

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

THE LETTERS OF THE LIVING

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
ENTHUSIASM, IDEALISM, OBEDIENCE, STEADFASTNESS**

O My beloved friends! You are the bearers of the name of God in this Day. You have been chosen as the repositories of His mystery. It behooves each one of you to manifest the attributes of God, and to exemplify by your deeds and words the signs of His righteousness, His power and glory.

Selection from the Báb's Farwell Address to the Letters of the Living,
quoted in *The Dawn-Breakers*, p. 92

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.

'Abdu'l-Bahá, *Paris Talks*, pp. 61-72

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know the concept of the Letters of the Living and how each Letter of the Living had to discover the Báb independently
- To know who the Letters of the Living were, their names, and how each discovered the Báb
- To know the lives of selected Letters of the Living

SUGGESTED LEARNING ACTIVITIES

- Use games and role play to assist the learners to understand the concept of the Letters of the Living.
- Provide opportunities (individual research in small groups or pairs; games; presentations by other members of the community) to learn the names and stories of the Letters of the Living.
- Make note cards with the name of one of the Letters of the Living on one side and the main events and sacrifices of the person's life on the other side.



WISDOM OBJECTIVE

- To understand the significance of the Letters of the Living and the way in which they recognized the Báb

SUGGESTED LEARNING ACTIVITIES

- Read and discuss the Báb's Tablet to the Letters of the Living.
- Extrapolate the qualities and the tasks assigned to the Letters of the Living by the Báb.
- Research and identify the specific qualities and accomplished tasks of some selected Letters of the Living.
- Choose one of the Letters of the Living and do an art work to illustrate this person's life and sacrifices.



SPIRITUAL PERCEPTION OBJECTIVES

- To realize the courage and joy with which the Letters of the Living served the Báb
- To perceive the love the Letters of the Living had for the Báb, and to emulate this love in one's own life as the spiritual descendants of these heroes and heroines
- To compare the lives of these heroes and heroines with other heroes' and heroines' folk tales, mythologies, and history

SUGGESTED LEARNING ACTIVITIES

- Sing songs about the Báb and the Bábís.
- Identify qualities and accomplishments of the Letters of the Living that are or have been emulated by Bahá'í teachers of the Cause—Hands of the Cause, Knights of Bahá'u'lláh, recent martyrs in Iran. Make a chart of these parallel lives or characteristics.
- Reflect and meditate on one's own life and qualities one may possess or like to possess to emulate the lives of the Letters of the Living and be able to attract spiritual challenges and to overcome them. Write prose or short stories on the results of one's reflections or do an art work that represents these qualities.



ELOQUENT SPEECH OBJECTIVES

- To tell stories about the Letters of the Living
- To teach the Faith with joy and courage as the Letters of the Living did in spreading the Báb's message

SUGGESTED LEARNING ACTIVITIES

- Share stories by the students who researched particular Letters of the Living.
- Connect the acts of courage and joyful service from the stories, to acts of service to the Bahá'í community and to the teaching of the Faith.
- Prepare a visual or performing arts presentation on this topic.
- Use work on this topic for firesides, devotional gatherings, or to celebrate the Declaration of the Báb.
- Plan teaching activities and emulate the Letters of the Living in preparation for these activities.

TOPIC: THE LETTERS OF THE LIVING

Sample Activities

ACTIVITY: USE A METAPHOR TO DESCRIBE SPIRITUAL VISION

KNOWLEDGE OBJECTIVE: To know the concept of the letters of the living and how each had to discover the Báb independently

WISDOM OBJECTIVE: To understand the significance of the Letters of the Living and the way in which they recognized the Báb

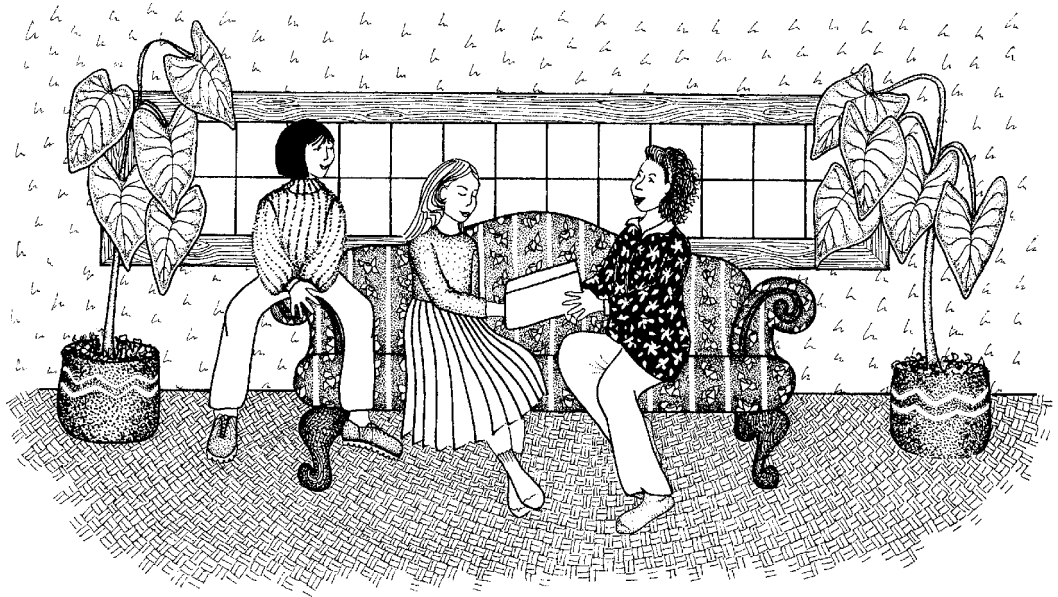
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards recognition of God; Direct use of the Sacred Writings; Use of manipulatives; Use of stories

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- box or cloth bag
- a dozen small objects, such as, pencil, coin, rubber band, etc.

1. Remind the students of Mullá Husayn’s search for the Báb. Elicit descriptions of the process: how Mullá Husayn prepared himself with 40 days of prayer; how he was drawn to Shíráz as if by a magnet; how he recognized that the Báb was the Promised One through His Word.
2. Remind the students of the Báb’s final words to Mullá Husayn: “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.”
3. Discuss how difficult it would be to find someone, when you didn’t know Who you were looking for, or where to look. You would need to have spiritual vision.
4. Remind the students what clues were in the Holy Qur’án regarding the Promised One:
He is of 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 from bodily deficiency.
5. Point out that, to recognize the Báb as the Promised One from these clues, one would need to use spiritual vision.



6. Prepare a "feely" box or a cloth bag: inside the box place a dozen diverse objects. Cut a hole in the box's lid or side, large enough for a student's hand to fit in and feel around inside the box.
7. Give the students a turn to recognize an object without opening their outer eyes. Give 3 verbal clues, describing one of the objects within the box. Have the students reach in and find the object described, using only touch. Have them bring the object out through the hole, to prove the truth of their find. Examples of clues:
straight, long, pointed end = pencil
round, flat, smooth = coin
circular, thin, stretchy = rubber band
8. Discuss the results of their investigations, including drawing comparisons between their search in the dark box to the search of the Letters of the Living. Ask them to imagine the joy each of these believers felt when they realized that the Báb was the One for whom they were searching!
9. Discuss: What are some times in our daily lives that we draw on our spiritual perception or insight? Describe what happened. When can this inner power of perception help us? Is it always right? How can we know?

ACTIVITY: THE LETTERS OF THE LIVING

KNOWLEDGE OBJECTIVE: To know who the Letters of the Living were, their names, and how each discovered the Báb

SPIRITUAL PERCEPTION OBJECTIVE: To realize the courage and joy with which the Letters of the Living served the Báb

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- copies of *The Báb*, *The Dawn-Breakers*, *Hour of the Dawn*, and *Release the Sun*, photocopied pages from these books, or copies of Resource Pages 51-57.
 - paper and pens
 - 5-pointed star with name of one of the Letters of the Living for each student
1. Give each person or team a 5-pointed star with the name of one of the Letters of the Living printed on it.
 2. Assign a research project for older students to complete. (For younger students, see notes below.) Ask them to find the answers to the following questions regarding their Letter of the Living:
 - What city did he or she come from? Hint: the last word in his or her name is often the name of his or her native town.
 - Find the town on a map of Persia. Is it near the sea, or in the mountains? How far did he or she travel to study with Siyyid Kázim and/or to find the Báb in Shíráz?
 - With whom did he or she travel to search for the Promised One?
 - How did this person use spiritual insight?

Activity continues on next page ➡

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

TOPIC: THE LETTERS OF THE LIVING

3. Provide these reference books, or photocopies of the indicated pages:
The Báb by H.M. Balyuzi, pp. 15-31
The Dawn-Breakers, pp. 80-90
Hour of the Dawn by Mary Perkins, pp. 28-50
Release the Sun by William Sears, pp. 10-22
4. Assist students in compiling their answers to the research questions into first-person narratives. See stories in Resources Pages for examples.
5. For students too young to conduct research, provide copies of the stories in the Resource Pages. These are the results of another Bahá'í class's studies.
6. Whether sharing the results of research or using Resource Pages 51-57, invite the students to share their presentations with the class and to share the story with one other person before the next class.

