

**TO BECOME ACQUAINTED WITH THE MAJOR EVENTS  
IN THE LIFE OF THE BÁB  
AND TO DEVELOP A DEEP LOVE FOR HIM  
BASED ON AN UNDERSTANDING OF THESE EVENTS  
THE EARLY LIFE OF THE BÁB**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
EXCELLENCE, GENTLENESS, REVERENCE**

Verily God hath inspired Thee with divine verses and wisdom while still a child and hath graciously deigned to bestow His favour upon the peoples of the world through the influence of Thy Most Great Name, for indeed men have not the least knowledge of the Book.

*The Báb, Selections from the Writings of the Báb, p. 63*

If the younger Bahá'í generation, in whom Shoghi Effendi has great hopes, takes 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*

## **LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES**



### **KNOWLEDGE OBJECTIVES**

- To know that the Báb was born on October 20, 1819, in Shíráz, Persia
- To know about His family and early training
- To know about the major events in the childhood of the Báb

### **SUGGESTED LEARNING ACTIVITIES**

- Make an illustrated time line of the Life of His Holiness the Báb.
- Listen to and read stories about His early Life.
- Illustrate the different events in the early life of the Báb.
- Find and share pictures of places associated with His early Life.



### **WISDOM OBJECTIVE**

- To understand the uniqueness of the events in His childhood which gave early signs of the station of Prophethood

### **SUGGESTED LEARNING ACTIVITIES**

- Compare His Life with the life of an ordinary child of His time.
- Dramatize these stories.
- Put the stories to music.
- Make an illustrated book about these stories.
- Discuss in small groups about what are the main elements in the early life of the Báb that are signs of His station.
- Sing songs about the childhood of the Báb.



## **SPIRITUAL PERCEPTION OBJECTIVE**

- To connect the examples of the Báb's earlier behavior with one's own praiseworthy virtues such as courtesy, good manners, purity and truthfulness

### **SUGGESTED LEARNING ACTIVITIES**

- Make comparisons of the good qualities that the Báb demonstrated as a child, with situations and good qualities one strives to possess.
- Search for other stories that demonstrate praiseworthy virtues.
- Write short name poems with the name of the Báb, using either His virtues or events in His early life.



## **ELOQUENT SPEECH OBJECTIVES**

- To tell about the events in the life of the Báb
- To emulate the spiritual qualities of the Báb in one's personal life

### **SUGGESTED LEARNING ACTIVITIES**

- Use visual arts or other media to present events in the early life of the Báb, for example, eloquently reciting relevant parts of The Dawnbreakers to music.
- In celebration of the Birth of the Báb, have learners present, perform and exhibit their work.
- Make a personal plan for working on one of the Báb's early virtues in oneself and bring oneself to account on it regularly.

**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE EARLY LIFE OF THE BÁB**

### **Sample Activities**

#### **ACTIVITY: UTILIZE STORY-TELLING TO LEARN ABOUT THE BÁB'S CHILDHOOD**

**KNOWLEDGE OBJECTIVE:** To know that the Báb was born on October 20, 1819, in Shíráz, Persia;  
To know about his family and early training

**ELOQUENT SPEECH OBJECTIVE:** To tell about the events in the life of the Báb

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- copies of Resource Pages 39-40
- Middle Eastern music
- Persian rug, cloth for shawls and turbans
- white board and markers
- *The Central Figures: The Báb, Volume One*, or *Brilliant Star*, July/August 1994
- copies of Resource Page 41

1. Set the atmosphere for story-telling by playing Middle Eastern music, having the students sit around a Persian rug and having the story-teller wear a shawl or turban.
2. Tell one or two stories of the Báb's childhood from *The Central Figures: The Báb, Volume One*, or in "Afnán Stories," *Brilliant Star*, July/Aug 1994.
3. Pause after each story, to ask the students what qualities the Báb showed, even as a child, in that story.
4. Ask students to work in pairs or small groups to prepare a story-telling presentation of other incidents in the early life of the Báb.
5. Give each pair a card containing an anecdote or brief story, such as those included in the following Resource Pages.
6. Ask students to retell the stories in dramatic, interesting ways. Remind them that no one may portray the Báb Himself.
7. Ask the listeners, after each story, to name qualities shown by the Báb which gave early signs of the station of Prophethood. Chart these qualities and signs.
8. Distribute copies of Resource Page 41. Teach the song, "When the Blessed Báb Was Born."



**WISDOM OBJECTIVE:** To understand the uniqueness of the events in the Báb's childhood which gave early signs of the station of prophethood

**SPIRITUAL PERCEPTION OBJECTIVE:** To connect the examples of the Báb's earlier behavior with one's own praiseworthy virtues such as courtesy, good manners, purity and truthfulness

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

**ACTIVITY: REFLECT ON THE QUALITIES OF THE BÁB AND  
COMPARE THESE WITH ONE'S OWN QUALITIES**

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- chart from previous activity
- journals or writing paper for each learner

1. Turn everyone's attention to the list of charted qualities that the Báb evinced in His childhood.
2. Use personal journals to note down one's own praiseworthy qualities and virtues.
3. Write personal pledges as to how one might improve one's personal life, to better emulate the spiritual qualities of the Báb.



**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE EARLY LIFE OF THE BÁB**

**ACTIVITY: CREATE AN ILLUSTRATED TIME-LINE OF EVENTS IN THE BÁB'S EARLY LIFE**

**KNOWLEDGE OBJECTIVE:** To know about the major events in the life of the Báb prior to his declaration

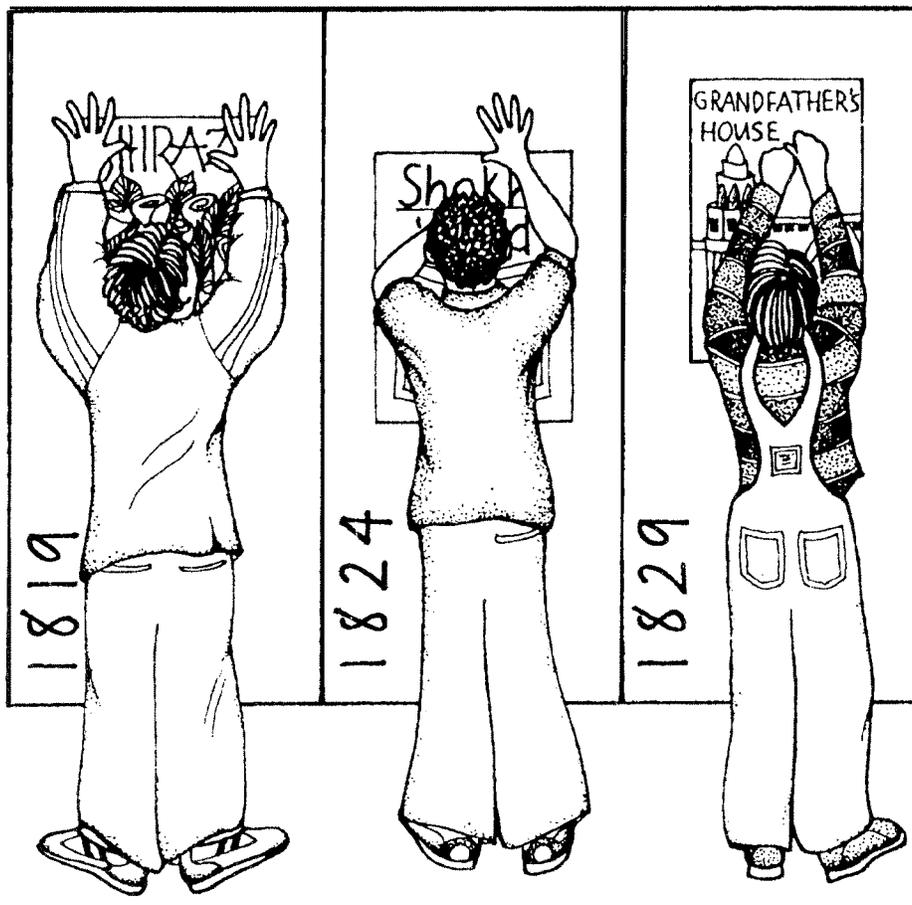
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Use of independent investigation; Use of the arts

