

**TO BECOME FAMILIAR WITH THE SOCIAL AND  
POLITICAL CIRCUMSTANCES AT THE TIME OF  
THE BÁB'S APPEARANCE**

**RELIGIOUS AWAKENING IN ANTICIPATION OF  
THE COMING OF THE BÁB (THE QÁ'IM)**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
COURAGE, DETACHMENT, FAITHFULNESS, OBEDIENCE,  
PRAYERFULNESS**

If the younger Bahá'í generation, in whom Shoghi Effendi has great hopes, take the pains of studying the Cause deeply and thoroughly read its history, find its underlying principles and become both well informed and energetic they surely can achieve a great deal.

From a letter written on behalf of Shoghi Effendi, *Dawn of a New Day*, p. 3

Beware, lest after my departure the world's fleeting vanities beguile you. Renounce all comfort, all earthly possessions and kindred, in your quest of Him. Detach yourselves from all earthly things and humbly beseech God to guide you. Never relax in your determination to seek and find Him. Be firm until the day He will choose you as His companions. Well is it with every one of you who will drink the cup of martyrdom in His path.

Sayyid Kázim, to his followers, quoted in *Release the Sun*, p. 7

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### **LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES**



#### **KNOWLEDGE OBJECTIVES**

- To become familiar with the oral tradition of prophecies and the religious schools
- To know that Shaykh Ahmad-i-Ahsá'í and Siyyid Kázim-i-Rashtí were actively teaching their pupils to prepare for the coming of the Báb

#### **SUGGESTED LEARNING ACTIVITIES**

- Listen to stories about the lives of Shaykh Ahmad and Siyyid Kázim.
- Illustrate the stories.
- Make a puppet theater from the stories.
- Prepare lists of the main events and their chronology and personalities involved.



#### **WISDOM OBJECTIVE**

- To understand that the teachings of Shaykh Ahmad and Siyyid Kázim were in anticipation of the imminent return of the Qá'im

#### **SUGGESTED LEARNING ACTIVITIES**

- Listen, ponder and discuss the writings of the Guardian on this subject.
- Dramatize the anticipation of the imminent Return of the Qá'im.
- Find analogies in nature for the concept of anticipating a great event, such as April showers and May flowers. Illustrate these analogies.
- Have one of the Persian friends explain to learners the meanings of Shaykh, Siyyid, Mírzá and Mullá.

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### **SPIRITUAL PERCEPTION OBJECTIVE**

- To connect the emotions of intense desire felt by the early seekers to be in the presence of the Báb, with one's own feelings of love for the Báb

#### **SUGGESTED LEARNING ACTIVITIES**

- Write or illustrate a comparison of Mullá Husayn's persistence in searching or working for, and then gaining, something they dearly desired. Demonstrate this understanding through music and movement.
- Listen to, ponder, reflect on and retell stories of the early seekers for the Báb.
- Create a dramatization, dance, song, poem, story, or visual illustration about the intense desire to be in the presence of the Báb which was felt by the early seekers.



### **ELOQUENT SPEECH OBJECTIVE**

- To explain the role the religious movements of Shaykh Ahmad and Siyyid Kázim had in the early phases of the Dispensation of the Báb

#### **SUGGESTED LEARNING ACTIVITIES**

- Plan a special event in memory of Shaykh Ahmad and Siyyid Kázim with a lot of build up of anticipation and preparation by all participants in the community.
- Present, perform and exhibit the results of this learning and invite others in the community to share learning on this topic.

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### **Sample Activities**

#### **ACTIVITY: ARRANGE A TREASURE HUNT**

**SPIRITUAL PERCEPTION OBJECTIVE:** To connect the emotions of intense desire felt by the early seekers to be in the presence of the Báb with one's own feelings of love for the Báb

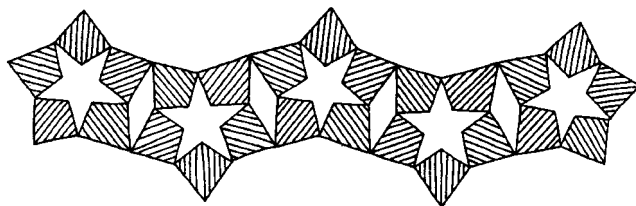
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Use of stories

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- treasure (candies, small toys, etc.)

