

**TO BECOME FAMILIAR WITH SOME OF THE  
MAJOR WRITINGS AND PRAYERS  
REVEALED BY THE BÁB**

**THE MAJOR WRITINGS OF THE BÁB**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
DETACHMENT, OBEDIENCE, PRAYERFULNESS,  
REVERENCE, SELF-DISCIPLINE**

Now the Ever-Living Lord hath made manifest and invested with supreme testimony this long-awaited Promised One from a place no one could imagine and from a person whose knowledge was deemed of no account. His age is no more than twenty-five years, yet His glory is such as none of the learned among the people of Islam can rival; inasmuch as man's glory lieth in his knowledge.... How strange then that this twenty-five-year-old untutored one should be singled out to reveal His verses in so astounding a manner.

*The Báb, *Selections from the Writings of the Báb*, p. 118*

The attainment of the most great guidance is dependent upon knowledge and wisdom, and on being informed as to the mysteries of the Holy Words.

*'Abdu'l-Bahá, in *Bahá'í Education: A Compilation*, pp. 12-13*

## LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



### KNOWLEDGE OBJECTIVE

- To know the titles and the themes of the major Writings of the Báb

#### SUGGESTED LEARNING ACTIVITIES

- Share stories from the history of the Faith pertaining to the Revelation of the Báb's major Books and Tablets.
- Introduce learners to the book *Selections from the Writings of the Báb*. Enable them to handle this book, and identify and explore the various tablets within it.
- Work in groups to find those quotations in the Writings of Bahá'u'lláh, 'Abdu'l-Bahá, and the Guardian that refer to the Writings of the Báb.
- Memorize passages (previously not memorized by learner) from the *Selections from the Writings of the Báb*.



### WISDOM OBJECTIVE

- To understand that the Writings of the Báb are of three kinds:
  - Those that fulfill prophecies of the past
  - Those that establish the Bábí Faith
  - Those that foretell the coming of Bahá'u'lláh

#### SUGGESTED LEARNING ACTIVITIES

- Prepare a personal compilation of passages from the Writings of the Báb, illustrating three aspects of His Writings; and illuminate or decorate these Sacred Writings appropriately.
- Read passages from the Writings of the Báb and ask peers to identify the kind of Writing each represents.
- Recite, with music learners choose for the background, from the various types of passages. May use peer tutoring, or matching older and younger children for this activity. Memorize these passages.

## TOPIC: THE MAJOR WRITINGS OF THE BÁB

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### SPIRITUAL PERCEPTION OBJECTIVE

- To perceive the study of the Writings of the Báb as the way to connect the Adamic Cycle with the Revelation of Bahá'u'lláh

#### SUGGESTED LEARNING ACTIVITIES

- Reflect and discuss the ways in which the Writings of the Báb make the connection between the Adamic Cycle and the Revelation of Bahá'u'lláh.
- Use art as a medium to depict visually or through the performing arts the connection between the Adamic Cycle and the Cycle of Fulfillment, using words, images, and analogies from the Writings of the Báb.



### ELOQUENT SPEECH OBJECTIVE

- To recite selected passages from the Writings of the Báb

#### SUGGESTED LEARNING ACTIVITY

- Prepare individual and group presentations of the Writings of the Báb for the community, at a fireside, or part of a Feast, devotional gathering, or Holy Day observance.

**GOAL: TO BECOME FAMILIAR WITH SOME OF THE MAJOR WRITINGS AND PRAYERS REVEALED BY THE BÁB**

**TOPIC: THE MAJOR WRITINGS OF THE BÁB**

**Sample Activities**

**ACTIVITY: TIME-LINE OF THE WORLD’S HOLY BOOKS**

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive the study of the Writings of the Báb as a way to connect the Adamic Cycle with the Revelation of Bahá’u’lláh

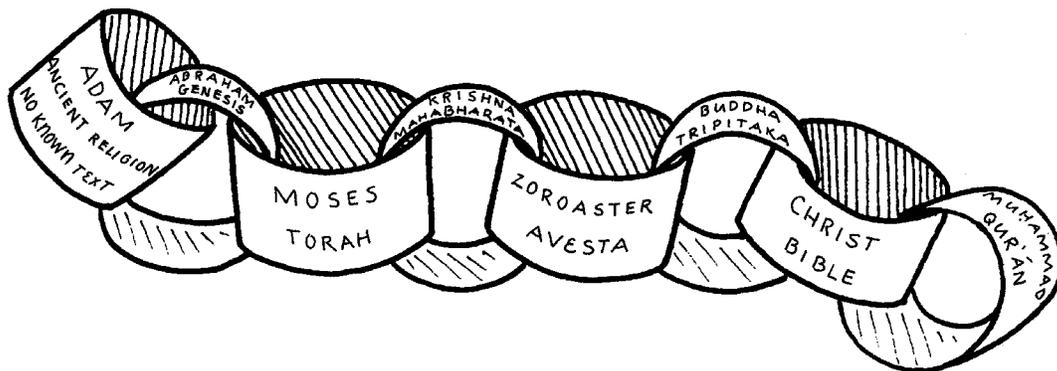
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed towards recognition of God; Direct use of the Sacred Writings; Use of the arts