ACTIVITY: STORIES OF THE LETTERS OF THE LIVING

WISDOM OBJECTIVE: To understand the significance of the Letters of the Living and the way in which they recognized the Báb

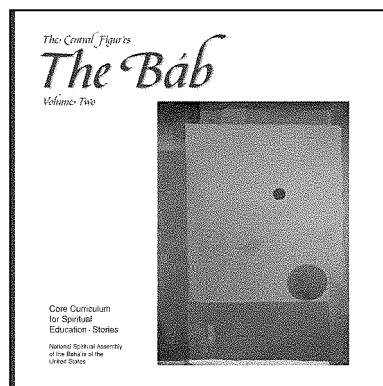
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Use of stories; use of consultation; use of peer teaching

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- *The Central Figures: The Báb, Volume Two* (available 2004)

1. Invite the students to work in teams of two. Invite each team to take turns reading aloud one of the stories for this topic in *The Central Figures: The Báb*, vol. Two.
2. Convene the class and invite each team to briefly share the main points of the story they read.
3. As a class, discuss the questions provided for these stories in the appendix of that volume.



ACTIVITY: THE BÁB’S TABLET TO THE LETTERS OF THE LIVING

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the love the Letters of the Living had for the Báb and emulate this love in one’s life, as the spiritual descendants of these heroes and heroines.

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá’í sacred writings; Use of reflection; Use of consultation; Use of art

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- *Selections from the Writings of the Báb*, if available
- *The Dawn-Breakers*, if available
- Copies of Resource page 58
- Quiet music and tape/CD player, if available
- Art supplies such as markers, colored pencils, glitter, glue, beautiful stickers, etc.

1. While playing quiet music, explain that the blessed Báb wrote many Tablets or letters to Him Whom God shall make manifest, the Shah or King of Persia, individual Letters of the Living, and others. Show the book, *Selections from the Writings of the Báb*, and show some of these letters. Also show the copies of some of these letters in the Báb’s own handwriting, published in *The Dawn-Breakers*. Invite the students to imagine what it must have like to receive a letter from the Báb.
2. After a short period of silent reflection, distribute copies of Resource Page 58, which provides selections from the last Tablet that the Báb wrote to the Letters of the Living. While the students follow along, the teacher reads this page with feeling.
3. Explain that these letters really are to us. They were written for the Letters of the Living and also for all the human race. Discuss: What evidence do we have that the Letters of the Living followed the Báb’s directives? What are some ways that we can apply this advice to our own selves? How can we be heroes too?
4. While the music continues, invite the students to beautify their copy of this Tablet.
5. Before concluding, encourage each student to identify one specific action to complete before the next class, in response to this beautiful Tablet from the Báb. At the next class, remember to invite the students to share the results of their actions.

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

TOPIC: THE LETTERS OF THE LIVING

ACTIVITY: PRESENT THE STORIES OF THE LETTERS OF THE LIVING

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the love the Letters of the Living had for the Báb and emulate this love in one's life, as the spiritual descendants of these heroes and heroines.

ELOQUENT SPEECH OBJECTIVE: To tell the stories about the Letters of the Living; To teach the faith with joy and courage as the Letters of the Living did in spreading the Báb's message

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN. + COMMUNITY PRESENTATION

Materials Needed:

- narratives from the previous activity
- simple period costumes
- beautifully printed copies of the Báb's address to the Letters of the Living, Resource Page 58

1. Practice oral readings of the students' narratives for a Holy Day commemoration, 19-Day Feast, devotional gathering, or fireside. Encourage readers to communicate the strong love that each of the Letters felt for the Báb.
2. Create simple costumes, so that the presenters may represent the Letter of whom they are speaking. Consider what music will enhance the presentation.
3. Close the presentation with a dramatic reading of the Báb's parting address to the Letters of the Living. Provide the audience with beautiful copies of the Address to take with them. Send everyone off with enthusiastic encouragement to go forth and teach this great message of love and unity for all, like the Letters of the Living!



Resource Pages

The Letters of the Living*

Introduction

The Báb is a Messenger of God. He was of Islamic descent. He was 25 years old when He declared His mission in Shíráz, Persia, in 1844. The Báb taught for 6 tumultuous years, most of which he spent under house arrest or in prison. He was finally shot to death for His teachings in 1850.

The coming of a Messenger of God is a great and rare event. We know the names of only a few who have lived on our planet: Krishna, Abraham, Moses, Zoroaster, Buddha, Jesus, Muhammad. There were others before them in other parts of the world whose names we do not now know. Wherever there have been people, God has sent them a Messenger with Teachings for a noble life.

As Bahá'ís, we believe that the Báb and Bahá'u'lláh are the latest of these Messengers.

The Báb was the Herald of Bahá'u'lláh and an independent Messenger of God. Both Messengers promise us that we are capable of passing through this age of turmoil and frustration to a Day when all humankind shall live as one family in love and harmony. Their messages are of immediate importance and relevance to every person alive today and have spread rapidly over the whole world.

Both the Shí'ih and Sunní branches of Islam believe that God will speak to them again through a specific messenger. Shí'ih Muslims await the Qá'im, which means He Who ariseth. Sunnís await the Mihdí, meaning One Who is guided.

In the late 18th and early 19th centuries, there was a strong expectation that the appearance of the Qá'im was imminent. All would stand reverently at the mere mention of the word Qá'im.

Shaykh Ahmad became famous for his teachings about the imminent coming of the Qá'im. His longing heart led him to travel to Persia, to Shíráz, where some years later the Báb would be born. He lavished praise on that city because he knew in his heart that the promised Qá'im would be born there.

In Yazd he met with Siyyid Kázim, who became his ardent student.

After Shaykh Ahmad's death, Siyyid Kázim went on teaching alone in Karbilá for 15 years, mocked at, scorned by many, for his teachings and his efforts to make peace between the warring factions of Islam.

Before he died, Siyyid Kázim exhorted his followers to scatter far and wide, detach themselves from all earthly things. He asked them to humbly and prayerfully beseech God to guide them on their search for the promised Qá'im. He told them to never relax in their determination to seek and find Him Who is concealed behind the veils of glory.

Here are the stories of the first 18 people to find the Promised One, the Báb. They are known as the Letters of the Living.

*These stories were created by the North Carolina Bahá'í School

TOPIC: THE LETTERS OF THE LIVING

Mullá Husayn-i-Bushrú'í

I was a student of Siyyid Kázim, waiting for The Promised One!

After Siyyid Kázim's death, I went with my brother, Muhammad-Hasan, and nephew, Muhammad-Báqir, to seek the Promised One.

We spent 40 days in Jajaf in prayer and fasting to purify ourselves for the search.

Then we traveled to Búshir, and were quickly drawn on to Shíráz.

Outside the main gate in Shíráz I met a Radiant Youth wearing a Green Turban—mark of descendent of Muhammad. He greeted me like a lifelong friend.

He invited me to His house and refreshed me by serving me a cool drink and offering water for washing.

We said evening prayers together. He asked about Siyyid Kázim and what signs we were to look for in the Promised One. I told Him the signs. After some silence, in a strong voice, He said,

“All these signs are Manifested in Me!” I sat in stunned silence. He explained the Súrih of Joseph to me as a proof. Finally I accepted Him as the Promised One! We had supper and talked all night until the call for morning prayers. My head was spinning from the profound things He said.

He bade me to leave and not to tell anyone.

I met my friends and set up classes in Shíráz. How wonderfully strange to be first to know the Qá'im. I felt glad and strong. I had courage to meet any challenge. Thank God!

Mírzá Muhammad-Hasan-i-Bushrú'í

I am Mullá Husayn's brother. I studied with Mullá Husayn under Siyyid Kázim, who taught that the Promised One is alive today and living among us.

I traveled with Mullá Husayn to Shíráz to find Him. That night I waited at the Mosque for Mullá Husayn for evening prayers, but he never came as promised. I waited all night. He came in the morning, illuminated. Soon after, I found the Báb myself. Thank you, God!

Mullá 'Alí-i-Bastámí

My name is Mullá 'Alí-i-Bastámí. I was a follower of Shaykh Ahmad, and after he died I became a follower of Siyyid Kázim. Before Siyyid Kázim died he told us all to leave our homes and search for the One whose coming had been foretold. Twelve others joined me in following his instructions.

I approached Mullá Husayn several times to ask him where he was going to search but always found him deep in prayer and could not bear to disturb him. So I decided to follow his example and retire to prayer for 40 days myself.

When that time was completed I arose with the other 12 and traveled to several cities and finally to Shíráz. I saw Mullá Husayn and could tell that there was something very different about him. Instead of finding him still in a state of expectancy and search, he was peacefully at

work teaching the people. I begged him to tell me what he had found, but he could not do this. Instead he told me that God would guide my steps.

I could see by the great joy in Mullá Husayn's face that he had found the One whom he had sought, and I prayed to God to remove the veil that separated me from the Beloved. On the third night I had a vision of a light which led me to a certain door. I knew in my heart who was behind it and I became very excited! I rushed to Mullá Husayn and he could see the joy in my face. He said, "Praise be to God Who hath guided us."

