. 15
Elliott, ME	Aug. 16-22
Malden, MA	Aug. 23-29
Montreal, CANADA	Aug. 30-Sept. 8
Buffalo, NY	Sept. 9-11
Chicago, IL	Sept. 12-16
Kenosha, WI	Sept. 15
Minneapolis/St. Paul, MN	Sept. 17-20
Omaha, NE	Sept. 21
Lincoln, NE	Sept. 22
Denver, CO	Sept. 23-26
Glenwood Springs, CO	Sept. 28
Salt Lake City, UT	Sept. 30
San Francisco, CA	Oct. 1-17
Oakland, CA	(several times)
Palo Alto, CA	Oct. 8
Los Angeles, CA	Oct. 18-21
San Francisco, CA	Oct. 22-24
Sacramento, CA	Oct. 25-26
Denver, CO	Oct. 28
Chicago, IL	Oct. 31-Nov. 3
Cincinnati, OH	Nov. 5
Washington, DC	Nov. 6-10
Baltimore, MD	Nov. 11
New York, NY	Nov. 12

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS



WORDS OF FAREWELL

These are the days of my farewell to you, for I am sailing on the fifth of the month. Wherever I went in this country, I returned always to New York City. This is my fourth or fifth visit here, and now I am going away to the Orient. It will be difficult for me to visit this country again except it be the will of God. I must, therefore, give you my instructions and exhortations today, and these are none other than the teachings of Bahá'u'lláh.

You must manifest complete love and affection toward all mankind. Do not exalt yourselves above others, but consider all as your equals, recognizing them as the servants of one God. Know that God is compassionate toward all; therefore, love all from the depths of your hearts, prefer all religionists before yourselves, be filled with love for every race, and be kind toward the people of all nationalities. Never speak disparagingly of others, but praise without distinction. Pollute not your tongues by speaking evil of another. Recognize your enemies as friends, and consider those who wish you evil as the wishers of good. You must not see evil as evil and then compromise with your opinion, for to treat in a smooth, kindly way one whom you consider evil or an enemy is hypocrisy, and this is not worthy or allowable. You must consider your enemies as your friends, look upon your evil-wishers as your well-wishers and treat them accordingly. Act in such a way that your heart may be free from hatred. Let not your heart be offended with anyone. If some one commits an error and wrong toward you, you must instantly forgive him. Do not complain of others. Refrain from reprimanding them, and if you wish to give admonition or advice, let it be offered in such a way that it will not burden the bearer. Turn all your thoughts toward bringing joy to hearts. Beware! Beware! lest ye offend any heart. Assist the world of humanity as much as possible. Be the source of consolation to every sad one, assist every weak one, be helpful to every indigent one, care for every sick one, be the cause of glorification to every lowly one, and shelter those who are overshadowed by fear.

In brief, let each one of you be as a lamp shining forth with the light of the virtues of the world of humanity. Be trustworthy, sincere, affectionate and replete with chastity. Be illumined, be spiritual, be divine, be glorious, be quickened of God, be a Bahá'í.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

LIST OF ADDITIONAL RESOURCES

Stories and Articles:

Brilliant Star:

“Admiring Nature with ‘Abdu’l-Bahá” May-June 99
“Heroic Deeds” January-February 97
“The Future is Now” November-December 96
“Green Acre Bahá’í School” July-August 95
“Treasurers Within” May-June 95
“100 Year Timeline”, “On to the Future”, “Six Generations”, “What’s Happened in America?” May-June 94
“Heralds of the Covenant” Special Edition 93
“Sarah’s Genius” July-August 93
“Mission to America” March-April 93
“‘Abdu’l-Bahá and Children”, “Life of ‘Abdu’l-Bahá” November-December 92

“The World Congress in the City of the Covenant,” “Following the Footsteps...,” “A Visit to the Bowery Mission” September-October 92
“Joseph Meets ‘Abdu’l-Bahá” Special Edition 92
Afshin, Mahnaz *The Beloved Master*, pp. 23-26, 46-47
Armstrong-Ingram, R Jackson, *Written in Light, ‘Abdu’l-Bahá and the American Bahá’í Community 1898-1921*, pp. 10, 14-16, 20-28
Honold, Annamarie, *Vignettes from the Life of ‘Abdu’l-Bahá*, pp. 64, 88-89
Mehrabi, Jacqueline, *Stories of ‘Abdu’l-Bahá*, pp. 36-45
Perkins, Mary, *The Servant of the Glory*, pp. 182-248

Activities:

Brilliant Star:

“Have a Centennial Fair”, “Make a Prejudice-Free Mural” May-June 94
“Tablets of the Divine Plan” Special Edition 94

“Travels of the Master” November-December 92
“Make a Frame for Your Photograph of ‘Abdu’l-Bahá” Special Edition 92

Games:

Brilliant Star:

“Peace Process” January-February 93
“Where in the World Was Martha Root?” July-August 93

Poetry:

Brilliant Star: “Old Ship’s Tale” September-October 92

Visual Aids:

“Travels of ‘Abdu’l-Bahá” wall map, NSA Bahá’ís of Hawaiian Islands, 1992

Reference:

‘Abdu’l-Bahá, *‘Abdu’l-Bahá in London -- Addresses and Notes of Conversations*
‘Abdu’l-Bahá, *Paris Talks -- Addresses Given by ‘Abdu’l-Bahá in 1911*
‘Abdu’l-Bahá, *The Wisdom of the Master*, pp. 11-19
Balyuzi, H.M., *‘Abdu’l-Bahá*, pp. 140-339
Brown, Ramona Allen, *Memories of ‘Abdu’l-Bahá, Recollections of the Early Days of the Bahá’í Faith in California*, pp. 33-88
Effendi, Shoghi, *God Passes By*, pp. 279-290
Lee, Anthony, *The Cornerstone*

Parson, Agnes, *‘Abdu’l-Bahá in America: Agnes Parson’s Diary*
Thompson, Juliet, *Diary of Juliet Thompson*
Townshend, George, *‘Abdu’l-Bahá, The Master*, pp. 45-48
Ward, *239 Days: ‘Abdu’l-Bahá’s Journey in America*, Allan pp. 9, 13-14
Yazdi, Ali M *Blessings Beyond Measure, Recollections of ‘Abdu’l-Bahá and Shoghi Effendi*, pp. 20-22

List other favorite resources:

If you find any additional resources, please notify the National Teacher Training Center, or submit your findings to the Educational Materials web site.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: ‘ABDU’L-BAHÁ’S JOURNEY AND ITS SIGNIFICANCE
TO THE WESTERN BELIEVERS

Page for NOTES

**TO BE THOROUGHLY FAMILIAR
WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
UNITY, LOVE, RESPECT, TOLERANCE**

They must become thoroughly familiar with the language used and the example set by ‘Abdu’l-Bahá in His public addresses throughout the West.

Shoghi Effendi, *The Compilation of Compilations*, Vol. 1, p. 206

Let us too bear in mind the example which our beloved Master has clearly set before us. Wise and tactful in His approach, wakeful and attentive in His early intercourse, broad and liberal in all His public utterances, cautious and gradual in the unfolding of the essential verities of the Cause, passionate in His appeal yet sober in argument, confident in tone, unswerving in conviction, dignified in His manners – such were the distinguishing features of our Beloved’s noble presentations of the Cause of Bahá’u’lláh.

Shoghi Effendi, *Bahá’í Administration*, pp. 69-70

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVE

- To know the topics repeatedly addressed by ‘Abdu’l-Bahá during His visit to the West

SUGGESTED LEARNING ACTIVITIES

- Explore the major topics of the talks given by ‘Abdu’l-Bahá during His journey, such as racial unity, education, oneness of religion, equality of women and men, harmony of science and religion, spiritual development, etc.
- Learn songs that reflect the principles taught by ‘Abdu’l-Bahá (e.g., “One Heart Ruby Red,” “Love, Love, Love,” “God is One,” “Be Not Content,” “I Want to Be Strong”).
- Use arts and crafts, mime or dance to illustrate the concepts in these songs.
- Memorize passages from tablets of ‘Abdu’l-Bahá on these topics



WISDOM OBJECTIVES

- To understand that we, as American Bahá’ís, must pay particular attention to the principles emphasized by ‘Abdu’l-Bahá during His journey to the West
- To comprehend that these principles are important to us not only because they point out to us the issues we need to address in America, but because they also give us the solutions to the challenges of those issues

SUGGESTED LEARNING ACTIVITIES

- Discuss the principles in the songs and why there was – and is – a need for change.
- Present dramatizations of situations of the times, first showing the problems, then enacting the solutions according to the principles emphasized by ‘Abdu’l-Bahá.
- Collect evidence and examples of the extent to which circumstances have changed since ‘Abdu’l-Bahá’s visit, and brainstorm ways in which the class can help to bring about greater change.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

 **SPIRITUAL PERCEPTION OBJECTIVES**

- To identify particular examples of ‘Abdu’l-Bahá’s behavior that reflect the principles of the Faith, and to relate these examples to one’s own behavior
- To apply the understanding gained from the study of these principles to one’s own life and community

SUGGESTED LEARNING ACTIVITIES

- Invite students to relate situations from their own lives involving these principles, and to discuss how they think ‘Abdu’l-Bahá might have acted in similar situations.
- Discuss ways in which the principles taught by ‘Abdu’l-Bahá can be applied to incidents in current events.
- Prepare skits on these topics or prepare dramatic readings of His talks

 **ELOQUENT SPEECH OBJECTIVES**

- To be able to identify the specific topics, principles, teachings and exhortations emphasized by ‘Abdu’l-Bahá during His visit to America
- To make a presentation explaining the importance of the principles of the Faith, and the need for their application in the world

