

TO UNDERSTAND THE STATION OF THE BÁB

THE TITLES OF THE BÁB

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
EXCELLENCE, OBEDIENCE, REVERENCE, WISDOM**

The substance wherewith God hath created Me is not the clay out of which others have been formed. He hath conferred upon Me that which the worldly-wise can never comprehend, nor the faithful discover...I am one of the sustaining pillars of the Primal Word of God. Whosoever hath recognized Me, hath known all that is true and right, and hath attained all that is good and seemly; and whosoever hath failed to recognize Me, hath turned away from all that is true and right and hath succumbed to everything evil and unseemly.

The Báb, Selections from the Writings of the Báb, p. 11

God sent His Prophets into the world to teach and enlighten man, to explain to him the mystery of the Power of the Holy Spirit, to enable him to reflect the light, and so in his turn, to be the source of guidance to others. The Heavenly books, the Bible, the Qur'án, and the other Holy Writings have been given by God as guides to the paths of Divine Virtue, love, justice and peace....

'Abdu'l-Bahá, Paris Talks, pp. 61-72

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To become familiar with the Titles of the Báb
- To know the significance of each of the Báb's Titles

SUGGESTED LEARNING ACTIVITIES

- Describe the purpose of titles and familiarize learners with the titles of the Báb.
- Discuss the meaning or concept behind each title.
- Create visual illustrations of the Titles of the Báb.
- Research the Writings of the Báb, Bahá'u'lláh and 'Abdu'l-Bahá to extrapolate titles, words and phrases that describe the station of the Báb.
- Make lists of the titles and meanings, and play matching games to learn them.



WISDOM OBJECTIVE

- To understand the station of the Báb by understanding the significance of His Titles

SUGGESTED LEARNING ACTIVITIES

- Read, ponder, and discuss the Titles of the Báb in connection with His station in the world's religious cycle.
- Create a mural illustrating the station of the Báb as understood from His Titles.
- Read, study the words of the Blessed Beauty regarding His Holiness the Báb.
- Meditate and ponder on the love that Bahá'u'lláh had for the Báb.
- Have a special package that is wrapped several times, each time with one of the titles on it. If a learner can give its meaning, then unwrap. Do this until they uncover the special gift. Explain how these titles help uncover the majesty of His station.



SPIRITUAL PERCEPTION OBJECTIVE

- To reflect on how these Titles help us understand our own relationship to the Báb

SUGGESTED LEARNING ACTIVITIES

- Consider the unique and special qualities of one's friends and family members, and create titles illustrating these special qualities. Reflect on how these titles help us understand our roles, responsibilities and our relationship to them.
- Choose one Title to meditate and reflect on and write a poem to illustrate one's own relationship to it
- Learn prayers revealed by the Báb and memorize them



ELOQUENT SPEECH OBJECTIVES

- To demonstrate this understanding of the Titles of the Báb and their meanings
- To plan a personal response to this station

SUGGESTED LEARNING ACTIVITIES

- Plan a family and community presentation for an anniversary of the Báb (Holy Day).
- Recount the Titles of His Holiness the Báb in a presentation to the community Include learners' poems in this presentation.
- Display the mural, and other art work made by the class.
- Make a commitment to a specific action in response to one's understanding of the station of the Báb.

GOAL: TO UNDERSTAND THE STATION OF THE BÁB

TOPIC: THE TITLES OF THE BÁB

Sample Activities

ACTIVITY: INTRODUCE THE CONCEPT OF TITLES

KNOWLEDGE OBJECTIVE: To become familiar with the Titles of the Báb

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards recognition of God; Use of stories; Use of consultation; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- *The Central Figures: The Báb, Volume One*. Alternately, you may consider using a story such as the American Indian stories listed on Resource Page 30
- 5"x8" blank index cards

1. Read the story about Banji by Kiser Barnes in *The Central Figures: The Báb, Volume One*. Discuss the use of titles in this story. Alternately, consider using an American Indian story in which the characters have names which are also titles: descriptive of their abilities, characteristics or traits. Discuss the meanings of these titles, and why the characters are named as they are.
2. Invite the students to think of someone they know very well, and to create a title for that person—one that illustrates some special characteristic, virtue, or ability of that person.
3. Encourage them to write the person's name on one side of an index card, their new title on the other side. Then read the titles aloud and see if anyone can discern the identities. Encourage your students to share why they chose their title for the person they selected.
4. Discuss together the implications of a Manifestation of God giving titles to His followers, and those of the titles used by the Manifestation in describing His own Station, and that of other Manifestations. Reflect on how meaningful those titles must be!