1. In advance, hide a “treasure” such as a small bag of candies in a place where the students are not likely to find it—perhaps even on your person.
2. Go from student to student, telling them that there is a treasure somewhere in the room, and that they may go look for it.
3. Allow the search to continue until frustration begins, then call the students together. Tell them the search is over for now—they'll be able to look again later.
4. Ask them how they felt when they were told there was a treasure in the room. Answers may range from “excited,” “happy,” “didn't believe it,” to “angry, because we didn't find it.”
5. Share with the students that this was how the people of Persia must have felt when a wise man named Shaykh Ahmad told them that God was giving them a “treasure” soon: The Promised One.



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**ACTIVITY: RELATE THE STORY OF SHAYKH AHMAD AND SIYYID KÁZIM**

**KNOWLEDGE OBJECTIVE:** To know that Shaykh Ahmad-i-'Ahsá'í and Siyyid Kázim-i-Rashtí were actively teaching their pupils to prepare for the coming of the Báb

**WISDOM OBJECTIVE:** To understand that the teachings of Shaykh Ahmad and Siyyid Kázim were in anticipation of the imminent return of the Qá'im

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

SUGGESTED TIME FOR ACTIVITY: 1 HR.

**Materials Needed:**

- *The Central Figures: The Báb, Volume One, Children's Stories from the Dawn-Breakers* book, or audio tapes
- paper and pens

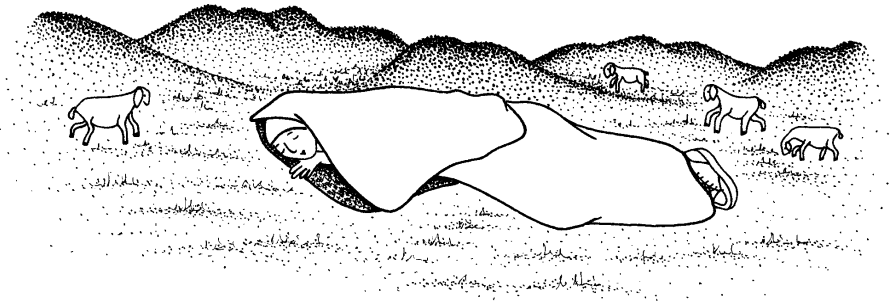
1. Read, tell, or listen to William Sears' tape recording of the role of Shaykh Ahmad and Siyyid Kazim in preparing the people for the advent of the Bab. These stories are "The Awakening" and "A Time of Earthquakes" in *The Central Figures: The Báb, Volume One*, or the first three chapters of *Children's Stories from the Dawn-Breakers*, or are provided in summary form on Resource Pages 10-12.

2. Create a 3-act play to dramatize these stories:

Act One: "The Awakening" or "Shaykh Ahmad's Secret"—be sure the child portraying Shaykh Ahmad reverently handles The Qur'án. He or she can travel to individuals and groups of students, giving the good news that the Promised One is very near. Before all the students have been told, have "Shaykh Ahmad" ask "Siyyid Kázim" to carry on in his place. After "Shaykh Ahmad" dies, "Siyyid Kázim" travels around, telling the rest of the waiting students. Encourage those who hear the news to respond with excitement, longing, and impatience.

Act Two: "A Time of Earthquakes" or "The Young Man in the Green Turban," may be presented as dialogue, with Siyyid Kázim and his friend telling a third party about their visit in Karbilá. Remember that the Báb may not be portrayed.

Act Three: "The Dream" may involve Siyyid Kázim, several friends, the Shepherd, and additional shepherds. Conclude with Siyyid Kázim instructing his disciples to leave their homes and scatter far and wide to find the Promised One, after which he dies.



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## **TOPIC: RELIGIOUS AWAKENING IN ANTICIPATION OF THE COMING OF THE BÁB**

### **ACTIVITY: REFLECT ON ONE'S KNOWLEDGE OF, AND LOVE FOR, THE BÁB**

**SPIRITUAL PERCEPTION OBJECTIVE:** To connect the emotions of intense desire felt by the early seekers to be in the presence of the Báb with one's own feelings of love for the Báb

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Use of reflection; Use of stories.

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

**Materials Needed:**

- candy
- *Happy Ayyám-i-Há* CD and a player, if available, or other music about the Báb

1. Remind the students that the people whom Shaykh Ahmad and Siyyid Kázim taught did not yet know Who the Promised One was, or where He was. Consider how great their longing was!
2. Tell them how lucky they are to know Who the Báb is: they have already found the Treasure!
3. Bring out the hidden candy at this time, and share with everyone.
4. As they enjoy its sweetness, ask them to close their eyes and feel the love they have for the Báb.
5. Play a song such as "The Báb" from the album or compact disc, *Happy Ayyám-i-Há*, as they reflect on this happy feeling.