SUGGESTED LEARNING ACTIVITIES

- Organize opportunities for the students to share with the Bahá’í community the songs they’ve learned reflecting the principles taught by ‘Abdu’l-Bahá
- Create banners or other visuals that show the principles taught by ‘Abdu’l-Bahá. Make these available to the community for special activities or teaching events.
- Provide opportunities for students to work in groups to plan and perform presentations showing how to apply the principles of the Faith to situations in daily life.
- Guide and support the students to initiate projects based on these principles in their towns, schools, and neighborhoods.
- Prepare presentations on these topics for local schools.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST

Sample Activities

ACTIVITY: INTRODUCE MAJOR PRINCIPLES THROUGH SCIENCE STATIONS

KNOWLEDGE OBJECTIVE: To know the topics repeatedly addressed by ‘Abdu’l-Bahá during His visit to the West

ELOQUENT SPEECH OBJECTIVE: To identify the specific topics, principles, teachings and exhortations emphasized by ‘Abdu’l-Bahá during His visit to the West

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Study of the principles and teachings of the Faith; Use of science; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 2 CLASS SESSIONS, 1 HR. EACH

In Advance:

- Prepare quotations and instructions for science stations
- Set up science stations according to directions on the following pages

Materials Needed:

- art, construction and science materials for each station
- journals or journal paper, pencils
- lamination or clear Contact paper

1. The teacher should first test out the experiments—ingredients, time needed, etc. can vary depending on weather, location, and brands of ingredients used.
2. Plan on completing these activities over the course of two class sessions. On the first session, set up Science Stations 1) Equality; 2) Oneness of Religion; and 3) Spiritual Development. At the next class session, set up Science Stations 4) Search for Truth and 5) Harmony of Science and Religion. Follow the same general procedures for both sessions’ stations.
3. Set up each Station: Place the instructions and all materials needed at each station. Mount the instruction sheet on poster board and laminate or cover with clear contact paper to protect it.
4. Introduce the theme to your students and explain the process by which they will be exploring the principles emphasized by ‘Abdu’l-Bahá: Students will travel to each station in small teams (up to 5) to investigate quotations from ‘Abdu’l-Bahá’s talks in the West, and to conduct experiments illustrating those principles.
5. Instruct students to take writing journals and pencils with them to each station.
List these action steps on the board, to do at each Science Station:
 - 1) Read the quotation aloud.
 - 2) Read the directions, and conduct the experiment.
 - 3) Record observations in your journal: write the Station title, then list and explain, as many ways as possible, how the experiment illustrates the quotation. Consult with other students if you like and see if you can come up with more than one explanation!
 - 4) Make sure the Station is cleaned up and ready for the next team.
 - 5) Spend a maximum of 20 minutes at each Station.
6. At the end of the second class session, when students have visited all five science stations, reconvene as a full group. Ask students to share their journal observations, especially identifying analogies for the principles emphasized by ‘Abdu’l-Bahá.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

INSTRUCTIONS FOR SCIENCE STATIONS

Science Station 1: Equality

Quotation:

“Inasmuch as human society consists of two parts, the male and female, each the complement of the other, the happiness and stability of humanity cannot be assured unless both are perfected. Therefore, the standard and status of man and woman must become equalized.”

~’Abdu’l-Bahá, *Promulgation of Universal Peace*, pg. 108

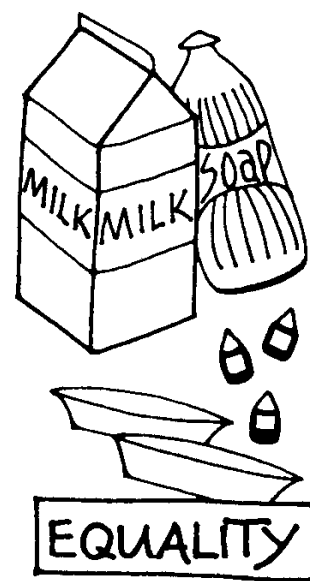
Science Experiment: Color Milk Shake

Materials:

- Quart of warm whole milk
- One or more colors of liquid food coloring
- *Dawn* dishwashing liquid
- Pie plates or shallow pans
- Basin for dirty pans

Directions:

- 1) Pour 1/2 cup milk into a clean pie plate.
- 2) Each person drop one or two drops each of red, blue, and yellow food coloring into the milk in various places.
- 3) Add a few drops of dishwashing liquid into the milk. The reaction will be immediate and will last for 2 or 3 minutes.
- 4) Put used pan into basin, replace other supplies how they were.



What Happened?