ACTIVITY: INTRODUCE TITLES OF THE BÁB

KNOWLEDGE OBJECTIVE: To become familiar with the Titles of the Báb

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards recognition of God; Engage the mind and heart; Use of research; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- copy of *God Passes By* and *The Dawnbreakers*
- dictionary
- 5"x8" blank index cards

1. Invite students to recall the name that was given to the Báb when He was born, and as He was growing up. Write 'Ali-Muhammad on one side of a card.
2. Describe how the Báb gave Himself the Title of "The Báb, the Gate of God" on the night of His Declaration; see Nabil's *The Dawnbreakers*, p. 63. Write this Title on the back of the card.

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TOPIC: THE TITLES OF THE BÁB

3. Discuss the meaning of the Title—The Báb, the Gate of God. What does a gate do? To whom was the Báb opening the way?
4. Introduce other Titles of the Báb, according to the students' capacities. Some Titles from God Passes By, pp. 57-58, include:

Acclaimed by Bahá'u'lláh as...

Essence of Essences

Sea of Seas

*Point round Whom the realities of the Prophets
and Messengers revolve*

In the words of 'Abdu'l-Bahá...

Morn of Truth

Harbinger of the Most Great Light

Affirmed by Himself as...

The Primal Point

*one of the sustaining pillars of the Primal Word
of God*

the Mystic Fane

the Great Announcement

*the Flame of that supernal Light that glowed
upon Sinai*

the Remembrance of God

5. Invite the students to work with a partner, with each pair selecting a different Title of the Báb.
6. Use dictionaries to define difficult words in the Titles.
7. Consult as partners about the meanings of that Title.

**ACTIVITY: CREATE ARTWORK TO EXPRESS THE STATION OF THE BÁB
AS INDICATED BY HIS TITLES**

WISDOM OBJECTIVE: To understand the station of the Báb by understanding the significance of His Titles

SPIRITUAL PERCEPTION OBJECTIVE: To reflect on how these Titles help us understand our own relationship to the Báb

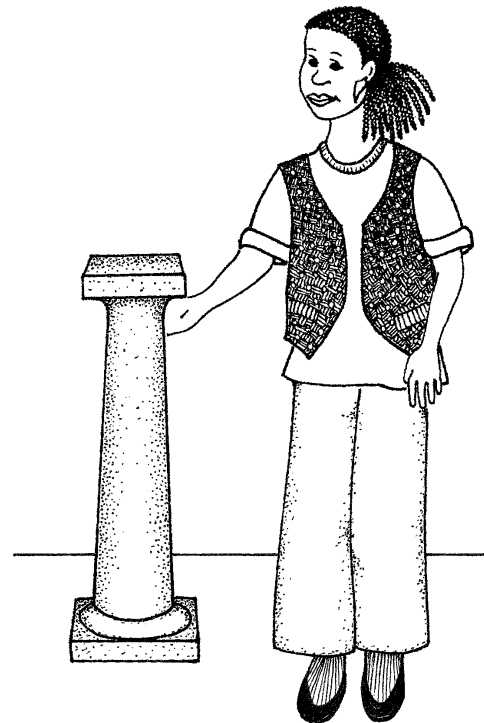
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of the arts

SUGGESTED TIME FOR ACTIVITY: 1 HR.

Materials Needed:

- paints, clay, or other art materials

1. With students in pairs from previous activity, encourage each pair to create a piece of visual art, such as a painting or sculpture, to represent the Title they have explored.
2. Ask partners to reflect, then share with each other, how this Title helps strengthen their love and respect for the Báb.
3. Invite the students to present and explain their artwork to the group, including what they think this Title of the Báb indicates about the Báb's Station as a Manifestation of God.