### **ACTIVITY: THE LUCKIEST GIRL IN THE WORLD**

**ELOQUENT SPEECH OBJECTIVE:** To connect the emotions of intense desire felt by the early seekers to be in the presence of the Báb with one's own feelings of love for the Báb

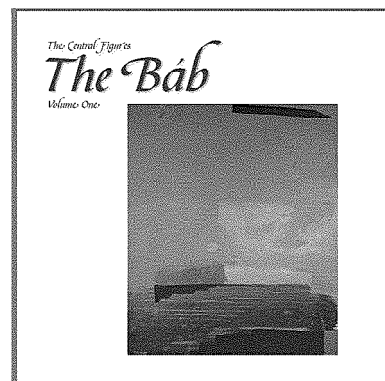
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Use of reflection; Use of stories.

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

**Materials Needed:**

- *The Central Figures: The Báb, Volume One*

1. Read the story, "The Luckiest Girl in the World."
2. Discuss: Why was Ellen so lucky? How can we know that we are lucky too? Can we think of a time that someone told us wonderful news that brought us great happiness? What happened? What are some of the ways that we can share the wonderful news about this New Age with others?



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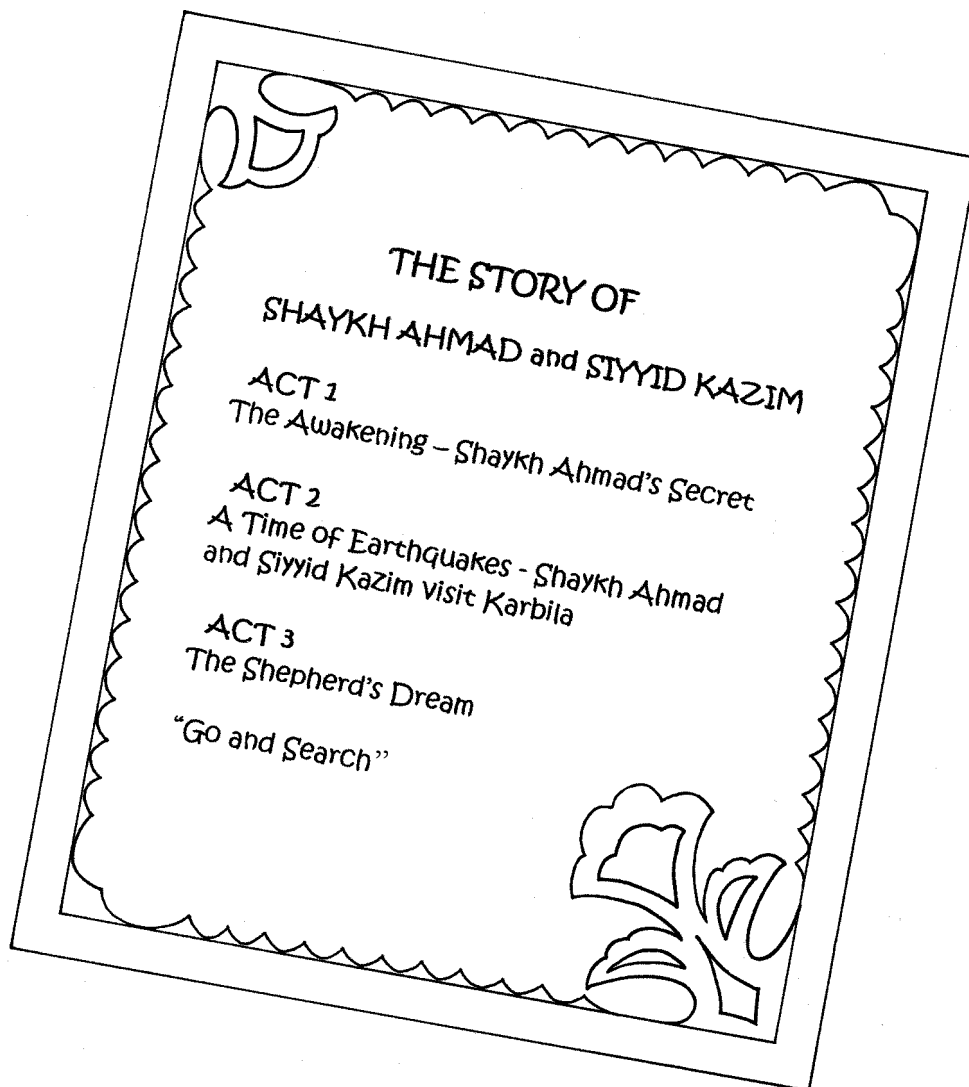
### ACTIVITY: PRESENT THE STORY OF SHAYKH AHMAD AND SIYYID KÁZIM

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- play described in previous activity
- simple costumes and props
- printed program

1. Arrange to have the 3-act play presented at an upcoming Feast, or Holy Day commemoration.
2. Employ simple costumes and props.
3. Assist students in preparing a printed program, or introductory narrative, to describe these events in Bahá'í history.