We set out together next morning to the residence of the Báb and when we arrived there, the Báb's servant told us that the Báb had told him to expect two servants that morning. We were brought to the presence of the Báb. When I saw Him the room seemed to vibrate with this testimony: "Verily the dawn of a new day has broken. The Promised One is enthroned in the hearts of men. In His hand He holds the mystic cup of immortality, and blessed is he who drinks therefrom!"

The Báb gave me a special message – He said that my faith must be as immovable as the rock; that I would be the first to leave the House of God and to suffer for His sake. I immediately arose and set out to teach the faith of the Báb. Very soon I was beaten by the father of a young man who was inspired to follow me. This was the first of many difficulties we Letters of the Living and our followers joyfully suffered for the sake of the Blessed Báb.

Mírzá Muhammad-Báqir

I am Mullá Husayn's nephew and the son of Mírzá Muhammad-Hasan-i-Bushrú'í. I studied with them under Siyyid Kázim until my heart longed for the Promised Qá'im. With my uncle and my father I traveled to Shíráz in our search for this Promised One. When Mullá Husayn disappeared and then returned in a radiant state, I knew that he had found the object of our search. I immersed myself in prayer and soon the Báb revealed Himself to me also. It was my honor to be named a Letter of the Living.

Mírzá Hádíy-i-Qazvíní

My brother, Mírzá Muhammad-'Alíy, and I were drawn to study with Siyyid Kázim in Karbílá. His last instructions to us after his death were to "quit our homes and scatter far and wide in search of Him Who was soon to come—the Promised Qá'im." But leaving home was hard and I'm sorry to say that none of us followed Siyyid Kázim's instructions – until Mullá Husayn inspired us. My brother and I left Karbílá with Mullá 'Alíy-i-Bastámí and 10 other students of Siyyid Kázim. We joined Mullá Husayn in prayer – 40 days of prayer. Then we began our search in earnest. Mullá Husayn went to Búshihir, but our band of 13 did not follow. Our search led us eventually to Shíráz, where we found a radiant Mullá Husayn. We prayed day and night for three days and then, one by one, He appeared to many of us. I saw His face, the Blessed Báb, and became His disciple.

Some in our group were not favored. They could not accept the Báb and turned away from His Truth. I hold them in my prayers to this day. One of our companions who could not recognize the Báb later opened his heart to Bahá'u'lláh.

I, too, had my moments of doubt. I taught cautiously about the Báb's message of hope and peace. This was a time of great trouble and it was not always safe to be known as a Bábí. I attended the conference of Badasht with Mullá Husayn, Quddús, Táhirih and many other Bábís.

TOPIC: THE LETTERS OF THE LIVING

Bahá'u'lláh had called the conference and He was there. Oh! Such an argument arose between Quddús and Táhirih one day! And then she appeared before all of us men without her veil! I was horrified! I left the conference in disgust and vowed not to speak to her again. My faith was shaken. Only later did my love for the Báb soften my heart and allow me to return to my fellow Bábís and accept this startling teaching of the Báb – the equality of men and women.

Shaykh Sa'íd-i-Hindí

In the days when I was a rich man and occupied the exalted position of a navváb in India, the Báb appeared to me in a vision. He gazed at me and won my heart completely. I arose, and had started to follow Him, when He looked at me intently and said: “Divest yourself of your gorgeous attire, depart from your native land, and hasten on foot to meet Me in Ádharbáyján. In Chihríq you will attain your heart’s desire.” I followed His directions and after a long journey reached my goal.

As soon as I met the Báb, I acknowledged the truth of His Mission. The Báb named me Qahru'lláh. I could not be torn from the Báb once I had found Him. I was totally dedicated to His service.

But after some time the enemies of the Báb arose to transfer Him from the prison in Chihríq to Tabríz. The Báb asked me to return to India and there consecrate my life to the service of His Cause. He said, “Alone and on foot he should return whence he came. With the same ardour and detachment with which he performed his pilgrimage to this country, he must now repair to his native land and unceasingly labour to advance the interests of the Cause.”

I arose immediately to carry out His wishes. To those who wished to accompany me, I said: “You can never endure the trials of this journey. Abandon the thought of coming with me. You would surely perish on your way, in-as-much as the Báb has commanded me to return alone to my native land.” I refused to accept either money or clothing from anyone. Alone, clad in the meanest attire, staff in hand, I walked all the way back to my country to tell everyone about God’s newest messenger.

Mullá Mahmúd-i-Khu'í

Oh! How I longed to find the Promised One! I studied with Siyyid Kázim for many years before I left my home, walking, to search for Him. I walked with Mullá 'Alíy and 11 others. We searched in every city we came to, and in the countryside. Finally I found Him—the Báb. He named me a Letter of the Living. I became His amanuensis—His secretary.

Mullá Yúsuf-i-Ardibílí

My name is Mullá Yúsuf-i-Ardibílí. After Siyyid Kázim died, my heart’s desire was to find the Promised One. I prayed and I searched and God guided me to Shíráz where I found the Báb. He embraced me and named me one of the Letters of the Living. He sent me out to teach everyone I met about this glorious new day. I traveled and taught everywhere I went. I was imprisoned and beaten. In the end, I was with Quddús and the others at the Fort of Shaykh Tabarsí.

Mullá Jalíl-i-Urúmí

My name is Mullá Jalíl-i-Urúmí.

I was a companion of Mullá ‘Alíy in our search for the Promised Qá’im.

The Báb named me one of the Letters of the Living.

Mullá Ahmad-i-Ibdál-i-Marágh’í

My name is Mullá Ahmad-i-Ibdál-i-Marágh’í. Oh! How I longed to find the Promised One! I studied with Siyyid Kázim. After he died I left my home, walking, to search in each city for the Promised One. Finally I found Him in Shíráz—the Báb. He named me a Letter of the Living and told me to return to my home and tell everyone I met that a New Day had come.

Mullá Báqir-i-Tabrízí

My name is Mullá Báqir-i-Tabrízí.

I came from the city of Tabríz to study religion with Siyyid Kázim. After Siyyid Kázim died I began my search for the Promised One. I found Him in Shíráz. He gave me a special title because I was one of the first to find Him. He called me a Letter of the Living.

Mírzá Muhammad Rawdih-i-Khán-i-Yazd’í

My name is Mírzá Muhammad Rawdih-i-Khán-i-Yazd’í. I traveled from Yazd, a city in Persia, to find my heart’s desire, the Báb. My heart told me He was The Promised One. He named me a Letter of the Living.

Oh! How happy I was on that blessed day in Shíráz!

Mullá Khudá-Bakhsh-i-Qúchání

My name is Mullá Khudá-Bakhsh-i-Qúchání.

I was a student of Siyyid Kázim. My heart longed to find the Promised One. I traveled with Mullá ‘Alíy and 12 other seekers to Shíráz. There I found Him—the Blessed Báb. He named me a Letter of the Living.

Mullá Hasan-i-Bajistání

I found the Báb in Shíráz and returned to my home to teach everyone I knew about the Báb’s coming and His message of hope and peace. But when the Blessed Báb was martyred my heart and my spirit broke. How could I go on without Him? I was nothing without the Báb. I felt unworthy to mention His name. But then in Baghdad I found Bahá’u’lláh. Surely He was the One Promised by the Báb. My heart was lifted and I began again to live and teach Their message.

Siyyid Husayn-i-Yazdí

My name is Siyyid Husayn-i-Yazdí. I found the Promised Qá'im—the Báb—in Shíráz. He named me a Letter of the Living because I was among the first to find Him. I acted as one of the Báb's secretaries and was allowed to accompany Him in exile. It was my honor to record for future generations of Bahá'ís the sad details of the Báb's imprisonments in Máh-Kú and then Chihriq. The day He was to be executed in Tabríz, I was with the Báb. He returned to our cell after the guards had led Him away to have me write a few more words to His beloved followers. And then He was gone. My heart broke.

Later I accompanied Bahá'u'lláh when He was imprisoned in the Síyáh-Chál. It was there that I, too, was allowed to sacrifice my life to aid the Cause of the Blessed Báb and my dearest Bahá'u'lláh.

Mírzá Muhammad-'Alí-i-Qazvíní

I am the brother-in-law of Táhirih. I was one of the 13 companions who went in search of the Promised One—the Báb.

I found the Báb in Shíráz. I brought a letter from Táhirih, to give to the Promised One. Along with me, she became a Letter of the Living.

Later I accompanied Quddús to Mázindarán where we met with Mullá Husayn. 81 of us gathered in Badasht where we were the guests of the Blessed Beauty, Bahá'u'lláh, for 22 days. My sister-in-law, Táhirih, joined us in Badasht. I was so proud and so humbled by her faith and her courage as she showed us the true station of women in this new Revelation.

Táhirih

My name, Táhirih, means the Pure One. It was given to me by Bahá'u'lláh.

My father, uncle and brother were all Mullás—Islamic priests—and were always discussing religion. I loved to listen to this talk. I began to study religion on my own, to discover the spiritual meaning of life.

The name given to me when I was born was Fátimih Umm-Salamih, but I was always called Zarrín-Táj as a child. This means, "Crown of Gold."

Women were not allowed to study religion when I was young. They wore veils and had to stay home and clean house. But my father gave me special permission to listen to his classes in secret. I sat behind a curtain so no one would know I was there.