ACTIVITY: PROCLAIMING THE BÁB’S TITLES

WISDOM OBJECTIVE: To understand the station of the Báb by understanding the significance of His Titles

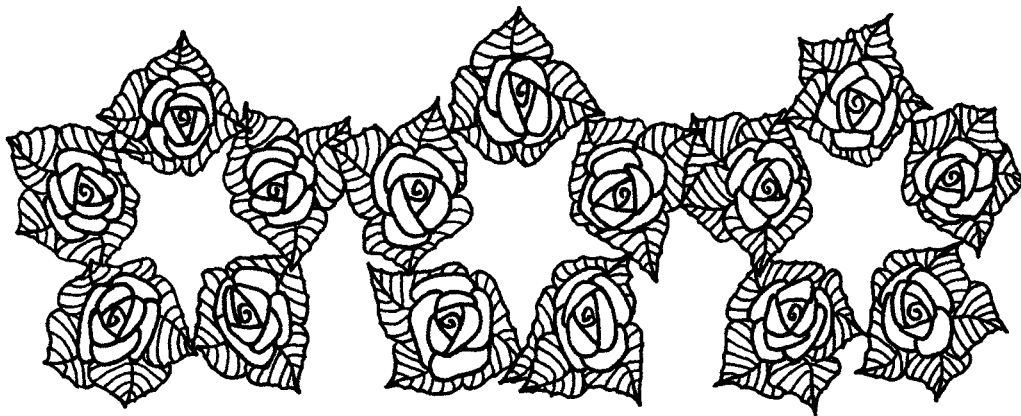
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of stories; Use of reflection; Use of art

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- *The Central Figures, The Báb, Volume One*
- copies of Resource Page 31
- art supplies

1. Read some or all of the stories provided for this topic in *The Central Figures: The Báb, Volume One*.
2. Discuss: In these stories, how did the main characters proclaim the Titles of the Báb? How did the people respond? Did they all respond in the same way? In the story, “A Potion in the Tea?” how can we tell that Bahá’u’lláh loved the Báb? What are some of the ways that we can show that we love the Báb?
3. Distribute copies of Resource Page 31. Read through these Titles and other descriptions of the Báb. How do they make us feel? Invite the students to beautify this page, using the art supplies provided.
4. Encourage the students to plan to carry out one action to show their love for the Báb before the next class. Encourage them to write their plan on the back of the Resource Page. Remember to invite students to share the results of their actions at the beginning of their next class.



GOAL: TO UNDERSTAND THE STATION OF THE BÁB
TOPIC: THE TITLES OF THE BÁB

**ACTIVITY: SHARE ONE’S ART AND ONE’S UNDERSTANDING OF THE
STATION OF THE BÁB**

ELOQUENT SPEECH OBJECTIVES: To demonstrate this understanding of the Titles of the Báb and their meanings

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

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- several copies of *Selections from the Writings of the Báb*
- artwork from earlier activity

1. Arrange for the students’ art and insights to be a portion of an upcoming devotional gathering or the commemoration of a Holy Day associated with the Báb, or at a Fireside.
2. Consider including in this devotional program one of the stories from this chapter in *The Central Figures: The Báb, Volume One*.
3. Assign students to select quotations from the Báb’s Writings relating to His Station and Titles, to read at the devotional meeting. Assist students to use the Index of Selections from the Writings of the Báb. See “Báb, The, station of” and “titles of.”



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Resource Pages

A Sample of American Indian Story books

de Paola, Tomie. *Legend of the Bluebonnet: An Old Tale of Texas*, Putnam Publishing Group, 1996

de Paola, Tomie. *The Legend of the Indian Paintbrush*, Putnam Publishing Group, 1991

Goble, Paul. *Crow Chief: A Plains Indian Story*, Orchard Books, 1995

Goble, Paul. *Legend of the White Buffalo Woman*, National Geographic Society, 2002