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**Resource Pages**

**SHAYKH AHMAD**

Many years ago there lived in Persia a man who knew a very wonderful secret. In the Holy Book of Islam, called the Qur'an, it told that God would send a new Teacher to the world, a very great Teacher like Jesus and Muhammad. It was in the Qur'an, which Muhammad wrote, long ago, that Shaykh Ahmad read about the new Teacher who was coming. He was called the Promised One because God had promised He should come.

Shaykh Ahmad felt as he read the words that the Promised One was living on the earth at that very time. He knew that he must go out and find Him and tell others about Him. To do this he had to leave his home and his family, and travel all over the country. by walking or riding a horse or donkey.

Wherever Shaykh Ahmad went people came in great numbers to hear him talk about the Promised One who was to come. News about Shaykh Ahmad traveled all over the country and the Shah, who was the ruler, or king, of the country, invited him to visit him. This made many people jealous and they urged their friends and relatives not to listen to Shaykh Ahmad. And sometimes they tried to quarrel with him and have him put out of their cities.

Many people believed Shaykh Ahmad and followed wherever he went, so that they might hear more about the Promised One.

After many years of traveling in this way, Shaykh Ahmad knew that others must now carry on the work he had begun. So he asked Siyyid Kázim to travel about in his place and tell the people about the Promised One. Siyyid Kázim promised to do this for, like Shaykh Ahmad, he wished everyone to hear this wonderful News.

adapted from *Children's Stories from the Dawn-Breakers*  
by Zoe Meyer



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### **Siyyid Kazim**

When Shaykh Ahmad died, he left Siyyid Kazim to carry on his work and spread the news of the Promised One. Siyyid Kazim told the people that this divine Teacher Whom God had promised was living at that very time.

One morning very, very early, just at dawn, Siyyid Kázim sent a messenger to a friend telling him that a very important Person had arrived in Karbilá, where they were living, and that they must visit him at once. When the friend arrived at Siyyid Kázim's house, he found him dressed and waiting at the door. They walked through the streets together.

They soon reached a house where a Young Man stood in the doorway, as if waiting for them. He wore a green turban and His face was so gentle and kind that it seemed no one who saw Him could help loving Him.

Coming to meet them, the Young Man put His arms around Siyyid Kázim and spoke to him such words of love that Siyyid Kázim could only stand with bowed head. He could not speak. The Young Man led them into the house and upstairs to a room decorated with flowers, which gave out a very lovely perfume. Here He told them to be seated, and gave them a drink from a beautiful silver cup which stood in the center of the room. Only a few words were spoken. Then He led them to the door and with a wonderful smile told them goodbye.

Siyyid Kázim knew who this Young Man was, and he could not understand why the others did not know Him. But still the others did not understand, not even the one who had gone with Siyyid Kázim early that other morning.

The friend of Siyyid Kázim did not know who the Young Man was, even though he had come to love Him with all his heart, and to think of Him many times a day. One day he heard about a Young Man who said that He was the Báb, the Promised One. Then he knew that this was the One Whom he had seen in Karbilá and had loved so much.

Siyyid Kázim and a few who were his close friends went on teaching, for there were always some who were glad to listen. He read to them from the Qur'án the words which told that there would be two great Teachers. The One they were expecting would be the first, but there would be another soon after. And this last One would bring His Light to the whole world, not just to the country in which He lived.

adapted from *Children's Stories from the Dawn-Breakers*  
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### **The Dream**

Siyyid Kázim was very happy. He not only knew that the Promised One had come, but He had seen Him and visited Him. What a joy it must have been to tell others about Him, even though he was not yet allowed to tell them His name.

But would you believe it? He found many who would not listen. Siyyid Kázim and a few who were his close friends went on teaching just the same, for there were always some who were glad to listen.

One day at noon Siyyid Kázim was standing in the shade of a palm tree, waiting for the people to come from the noon-day prayer. Suddenly an Arab rushed up and threw his arms around him. Here is the strange story the Arab told him.

Three days before this he was watching his sheep in a pasture nearby, when all of a sudden he fell asleep and dreamed. In his dream he saw Muhammad, Who told him to listen well and remember what he was told, for these words were sent from God. “If you be faithful to them, He was told, “great will be your reward.” Then he told the shepherd to stay near that place. In three days Siyyid Kázim and his friends would come there at noon to pray. The shepherd was to greet Siyyid Kázim and to tell him that his work was almost done; that in three days after he returned to Karbilá, he would be permitted to go to the One Who was speaking. Soon after that the Promised One would make himself known to everyone.