Milk contains both fat and water. Fat and water cannot mix with each other. That is why fat-rich cream used to rise to the top of a container of milk before the days of homogenization. Soap can mix with both fat and water. When the dishwashing liquid was added to the milk, one end of each soap molecule attached itself to a fat molecule and the other end attached itself to a water molecule. This joining of molecules caused the flowing movement of the milk. The food coloring simply allows us to observe this movement. The soap treats the fat and the water equally.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

Science Station 2: Oneness of Religion

Quotation:

“Religion is reality, and reality is one. The fundamentals of the religion of God are, therefore, one in reality. There is neither difference nor change in the fundamentals. Variance is caused by blind imitations, prejudices and adherence to forms which appear later; and inasmuch as these differ, discord and strife result. If the religions of the world would forsake these causes of difficulty and seek the fundamentals, all would agree, and strife and dissension would pass away; for religion and reality are one and not multiple.”

~’Abdu’l-Bahá, *Promulgation of Universal Peace* pg. 118

Science Experiment: Pepper Dissension

Materials:

- pepper
- water
- liquid dish soap
- plastic bowls
- basin for used bowls

Directions:

- 1) Pour about 1" of water into a clean bowl. Sprinkle enough pepper onto the water to lightly cover its surface.
- 2) Dip a clean finger into the water and note any changes.
- 3) Rub a little liquid dish soap onto your finger and dip it into the water again.
- 4) Watch what happens.
- 5) Put used bowl into basin.



What Happened?

The pepper was floating on the water’s “skin”, which was created by surface tension. When you put your clean finger into the water, your finger acted as part of the surface and the pepper “floats” on your skin, too. When the soapy finger entered the water, the surface tension was broken and the pepper was pushed to the edge of the bowl. Pepper simply illustrates the surface tension.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

Science Station 3: Spiritual Development

Quotation:

“Man is like unto this lamp, but the effulgences of the Kingdom are like the rays of the lamp. Man is like unto the glass, but spiritual splendors are like unto the light within the glass. No matter how translucent the glass may be, as long as there is no light within, it remains dark. Likewise, man, no matter how much he advances in material accomplishments, will remain like the glass without light if he is deprived of the spiritual virtues. Material virtues are like unto a perfect body, but this body is in need of the spirit. No matter how handsome and perfect the body may be, if it is deprived of the spirit and its animus, it is dead. But when that same body is affiliated with the spirit and expressing life, perfection and virtue become realized in it.”

~ ‘Abdu’l-Bahá, *Promulgation of Universal Peace* pg. 303

Science Experiment: Spirit-Filled Balloon

Materials:

- White vinegar
- Baking soda
- Balloons
- Measuring cup
- Measuring spoons
- Empty glass bottles
- 2 funnels (preferably different colors)



Directions:

- 1) Blow up the balloon to stretch it. Gently release air.
- 2) Place the (*specify color*) funnel upside-down on the table and gently stretch the neck of a balloon over the neck of the funnel. Hold the balloon on the funnel with one hand and flip the funnel over.
- 3) Carefully pour 1 tbsp. baking soda into the funnel and make sure that it all goes into the balloon. Remove the funnel.
- 4) Insert the (*specify other color*) funnel into the neck of a soda bottle and carefully pour 1/2 cup white vinegar into the bottle. Remove the funnel.
- 5) Gently stretch the neck of the balloon over the bottle. Hold the balloon and the bottle together with one hand. Lift the body of the balloon up with the other hand and shake it so that the baking soda falls into the bottle.

What happened:

When the baking soda (a base) and the vinegar (an acid) combined, they created carbon dioxide gas, which rose and filled the balloon, enabling it to arise.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

Science Station 4: Search for Truth

Quotation:

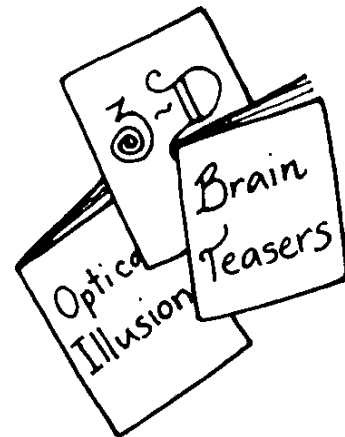
“God has given man the eye of investigation by which he may see and recognize truth. He has endowed man with ears that he may hear the message of reality and conferred upon him the gift of reason by which he may discover things for himself...Man is not intended to see through the eyes of another, hear through another’s ears nor comprehend with another’s brain...Therefore, depend upon your own reason and judgment and adhere to the outcome of your own investigation.”

~ ‘Abdu’l-Bahá, *Promulgation of Universal Peace*, pg. 293

Science Experiment: Investigating Eye

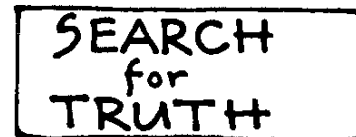
Materials:

- Photocopies of various optical illusions (one source is *The Book of Think*, a Brown Paper Bag Book, published by Little, Brown & Co.)
- 3-D pictures (one source is any of the “Magic Eye” books, published by N.E. Thing enterprises, Scholastic Books; visit their web site: www.magiceye.com)
- Visual brain-teaser puzzles (one source is *Critical Thinking Puzzles*, by Michael DiSpezio, Scholastic Books)



Directions:

- 1) Let each person have an opportunity to try out each of the visual puzzles. How many people see different objects in the optical illusions? How many can see the images in the 3-D puzzles? How many can solve the brain-teasers?