I learned of Siyyid Kázim from my cousin. I read his books and letters. I could not travel to Karbílá and study with him, because women could not travel alone in Persia at that time. So I wrote him letters and asked questions. He answered my questions and then I asked more. I wanted to be the first woman to serve the new Prophet. I wanted to help all women with the new laws He would bring. Siyyid Kázim gave me a new name after I wrote a paper explaining his teachings in simple words. He called me Qurratu'l-'Ayn—Solace of the eyes.

I was finally able to travel to Karbílá. My father wanted me to see the holy shrines of Islam there, but I had my heart set on visiting my teacher, Siyyid Kázim. Oh! But when I reached his door, I learned that he had died only 10 days before! I stayed with his family and read every

book he had written. I even began teaching Siyyid Kázim's students—from behind a curtain, of course!

One night after I had fasted and prayed all day, I had a dream. I saw a young Man standing in the air, praying. When I awoke I wrote down some of His prayers.

I sent a letter to this young Man, the Promised One, with my brother-in-law who was leaving home to search for Him. I longed so to see His face in person. My brother-in-law found the Báb and was named the 16th Letter of the Living. When the Báb read my letter He named me the 17th. I was the only woman to be named a Letter of the Living.

I never saw Him except in my dream, but I taught many people about Him, especially the women.

Mullá Muhammad-‘Alf-y-i-Bárfurúshí

I am Quddús. I am one of the Báb's followers. I found the Báb in Shíráz. I was looking for the Promised One in the city of Shíráz when I found my friend Mullá Husayn. I was very happy and excited to see my friend because I knew he was also looking for the Promised One. When I asked him if he had found the Promised One, he told me to be calm and to rest for a while then he would talk to me. Just then I saw a Young Man walking across the city square. I said to Mullá Husayn, "Why did you try to hide Him from me? I can recognize Him by His walk!" Mullá Husayn was surprised by these words. He went to the Báb and told Him what I had said. The Báb said, "Don't be surprised, I already know him. I have been talking to his spirit. I have been waiting for him to come find me. Please bring him to me." The Báb made me a Letter of the Living, the 18th and final one. We were the first believers in God's new religion.

Selections from the Báb's Address to the Letters of the Living

“O My beloved friends! You are the bearers of the name of God in this Day.... The very members of your body must bear witness to the loftiness of your purpose, the integrity of your life, the reality of your faith, and the exalted character of your devotion.... Ponder the words of Jesus addressed to His disciples, as He sent them forth to propagate the Cause of God.... ‘Ye are even as the fire which in the darkness of the night has been kindled upon the mountain-top. Let your light shine before the eyes of men. Such must be the purity of your character and the degree of your renunciation, that the people of the earth may through you recognize and be drawn closer to the heavenly Father who is the Source of purity and grace....’ You are the first Letters that have been generated from the Primal Point [the Báb], the first Springs that have welled out from the Source of this Revelation. Beseech the Lord your God to grant that no earthly entanglements, no worldly affections, no ephemeral pursuits, may tarnish the purity, or embitter the sweetness, of that grace which flows through you. I am preparing you for the advent of a might Day.... Scatter throughout the length and breadth of this land, and, with steadfast feet and sanctified hearts, prepare the way for His coming. Heed not your weaknesses and frailty; fix your gaze upon the invincible power of the Lord, your God, the Almighty.... Arise in His name, put your trust wholly in Him, and be assured of ultimate victory.”

The Báb, quoted in *The Dawnbreakers*, pp. 28-31

TOPIC: THE LETTERS OF THE LIVING

Táhirih

Words and Music by Mimi McClellan

Tá-hir-ih, heroine of Tá - she gave her life for Bahá'u' Iláh -
Tá-hir-ih, solace of the eyes, she's with the Báb in paradise.

1. She gave up fame and fortune. She gave up hearth and home. She
2. The mag - is - trates and clergy, they hated what she said. They
3. And fi - na - lly they killed her, for what she had to tell. They

1. had to tell the people the Promised One had come! She
2. pun - ished her and stoned her and laid curses on her head! There
3. put a cord a - round her neck and threw her in a well! (To third ending)

1. taught the Faith in Karbilá and Baghdam and Qasvin. In
2. was a conference at Badasht, Tá-hirih shocked them all! She

1. Ker - manshah and Ha - ma - dan and ma - ny towns between.
2. took the veil from her face and raised a might - y call! A -

2. rise! A - rise! A new day is here -

3. They may have killed her body, and for that the world cries!

3. But Tá - hir - ih lives forever in the hearts of all Bahá'ís!

Note: Second and third verses can be sung without repeating the refrain between them.

Reprinted from Brilliant Star magazine, September/October 1991

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

- Brilliant Star*: “Táhirih” Jul/Aug 93
“Táhirih & Elizabeth Cady Stanton” Jul/Aug 93
“On Board with the Báb” Sep/Oct 93
“Mount Your Steeds, O Heroes of God!” Mar/Apr 94
“Looking for The Báb” Jul/Aug 94,
“The Joy and Wonder” Nov/Dec 98
“The Pure One and The Greatest Holy Leaf” Mar/Apr 99
“An Amazing Treasure Hunt” May/Jun 01
“Star Kids: A Brave Warrior” May/Jun 01
- An Anthology for Bahá’í Children*, p.16
The Báb Project Book, p. 7
The Báb, pp. 15-23, 23-31, 48-58, 160-167
Bahá’í Teaching Guide for Children, Intermediate, p. 149
The Birth of the Bahá’í Faith, p. 7
The Dawn-Breakers (Nabíl’s Narrative), pp. 80-108, 123-127
The Green Years, Ch. 6
God Passes By, pp. 7-8
Herald of the South, Jan 1994, “Táhirih: The Pure One”
Hour of the Dawn, pp. 28-50, Ch. 6-9
Release the Sun, pp. 10-22
Children’s Stories from The Dawn-Breakers, pp. 13-14, 17-20, 41-42

Drama:

- Brilliant Star*: “Táhirih” Jul/Aug 93

Worksheet/Coloring Pages:

- Brilliant Star*: “Táhirih” Sep/Oct 91
The Birth of the Bahá’í Faith, p. 7

Activities:

- Brilliant Star*: “Life of the Báb Timeline Cards”
“Behind the Veils” Jan/Feb 01
“Mullá Husayn’s Search” Jul/Aug 94

Music:

- Brilliant Star*: “Táhirih” Sep/Oct 91
For the Martyrs, “Táhirih”
Happy Ayyám-i-Há, “The Báb”
In His Remembrance, “Talaát Quds—a Poem by Táhirih”
Jewel in the Lotus, “Táhirih”
Sing O Carmel, “For Táhirih”
Suite: Mothers & Angels, “Táhirih’s Dream”
The Magic Bird, “The 19 Letters of the Living”
To the Planters of Trees, “Táhirih”
Wings for the Spirit, Pt. 1 “Táhirih”

Games:

- Brilliant Star*: “Mudjih Bád! Mudjih Bád!” Jul/Aug 94

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

Lesson Plans:

- Bahá’í School Lesson Plans*,
Grade 8, “Heroic Age of the Faith,” p. 10
Grade 1, “Bahá’í Heroes,” p. 6, 11

Poetry:

- “Táhirih” by Martyn Burke, *The Bahá’í World 1979-83*, p. 985
Another Song, Another Season, “At Her Looking Glass (Táhirih)”, “How Still the Centre (Táhirih)”
Voices from a Borrowed Garden, “Táhirih Removes the Veil”
The Witness of Pebbles, “Táhirih’s Journey”

Videos:

List other favorite resources:

- Mullá Husayn: Disciple at Dawn*
Táhirih, also *Quddus*, and *Mullá Husayn*, by Lowell Johnson
Táhirih by Clara A. Edge
Táhirih the Pure by Martha L. Root
Selections from the Writings of E. G. Browne

**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 MINISTRY OF THE BÁB AFTER HIS
DECLARATION**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
DEDICATION, ENTHUSIASM, JOYFULNESS, SACRIFICE**

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

You must come into the knowledge of the divine Manifestations and Their teachings through proofs and evidences. You must unseal the mysteries of the supreme Kingdom and become capable of discovering the inner realities of things. Then shall you be the manifestations of the mercy of God and true believers, firm and steadfast in the Cause of God.

‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 227-8

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know about the pilgrimage and travels of the Báb after His Declaration
- To know about the events in Shíráz and Isfáhán after His return from His Pilgrimage
- To know that the Báb was imprisoned in several locations including Máh-Kú and Chiríq

SUGGESTED LEARNING ACTIVITIES

- Work in groups to make a poster-sized time line to show all major events in connection with the Ministry of the Báb after His Declaration to Mullá Husayn; Illustrate with maps, drawings, photographs, etc.
- Pairs take turns questioning each other on these facts.
- In small groups research and prepare presentations on a section of this time in history of the Faith, so all together will present the full time period.



WISDOM OBJECTIVES

- To understand the circumstances of the spread of the Bábí Religion
- To understand the powerful effect that the youthful Báb had on all those who came in contact with Him
- To understand the revolutionary nature of the Báb's Revelation

SUGGESTED LEARNING ACTIVITIES

- Compare the nature of the Báb's Faith with the religious atmosphere of the Middle East in the nineteenth century.
- Share stories of the Báb's interviews with various religious leaders, through the learner's own research or by inviting members of the community to speak on the topic.
- Write poetry about the heroic and revolutionizing nature of the Báb's ministry.
- Find analogies in nature about the powerful effects of the Báb on others, and create a group collage of these images.