Now this dream meant that three days after he returned to his home in Karbilá, Siyyid Kázim would die, because his work was finished. The shepherd’s words made Siyyid Kázim very, very happy, but of course it made his friends sad. When he saw this, he said to them, “Is not your love for me for the sake of the True One? Would you not wish me to die that the Promised One might be revealed?” He talked so lovingly to them and made them so happy to think that at last they should know the Promised One, that they ceased to feel sad.

So Siyyid Kázim finished his work and returned to Karbilá. There, three days later, as the shepherd had dreamed, he died, leaving his friends to find the Promised One and tell people about Him.

adapted from *Children’s Stories from the Dawn-Breakers*  
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**LIST OF ADDITIONAL RESOURCES**

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**Stories & Articles:**

*Brilliant Star*: “Mr. Miller and the Day of God,” Jan/Feb 87  
“The Hospitality of the Báb” Sep/Oct 02  
*Hour of the Dawn*, prologue  
*Nine Holy Days*, p. 11  
*Stories from the Dawn-Breakers* pp. 5-10  
*The Birth of the Bahá’i Faith*, p. 3  
*The Dawn-Breakers (Nabil’s Narrative)*, pp. 1-46

**Worksheets and Coloring Pages:**

*The Báb Project Book*, p. 1  
*The Birth of the Bahá’i Faith*, p. 3

**Activities:**

**Lesson Plans:**

*Bahá’i School Lesson Plans, Grade 8, “Heroic Age of the Faith”* p. 4

**Music:**

Kavelin, Tommy, “The Báb” *Happy Ayyám-i-Há*  
Various, “Expectation”, *Music of the Bahá’i World Congress*

**Games:**

**Poetry:**

**Videos:**

**List other favorite resources:**

*God Passes By*, pp. 57-58  
*Release the Sun*, pp. 3-9  
*Thief in the Night*

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



TO BECOME FAMILIAR WITH SOCIAL & POLITICAL  
CIRCUMSTANCES AT THE TIME OF  
THE BÁB'S APPEARANCE  
MULLÁ HUSAYN'S SEARCH FOR THE PROPHET

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
DETACHMENT, FAITHFULNESS, PERSISTENCE, STEADFASTNESS

...Mulla Husayn ... became the recipient of the effulgent glory of the Sun of divine Revelation. But for him, God would not have been established upon the seat of His mercy, nor ascended the throne of eternal glory.

Bahá'u'lláh, *The Kitáb-i-Iqán*, p. 223

May God give you the best reward. You demonstrated the Truth and broke the advance of falsehood. This deed is more meritorious than all goodly deeds, even though they be acts of worship and prayer...Be not afraid. Be steadfast, undaunted, and without apprehension. God aids those who arise to defend Him. God's supporters are yet few and scattered. And those who follow the wrong one are many. But God—exalted be He! aids us.

Sayyid Kázim, in a letter to Mullá Husayn, *Mullá Husayn: Disciple at Dawn*, p. 44

## **LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES**



### **KNOWLEDGE OBJECTIVES**

- To know that Mullá Husayn was a pupil of Siyyid Kázim
- To know that Mullá Husayn was the first person to find and recognize the Báb, and was the first Letter of the Living

#### **SUGGESTED LEARNING ACTIVITIES**

- Listen to the stories about Mullá Husayn.
- Make an illustrated time line of the events in his life.



### **WISDOM OBJECTIVE**

- To understand the dedication and quest Mullá Husayn had in his search for the Prophet

#### **SUGGESTED LEARNING ACTIVITIES**

- Read about and discuss the dedication of Mullá Husayn to his quest for the Qá'im.
- Ponder and reflect on his life and the transformation that occurred after his meeting with the Báb. Demonstrate this understanding through a collage on a poster or a movement performance.
- Write a poem or song about his life.
- Discuss the meaning of Mullá Husayn's station as the Bábu'l-Báb.

## TOPIC: MULLÁ HUSAYN'S SEARCH FOR THE PROPHET

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### SPIRITUAL PERCEPTION OBJECTIVES

- To connect the qualities Mullá Husayn had in his search with one's own search for deeper spiritual understanding
- To gain inspiration from Mullá Husayn's diligent search

#### SUGGESTED LEARNING ACTIVITIES

- Create a visual expression of Mullá Husayn's search using either art, drama, dance or film.
- Compare Mullá Husayn's desire to find the Promised One and the persistence of his search, with one's own persistence in searching for and gaining something desired.
- Meditate on the comparison of Mullá Husayn's persistence to study and search, and one's own persistence on studying the Writings and searching for answers to one's own burning questions.