What happened?

To “see” a 3-D image, you must get one eye to focus on the image, while the other eye looks at the same point in the next pattern, and you must hold your eyes in that position long enough for your brain to decode the information coded into the repeating patterns by the creator’s computer programs. A similar two-eye shift in focus occurs with optical illusions. Brain teasers require critical thinking, with your brain again looking for patterns and sequences in what your eyes are looking at.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

Science Station 5: Harmony of Science and Religion

Quotation:

“...Religion and Science are inter-twined with each other and cannot be separated. These are the two wings with which humanity must fly. One wing is not enough. Every religion which does not concern itself with Science is mere tradition, and that is not the essential. Therefore science, education and civilization are most important necessities for the full religious life.”

~ ‘Abdu’l-Bahá in London, pg. 28

Science Experiment: Balanced flight

Materials:

- Poster board, cut into variety of different shapes and sizes of airplane wings, and fuselages
- Pens and stickers to decorate planes
- Tape

Directions:

- 1) Work cooperatively to build 4 different style planes: 1 with only a left wing, labeled “Religion”; 1 with only a right wing, labeled “Science”; 1 with 2 wings, but of different sizes, labeled “Religion” and “Science”; 1 with two equal size wings, labeled “Religion” and “Science”.
- 2) Have each person hold a different plane. At signal, send all flying at same time. Observe results.



What happened:

Without equal wings, straight, sustained flight is impossible. Flight is possible due to “lift,” caused by air passing over and under the leading edge of both wings. Without equal air pressure on both wings, stability is impossible.

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST

ACTIVITY: DEEP STUDY OF THE MAJOR PRINCIPLES EMPHASIZED BY ‘ABDU’L-BAHÁ

KNOWLEDGE OBJECTIVE: To know the topics repeatedly addressed by ‘Abdu’l-Bahá during His visit to the West

WISDOM OBJECTIVE: To understand that we, as American Bahá’ís, must pay particular attention to the principles emphasized by ‘Abdu’l-Bahá during His journey to the West

ELOQUENT SPEECH OBJECTIVE: To identify the specific topics, principles, teachings and exhortations emphasized by ‘Abdu’l-Bahá during His visit to the West

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Study of the principles and teachings of the Faith; Use of manipulatives; Cooperative learning; Use of research; Use of art; Use of science

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- copies of passages listed for deep study activity, pp. 97-101 of this Lesson Planning Guide
- art, construction and science items
- *Promulgation of Universal Peace*
- *Paris Talks*
- *‘Abdu’l-Bahá in London*

1. Divide the students into small groups to each study one of these five major principles (Equality, Science and Religion, Search for Truth, Oneness of Religion, Spiritual Development). Distribute handouts with passages from each of these books for each study team to read: *Promulgation of Universal Peace*, *Paris Talks*, *Abdu’l-Bahá in London*. See following Resource Pages, 97-101, for suggested passages (teachers should review passages and adapt for particular age groups).
2. Ask each group to be prepared to answer the following questions regarding their selected topic:
 - 1) What is the principle?
 - 2) What are some basic elements that make up the principle?
 - 3) Why is understanding and living this principle important?
 - 4) How will understanding it and living it change the world?

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

ACTIVITY: APPLYING THE PRINCIPLES TO CURRENT SOCIAL ISSUES

WISDOM OBJECTIVE: To understand that we, as American Bahá’ís, must pay particular attention to the principles emphasized by ‘Abdu’l-Bahá during His journey to the West

ELOQUENT SPEECH OBJECTIVE: To identify the specific topics, principles, teachings and exhortations emphasized by ‘Abdu’l-Bahá during His visit to the West

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Study of the principles and teachings of the Faith; Use of research; Use of drama; Use of art; Use of science

SUGGESTED TIME FOR ACTIVITY: 50 MIN. OR LONGER

Materials Needed:

- articles/magazines/videos on current social conditions
- several copies of *Promulgation of Universal Peace*, *Paris Talks*, and/or *‘Abdu’l-Bahá in London*
- some or all of the materials described in step 4 below