SPIRITUAL PERCEPTION OBJECTIVE

- To perceive the importance of the transforming influence of the Báb on His followers, and see the potential for one's own spiritual transformation

SUGGESTED LEARNING ACTIVITIES

- Discuss ways to employ the Writings and prayers of the Báb in one's own spiritual development.
- Compare the lives of the followers of the Báb before they became Bábís with their lives after they accepted Him and His teachings, using analogies
- Imagine and write about one's own encounter with the Báb: What would that meeting be like? How would the Báb transform one's life?
- Plan a movement performance that depicts one's perceptions and imaginations of a personal meeting with the Báb.



ELOQUENT SPEECH OBJECTIVES

- To tell the stories of the life of the Báb
- To gain courage from the life of the Báb and to use this courage in teaching the Faith to others

SUGGESTED LEARNING ACTIVITIES

- Groups compose, prepare and present poems, prose and songs about the ministry of the Báb to be used in a fireside, at the Declaration of the Báb or Birth of the Báb celebration, or a devotional gathering.
- Develop one's own set of proofs and evidences regarding the Faith of God for this day, for use in one's own teaching work; Then prepare a report of the outcomes for Feast.

TOPIC: THE MINISTRY OF THE BÁB AFTER HIS DECLARATION

Sample Activities

ACTIVITY: BUILD MODELS DEPICTING EVENTS IN THE BÁB’S MINISTRY

KNOWLEDGE OBJECTIVE: To know about the pilgrimage and travel of the Báb, after his declaration; To know about the events in Shíráz and Isfáhán after His return from pilgrimage; To know that the Báb was imprisoned in several locations including Mah-Kú and Chiríq

WISDOM OBJECTIVE: To understand the circumstances of the spread of the Bábí religion

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

SUGGESTED TIME FOR ACTIVITY: 1 HR.

Materials Needed:

- craft items for models (see below, depending on which story is told)
- copy of *The Central Figures: The Báb, Volume Two, The Dawn-Breakers, Children’s Stories from the Dawn-Breakers*, or Resource Pages 67-68

1. Using one of the sources suggested above, tell several stories from the Báb’s Ministry Invite the students to work in small teams to build 3-dimensional models or dioramas pertaining to one of these stories.
2. Encourage the students building each model also to write a brief summary of the story, which can be displayed alongside the model.
3. When the stories and models are complete, display them in chronological order around the room. Thus, small groups may visit them in turn, on a journey through these events in the life of the Báb.
4. Use the following references for story and model ideas:

Major Event	Page references in <i>The Dawn-Breakers</i>	Model Suggestions
Journey to Mecca	pp. 129-131	Boats: primitive to 1890’s ocean liners
Pilgrimage to Mecca	p. 132-133, 140-141	19 lambs, clay mosques(cover an upturned bowl with fabric or plastic wrap, layer of clay to form the dome; use toothpicks to draw geometric design)
The Báb’s Stay in Shíráz after Pilgrimage	pp. 142-148 pp. 148-150 pp. 162-168 pp. 194-197	A whip Coffins White bird Soldiers on horseback
The Báb’s Sojourn in Isfáhán	pp. 209-232	Tent surrounded by trees
Arrival in Tabríz	pp. 237-239	Happy people lining sides of a street
Incarceration in the Castle of Mah-Kú	pp. 243-259	Clay model of the castle- prison, built into the side of a mountain, with a large rock cliff overhanging the prison
Incarceration in the Castle of Chiríq	pp. 301-306	Clay model: rugged, pointed mountain with castle midway up
Examination at Tabríz	pp. 309 & 315	Horse; empty chair

GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB
TOPIC: THE MINISTRY OF THE BÁB AFTER HIS DECLARATION

ACTIVITY: READ REMEMBRANCES OF THE BÁB

WISDOM OBJECTIVE: To understand the powerful effect that the youthful Báb had on all those who came in contact with Him

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the importance of the transforming influence of the Báb on His followers, and see the potential for one's own spiritual transformation

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

SUGGESTED TIME FOR ACTIVITY: 1 HR.

Materials Needed:

- *The Central Figures: The Báb, Volume Two*, copies of selected pages from *The Báb* by H. M. Balyuzi, or copies of Resource Pages 69-70
- journals

1. Discuss: How did people recognize, in the Báb, characteristics of God? What did He do or say that had such a powerful effect—causing some to give up everything they owned, and even their lives, and causing others to want to kill Him and stop His Message?
pp. 96-97 (Hájí Mírzá Habíbu'lláh-i-Afnán)
pp. 126-127 (Kásháni merchant)
pp. 132-133 (Nabíl-i-A'zam)
2. Using stories related to this topic in *The Central Figures: The Báb, Volume Two*, copies of the following episodes described in Balyuzi's *The Báb*, or Resource Pages 69-70, invite small groups of students to work with one of these remembrances of the Báb.
p. 36 (schoolmaster)
pp. 42-45 (Shaykh Hasan-i-Zunúnî)
pp. 51-52 (Mullá Sádiq)
p. 71 (Hájí 'Abdu'l-Hasan)
pp. 90-91 (Siyyid Yahyá)
3. Encourage each group to read their remembrances and prepare a brief reenactment of the story. As no one may represent the Báb, present them as if the other person is telling others about his experiences.
4. Close with a full-group consultation on what acts and qualities of the Báb effected such transformation in the individuals He met.
5. Provide time for reflection on what it would have been like to have been in the presence of the Báb—to have been one of the persons in one of the stories.
6. Invite the students to record these feelings in their journals.

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

TOPIC: THE MINISTRY OF THE BÁB AFTER HIS DECLARATION

ACTIVITY: PRESENT “THE MINISTRY OF THE BÁB”

ELOQUENT SPEECH OBJECTIVE: To tell the stories of the life of the Báb

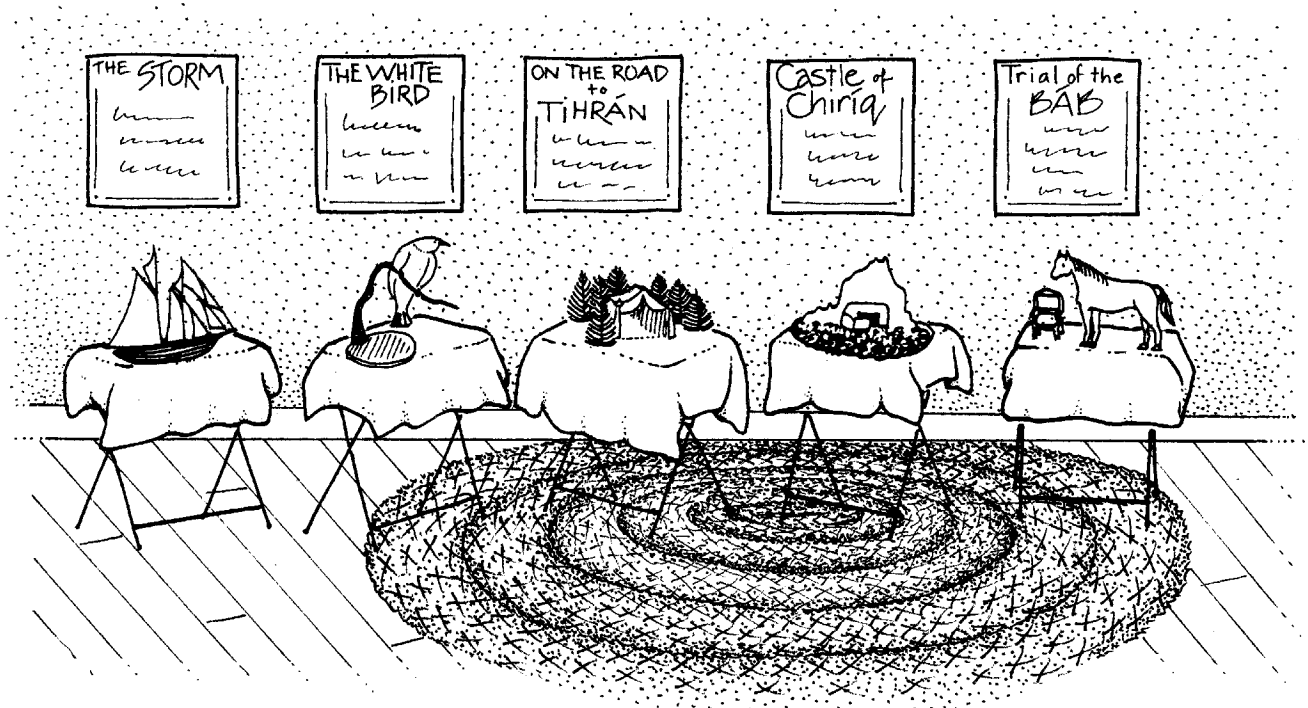
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of the arts; Use of reasoning

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- models and stories from previous activities
1. Plan a presentation to the community which incorporates the models of the events, the stories of remembrances, and if desired,

personal recounting of the pledges individuals feel moved to make in their love for the Báb.



GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB
TOPIC: THE MINISTRY OF THE BÁB AFTER HIS DECLARATION

Resource Pages

THE BÁB'S SEA VOYAGE ENROUTE FOR PILGRIMAGE: STORMY WEATHER

During the Báb's journey to Mecca for pilgrimage, the ship on which he traveled experienced two months of slow, stormy sailing. The Báb was not bothered by the storms. Even at a time when panic seemed to have seized the passengers of that storm-tossed vessel, the Báb and Quddus were undisturbed, confident and calm. Neither the violence of the storms nor the tumult of the people around them could either ruffle the serenity of their countenance or turn them from their purpose. The Báb continued to dictate prayers to Quddus.

The Báb wrote later that the voyage was terrible. The worst thing about the voyage, He wrote was the effect of the storms on the other passengers. The Báb was saddened by the selfishness of the pilgrims, which was made worse by the discomforts of a long and dangerous sea voyage. Shocked by the unclean conditions that the pilgrims endured on the ship, the Báb saw how his fellow passengers gave in to their passions and treated one another harshly. The Báb taught that people should always be polite and show refined courtesy to each other. 'Never sadden anyone, no matter whom, for no matter what,' he enjoined. But during the voyage he experienced the meanness of man and his brutality when in the presence of difficulties. 'The saddest thing that I saw on my pilgrimage to Mecca was the constant disputes of the pilgrims between themselves, disputes which took away the moral benefit of the pilgrimage.'

The Báb Himself, in the Persian Bayan, refers to the hardships of that voyage. "For days," He wrote, "we suffered from the scarcity of water. I had to content myself with the juice of the sweet lemon." Because of this experience, He supplicated the Almighty to grant that the means of ocean travel might soon be speedily improved, that its hardships might be reduced, and its perils be entirely eliminated. Within a short space of time, since that prayer was offered, remarkable improvement in all forms of maritime transport occurred. The Persian Gulf, which at the time of the Báb's voyage, possessed hardly a single steam-driven vessel, now boasts a fleet of ocean liners that can carry passengers over the route of the Báb within a few days and in the utmost comfort.

Adapted from Shoghi Effendi, The Dawn-Breakers, pp. 128-31

THE BÁB ON PILGRIMAGE: QUDDUS' DEVOTED SERVICE

Upon His arrival in Jaddih, the Báb donned the pilgrim's garb, mounted a camel, and set out on His journey to Mecca. Quddus, however, notwithstanding the repeatedly expressed desire of his Master, preferred to accompany Him on foot all the way from Jaddih to that holy city. Holding in his hand the bridle of the camel upon which the Báb was riding, he walked along joyously and prayerfully, ministering to his Master's needs, wholly indifferent to the fatigues of his arduous march. Every night, from eventide until the break of day, Quddus, sacrificing comfort and sleep, would continue with unrelaxing vigilance to watch beside his Beloved, ready to provide for His wants and to ensure the means of His protection and safety.

Shoghi Effendi, The Dawn-Breakers, p. 132

THE BÁB ON PILGRIMAGE: A THIEF STEALS THE BÁB'S PAPERS

One day, when the Báb had dismounted close to a well in order to offer His morning prayer, a roving Bedouin suddenly appeared on the horizon, drew near to Him, and, snatching the saddlebag that had been lying on the ground beside Him, and which contained His writings and papers, vanished into the unknown desert. His Ethiopian servant set out to pursue him, but was prevented by his Master, who, as He was praying, motioned to him with His hand to give up his pursuit. "Had I allowed you," the Báb later on affectionately assured him, "you would surely have overtaken and punished him. But this was not to be. The papers and writings which that bag contained are destined to reach, through the instrumentality of this Arab, such places as we could never have succeeded in attaining. Grieve not, therefore, at his action, for this was decreed by God, the Ordainer, the Almighty." Many a time afterwards did the Báb on similar occasions seek to comfort His friends by such reflections. By words such as these He turned the bitterness of regret and of resentment into radiant acquiescence in the Divine purpose and into joyous submission to God's will

Shoghi Effendi, The Dawn-Breakers, p. 132

**THE BÁB'S IMPRISONMENT IN THE CASTLE AT MAH-KU:
HIS EFFECT ON THE VILLAGERS**

The castle, a solid, four-towered stone edifice, occupies the summit of a mountain at the foot of which lies the town of Mah-Ku. The only road that leads from it passes into that town, ending at a gate which adjoins the seat of government and is invariably kept closed...

Haji Mirza Aqasi had deliberately contrived to relegate the Báb to so remote, so inhospitable and dangerously situated a corner of the territory of the Shah, with the sole purpose of stemming the tide of His rising influence and of severing every tie that bound Him to the body of His disciples throughout the country. Confident that few, if any, would venture to penetrate that wild and turbulent region, occupied by so rebellious a people, he fondly imagined that this forced seclusion of his Captive from the pursuits and interests of His followers would gradually tend to stifle the Movement at its very birth and would lead to its final extinction. He was soon made to realise, however, that he had gravely mistaken the nature of the Revelation of the Báb and had underrated the force of its influence. The turbulent spirits of this unruly people were soon subdued by the gentle manners of the Báb, and their hearts were softened by the ennobling influence of His love. Their pride was humbled by His unexampled modesty, and their unreasoning arrogance mellowed by the wisdom of His words. Such was the fervour which the Báb had kindled in those hearts that their first act, every morning, was to seek a place whence they could catch a glimpse of His face, where they could commune with Him and beseech His blessings upon their daily work. In cases of dispute, they would instinctively hasten to that spot and, with their gaze fixed upon His prison, would invoke His name and adjure one another to declare the truth. Ali Khan [the jailer] several times attempted to induce them to desist from this practice but found himself powerless to restrain their enthusiasm.

Shoghi Effendi, *The Dawn-Breakers*, pp. 243-6

THE IMPRISONMENT OF THE BÁB IN THE CASTLE OF CHIHRÍQ

The Báb was imprisoned in the castle of Chihríq for three months before He was taken to Tabriz to be questioned by the authorities. The Báb's imprisonment at Chihríq was harsher than had been his earlier incarceration at Mah-Ku. The Báb called it 'the Grievous Mountain.'

The warden of Chihríq was given strict orders that the Báb was to be treated harshly and allowed no visitors. But, despite these orders from his superiors, the warden of Chihríq, like the earlier warden at Mah-Ku, also soon came to feel the fascination of his Prisoner. He, too, forgot, as soon as he came into contact with the Báb, the duty he was expected to perform. At the very outset, the love of the Báb penetrated his heart and claimed his entire being. The transforming influence of the Báb also affected the people outside the prison. Although originally they were ill-disposed to the Báb, such was the love He kindled in their hearts that every morning, before they started for their daily work, they came to His prison and, gazing from afar at the castle which contained His beloved self, invoked His name and besought His blessings. They would prostrate themselves on the ground and seek to refresh their souls with remembrance of Him. No one was refused admittance to the castle. As Chihriq itself was unable to accommodate the increasing number of visitors who flocked to its gates, they were enabled to obtain the necessary lodgings nearby. Whatever provisions were required for the Báb were purchased in the old town and transported to His prison.

One day the Báb asked that some honey be purchased for Him. The price at which it had been bought seemed to Him exorbitant. He refused it and said: "Honey of a superior quality could no doubt have been purchased at a lower price. I who am your example have been a merchant by profession. It behoves you in all your transactions to follow in My way. You must neither defraud your neighbour nor allow him to defraud you. Such was the way of your Master. The shrewdest and ablest of men were unable to deceive Him, nor did He on His part choose to act ungenerously towards the meanest and most helpless of creatures." He insisted that the attendant who had made that purchase should return and bring back to Him a honey superior in quality and cheaper in price.

Adapted from Shoghi Effendi, *The Dawn-Breakers*, pp. 301-3

Description of the Báb's Face and Voice

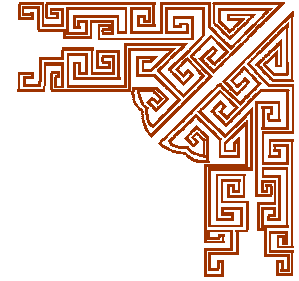
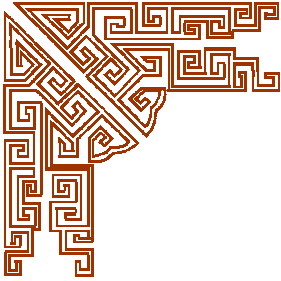
“The only known record of the Báb's having been seen by a European ...an English physician resident in Tabriz, Dr. Cormick.... The doctor's letter, addressed to a fellow practitioner in an American mission in Persia, is given in Professor E. G. Browne's "Materials for the Study of the Bábí Religion...

He was a very mild and delicate-looking man, rather small in stature and very fair for a Persian, with a melodious and soft voice, which struck me much. Being a Siyyid, he was dressed in the habit of the sect, as were also his two companions. In fact, his whole look and deportment went far to dispose one in his favour...He was seen by some Armenian carpenters, who were sent to make some repairs in his prison, reading the bible, and he took no pains to conceal it, but on the contrary told them of it.”

Shoghi Effendi, *The Dawn-Breakers*, p. xxxii

“The voice of the Báb, as He dictated the teachings and principles of His Faith, could be clearly heard by those who were dwelling at the foot of the mountain. The melody of His chanting, the rhythmic flow of the verses which streamed from His lips caught our ears and penetrated into our very souls. Mountain and valley re-echoed the majesty of His voice. Our hearts vibrated in their depths to the appeal of His utterance.