### ELOQUENT SPEECH OBJECTIVES

- To tell the story of Mullá Husayn's search for and discovery of the Prophet
- To make a commitment to a life dedicated to one's own spiritual search for understanding the revelation
- To express steadfastness in action

#### SUGGESTED LEARNING ACTIVITIES

- Perform service activities in which the inspiration of Mullá Husayn's persistence is applied.
- Dramatize for the community, through various media, understanding of Mullá Husayn's life and search for the Promised One.
- Develop a personal plan for one's own spiritual search and keep a careful record of their questions and the answers one finds including the source of the answer.

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## **TOPIC: MULLÁ HUSAYN'S SEARCH FOR THE PROPHET**

### **Sample Activities**

#### **ACTIVITY: MULLÁ HUSAYN'S SEARCH**

**KNOWLEDGE OBJECTIVE:** To know that Mullá Husayn was a student of Siyyid Kázim

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed towards recognition of God; Engage the mind and heart; Use of stories; Use of reasoning

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

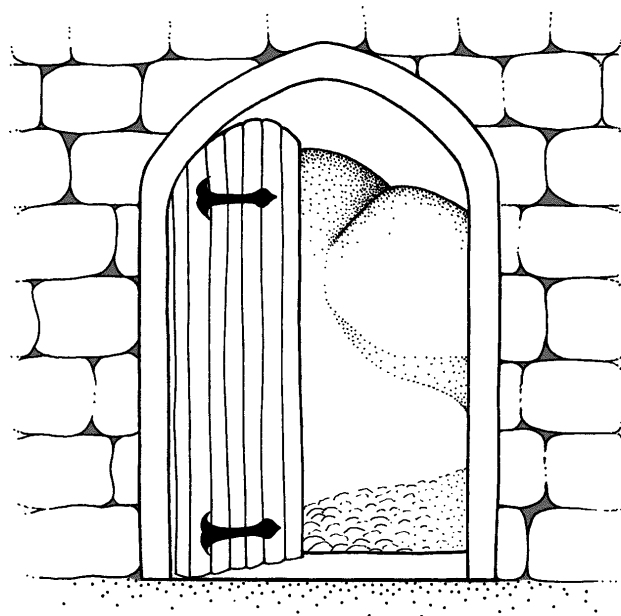
**Materials Needed:**

- *The Central Figures: the Báb, Volume One, Children's Stories from the Dawnbreakers*, or similar book on Mullá Husayn

1. Give, or ask students for, a brief review of Shaykh Ahmad and Siyyid Kázim, and their teachings that the Promised One of Islam—the Promised Qá'im—was very close.
2. Remind students that Siyyid Kázim had just died. Read the story "Mullá Husayn's Search" in *The Central Figures: the Báb, Volume One*, or give a story-telling account of Mullá Husayn's return to Karbilá, such as the version below.
3. Ask the students: what other excuses can they imagine the people made for why they didn't leave their homes to search for the Promised One?

After three days Mullá Husayn realized he wasn't going to be able to convince them to do what Siyyid Kázim said to do. Only his own brother and nephew told Mullá Husayn that they would join him on his search for the Promised One.

Mullá Husayn returned to Karbilá, after having delivered a message for Siyyid Kázim in another town. He was sad to hear that his beloved teacher had died. Mullá Husayn gathered together the other followers of Siyyid Kázim. He asked them, 'What did our teacher tell us to do? What were his last instructions?' They told Mullá Husayn, 'Siyyid Kázim told us to leave our homes, to scatter far and wide, to dedicate ourselves to searching for the Promised One. He said that only our devoted search will tear down the veils hiding Him from us.' Mullá Husayn got angry with them: 'Why then are you waiting here in Karbilá? Why aren't you doing what our teacher begged you to do?' All the people started apologizing and making excuses. One said, 'We must stay to guard the position of our leader from our many enemies in this city.' Another said, 'I have to stay and care for the children Siyyid Kázim left behind.'