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- butcher paper
- markers

1. Spread out a 5 foot length of butcher paper. Use this to represent the first 15 years of the early life of the Báb. Mark off segments, each segment equaling 5 years.
2. Write the dates of each 5-year segment, starting with 1819, the year of the Báb's birth, along the bottom of the time-line.
3. Invite the students to make a drawing of the story they presented, which can then be attached at its proper place on the time-line.
4. Remind students that they may not draw the Báb Himself. They may draw objects, places, other people in the story, etc.



**Resource Pages**

**Stories for the Topic: The Early Life of The Báb**

The following stories about the early life of the Báb are adapted from *The Báb* by H.M. Balyuzi, pp.32-47.

**His Birth and Parents:**

Siyyid ‘Alí-Muhammad, later known as the Báb, was born October 20, 1819, in the city of Shíráz, in Persia. His father and mother, and thus the Báb also, were descendants of the Prophet Muhammad. This is what the title “Siyyid” means. The wearing of a green turban was also a sign that one was a descendant of the Prophet Muhammad.

The Báb’s father was Siyyid Muhammad-Rídá. He was a merchant, a seller of goods. The Báb’s father died when the Báb was only 9 years old.

The Báb’s mother was Fátimih-Bagúm. She had three brothers, who were thus uncles of the Báb. One of these uncles, Hájí Mírzá Siyyid ‘Alí, became the Báb’s guardian after His father died.

**The Báb Goes to School:**

Every account that we have of Siyyid ‘Alí-Muhammad’s childhood shows that He was not an ordinary child. When He was sent to school, He so surprised the schoolmaster, Shaykh ‘Abid, with His wisdom and intelligence that the bewildered man took the child back to His uncle. The teacher said that he had nothing to teach this gifted pupil: “He, verily, stands in no need of teachers such as I.”

The uncle had already noticed the remarkable qualities of his nephew, and sternly told the young boy, “Have You forgotten my instructions? Have I not already admonished You to follow the example of Your fellow pupils, to observe silence, and to listen attentively to every word spoken by Your teacher?”

Since that gentle child did not wish to disregard the wishes of His uncle He returned to school and conducted Himself like the other children. Nothing, however, could restrain the superior mind and intelligence of the exceptional boy. As time went on, the schoolmaster became convinced that he could not help his student; in the role of the instructor he felt as the instructed. Shaykh ‘Abid was The Báb’s teacher for 6 or 7 years. The Báb left school before He was 13 years old.

**The Young Báb Studies the Qur’án:**

Schools such as that attended by Siyyid ‘Alí-Muhammad were taught by only one tutor, and the subjects taught were elementary. The students were trained to read and recite aloud the Qur’án, even if they could not possibly understand the meaning of it. The Qur’án was written in Arabic and they knew the Persian language.

On His first day at the school of Shaykh ‘Abid, The Báb, only 5 years old, sat, with great courtesy, between two 12-year-old boys. His head was bowed over the primer book put in front of Him. He had been taught to repeat the first lines. But He would not utter a word. When asked why He did not read aloud as the other boys were doing, Siyyid ‘Alí-Muhammad made no reply. Just then two boys sitting nearby were heard to recite a verse of poetry:

*“From the pinnacles of Heaven they call out unto thee;  
I know not what thee here entrapped.”*

“That is your answer,” said the Báb.

## **TOPIC: THE EARLY LIFE OF THE BÁB**

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### **The Báb at Theology Class:**

Apart from teaching boys, Shaykh ‘Abid also had a regular class for theological (religious studies) students. Once some of these students asked a question which, after a long period of discussion, still remained unsolved. Shaykh ‘Abid told them he would consult some authoritative works that night and tell them the answer the next day. Just then, the Báb, who had been listening, spoke and with sound reasoning gave the answer they were seeking. They were wonder-struck, for they had no memory of discussing that particular subject within the earshot of Siyyid ‘Alí-Muhammad, who might then have looked up references in books and simply memorized the answers. The teacher asked Him where He had gained that knowledge. The boy replied, smiling, with a verse of poetry:

*“Should the grace of the Holy Spirit once again deign to assist,  
Others will also do what Christ could perform.”*

Not only did the mental faculties of the Báb astound the schoolmaster; the nobility of His character impressed him even more. Indeed, all those who were close or near to His person felt the charm of His being.

### **The Báb in Prayer:**

Siyyid ‘Alí-Muhammad was always dignified and serene. He was very handsome. He cared little for the pastimes of other boys. Some mornings He was late coming to school and when asked the reason He remained silent. Sometimes Shaykh ‘Abid sent other pupils to call at His home and ask Him to come to school. They would return to say they had found Him at His devotions.

One day, when He had come late to school and was questioned by the teacher, the Báb said quietly that He had been in the house of His “Grandfather.” (This is how the Siyyids refer to their ancestor, the Prophet Muhammad.) The schoolmaster said that He was only a child of ten, from whom such rigorous attention to devotions was not demanded. The Báb quietly replied, “I wish to be like My Grandfather.”

On Fridays, the day of rest, when the pupils and their teacher would often go to one of the many gardens outside Shíráz to play, they would find the Báb in a secluded, shaded spot in a corner of the orchard, praying and meditating.

### **The Báb’s Calligraphy:**

Hájí Mírzá Javád’i’Karbílá’i, a well-known Muslim teacher, was friends with one of the Báb’s uncles. Once when he was visiting the uncle the Hájí heard the sounds of a melodious, enraptured voice coming from the direction of the alcove reserved for devotions. Before long a boy stepped out of the alcove and the uncle introduced his nephew, who was only 9 years old.