1. Select current or historical articles, documents or videos (i.e., *Newsweek*, “Eyes on the Prize,” etc.) that depict challenges to the principles emphasized by ‘Abdu’l-Bahá.
2. Invite the students to read or watch the item provided. Then invite them to find solutions for the problems from their study of ‘Abdu’l-Bahá’s talks in the West.
3. Ask teams of two or three to select a book of ‘Abdu’l-Bahá’s talks in the West. Instruct them to use the book’s index to identify at least one talk that describes the solution to this problem. Ask them to select one or more quotations from the talk to incorporate in the presentation. Allow ample time to complete this step thoroughly before moving on to the next step.
4. After the teams have had time to complete their study, encourage each team to select one of the different modalities listed below to prepare the presentation of their study. Encourage them to very briefly indicate the problem and then demonstrate the solution found in ‘Abdu’l-Bahá’s words. Emphasize the SOLUTION, not the problem. Modalities:
 - Create a brief dramatic presentation.
 - Use visual arts. (Provide a variety of art materials, i.e. paints, poster board, crayons, pastels, magazines, glue, fabric strips, etc.)
 - Use poetry or rap. (Provide paper and pencils.)
 - Use building materials. (Provide tinker toys, building blocks, clay, etc.)
 - Create a science demonstration. (Provide different items such as magnets, baking soda, vinegar, natural resources: rocks, leaves, etc.)
5. Share these presentations in the whole group. Invite the students to acknowledge the specific elements of excellence in each other’s presentations.



GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST

**ACTIVITY: GIVE A FIRESIDE HIGHLIGHTING THE PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ**

KNOWLEDGE OBJECTIVE: To know the topics repeatedly addressed by ‘Abdu’l-Bahá during his visit to the West

ELOQUENT SPEECH OBJECTIVES: To identify the specific topics, principles, teachings and exhortations emphasized by ‘Abdu’l-Bahá during his visit to the West; To make a presentation explaining the importance of the principles of the Faith, and the need for their application in the world

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of art; Use of science; Cooperative learning

SUGGESTED TIME FOR ACTIVITY: 30 MIN. + FIRESIDE.

Materials Needed:

- Chart paper and/or journals

1. Invite the students to work in the same teams as in the previous activity. Encourage them to engage in a self-assessment of their presentations. Based on their own perceptions and the encouragement of their fellow students, how can they improve their presentations? Through careful planning and practice, encourage the students to refine their presentations into fireside presentations to attract the hearts of seekers.
2. Then consult to create a plan to share these fireside presentations, with their peers or adult seekers, in a specially planned event or as part of an ongoing fireside.
3. Remember to share the results of this experience in a subsequent class.
4. As you conclude this series of sample activities about the beloved Master, please reflect again on the station of ‘Abdu’l-Bahá, His peerless life, and the transformative power of His talks and writings. Record your responses to the following questions:

What incident in the Master’s life has already influenced your ideas and actions?

Which of His words have you memorized?
What specific examples can you describe of the benefits of having His words in your heart?

What steps have you already taken to follow the Master’s example in teaching and service?

How can you build on these actions in the future?

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

Resource Pages

EQUALITY

...All prejudices are against the will and plan of God. Consider, for instance, racial distinction and enmity. All humanity are the children of God; they belong to the same family, to the same original race. There can be no multiplicity of races, since all are the descendants of Adam. This signifies that racial assumption and distinction are nothing but superstition. In the estimate of God there are no English, French, Germans, Turkish or Persians. All these in the presence of God are equal; they are of one race and creation; God did not make these divisions. These distinctions have had their origin in man himself. Therefore, as they are against the plan and purpose of reality, they are false and imaginary. We are of one physical race, even as we are of one physical plan of material body - each endowed with two eyes, two ears, one head, two feet. Among the animals racial prejudice does not exist. Consider the doves; there is no distinction as to whether it is an oriental or an occidental dove. The sheep are all of one race; there is no assumption of distinction between an eastern and a western sheep. When they meet, they associate with perfect fellowship. If a dove from the West should go to the Orient, it will associate with the eastern doves unhesitatingly. There will be no attitude of unwillingness as if saying, "You belong to the East; I am from the West." Is it reasonable or allowable that a racial prejudice which is not observed by the animal kingdom should be entertained by man?

~'Abdu'l-Bahá, *Promulgation of Universal Peace*, pp. 299

In proclaiming the oneness of mankind He taught that men and women are equal in the sight of God and that there is no distinction to be made between them. The only difference between them now is due to lack of education and training.

~'Abdu'l-Bahá, *Promulgation of Universal Peace*, pp. 174-175

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

HARMONY OF SCIENCE AND RELIGION

Every religion which is not in accordance with established science is superstition. Religion must be reasonable. If it does not square with reason, it is superstition and without foundation. It is like a mirage, which deceives man by leading him to think it is a body of water. God has endowed man with reason that he may perceive what is true. If we insist that such and such a subject is not to be reasoned out and tested according to the established logical modes of the intellect, what is the use of the reason which God has given man? The eye is the organ of sense by which we view the world of outer phenomena; hearing is the faculty for distinguishing sounds; taste senses the properties of objects... touch reveals attributes of matter and perfects our communication with the outer world; yet after all, the circle and range of perception by the five senses is exceedingly limited. But the intellectual faculty of man is unlimited in its sphere of action. The eye views details perhaps a mile, but the intellect can perceive the far East and West...Mind makes geological discoveries in subterranean depths and determines the processes of creation in the earth's lowest strata. The sciences and arts, all inventions, crafts, trades and their products have come forth from the intellect of man. It is evident that within the human organism the intellect occupies the supreme station. Therefore, if religious belief, principle or creed is not in accordance with the intellect and the power of reason, it is surely superstition.