## TOPIC: MULLÁ HUSAYN'S SEARCH FOR THE PROPHET

### ACTIVITY: PREPARE SPIRITUALLY FOR A SEARCH

**SPIRITUAL PERCEPTION OBJECTIVE:** To connect the qualities that Mullá Husayn had in his search with one's own search for deeper spiritual understanding

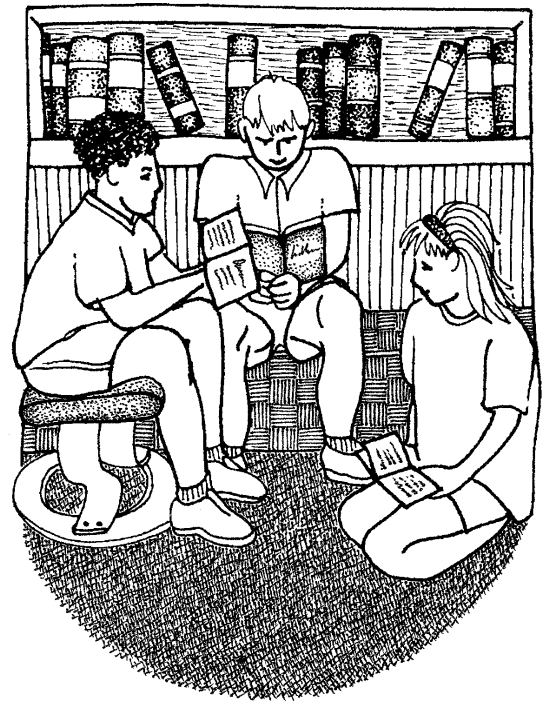
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Use of meditation

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- prayer books or printed copies of prayers
- rugs or cushions
- quiet music

1. Invite the students to imagine that they, too, decided to leave their homes and go on the search with Mullá Husayn. Divide them into four smaller groups.
2. Explain that the first thing that Mullá Husayn and his companions did was prepare themselves spiritually, by going to a quiet place where they prayed and fasted for 40 days.
3. Invite each group to choose a quiet spot where they can pray and meditate together upon how sacred this quest was for Mullá Husayn.
4. Provide prayer books or printed copies of prayers, rugs or cushions for creating prayer spaces, quiet music in the back-ground.
5. Call the groups back together after 5-10 minutes of prayer.



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**TOPIC: MULLÁ HUSAYN'S SEARCH FOR THE PROPHET**

**ACTIVITY: SEARCH FOR ANSWERS TO CLUES REGARDING THE PROMISED ONE**

**KNOWLEDGE OBJECTIVE:** To know that Mullá Husayn was the first person to find and recognize the Báb, and was the first Letter of the Living

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed towards recognition of God; Engage the mind and heart; Use of stories; Use of questioning

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- copy of *The Dawnbreakers* and the *Qur'án*
- clue cards, described below

**Advance Preparation:** Prepare four clue cards, each with one of the clues listed below. Place these in the copy of the *Qur'án*. Prepare four answer cards. Hide these Answer Cards in an area with a clearly defined boundary.

1. Point out that Mullá Husayn and his companions didn't know Who they were looking for, or where they were to look. But they did have some clues, which the teachers Shaykh Ahmad and Siyyid Kázim had found in the Holy *Qur'án*.
2. Present a copy of the *Qur'án*, within whose pages four Clue Cards have been placed.
3. Give one card to each of the four groups. Invite them to search in the designated area for an Answer Card that fits that clue.
4. If they find an Answer Card that seems to fulfill their clue, encourage them to bring it back to the starting point. If an Answer Card they find doesn't seem to match their clue, please put it back—another team needs to find it.
5. Assemble together when all four teams have succeeded. Have each group read aloud their Clue Card and their Answer Card.

**CLUES and ANSWERS**

CLUES

- #1 "He is of pure lineage, is of illustrious descent, and of the seed of Fátimih" (He is a descendent of Muhammad)
- #2 "As to His age, He is more than twenty and less than thirty"
- #3 "He is endowed with innate knowledge" Siyyid Kázim said, "My own knowledge is but a drop compared with that with which He has been endowed."
- #4 "He is of medium height, abstains from smoking, and is free from bodily deficiency"

ANSWERS

- #1 The Báb wore a green turban: a sign that He was a direct descendent of the Prophet Muhammad.
- #2 The Báb was born in October 1817. He was 25 years old when Mullá Husayn met Him in May 1844.
- #3 When The Báb was 6 or 7 years old, His teacher said, "He spoke with such knowledge and fluency that I was struck with amazement...I felt unworthy to teach such a remarkable child."
- #4 People described The Báb with words such as: "radiant countenance... charm of His voice...dignity of His bearing... "I can recognize Him by His gait."