Another time the Hájí visited just as The Báb was returning from school. Noticing the batch of papers He held, the Hájí asked what they were. Very courteously the boy replied that they were His calligraphic (fancy handwriting) exercises. When the Hájí inspected them, he marveled at their excellence.

## When the Blessed Báb Was Born

Lyrics by Gretchen Hewitt and Nancy Smith

Music by Gretchen Hewitt

When The Blessed Báb was born,  
A breeze stirred, new dreams were dreamed,  
And angels danced for joy,  
When the Blessed Báb was born,  
Ya, Ali'ul'Allah.

When The Blessed Báb was born,  
His mother held Him close and safe,  
A wondrous stir in her heart,  
When The Blessed Báb was born,  
Ya, Ali'ul'Allah.

When The Blessed Báb was born,  
The dawning light through morning mist  
Began to waken our souls,  
When The Blessed Báb was born,  
Ya, Ali'ul'Allah.

Ah, Ah. Ya, Ali'ul'Allah.

TOPIC: THE EARLY LIFE OF THE BÁB

When the Blessed Báb Was Born

Lyrics by Gretchen Hewitt and Nancy Smith

Music by Gretchen Hewitt

Voice

Piano

5

When The Bless - ed Bab was born, a breeze stirred, new

Pno.

5

8

dreams were dreamed, and an - gels danced for joy,

Pno.

8

TOPIC: THE EARLY LIFE OF THE BĀB

11

When The Bless-ed-Bab was born Ya A - li ul' All - ah

Pno.

15

Ah Ah Ya A - li-ul' All - ah - - -

Pno.

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**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE EARLY LIFE OF THE BÁB**

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### **LIST OF ADDITIONAL RESOURCES**

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

- Brilliant Star*: “The Birth of the Báb” Sep/Oct 91  
“Afnán Stories” Jul/Aug 94  
“The Thief-Afnán Stories” Nov/Dec 94  
“That Memorable Night” Jul/Aug 94  
“Glimpses of the Báb” Sep/Oct 99  
“The Tenderness and Radiance of the Báb” Jul/Aug 02  
“A Noble Child” Sep/Oct 02
- Bahá’i Teaching Guide for Children, Pre-Primary*, p. 57, *Intermediate*, p. 146  
*Fly Through the Bahá’i Year*  
*Hour of the Dawn*, Ch. 1,2,3  
*Nine Holy Days*, pp. 11-15  
*Stories from “The Dawn-Breakers,”* pp. 15-16  
*Stories for Children*, pp. 3-4  
*The Báb Project Book*, p. 4  
*The Báb*, pp.32-47  
*The Dawn-Breakers (Nabíl’s Narrative)*, pp. 72-79

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

#### **Activities:**

- Brilliant Star*: “The Life of The Báb Timeline Cards” Jul/Aug 94  
“Holy Day Ribbon Decorations” Sep/Oct 90

#### **Music:**

- Brilliant Star*: “Who is This Child?” May/June 86  
*Journey*, “Shiráz”  
*Special Times*, “Who is This Child?”

#### **Games:**

- Brilliant Star*: “A Birthday Gift for The Báb” Sep/Oct 93

#### **Poetry:**

#### **Videos:**

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

- Twin Holy Days: The Birthdays of Bahá’u’lláh and the Báb*

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

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THE YOUTH AND EARLY MANHOOD  
OF THE BÁB**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
TRUSTWORTHINESS, GENTLENESS, REVERENCE**

His behaviour prior to the declaration of His mission is clearly evident unto those who knew Him.

The Báb, *Selections from the Writings of the Báb*, p. 96

Such stories regarding the life of different prophets together with their sayings will also be useful to better understand the literature of the Cause for there is constant reference to them. It is, however, the work of experienced people to bring together such material and make of them interesting textbooks for the children.

Shoghi Effendi, compilation #130, p. 53

## **LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES**

### **KNOWLEDGE OBJECTIVE**

- To know about the major events in the youth and early manhood of the Báb

#### **SUGGESTED LEARNING ACTIVITIES**

- Make an illustrated time line of the Life of His Holiness the Báb.
- Listen to and read stories about His youth.
- Illustrate the different events in the youth and early manhood of the Báb.
- Find and share pictures of places associated with His youth and early manhood.

### **WISDOM OBJECTIVE**

- To understand the uniqueness of the events in His youth and early manhood which gave early signs of the station of Prophethood

#### **SUGGESTED LEARNING ACTIVITIES**

- Compare His Life with the life of an ordinary child of His time.
- Dramatize these stories.
- Put the stories to music.
- Make an illustrated book about these stories.
- Discuss in small groups about what are the main elements in the youth and early manhood of the Báb that are signs of His station.
- Sing songs about the youth and early manhood of the Báb.

**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**  
**TOPIC: THE YOUTH AND EARLY MANHOOD OF THE BÁB**

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## **SPIRITUAL PERCEPTION OBJECTIVE**

- To connect the examples of the Báb's earlier behavior with one's own praiseworthy virtues such as courtesy, good manners, purity, truthfulness, and trustworthiness

### **SUGGESTED LEARNING ACTIVITIES**

- Make comparisons of the good qualities that the Báb demonstrated as a youth, with situations and good qualities one strives to possess.
- Search for other stories that demonstrate praiseworthy virtues.
- Create visual art to illustrate the qualities exemplified by the Báb as a youth.



## **ELOQUENT SPEECH OBJECTIVES**

- To tell about the events in the life of the Báb
- To emulate the spiritual qualities of the Báb in one's personal life

### **SUGGESTED LEARNING ACTIVITIES**

- Use visual arts or other media to present events in the youth and early manhood of the Báb, for example, eloquently reciting relevant parts of The Dawnbreakers to music.
- In celebration of the Birth of the Báb, have learners present, perform and exhibit their work.
- Make a personal plan for working on one of the Báb's early virtues in oneself and bring oneself to account on it regularly.