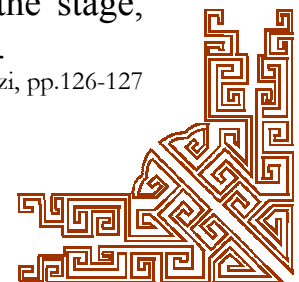
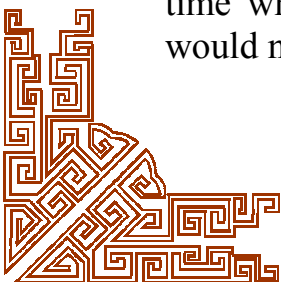
Shaykh Hasan-i-Zunuzi, quoted in *The Dawn-Breakers*, p. 249



A Kásháni merchant recalls the Báb

... we proceeded to Mílán, where many of the inhabitants came to see His Holiness, and were filled with wonder at the majesty and dignity of that Lord of mankind. In the morning, as we were setting out from Mílán, an old woman brought a scald-headed child, whose head was so covered with scabs that it was white down to the neck, and entreated His Holiness to heal him. The guards would have forbidden her, but His Holiness prevented them, and called the child to him. Then he drew a handkerchief over its head and repeated certain words; which he had no sooner done than the child was healed. And in that place about two hundred persons believed and underwent a true and sincere conversion ... on leaving Mílán, while we were on the road His Holiness suddenly urged his horse into so swift a gallop that all the horsemen composing the escort were filled with amazement, seeing that his steed was the leanest of all. We galloped after him as hard as we could, but were unable to come up with him, though the horsemen were filled with apprehension lest he should effect his escape. Presently he reined in his horse of his own accord, and, so soon as we came up to him, said with a smile, 'Were I desirous of escaping, you could not prevent me.' And indeed it was even as he said; had he desired in the least degree to escape, none could have prevented him, and under all circumstances he shewed himself endowed with more than human strength. For example, we were all practised horsemen inured to travel, yet, by reason of the cold and our weariness, we were at times hardly able to keep our saddles, while he, on the other hand, during all this period shewed no sign of faintness or weariness, but, from the time when he mounted till he alighted at the end of the stage, would not so much as change his posture or shift his seat.

From *The Báb* by H.M. Balyuzi, pp.126-127



GOAL: TO BECOME ACQUAINTED WITH THE MAJOR EVENTS IN THE LIFE OF THE BÁB
TOPIC: THE MINISTRY OF THE BÁB AFTER HIS DECLARATION

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

- “Ali Khán, the Warden” Jan/Feb 85
- “Yusuf and the Castle of Máh-Kú” Jul/Aug 90
- “On Board with the BáB” Sep/Oct 93
- “Fort Tabarsi Dance” Sp Ed 99
- “Mount Your Steeds, O Heroes” Sp Ed 99

An Anthology for Bahá’i Children, p. 12

The BáB, pp. 69-147

Bahá’i Teaching Guide for Children Pre-Primary, p. 60, Primary, p. 156, Intermediate, p. 150

The Dawn-Breakers (Nabil’s Narrative), pp. 129-260, 302-323

The Green Years, Ch. 7-9

God Passes By, pp. 8-28

Hour of the Dawn, pp. 15-28 & 30, Ch. 10-13

Mullá Husayn, by Lowell Johnson, p.19

Stories from “The Dawn-Breakers,” pp. 23-26, 29-40, 45-48

Worksheets and Coloring Pages:

The BáB Project Book, pp. 11-14, 17-18, 20-22, 25-27

Activities:

Brilliant Star: “Timeline Cards” Jul/Aug 94

Music:

Flight, “The BáB”

Let it Be This Generation, “Midsummer Noon”

Special Times, “Song for the BáB”

Unity in Diversity, “Fort Tabarsi”

Lesson Plans:

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

Poetry:

Videos:

List other favorite resources:

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

**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 CONFERENCE AT BADASHT**

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

A conference of His [the Báb's] disciples, headed by Bahá'u'lláh, had, in the hamlet of Badasht, abrogated in dramatic circumstances the laws of the Islamic, and ushered in the new, Dispensation.

Shoghi Effendi, *God Passes By*, p. 403

The Guardian feels that a sound knowledge of history, including religious history, and also of social and economic subjects, is of great help in teaching the Cause to intelligent people....

Written on behalf of Shoghi Effendi, *The Compilation of Compilations vol. I*, p. 227

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know about the conference at Badašht and its purpose
- To know the significant people who attended this conference and what was discussed
- To know what significant events transpired there with regard to Bahá'u'lláh and the Letters of the Living

SUGGESTED LEARNING ACTIVITIES

- Find out the facts about one of the various aspects of the conference of Badašht. This can be done through opportunities to ask questions of others or through individual research of the history. Do as a jigsaw with different people responsible for different aspects.
- Read the accounts of the Conference of Badašht in *The Dawn-Breakers*, *God Passes By* and *Memorials of the Faithful*.
- Learn the facts of the conference of Badašht through making and playing games.
- Make a chart of people and events related to the conference of Badašht.
- List the qualities of the participants as demonstrated by their reactions after the event.



WISDOM OBJECTIVES

- To understand the significance of this conference in the history of the Faith
- To understand the leadership of Bahá'u'lláh amongst the Bábís

SUGGESTED LEARNING ACTIVITIES

- In small groups, discuss the results of group/individual research into the conference of Badašht, then prepare either an oral, written or visual presentation of this event.
- Discuss the main elements of the event and how each one contributed to the growth and transformation of the Bábí religion.
- Write poems demonstrating one's understanding of the significance of this event.
- Explore the role of Bahá'u'lláh in this event and express one's understanding from analogies in art.



SPIRITUAL PERCEPTION OBJECTIVES

- To perceive the conference at Badasht as an example of steadfastness
- To connect the events at the conference at Badasht with one's personal experiences attending conferences and taking courageous steps

SUGGESTED LEARNING ACTIVITIES

- Create a list of the challenges faced by the Bábís at the conference of Badasht and on their way to and from the Conference.
- Imagine what it must have been like to attend this event, and express this in prose, poetry, or art.
- Share critical events in one's own life that have changed, in any way, the way one thinks about or does things.
- Meditate on the courage of the people and its spiritual significance.
- Through art (i.e., collages, movement, music), share the importance of courage for spiritual growth.



ELOQUENT SPEECH OBJECTIVES

- To explain the events at the conference of Badasht and share its importance in history
- To develop leadership qualities by applying the Teachings of Bahá'u'lláh as demonstrated by the courage and leadership in some of the participants in this conference

SUGGESTED LEARNING ACTIVITIES

- Plan an event in memory and celebration of the conference of Badasht.
- Deliver a prepared presentation on the conference of Badasht to the community.
- Prepare group dramatization, dance or a mural about the conference and present it at a Holy Day celebration, conference, or devotional gathering.
- Identify a personal strength to develop as a leadership quality to use in the service of the Bahá'í community. Parallel this with the qualities found in the people attending the conference of Badasht

TOPIC: THE CONFERENCE AT BADASHT

Sample Activities

ACTIVITY: THE BÁBÍS COME TOGETHER AT BADASHT

KNOWLEDGE OBJECTIVE: To know the significant people who attended this conference and what was discussed

WISDOM OBJECTIVE: To understand the leadership of Bahá'u'lláh amongst the Bábís

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards recognition of God; Use of manipulatives; Use of stories; Use of the arts

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- large paper for wall mural and colored markers
- Bahá'í History Calendar 1991, if available

1. Set the stage for the events at Badasht by referring to the map/poster entitled “Persia in the Nineteenth Century: the Báb...His Travels and His Life” from Bahá'í History Calendar 1991. If this poster is unavailable, draw a large map of Iran, referring to Resource Page 26.
2. Explain that at this time, June 1850, the Báb was incarcerated in Máh-Kú, soon to be transferred to Chiríq. Find these locations on the map.
3. Remind the students that the Letters of the Living had spread out across the land, as instructed by the Báb, teaching that the Promised One had come. There were now thousands and thousands of people across Persia who believed that the Báb was their spiritual Leader. Many people in power hated this idea, though, and in many places the Bábís were treated badly, and even killed.
4. Explain that from His prison, the Báb sent word that His loyal followers were to travel to the province of Khurásán, at the north of Iran. Find it on the map.
5. Trace the routes on the map as you describe these journeys.
 - * Táhirih had left Baghdád for Karbilá, and from there had gone to Bahá'u'lláh's home in Tihrán
 - * Quddús came from Mashhad.
6. They and 78 other followers met at a little hamlet call Badasht, about mid-way between Tihrán and Mashhad.



TOPIC: THE CONFERENCE AT BADASHT

7. Explain that it was early summer and very green and beautiful. Bahá'u'lláh rented three large gardens: one for Himself and His companions, one for Táhirih and her companions, and one for Quddús and his companions. They stayed there in tents for 22 days, all as the guests of Bahá'u'lláh.
8. Invite the students to imagine the scene: three gardens with white tents, fruit trees, and flowers all around.
9. Draw a large mural of the scene together. Keep it on the wall throughout your study of this topic.