Goble, Paul. *Gift of the Sacred Dog*, Macmillan Publishing Company, 1984

Goble, Paul. *Return of the Buffaloes*, National Geographic Society, 2002

Goble, Paul. *The Girl Who Loved Wild Horses*, Simon & Schuster, 1986

Martin, Rafe. *Rough-Face Girl*, Putnam Publishing Group, 1998

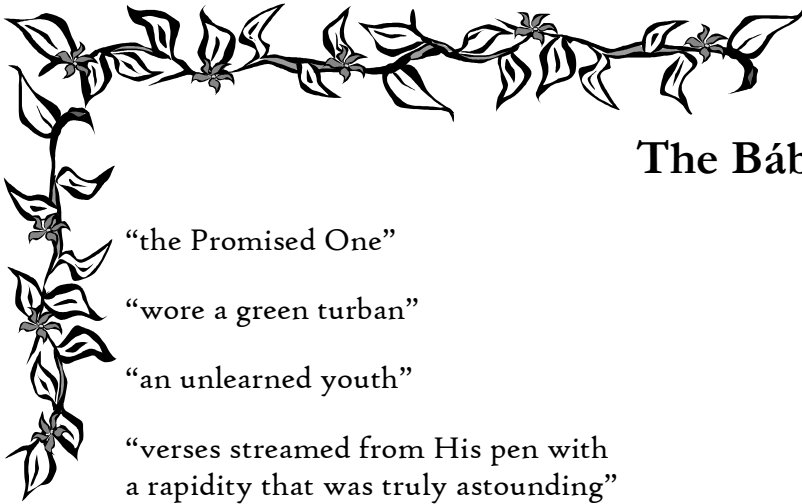
McDermott, Gerald. *Arrow to the Sun: A Pueblo Indian Tale*, Penguin USA, 1977

San Souci, Robert D. *Sootface: An Ojibwa Cinderella Story*, Dell Publishing Company, 1997

Van Laan, Nancy. *Rainbow Crow : A Lenape Tale*, Knopf Alfred A, 1991

Wargin, Kathy-Jo. *The Legend of Mackinac Island*, Sleeping Bear Press, 1991

Wargin, Kathy-Jo. *The Legend of the Lady's Slipper*, Sleeping Bear Press, 2001



The Báb

“the Promised One”

“wore a green turban”

“an unlearned youth”

“verses streamed from His pen with a rapidity that was truly astounding”

“the Herald of a new era”

“His extreme courtesy”

“The overpowering effect of the manner in which He wrote”

“His acts of extreme kindness”

“a merchant by profession”

“The charm of His manners”

“The Primal Point”

“A resident of Shiraz”

“the tenderness of His love”

“The power and majesty that radiate from His holy person”

“His countenance revealed an expression of humility and kindness”

“His super-human wisdom and power”

“the return of all the Prophets”

“of medium height”

“His extreme devotion to God”

“gentle manners”

“possessed of innate knowledge”

“very mild and delicate looking”

“The Morn of Truth”

“A twenty-five year old Siyyid”

“His affability and loving kindness”

“the wisdom of His counsels”

“The Forerunner of the Ancient Beauty”

“The serene expression of His face”

“One of the self-sufficient Manifestations of God”

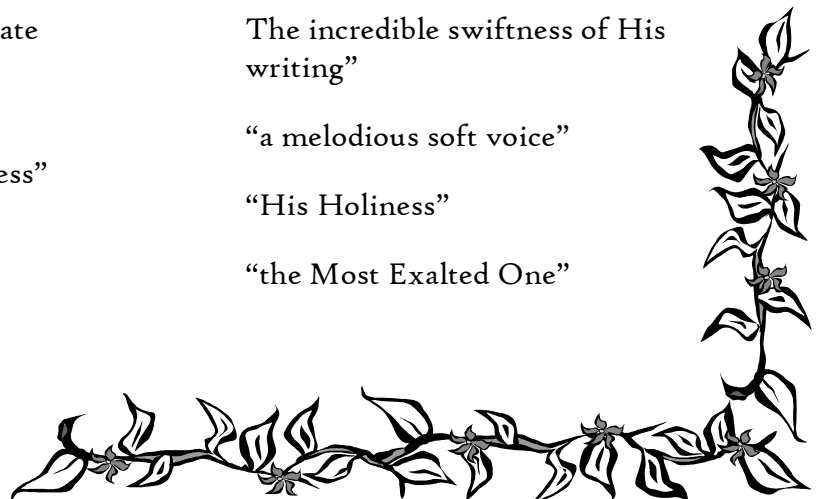
“the Qa’im”

The incredible swiftness of His writing”

“a melodious soft voice”

“His Holiness”

“the Most Exalted One”



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LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Bahá'í Teaching Guide for Children, Pre-Primary, p. 60; *Primary*, p. 155

God Passes By, pp. 3-4, 6

Worksheets and Coloring Pages:

Activities:

Music:

Brilliant Star: “Who Is the Child?” May/June 86

“Who Was the Gate?” Nov/Dec 87

Flight, “Hoy Es el Día”, “The Báb”

Lote Tree, “The Báb”

Wings for the Spirit, Pt. 1, “The Primal Point”

Games:

Poetry:

Videos:

List other favorite resources:

The Báb, p. 198

Selections from the Writings of the Báb, p. 74

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