**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE YOUTH AND EARLY MANHOOD OF THE BÁB**

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### **Sample Activities**

#### **ACTIVITY: STORIES OF THE BÁB AS A YOUTH**

**KNOWLEDGE OBJECTIVE:** To know about the major events in the youth of the Báb prior to His declaration

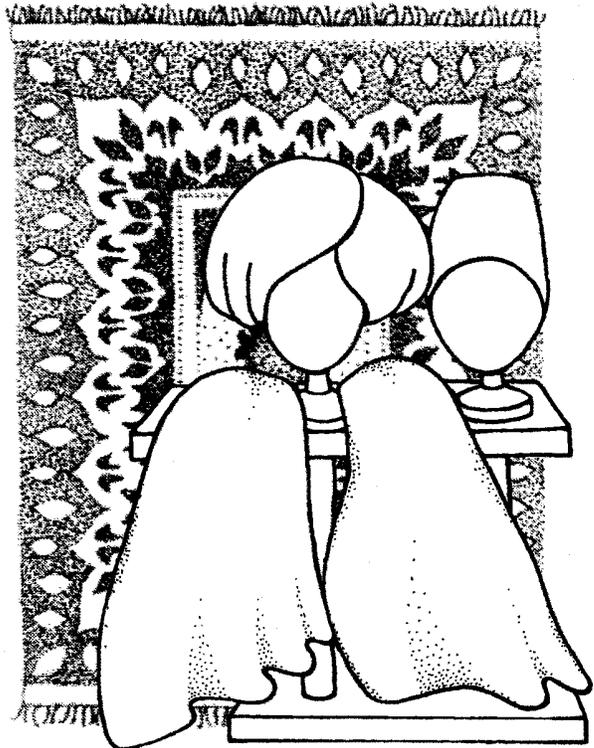
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Education directed towards recognition of God; Use of stories; Use of consultation; Use of recitation

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- copies of Resource Pages 54-55
- Middle Eastern music
- Persian rug, cloth for shawls and turbans
- white board or chart paper and markers
- *The Central Figures: The Báb, Volume One*

1. Invite the students to recall and briefly share stories that they have heard about the Báb's childhood.
2. Explain that today the class will explore stories of the Báb as a youth. Read one or more of the stories about the youth and early manhood of the Báb in *The Central Figures: The Báb, Volume One*, or on Resource Pages 54-55.
3. Pause after each story, to ask the students what qualities the Báb showed in that story.
4. As they did with stories of the Báb's childhood, invite the students to work in pairs or small groups to prepare a story-telling presentation of incidents in the youth of the Báb.
5. Give each pair a card containing an anecdote or brief story, such as those included in the following Resource Pages.
6. Ask students to retell the stories in dramatic, interesting ways. Remind them that no one may portray the Báb Himself.
7. Ask the listeners, after each story, to name qualities shown by the Báb which gave signs of the station of Prophethood. Chart these qualities and signs.



**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**  
**TOPIC: THE YOUTH AND EARLY MANHOOD OF THE BÁB**

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**ACTIVITY: REFLECT ON THE QUALITIES OF THE BÁB AND  
COMPARE THESE WITH ONE’S OWN QUALITIES**

**WISDOM OBJECTIVE:** To understand the uniqueness of the events in the Báb’s youth which gave signs of the station of prophethood

**SPIRITUAL PERCEPTION OBJECTIVE:** To connect the examples of the Báb’s earlier behavior with one’s own praiseworthy virtues such as courtesy, good manners, purity, truthfulness, and trustworthiness

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the sacred writings; Use of memorization; Use of art; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- chart from previous activity
- copies of *Selections from the Writings of the Báb* or Resource Page 54
- art supplies
- nice paper

1. Invite the students to turn again to the list of spiritual qualities that they noticed the Báb displayed as a youth.
2. Invite them to think of the people that they know, their family members and friends, and recall examples of other people displaying these same qualities. Share these examples in the class.
3. Encourage students to look through the *Selections from the Writings of the Báb* to find some of the same words that they listed. These quotations may be a short paragraph, a sentence, or even a phrase. They may also refer to Resource Page 54.
4. Encourage each student to copy a selected quotation and practice reading it.
5. Invite the students to carefully write the quotation on a nice piece of paper, and to repeat until they have memorized it.
6. Encourage the students to display these quotations in their bedrooms and use it as a reminder of the importance of expressing this quality in our daily lives.



**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE YOUTH AND EARLY MANHOOD OF THE BÁB**

### **ACTIVITY: CREATE AN ILLUSTRATED TIME-LINE OF EVENTS IN THE BÁB'S YOUTH**

**KNOWLEDGE OBJECTIVE:** To know about the major events in the life of the Báb prior to his declaration

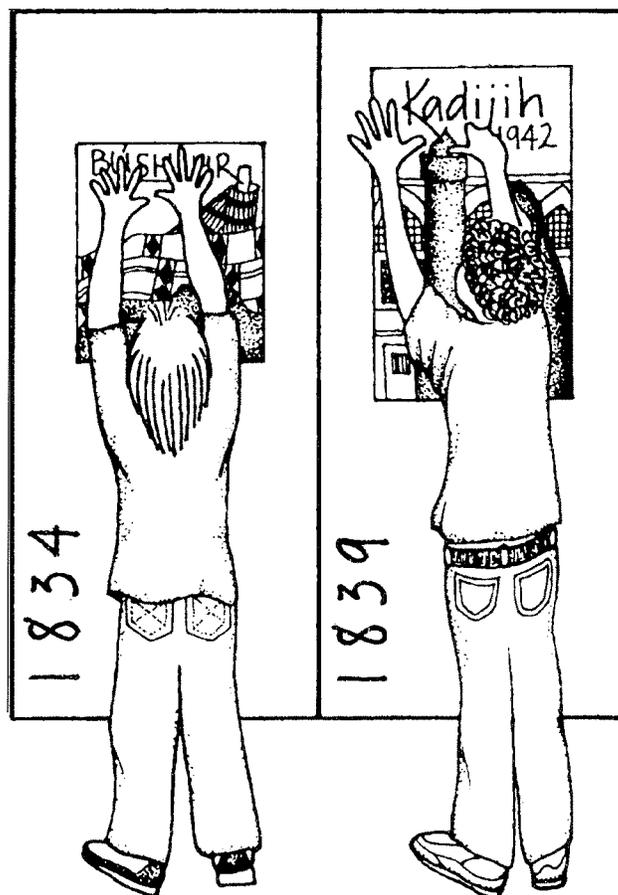
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Engage the mind and heart; Use of independent investigation; Use of the arts

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- butcher paper, or other large roll of paper
- markers
- assorted art supplies

1. As in the previous topic, spread out a length of butcher paper, divide into segments to represent the 2 five-year periods of the Báb's youth and early manhood prior to His declaration.
2. Write the dates of these 5-year segments along the bottom of the time-line.
3. Invite the students to make a drawing of the story they presented, which can then be attached at its proper place on the time-line.
4. Remind students that they may not draw the Báb Himself. They may draw objects, places, other people in the story, etc.



**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**  
**TOPIC: THE YOUTH AND EARLY MANHOOD OF THE BÁB**

**ACTIVITY: PREPARE A DEVOTIONAL PRESENTATION ABOUT THE BÁB**

**ELOQUENT SPEECH OBJECTIVE:** To tell about the events in the life of the Báb; To emulate the spiritual qualities of the Báb in one's personal life

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- time line from previous activities, covering the 25 years prior to the Báb's declaration
- selected quotations from the Writings of the Báb
- refreshments

1. Display the students' illustrated time-line in a prominent place, to be visible throughout the commemoration.
2. Have the students tell the stories they practiced about the Báb's childhood and youth.
3. Include readings or recitation of memorized quotations from the Báb's writings.
4. Provide students the opportunity to emulate the Báb's courtesy by greeting, seating and serving the refreshments to those in attendance.