SUGGESTED TIME FOR ACTIVITY: 35 MIN.

**Materials Needed:**

- colored papers, construction paper, markers and glue or tape, stapler
- copy of Resource Page 69

1. Explain to the class that together you will prepare a devotional gathering for the community that highlights the Writings of the Báb. Encourage the class to plan to introduce the devotional gathering by preparing an explanation of the relationship of the Writings of the Báb to the Holy Books of other religions.
2. Encourage the students to cut strips of construction paper, one for each religion, 12" long, 2½-3" wide.
3. Invite them to glue or tape a label for each Manifestation and Holy Book to the center of each strip. Use green paper for the Báb’s, and red (for the Crimson Ark) or gold (for the Golden Age) for Bahá’u’lláh’s strip.
4. Invite students to create a paper chain by stapling together the ends of the first strip, “Adam.” They then insert one end of the next strip, “Abraham,” through the “Adam” loop, and staple its ends together to form a loop. They continue in this way with each Manifestation’s strip, up to and including “Muhammad.” Reserve the links for the Báb and Bahá’u’lláh for use later.
5. As they construct the chain, discuss Progressive Revelation: In what way can we see the Holy Books of successive Teachers as successive chapters in one great Holy Book of God? What are the Names and Books of each Manifestation? Do we know all their Names?



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6. Encourage the students to plan to display the chain thus far and explain that these are the religions of the past, religions and Holy Books of the Cycle begun by Adam, the religions which have guided mankind for the past 5,000 years.
7. Encourage them to rehearse taking the strip marked “Bahá’u’lláh” and stapling it into a closed loop by itself. They may explain that this is the religion of today, the Bahá’í Faith, which will guide mankind for the next 500,000 years—it is the fruit of the Adamic Cycle.
8. Discuss: How does God connect all these religions of the past to the Religion that will take us far into the future?
9. As they discuss this question, suggest that they loop the ends of the strip marked “the Báb” through both the loop for “Muhammad” and the one for “Bahá’u’lláh,” as they explain the role of the Báb as the link between the religions of the past and of the future. They will then complete the chain. As the students display the completed chain, encourage them to practice introducing the Writings of the Báb for their devotional gathering.

**ACTIVITY: THREE MAIN CATEGORIES OF THE BÁB’S WRITINGS**

**WISDOM OBJECTIVE:** To understand that the Writings of the Báb are of three kinds: those that fulfill prophecies of the past; those that establish the Bábí Faith; those that foretell the coming of Bahá’u’lláh

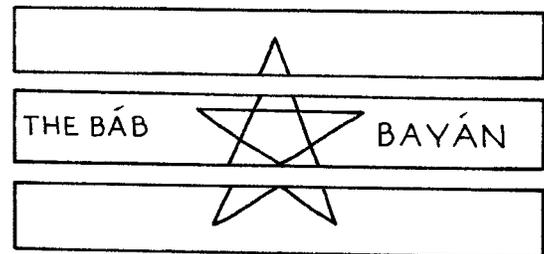
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Sacred Writings; Use of the arts; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 25 MIN.

**Materials Needed:**

- paper chain from previous activity
- extra paper strips and stapler

1. Reserve the completed paper chain for the devotional gathering. Explain that before this gathering, the class will explore further the Báb’s important role as the connection between the earlier religions and the Revelation of Bahá’u’lláh. Explain that the Báb divided His Writings into 3 main categories.
2. Note that they will want to demonstrate the Báb’s role in the chain of Revelation with a new link created for that occasion. Then, for the purposes of the class, unfasten the staple connecting the ends of the loop marked “The Báb.” Remove that strip from the chain. As the students watch, cut the strip into thirds, lengthwise.