~'Abdu'l-Bahá, *Promulgation of Universal Peace*, pp. 63-64

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

SEARCH FOR TRUTH

The first teaching of Bahá'u'lláh is the duty incumbent upon all to investigate reality. What does it mean to investigate reality? It means that man must forget all hearsay and examine truth himself, for he does not know whether statements he hears are in accordance with reality or not. Wherever he finds truth or reality, he must hold to it, forsaking, discarding all else; for outside of reality there is naught but superstition and imagination. For example, during the days of Jesus Christ the Jews were expecting the appearance of the Messiah, praying and beseeching God day and night that the Promised One might appear. Why did they reject Him when He did appear? They denied Him absolutely, refused to believe in Him. There was no abuse and persecution which they did not heap upon Him...Why did they do this? Because they did not investigate the truth or reality of Christ and were not able to recognize Him as the Messiah of God. Had they investigated sincerely for themselves, they would surely have believed in Him...but, alas, they were veiled, they held to imitations of ancestral beliefs and hearsay and did not investigate the truth of Christ...

Reality or truth is one, yet there are many religious beliefs, denominations, creeds and differing opinions in the world today. Why should these differences exist? Because they do not investigate and examine the fundamental unity, which is one and unchangeable. If they seek reality itself, they will agree and be united; for reality is indivisible and not multiple. It is evident, therefore, that there is nothing of greater importance to mankind than the investigation of truth.

~'Abdu'l-Bahá, *Promulgation of Universal Peace*, pp. 62-63

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST

ONENESS OF RELIGION

Religions are many, but the reality of religion is one. The days are many, but the sun is one. The fountains are many, but the fountainhead is one. The branches are many, but the tree is one.

The foundation of the divine religions is reality; were there no reality, there would be no religions. Abraham heralded reality. Moses promulgated reality. Christ established reality. Muhammad was the Messenger of reality. The Báb was the door of reality. Bahá’u’lláh was the splendor of reality. Reality is one; it does not admit multiplicity or division. Reality is as the sun, which shines forth from different dawning points; it is as the light, which has illumined many lanterns.

...These imitations may be likened to clouds which obscure the sunrise; but reality is the sun. If the clouds disperse, the Sun of Reality shines upon all, and no difference of vision will exist. The religions will then agree, for fundamentally they are the same....

The divine religions are like the progression of the seasons of the year. When the earth becomes dead and desolate and because of frost and cold no trace of vanished spring remains, the springtime dawns again and clothes everything with a new garment of life. The meadows become fresh and green, the trees are adorned with verdure and fruits appear upon them. Then the winter comes again, and all the traces of spring disappear. This is the continuous cycle of the seasons - spring, winter, then the return of spring. But though the calendar changes and the years move forward, each springtime that comes is the return of the springtime that has gone... Springtime is springtime, no matter when or how often it comes. The divine Prophets are as the coming of spring, each renewing and quickening the teachings of the Prophet Who came before Him. Just as all seasons of spring are essentially one as to newness of life, vernal showers and beauty, so the essence of the mission and accomplishment of all the Prophets is one and the same.

~’Abdu’l-Bahá, *Promulgation of Universal Peace*, pp. 126-127

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ
TOPIC: IMPORTANT PRINCIPLES EMPHASIZED
BY ‘ABDU’L-BAHÁ IN THE WEST

SPIRITUAL DEVELOPMENT

The results I expect are these: that the individual soul shall be released from self and desire and freed from the bondage of satanic suggestions. May the mirrors of hearts be cleansed from dust in order that the Sun of Truth may be reflected therein.

Man possesses two kinds of susceptibilities: the natural emotions, which are like dust upon the mirror, and spiritual susceptibilities, which are merciful and heavenly characteristics.

There is a power which purifies the mirror from dust and transforms its reflection into intense brilliancy and radiance so that spiritual susceptibilities may chasten the hearts and heavenly bestowals sanctify them. What is the dust which obscures the mirror? It is attachment to the world, avarice, envy, love of luxury and comfort, haughtiness and self-desire; this is the dust which prevents reflection of the rays of the Sun of Reality in the mirror. The natural emotions are blameworthy and are like rust which deprives the heart of the bounties of God. But sincerity, justice, humility, severance, and love for the believers of God will purify the mirror and make it radiant with reflected rays from the Sun of Truth.

It is my hope that you may consider this matter, that you may search out your own imperfections and not think of the imperfections of anybody else. Strive with all your power to be free from imperfections. Heedless souls are always seeking faults in others. What can the hypocrite know of others' faults when he is blind to his own? This is the meaning of the words in the Seven Valleys. It is a guide for human conduct. As long as a man does not find his own faults, he can never become perfect. Nothing is more fruitful for man than the knowledge of his own shortcomings. The Blessed Perfection says, "I wonder at the man who does not find his own imperfections."