**Resource Pages**

**Stories for the Topic: The Youth and Early Manhood of The Báb**

The following stories about the youth and early manhood of the Báb are adapted from *The Báb* by H.M. Balyuzi, pp.32-47.

**The Báb in Business:**

Siyid ‘Alí-Muhammad joined in business with His uncle when He was 15 years old, and shortly after moved to the port town of Búshíhr. At a very early age, He took over the complete management of the trading-house in Búshíhr.

His scrupulous attention to detail and His undeviating fairness in transactions became widely known in the region. Once, a man who sold some goods to Him was astonished to find, when he received his money, that it was more than could be obtained at current prices. The man wanted to return part of the money. But the Báb told him that it was only fair and just that he should be given that amount, because his goods would bring in exactly that much if they had been offered for sale when the market was at its best.

**The Báb Begins Writing:**

During the time that the Báb was working as a merchant in Búshíhr, he was also busy doing some writing. The Báb’s uncle asked their respected friend Hájí Siyyid Javád-i-Karbílá’í to give some advice to his nephew. The uncle wanted the Hájí to tell the Báb not to write certain things which would make some people jealous. He thought that highly educated, important people could not bear to see a young merchant, with little schooling, show such knowledge -- they would be envious. The Báb’s uncle was very insistent that the Hájí should counsel the Báb to stop writing. The Hájí answered with this verse from poetry:

*“The fair of face cannot put up with the veil;  
Shut him in, and out of the window will he show his visage.”*

The Hájí added: “We are earthbound and He is celestial. Our counsel is of no use to Him.”

**The Báb’s Prayers on the Rooftop:**

We are told of the Báb’s strict observance of His devotions on Friday (the day of rest for Muslims). Even the torrid conditions of Búshíhr, a seaport, did not deter Him. The Báb would spend hours on the rooftop, exposed to extreme heat, engaged in prayer and meditation.

The Báb lived in Búshíhr for about 6 years before traveling to the holy cities of Iraq on a pilgrimage of many months.

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**The Báb's Wedding:**

When the Báb returned to Shíráz after His pilgrimage to the holy cities of Iraq, he married his cousin and childhood friend, Khadíjih-Bagum. They were married in August, 1842.

One night, before they had made their wedding plans, Khadíjih had a dream:

“I dreamed a dream in which Fátimih, the daughter of Muhammad, came to me and said: ‘Arise! I desire that you become the wife of my son.’ So majestic she looked, as she stood, tall, slender, and graceful, so wonderful was the beautiful mien, so marvelous; her loveliness of expression, so glorious her countenance, that I could no longer gaze upon her, but looked down, feeling overcome with awe, and all unworthy of so high an honor.

“I did not speak of this vision to my sisters; they would have thought me to be filled with pride and self-assertion! But the vision filled my thoughts day and night; it seemed to enfold me in a kind of sacred atmosphere of joy indescribable!

“A few days after this vision, the mother of my play-mate of years ago, Siyyid ‘Alí-Muhammad, came to me, and standing in the same attitude, and in the very same spot as the visitant of my dream, spoke words to me, which I understood as conveying her wish that I should be the wife of her son.

“By this I became aware that her son, afterwards my glorious husband, was a Chosen One!”

A son was born to the Báb and Khadíjih, whom they named Ahmad. But sadly, the baby died in infancy. The couple never had any more children, but the Báb and His beautiful wife loved each other very much.

**The Báb's Wife Sees him Transformed**, adapted from Khadíjih Bagum by H. M. Balyuzi, pp. 10-14

One evening, the Báb asked that dinner be served earlier than usual, as he had a particular task to attend to. Later, when everyone else in the house was asleep, the Báb got out of bed and left His room. At first his wife, Khadíjih, didn't notice, but when he had been gone for more than an hour she became concerned. She went looking for him, and noticed with surprise that the upper room was well lighted. Cautiously, Khadíjih went up the steps. She saw the Báb, standing, His hands raised towards heaven. He was chanting a prayer in a most melodious voice, with tears streaming down his face. His face was shining, as if rays of light were streaming from it. He looked so majestic that Khadíjih was afraid, and couldn't move. The Báb made a gesture with His blessed hands, telling her to go back.

Khadíjih returned to bed, but couldn't sleep. She kept wondering what serious thing had happened to cause such sorrow and such tears, and caused her husband to pray with such intensity.

The next morning, when they gathered for tea, the Báb's wife again saw in Him that same great majesty from the night before. She told Him, "You are no longer the same person...You have been transformed." The Báb told her that He had not wanted her to see Him in that state, but God had willed it. He knew that she would never doubt that He was, indeed, the Manifestation of God. From that moment on, Khadíjih lived only to serve her husband, the Báb.

### The Báb's Words about character

God loveth those who are pure. Naught in the Bayan and in the sight of God is more loved than purity and immaculate cleanliness...

The Báb, *Selections from the Writings of the Báb*, p. 79

Thy purpose in performing thy deeds is that God may graciously accept them; and divine acceptance can in no wise be achieved except through the acceptance of Him Who is the Exponent of His Revelation.

The Báb, *Selections from the Writings of the Báb*, p. 81

The light of the people of the world is their knowledge and utterance.

The Báb, *Selections from the Writings of the Báb*, p. 97

O ye servants of God! Verily, be not grieved if a thing ye asked of Him remaineth unanswered, inasmuch as He hath been commanded by God to observe silence, a silence which is in truth praiseworthy.

The Báb, *Selections from the Writings of the Báb*, p. 48

The most acceptable prayer is the one offered with the utmost spirituality and radiance; its prolongation hath not been and is not beloved by God. The more detached and the purer the prayer, the more acceptable is it in the presence of God.

The Báb, *Selections from the Writings of the Báb*, p. 78

Indeed no paradise is more glorious in the sight of God than attainment unto His good-pleasure.

The Báb, *Selections from the Writings of the Báb*, p. 102

It is better to guide one soul than to possess all that is on earth, for as long as that guided soul is under the shadow of the Tree of Divine Unity, he and the one who hath guided him will both be recipients of God's tender mercy, whereas possession of earthly things will cease at the time of death.