Activity continues on next page ►

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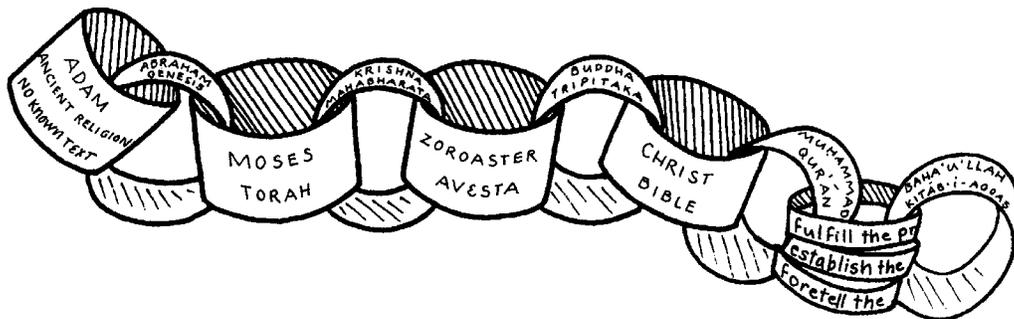
**TOPIC: THE MAJOR WRITINGS OF THE BÁB**

3. Write one of each of the three categories of the Báb's Writings on the back of each section of the strip, as you describe them aloud:

- Those that fulfill prophecies of the past (especially prophecies of the most recent religion, Islam)
- Those that establish the Bábí Faith as an independent world religion
- Those that foretell the coming of Bahá'u'lláh, "He Whom God will make manifest"

FULFILL PROPHECIES
ESTABLISH BÁBÍ FAITH
FORETELL BAHÁ'U'LLÁH

4. Re-connect the paper chain: thread the "fulfill prophecies" strip through the "Muhammad" loop and staple it; next add the "establish Bábí Faith" strip and staple that; and finally thread the "foretell Bahá'u'lláh" strip through the last strip, and through the "Bahá'u'lláh" loop, completing the chain once again. Remind the students that they will be recreating the original demonstration for their devotional gathering.



**ACTIVITY: THE BÁB'S MAJOR WRITINGS**

**KNOWLEDGE OBJECTIVE:** To know the titles and the themes of the major Writings of the Báb

**ELOQUENT SPEECH OBJECTIVE:** To recite selected passages from the Writings of the Báb

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Sacred Writings; Use of reasoning; Use of memorization; Use of stories

SUGGESTED TIME FOR ACTIVITY: 35 MIN.

**Materials Needed:**

- copies of *The Dawn-Breakers*, *The Báb*, and *God Passes By*
- period costumes
- calligraphy pens

1. Invite students to work in pairs to research the conditions under which some of the Báb's major works were revealed: to whom, when, where, how they were received, major theme or topics, and any anecdotes they discover.
2. Set the historic mood by showing facsimiles of the Báb's writing from *The Dawn-Breakers*.
3. Assign each pair one of the following works, and provide with photocopies of the reference pages listed:

## TOPIC: THE MAJOR WRITINGS OF THE BÁB

“Qayyúmu’l-Asmá” (Commentary on the Surih of Joseph), *God Passes By*, pp. 6, 23-24 & *The Báb* (by Balyuzi), pp. 19-21, 46-47, and 101

“Epistles to Muhammad Sháh,”  
*God Passes By*, p. 26

“Address to the Letters of the Living,”  
*The Báb*, pp. 28-31

Tablets to “Him Whom God Will Make Manifest,” *The Báb*, pp. 53-6, 151-2 and *The Dawn-Breakers*, pp. 104-7, 504-5

“Dalá’il-i-sab’ih” (The Seven Proofs),  
*God Passes By*, p. 26

“Persian Bayán,”  
*God Passes By*, pp. 24-6, 28-9 and *The Báb*, pp. 50, 71, 132, and 154

4. Ask each pair to create a story to tell the other students of the events surrounding the revelation of the Text studied.
5. Also ask the teams to choose one passage from the Work they are studying, copy it with calligraphy pens, and be prepared to read it aloud eloquently, as part of their story-telling presentation.
6. They may choose to incorporate these stories in their devotional gathering.

### ACTIVITY: STORIES ABOUT THE BÁB’S WRITINGS

**KNOWLEDGE OBJECTIVE:** To know the titles and the themes of the major Writings of the Báb

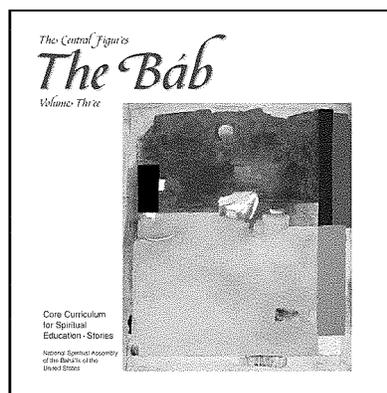
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Use of stories; Use of discussion

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

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

1. In teams of two or three, invite the students to select and read aloud one or more of the stories provided for this topic in *The Central Figures: The Báb, Volume Three* (available 2004).
2. Still in their teams, encourage them to turn to the related discussion questions provided in the appendix of that book.
3. Convene the whole group and invite the students to share their insights about the Writings of the Báb with each other.
4. Encourage them to select one story to re-tell to a family member or friend in the coming week.