‘Abdu’l-Bahá, *Promulgation of Universal Peace*, pp. 244

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST



Songs from *Teaching Peace*
written by Kathy & Red Grammer

Teaching Peace

Chorus:

Teaching peace all the world around
You and me, every city, every town.
One by one, in our work and in our play
We are teaching peace
By what we do and what we say

It's up to us, to show we care
Reaching out to everybody everywhere
heart to heart and friend to friend
Circling all around the world and back
again

(Repeat Chorus)

So take my hand and come along
It's time to sing the world a brand new
song.
So sing it loud and sing it clear
All together now so everyone can hear

(Repeat Chorus)

(Repeat 3rd verse)

(Repeat Chorus with vigor)

With Two Wings

Chorus:

With two wings we can soar through the
air
With two wings we can go most anywhere
With two wings we can sail through the
sky
With two wings we can fly

I am one wing, father and brother
By myself all I can do is flutter
I'm only one wing, I need the other
For the dove of peace to fly
I am one wing, sister and mother
By myself all I can do is flutter
I'm only one wing, I need the other
For the dove of peace to fly

(Repeat Chorus)

I am one voice, I am another
I'm half of the world and I am the other
When we learn to work together
Then the dove of peace will fly

(Repeat Chorus)

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:
“What Do Bahá’ís Believe?,” “Who and Where Are the Bahá’ís?” January-February 02
“Star Kids: Wherever You Worship,” “The Dawning Place” September-October 01
“One Prayer, Many Ways” May-June 00
“The Story of Man,” “The United Nations, A Step Toward Unity” January-February 00
“The Black Rose,” “The Fruits of One Tree”,
“When We Were One” July-August 99
“Working for Equality Around the World,” “Learning to Fly”, “Did You Know About Int’l. Women’s Day?” March-April 99

Unity Flows from Every Color (coloring book)
Afshin, Mahnaz, The Fruits of One Tree, pp. 75-85
Afshin, Mahnaz, The Beloved Master, pp. 46-47, 74-75
Armstrong-Ingram, R. Jackson, Written in Light, ‘Abdu’l-Bahá and the American Bahá’í Community, pp.124-133
Barnum-Newman, Winifred, The Secret in the Garden
Danesh, Hossain, The Promise, Vol. I, pp. 10-15, Vol. II, pp. 40-45
Perkins, Mary, The Servant of the Glory, pp. 186-187, 191, 194, 199-200, 205, 221, 224, 226-227

Worksheets and Coloring Pages:

Brilliant Star:

“Discovering Faith,” “Diversity Detective” January-February 01
“About Me and My Culture” May-June 00
“Hearts Beating All around the World” September-October 97
“Puzzled about Principles?” May-June 97
“America’s Amazing Destiny” Special Edition 95
“From Prejudice to Peace” March-April 95

Activities:

Brilliant Star:

“Puppets for Peace” November-December 01
“The Art of Unity” July-August 00
“Glorious Colors” November-December 97
“Nimni’s Bird Puppet” March-April 99
“With Two Wings” March-April 96
(Other, earlier *Brilliant Star* issues with substantial activities on this Topic include: May-June 96, Special Edition 95, March-April 93)

Music:

Brilliant Star:

“Equal but Not the Same” March-April 99
“Places in the World” May-June 96
“The World Pledge” Special Edition 95
The Bahá’í Songbook, “Let It Be This Generation”, “Peace Moves”, “I Have Found Bahá’u’lláh”, “Why Not Have Peace?”, “Rejoice! Rejoice!”, “All the People of the World”, “One World”

Lift Up Your Voices and Sing, Vol. One, Two, Three, various artists
Sing A New Song, Bahá’í Songs for Children, “Flowers of the Garden”, “Love Your Neighbors and Friends”
Grammer, Red, *Teaching Peace* (Songbook and CD), “With Two Wings”, “Teaching Peace”
Lenz, Jack, *We Are One*, “A Universal Language”
Munro, Gordi, *Unity in Diversity*

Games: *Brilliant Star*: “Peace Process” January-February 93

Drama: *Brilliant Star*:

“Ayyám-í-Há in Rainbowville” January-February 97, “Child of the East, Child of the West” March-April 96

Poetry:

Brilliant Star: “One Family,” “Two” September-October 97

Videos: *The Power of Race Unity, We Are One, Two Wings*

Reference: Abdu’l-Bahá, *Promulgation of Universal Peace*, ‘Abdu’l-Bahá in London , *Paris Talks*

List other favorite resources:

GOAL: TO BE THOROUGHLY FAMILIAR WITH THE PUBLIC ADDRESSES OF ‘ABDU’L-BAHÁ

TOPIC: IMPORTANT PRINCIPLES EMPHASIZED

BY ‘ABDU’L-BAHÁ IN THE WEST

Page for Notes