The Báb, *Selections from the Writings of the Báb*, p. 77

**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**  
**TOPIC: THE YOUTH AND EARLY MANHOOD OF THE BÁB**

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**LIST OF ADDITIONAL RESOURCES**

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**Stories & Articles:**

- Brilliant Star*: “The Birth of the Báb” Sep/Oct 91
- “Afnán Stories” Jul/Aug 94
- “The Thief-Afnán Stories” Nov/Dec 94
- “That Memorable Night” Jul/Aug 94
- “Glimpses of the Báb” Sep/Oct 99
- “The Tenderness and Radiance of the Báb” Jul/Aug 02
- “A Noble Child” Sep/Oct 02
- Bahá’í Teaching Guide for Children, Pre-Primary*, p. 57, *Intermediate*, p. 146
- Fly Through the Bahá’í Year*
- Hour of the Dawn*, Ch. 1,2,3
- Nine Holy Days*, pp. 11-15
- Stories from “*The Dawn-Breakers*,” pp. 15-16
- Stories for Children*, pp. 3-4
- The Báb Project Book*, p. 4
- The Báb*, pp.32-47
- The Dawn-Breakers (Nabíl’s Narrative)*, pp. 72-79

**Worksheets and Coloring Pages:**

**Activities:**

- Brilliant Star*: “The Life of The Báb Timeline Cards” Jul/Aug 94
- “Holy Day Ribbon Decorations” Sep/Oct 90

**Music:**

- Brilliant Star*: “Who is This Child?” May/June 86
- Journey*, “Shiráz”
- Special Times*, “Who is This Child?”

**Games:**

- Brilliant Star*: “A Birthday Gift for The Báb” Sep/Oct 93

**Poetry:**

**Videos:**

**List other favorite resources:**

- Twin Holy Days: The Birthdays of Bahá’u’lláh and the Báb*

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



**TO BE ACQUAINTED WITH MAJOR EVENTS  
IN THE LIFE OF THE BÁB,  
AND TO DEVELOP A DEEP LOVE FOR HIM  
BASED ON AN UNDERSTANDING OF THESE EVENTS**

**THE DECLARATION OF THE BÁB**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
FAITHFULNESS, HUMILITY, LOVE, REVERENCE**

I am the Primal Point from which have been generated all created things. I am the Countenance of God Whose splendour can never be obscured, the Light of God Whose radiance can never fade. Whoso recognizeth Me, assurance and all good are in store for him, and whoso faileth to recognize Me, infernal fire and all evil await him...

*The Báb, Selections from the Writings of the Báb, p. 12*

Verily I am the 'Gate of God' and I give you to drink, by the leave of God, the sovereign Truth, of the crystal-pure waters of His Revelation which are gushing out from the incorruptible Fountain situate upon the Holy Mount. And those who earnestly strive after the One True God, let them then strive to attain this Gate.

*The Báb, Selections from the Writings of the Báb, p. 50*

## **LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES**



### **KNOWLEDGE OBJECTIVE**

- To know the circumstances around the Declaration of the Báb

#### **SUGGESTED LEARNING ACTIVITIES**

- Read or tell the story regarding the Declaration of the Báb.
- Listen to Mr. Sears' reading of the Declaration of the Báb from *The Dawnbreakers*.
- Prepare a slide show of the Declaration of the Báb.



### **WISDOM OBJECTIVE**

- To understand the significance of the circumstances surrounding the Báb's Declaration to Mullá Husayn

#### **SUGGESTED LEARNING ACTIVITIES**

- Research and discover Mullá Husayn's preparation for meeting the Báb, including the questions he asked the Báb.
- Share and discuss understanding of the Báb's hospitality to Mullá Husayn.
- Reflect and meditate on the circumstances and events of the night of the Báb's Declaration.



## SPIRITUAL PERCEPTION OBJECTIVES

- To discern how the events of the night of the Declaration of the Báb has had effects on their own lives
- Perceive the spiritual significance of the night of the Declaration of the Báb for the spiritual development of mankind

### SUGGESTED LEARNING ACTIVITIES

- Role play acts of hospitality to those who are strangers.
- Meditate on the spiritual significance of this event for mankind and for one's own life. Then, write poems about this profound moment in the history of mankind.
- Discuss the importance of Mullá Husayn's preparedness, persistence and dedication for the realization of this historical event, and then reflect on one's own life and how one should spiritually prepare oneself for opportunities that may come one's way.



## ELOQUENT SPEECH OBJECTIVE

- To be able to recount the Declaration of the Báb and to explain its significance

### SUGGESTED LEARNING ACTIVITIES

- Host a fireside on the Declaration of the Báb using all of the prepared work.
- Contribute class work or independently to the celebration of the Declaration of the Báb.

**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE DECLARATION OF THE BÁB**

### **Sample Activities**

#### **ACTIVITY: REVIEW MULLÁ HUSAYN’S SEARCH**

**KNOWLEDGE OBJECTIVE:** To know the circumstances around the declaration of the Báb

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

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- map of Persia
- cut-out figure, magnet, paperclips

1. Remind the students that a wise teacher named Siyyid Kázim had been teaching his students, one of whom was named Mullá Husayn, to look for the Promised One from God. Mullá Husayn had prayed to God for 40 days, to help him in his search.
2. Show an outline of the country of Persia drawn on a large sheet of paper, with the cities of Karbilá and Shíráz labeled.
3. Show a small figure drawn and cut out from paper, which represents Mullá Husayn.
4. Slip a small paper clip onto the figure and place it on the map, at Karbilá.
5. Use a magnet, held to the back of the map, to move “Mullá Husayn” from place to place.
6. Describe how he was drawn irresistibly, as if by a magnet, to the city of Shíráz while you pull the figure to that city by use of the magnet, from behind the map.
7. Give the students turns using the magnet to bring Mullá Husayn to Shíráz.



#### **ACTIVITY: USE STORY-TELLING TO RELATE THE BÁB’S DECLARATION**

**KNOWLEDGE OBJECTIVE:** To know the circumstances around the declaration of the Báb

**WISDOM OBJECTIVE:** To understand the significance of the circumstances surrounding the Báb’s Declaration to Mullá Husayn

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

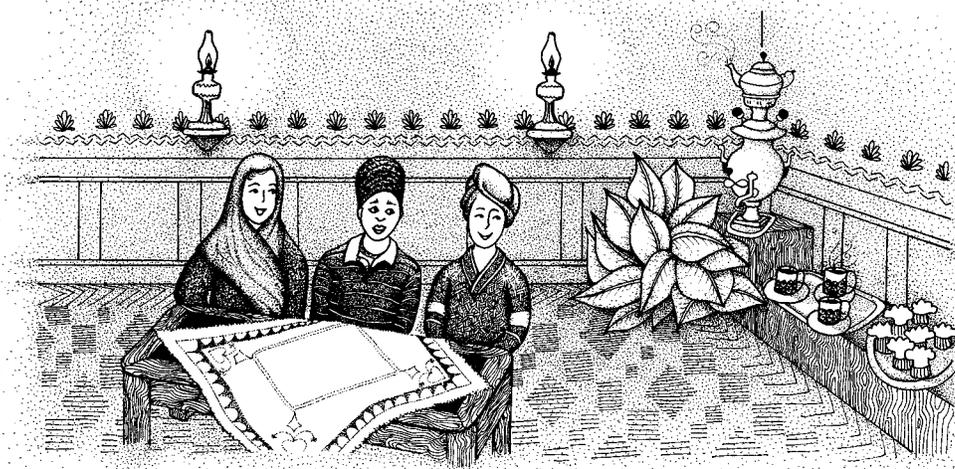
**Materials Needed:**

- turban and cloak or bathrobe
- copy of *The Dawnbreakers* and the *Qur’án*
- Persian rug
- oil lamp or candles
- *The Central Figures: The Báb, Volume One*, or Resource Pages 63-65
- pitcher of water, basin, and hand towel
- pitcher of juice and cups or samovar, optional
- tray of goodies
- *The Lote Tree* album and CD player, optional