*The Dawn-Breakers* pp. 52-76

**GOAL: TO BECOME FAMILIAR WITH THE SOCIAL AND POLITICAL CIRCUMSTANCES  
AT THE TIME OF THE BÁB'S APPEARANCE**

**TOPIC: MULLÁ HUSAYN'S SEARCH FOR THE PROPHET**

**ACTIVITY: BRAINSTORM QUALITIES MULLÁ HUSAYN POSSESSED**

**SPIRITUAL PERCEPTION OBJECTIVE:** To gain inspiration from Mullá Husayn's diligent search

**ELOQUENT SPEECH OBJECTIVE:** To express steadfastness in action

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Use of consultation; Use of reasoning; Use of service and teaching

SUGGESTED TIME FOR ACTIVITY: 30 MIN. + SERVICE PROJECT

**Materials Needed:**

- white board or chart paper and markers
- journals or writing paper and pens

1. Discuss together any difficulties they had, or that Mullá Husayn might have had, in matching facts about the Báb to the clues concerning the promised Qá'im that were found in the Qur'án.
2. Invite the students to reflect on the qualities that Mullá Husayn needed to reach his Goal. List these qualities on chart paper.
3. Encourage students to reflect on ways that they can demonstrate these qualities in their own lives. Provide journals in which they can write down the qualities which they wish to develop in their own lives, so that they may become more like Mullá Husayn.
4. Plan together, and then carry out, a teaching or service project that requires these qualities. Consider naming the project for Mullá Husayn. Some simple projects might include: Assisting younger children to sit quietly in devotional meetings by modeling reverence; volunteering to play with younger children during a social or fellowship time at an upcoming meeting; cleaning the facility where your Bahá'í classes meet; assisting with food preparation, services, and cleanup.
5. After completing the service project, acknowledge the success of your efforts.

**ACTIVITY: DIARY OF A SEARCH**

**WISDOM OBJECTIVE:** To understand the dedication and quest Mullá Husayn had in his search for the Prophet

**ELOQUENT SPEECH OBJECTIVE:** To tell the story of Mullá Husayn's search for and discovery of the Prophet

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

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

**Materials Needed:**

- *The Central Figures: the Báb, Volume One*

1. Read the story "Diary of a Search."
2. Discuss: In what ways is the main character in this story like Mullá Husayn? Who do you know that you think would like to know about Mullá Husayn? When and where could we share the story about Mullá Husayn?
3. Encourage the students to plan where, when, and how they might share Mullá Husayn's story with another person, at home, at school, or in another setting. Remember to invite the students to describe their actions at the beginning of the next class. Applaud all efforts.

**GOAL: TO BECOME FAMILIAR WITH THE SOCIAL AND POLITICAL CIRCUMSTANCES  
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## **TOPIC: MULLÁ HUSAYN'S SEARCH FOR THE PROPHET**

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### **Resource Pages**

#### **LIST OF ADDITIONAL RESOURCES**

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##### **Stories & Articles:**

*Brilliant Star*: "Mullá Husayn's Search," Jul/Aug 94  
"The Declaration of the Báb" May/Jun 98  
"An Amazing Treasure Hunt" May/Jun 01  
*Bahá'í Teaching Guide for Children, Pre-Primary*, p. 59; *Primary*, p. 155; *Intermediate*, p. 147  
*Hour of the Dawn*, prologue and Chap. 4  
*Mullá Husayn*, p. 7  
*Nine Holy Days*, p. 15  
*Children's Stories from "The Dawn-Breakers,"* p. 11  
*The Birth of the Bahá'í Faith*, p. 4  
*The Dawn-Breakers (Nabil's Narrative)*, pp. 47-61  
*Zahra's Search*

##### **Worksheets and Coloring Pages:**

*The Báb Project Book*, p. 8  
*The Birth of the Bahá'í Faith*, p. 4

##### **Activities:**

*Brilliant Star*: "Mullá Husayn's Search," Jul/Aug 94  
"Search Like Mullá Husayn" May/Jun 90  
*Bahá'í Teaching Guide for Children, Pre-Primary*, p. 57

##### **Music:**

*Brilliant Star*: "Who Is This Child?" May/Jun 86  
*A Teacher's Gift*, "The Ballad of Mullá Husayn"  
*Happy Ayyám-i-Há*, "Mullá Husayn"  
*Happy Ayyám-i-Há*, "The Báb"  
*Lote Tree*, "The Báb"

##### **Games:**

##### **Poetry:**

##### **Lesson Plans:**

*Bahá'í School Lesson Plans, Grade 1*, "Bahá'í Heroes," p. 1

##### **Videos:**

##### **List other favorite resources:**

*The Báb*, pp. 15-24  
*Mullá Husayn: Disciple at Dawn*, pp. 49-71  
*Release the Sun*, pp. 10-17

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