ACTIVITY: THE CONFERENCE AT BADASHT AND BAHÁ'Í CONFERENCES

KNOWLEDGE OBJECTIVE: To know about the conference at Badasht

SPIRITUAL PERCEPTION OBJECTIVE: To connect the events at the conference at Badasht with one's personal experiences attending conferences and taking courageous steps

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

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

1. Invite the students to describe Bahá'í conferences or other large gatherings they've attended, such as summer schools, Unit Convention, World Congress, etc..
2. Compare the places they've been with the scene of the conference of Badasht.
3. Encourage students to describe what they did at these conferences and what their parents were doing. Suggest that in addition to fostering the spirit of unity, these conferences help us learn more about our Faith and how we can serve humanity.
4. Explain how this was also the purpose of the conference at Badasht. The Bábís knew they were followers of the Báb, but they were also a little unsure of what they believed in. The Báb's Faith was still so new!

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

TOPIC: THE CONFERENCE AT BADAŠHT

ACTIVITY: TELL THE STORY OF TÁHIRIH’S UNVEILING

KNOWLEDGE OBJECTIVE: To know the significant people who attended this conference and what was discussed

WISDOM OBJECTIVE: To understand the significance of this conference in the history of the Faith

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

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- *The Central Figures: The Báb, Volume Two* (available 2004)
- *The Central Figures: Bahá'u'lláh, Volume One*
- copies of *Children’s Stories from the Dawn-Breakers*, *The Dawn-Breakers*, or *God Passes By*
- a friend who can play the trumpet or recorded trumpet music

1. Read the dramatic story of the conference at Badašht from one of the sources mentioned. to illustrate Táhiriḥ’s claim to be a “blast of the trumpet.”
2. Invite a friend to play a trumpet or bugle for the class, or play a recording of a rousing piece,
3. Discuss: Why was Táhiriḥ’s removal of her veil was so shocking? In what way did it symbolize a complete break from the traditions of Islam?

ACTIVITY: THE TRANSITION TO A NEW DISPENSATION

WISDOM OBJECTIVE: To understand the significance of this conference in the history of the Faith

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

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Materials Needed:

- white board and markers
1. Using a or white board and pens: write “Islam,” add designs around the Name as you describe how most of the Báb’s followers thought that He had come merely to fulfill the religion of Islam. Note that His enemies thought He was defacing the religion of Islam.
 2. Explain to the students that at the conference at Badašht it was made clear to all that this was an entirely new Message from God: Erase the word “Islam.” Write on the clear board: “Bábí Faith,” along with the Faith’s symbol, a 5-pointed star.

ACTIVITY: NEW NAMES

KNOWLEDGE OBJECTIVE: To know what significant events transpired there with regard to Bahá'u'lláh & the Letters of the Living

WISDOM OBJECTIVE: To understand the leadership of Bahá'u'lláh among the Bábís

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the conference at Badasht as an example of steadfastness

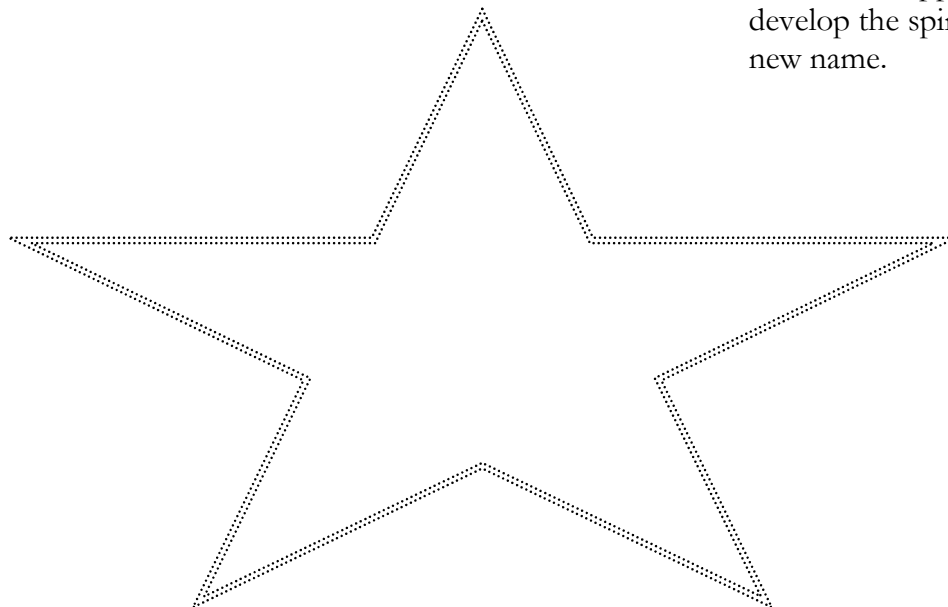
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards recognition of God; Engage the mind and heart; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- green, 5-pointed star name tags

1. Explain that in addition to helping the Bábís realize that the Báb had brought a New Day and new Teachings, Bahá'u'lláh gave each of the believers at Badasht a new name.
2. Before the conference at Badasht, Bahá'u'lláh was known by His birth name, Mírzá Husayn-‘Alí; Táhírih (which means the “Pure One”) had been known as Qurratu'l-‘Ayn; and it was also here that Quddús received that name. All these names were given by Bahá'u'lláh.
3. Inform the students that the Báb later revealed special Tablets to each of the believers who were at the conference, and addressed them by the names that Bahá'u'lláh had given them.
4. Hand out green, 5-pointed star name tags. Encourage the students to reflect on the characteristics that the early Bábís had, such as courage, steadfastness, leadership, etc. Invite the students to create new names for themselves and to emulate the believers at Badasht. Encourage the students to share these names with each other and explain their significance.
5. Invite them to write their new names on the name-tags. Consider referring to each other by these titles in subsequent class sessions.
6. Encourage the students to share these new names with their families and invite their families to support them as they strive to develop the spiritual qualities suggested by this new name.



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

TOPIC: THE CONFERENCE AT BADASHT

ACTIVITY: DRAMATIZE THE STORY OF THE CONFERENCE AT BADASHT

ELOQUENT SPEECH OBJECTIVE: To explain the events at the conference of Badasht and share its importance in history

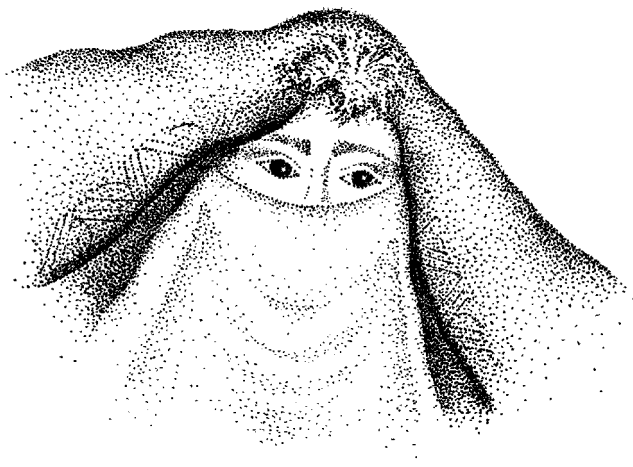
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards recognition of God; Engage the mind and heart; Use of drama; Use of consultation; Use of creativity and the arts

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- costumes, if desired

1. Plan a storytelling event, dramatic reading, or assist the class to create their own script to portray the conference at Badasht.
2. Carefully practice the stories or drama, reminding students that no one may play the part of Bahá'u'lláh.
3. Present the play, dramatic reading, or storytelling event at a Holy Day, Feast, fireside, devotional gathering, or for another Bahá'í class.



Resource Pages

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star: “Táhirih & Elizabeth Cady Stanton,” Jul/Aug 93
Fire and Blood, p. 67
God Passes By, pp. 31-34
Hour of the Dawn, Ch. 29
Quddús, p. 15
Stories from “The Dawn-Breakers,” pp. 43-44
Táhirih, (by Lowell Johnson), p. 23
The Báb, pp. 167-171
The Dawn-Breakers (Nabíl’s Narrative), pp. 288-300

Worksheets and Coloring Pages:

Brilliant Star: “Táhirih” Sep/Oct 91

Activities:

“Behind the Veils” Jan/Feb 01

Music:

Brilliant Star: “Táhirih” Sep/Oct 91
For the Martyrs, Avaz, “Táhirih”
Jewel in the Lotus, Mary Davis, “Táhirih”
Sing O Carmel, “For Táhirih”
Suite: Mothers & Angels, “Táhirih’s Dream”
To the Planters of Trees, “Táhirih”
Wings for the Spirit, Pt. 1 “Táhirih”

Drama:

Brilliant Star: “Táhirih” Jul/Aug 93

Poetry:

The Bahá’í World 79-83, p. 985 “Táhirih”
Another Song, Another Season, “At Her Looking Glass (Táhirih),” “How Still the Centre (Táhirih)”
Voices from a Borrowed Garden, “Táhirih Removes the Veil”
The Witness of Pebbles, “Táhirih’s Journey”

Lesson Plans:

Bahá’í School Lesson Plans, Grade 1, “Bahá’í Heroes,” p. 6

Videos:

List other favorite resources:

Táhirih by Clara A. Edge
Táhirih the Pure by Martha L. Root

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