## TOPIC: THE DECLARATION OF THE BÁB

**Advance Preparation:** Prepare another room, or a partitioned part of the same room, with a “gate” made of stacked cardboard boxes at the entrance. Inside the other room, recreate the Báb’s chambers: Persian or other small rugs, a low table with an oil lamp or candles, a pitcher of water, basin and hand towel, a pitcher of juice and cups, and a samovar, if available. Also have ready a tray of goodies and a CD/tape player with the album, *The Lote Tree*, if available.

1. Tell the students you are going to tell them what happened in Shíráz by pretending to be Mullá Husayn. Don a turban and cloak (a bathrobe will suffice).
2. Acting as Mullá Husayn, invite the students to come with you “to the gates of Shíráz”.
3. Select one or more of the stories about the Declaration of the Báb from *The Central Figures: The Báb, Volume One* to read to the students, or using Resource Pages 65-66, describe Mullá Husayn’s experience meeting the Báb. Use direct quotations whenever possible.
4. Describe Mulla Husayn’s welcome at the gates of Shíráz, then invite your students to enter your model of the Báb’s chambers and seat themselves on the rugs around the low table.
  - pour water over each student’s hands, over the basin, to refresh them from their “journey”
  - give them “to drink of a refreshing beverage” (the juice)
  - prepare tea from the samovar, if available
  - stand together to pray (evening prayers)
  - darken the room and light the oil lamp or candles
  - pull a rolled and tied scroll from your cloak to represent the treatise that Mullá Husayn asked the Báb to explain
  - reverently display a copy of the Qur’án when discussing the Súrih of Joseph
5. While making it clear that you are not portraying the Báb Himself, at the appropriate times in your story, demonstrate these actions:
  7. Lead up, with excitement, to the Báb’s Declaration that, “This night, this very hour will, in the days to come, be celebrated as one of the greatest and most significant of all festivals. Render thanks to God for having graciously assisted you to attain your heart’s desire...”
  8. If available, play the song, “The Báb”, including Mr. Sears’ introduction, from the album *Lote Tree*.
  9. Recounting how the Báb’s servant “spread before us the choicest food,” serve the students special treats.
  10. Simulate the call to morning prayer—“Alláh’u’Akbar”—and turn the lights back on.
  11. Close with recounting the Báb’s words acclaiming Mullá Husayn as the Bábu’l-Báb—Gate to the Gate—and the requirement that “eighteen other souls, unwarned and uninvited, must independently seek Him”.



**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE DECLARATION OF THE BÁB**

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### **ACTIVITY: SHARE REACTIONS TO THE STORY OF THE DECLARATION**

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern how the events of the night of the declaration of the Báb has had effects on their own lives

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

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

1. After telling the story of the Báb's Declaration, return to your regular meeting area.
2. Discuss:
  - How did Mullá Husayn feel before he met the Báb?
  - How did the Báb treat Mullá Husayn during this visit?
  - Would you have liked to have been Mullá Husayn that night?
  - How do the events of that sacred night continue to affect our own lives?

### **ACTIVITY: RECREATE THE STORY FOR A DEVOTIONAL GATHERING**

**ELOQUENT SPEECH OBJECTIVE:** To recount the declaration of the Báb and to explain its significance

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

SUGGESTED TIME FOR ACTIVITY: 1 HR.

**Materials Needed:**

- materials from previous activity
  - refreshments
  - invitations
  - *The Central Figures: The Báb, Volume One*
1. Make plans with your students for how they could recreate this story and this experience for the community's observance of the Declaration of the Báb or another appropriate occasion such as a devotional gathering or a fireside.
  2. You may choose to have one or more of the students read this story from *The Central Figures: The Báb, Volume One* and to include singing or recorded music.
  3. Divide responsibilities for creating the physical environment (e.g., the gate, the chambers on a larger scale so that all can fit inside), for narration, refreshments, invitations, etc.

4. Select appropriate readings or practice retelling the story so that each student's gifts contribute to the beauty of the overall commemoration.
5. After carrying out this Holy Day celebration, devotional gathering or fireside, assess the success of this gathering: What were the positive results? How can we build on this success in the future? What would we change? How can we continue to show the effects of this gathering in our own lives?

**Resource Pages**

**The Declaration of the Báb**

Adapted from Nabil's *The DawnBreakers*, pp.52-63.

- Acting as Mullá Husayn, invite your students to come with you “to the gates of Shíráz.” Explain that  
“I was drawn, as if by a magnet, to this city. My brother and nephew, who were traveling with me, I sent on ahead, into the city, to meet me at the mosque in time for evening prayer. I was walking outside the gates, praying, when I suddenly saw a Youth with a radiant face, wearing a green turban (which showed that He was a descendant of Muhammad). The Youth came forward and greeted me with a smile of loving welcome and a big hug. I thought he must be a friend of a friend who’d heard I was coming and had been sent to welcome me.  
“The Youth invited me to His home, to refresh myself after my long journey. But I said no, that my brother and nephew had arranged for a place to stay and were waiting for me. But the Youth gently said, “Commit them to the care of God, He will surely protect and watch over them.” So, I followed Him to His house.
- Invite the students to enter into the prepared room, and seat themselves on the rugs, around the low table; Tell them:  
“The Youth asked His servant for an ewer of water and He Himself poured it over my hands to wash the dust from my travels, just like I’d like to do for you now.”
- One at a time, have the students place their hands over the basin while you pour water over them. Continue the story:  
“Then He gave me to drink of a refreshing beverage”  
  
(pour juice for each student).  
“He also prepared tea from His samovar.”
- If available, serve tea, perhaps from a samovar. Continue the story:  
“I got up to leave, because the time for evening prayer was approaching, and I had promised to meet my brother and nephew at that hour. But with extreme courtesy and calm the youth replied, ‘You must surely have made the hour of your return conditional upon the will and pleasure of God. It seems that His will has decreed otherwise. You need have no fear of having broken your pledge.’  
“So, He and I prayed together.”
- Invite the students to stand with you, arms folded across chest, as you recite a prayer for evenings.  
“In silence I prayed to God to help me find His promised Messenger. It was about an hour after sunset that my youthful Host began to converse with me”

**TOPIC: THE DECLARATION OF THE BÁB**

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- Indicate nighttime by darkening the room and lighting the lamp or candles; continue the story:

“The Youth asked me if my teacher had ‘given you any detailed indications as to the distinguishing features of the Promised One?’ ‘Yes,’ I replied, ‘He is of a pure lineage, is of illustrious descent, and of the seed of Fátimih. As to His age, He is more than twenty and less than thirty. He is endowed with innate knowledge. He is of medium height, abstains from smoking, and is free of bodily deficiency.’

“He paused for a while and then with vibrant voice declared: ‘Behold, all those signs are manifest in Me!’” I was greatly surprised, and politely said, ‘He whose advent we await is a Man of unsurpassed holiness, and the Cause He is to reveal, a Cause of tremendous power.’

“Before I began my search for the Promised One, I had secretly decided that I would prove the claim of any who said that they were Him by first asking them to read a paper I myself had written, that was full of mysteries, and seeing if they could explain it. If they were capable of this then I would ask them to reveal a commentary on a chapter of the Qur’án, the Súrih of Joseph.”
- Reverently display a copy of the Qur’án. Then continue with the story:

“While I was thinking about these things, this Youth again remarked: ‘Observe attentively. Might not the Person intended by Siyyid Kázim be none other than me? I felt impelled to present to Him a copy of my paper, which I had with me. ‘Will you,’ I asked Him, ‘read this book of mine and look at its pages with indulgent eyes?’”
- Pull out from your cloak a scroll, rolled and tied. Continue the story:

“He opened the book, glanced at certain passages, closed it and began to address me. Within a few minutes He had unraveled all its mysteries. He then proceeded to say (without my asking Him!), ‘Now is the time to reveal the commentary on the Súrih of Joseph.’ He took up His pen and with incredible rapidity revealed the entire first chapter of His commentary. Not for one moment did He interrupt the flow of the verses which streamed from His pen. I sat enraptured by the magic of His voice and the sweeping force of His revelation.

“At last, I reluctantly arose from my seat and begged leave to depart. He smilingly bade me to be seated, and said, ‘If you leave in such a state, whoever sees you will assuredly say: ‘This poor youth has lost his mind’.

“At that moment the clock registered 2 hours and 11 minutes after sunset. The date was the evening of the 22nd of May, 1844. My host declared, ‘This night, this very hour, will, in the days to come, be celebrated as one of the greatest and most significant of all festivals. Render thanks to God for having graciously assisted you to attain your heart’s desire...’”

**TOPIC: THE DECLARATION OF THE BÁB**

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- Reflect on this momentous moment by playing for your students the song, “The Báb,” including Mr. Sears’ introduction to it, on the *Lote Tree* album. Continue the story:

“At the third hour after sunset, my Host ordered the dinner to be served. His servant appeared again and spread before us the choicest food. In the presence of my Host, at that hour, I felt as though I were feeding upon the fruits of Paradise.”
- Serve the student special treats. Continue the story:

“I sat spellbound by His utterance, oblivious of time and of those who awaited me. Suddenly the call to morning prayer awakened me from the state of ecstasy into which I seemed to have fallen.”
- Turn the lights back on, put out the oil lamp or candles. Imitate the call to morning prayer (“Alláh-u-Akbar”) coming from outside. Continue the story:

“Sleep had departed from me that night. I was enthralled by the music of that voice which rose and fell as He chanted. At the end of each invocation, the Báb would repeat this verse: ‘Far from the glory of thy Lord, the All-Glorious, be that which His creatures affirm of Him! And peace be upon His Messengers! And praise be to God, the Lord of all being!’

“He then addressed me in these words: ‘O thou who are the first to believe in Me! Verily, I say, I am the Báb, the Gate of God, and thou art the Bábu’l-Báb, the gate of that Gate. Eighteen souls must, in the beginning, spontaneously and of their own accord, accept Me and recognize the truth of My Revelation. Unwarned and uninvited, each of these must seek independently to find Me.... We shall appoint unto each of the eighteen souls his special mission, and shall send them forth to accomplish their task. We shall instruct them to teach the Word of God and to quicken the souls of men.’

“Having spoken these words to me, He dismissed me from His presence. Accompanying me to the door of the house, He committed me to the care of God.”
- Go to the door of the “house,” then continue the story:

“This Revelation, so suddenly and impetuously thrust upon me, came as a thunderbolt...I was blinded by its dazzling splendor and overwhelmed by its crushing force. Excitement, joy, awe, and wonder stirred the depths of my soul...I felt possessed of such power that were the world, all its peoples and its potentates, to rise against me, I would, alone and undaunted, withstand their onslaught. The universe seemed but a handful of dust in my grasp. I seemed to be the Voice of Gabriel personified, calling unto all mankind: ‘Awake, for lo! The morning Light has broken. Arise, for His Cause is made manifest. The portal of His grace is open wide; enter therein, O Peoples of the world! For He who is your Promised One is come!’”
- Remove your costume and tell the students that with that, Mullá Husayn left the Báb’s house and joined his brother and nephew. What happens next will be told in future classes.
- Invite them to return to their regular meeting space.

**GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB**

## **TOPIC: THE DECLARATION OF THE BÁB**

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### **LIST OF ADDITIONAL RESOURCES**

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

*Brilliant Star*: “Looking for the Báb” Jul/Aug 94  
“The Declaration of the Báb” May/June 98  
“Glimpses of the Báb” Sep/Oct 99  
“An Amazing Treasure Hunt” May/June 01  
*The Báb*, pp. 15-22  
*The Báb Project Book*, p. 5  
*Bahá’i Teaching Guide for Children, Pre-Primary*, p. 59, *Primary*, p. 155  
*The Birth of the Bahá’i Faith*, pp. 4-6  
*The Dawn-Breakers (Nabil’s Narrative)*, pp. 50-64  
*Fly Through the Bahá’i Year*  
*God Passes By*, pp. 5-7  
*Hour of the Dawn*, Ch. 5  
*Nine Holy Days*, pp. 15-18  
Stories from “*The Dawn-Breakers*,” pp. 11-12

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

*The Báb Project Book*, p.6,9,10

#### **Activities:**

*Brilliant Star*: “Timeline Cards” Jul/Aug 94  
“Decorate a Gate” May/June 94

#### **Music:**

*Brilliant Star*: “Who Is the Child?” May/June 86  
*Happy Ayyám-i-Há*, “The Báb”  
*Lote Tree*, “The Báb”  
*Special Times*, “Song for The Báb”

#### **Photos/Pictures:**

*Bahá’i History Calendar - 1991*  
*The Dawn-Breakers (Nabil’s Narrative)*, pp. 50-64

#### **Lesson Plans:**

*Bahá’i School Lesson Plans, Grade 8*, “*Heroic Age of the Faith*,” p. 10

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

*Declaration of the Báb: A Compilation*  
*Mullá Husayn: Disciple at Dawn*, pp. 56-71  
*Release the Sun*, pp. 12-17

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