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**TOPIC: THE MAJOR WRITINGS OF THE BÁB**

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**ACTIVITY: DEVOTIONAL GATHERING**

**ELOQUENT SPEECH OBJECTIVE:** To recite selected passages from the Writings of the Báb

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Sacred Writings; Use of consultation; Use of stories; Use of service and teaching projects

SUGGESTED TIME FOR ACTIVITY: 45 MIN. + DEVOTIONAL GATHERING

**Materials Needed:**

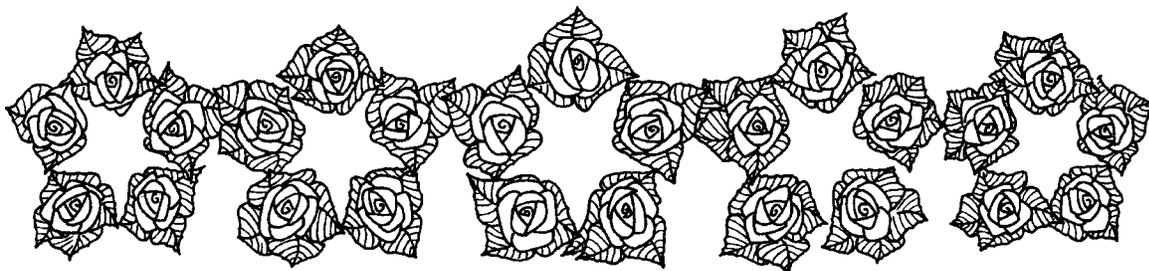
- chain created in previous activity
- stories prepared about the Báb's Writings, if desired
- stories from *The Central Figures: The Báb, Volume Three* (available 2004)
- *Selections from the Writings of the Báb*, if available
- Bahá'í Prayers
- copies of Resource Page 71
- recorded music and player, if desired

1. As a class, plan a devotional gathering by consulting about the following questions:

- When and where will we host the gathering?
- Who will we invite? How will we invite them?
- How will we create a welcoming and spiritually uplifting environment?
- How will we demonstrate reverence?
- Which prayers and Writings would we like to include? Allow time to select Writings from the books provided or from Resource Page 71.
- How will we incorporate music? Is it possible to arrange for group singing? Would we like to sing a song as a class? Would we like to use incorporate recorded music?
- How will we include younger children in the devotional gathering?

- How will we carry out our demonstration about the Báb's Writings as the link between the Holy Books of the past and future?
- Do we want to incorporate simple refreshments? If so, who will bring them? How will we serve them?
- How will we foster the spirit of fellowship among the friends gathered?
- How will we plan to build on our work with this devotional gathering to plan for other devotional gatherings in the future?

2. Carry out your devotional gathering and applaud all efforts.



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**TOPIC: THE MAJOR WRITINGS OF THE BÁB**

**Resource Pages**

<b>ANCIENT MANIFESTATIONS</b> Indigenous Religions	Oral Traditions
<b>ADAM</b> Ancient Religion -	No Text Known
<b>ABRAHAM</b> Genesis	Abraham probably lived about 2000 BC. The story of His life can be found in Genesis, the first book of the Bible. Genesis has very little of Abraham’s teachings because most of them have been lost.
<b>MOSES</b> Torah	Moses lived about 1250 BC. His laws and teachings helped slaves escape Egypt and become a united, proud people. The story of Moses is found in the Torah, the first five books of the Bible.
<b>KRISHNA</b> Mahabharata	Krishna’s life is largely unknown because He lived so long ago. Legends about Him were made into poems and collected together as the Mahabharata. An important section is called the Bhagavad-Gita, in which Krishna answers many questions about the purpose of life and devotion to God.
<b>ZOROASTER</b> Avesta	Zoroaster lived in Iran about 1000 BC. He gave people His Revelation in the form of hymns, so that they would remember it. After His death, His hymns were collected into a Holy Book called the Avesta.
<b>BUDDHA</b> Tripitaka	Buddha lived about 500 B.C. in northern India. He gave sermons and told parables. After His death His followers wrote them down on leaves and put the leaves in baskets. The result was the oldest Buddhist scripture, called Tripitaka, which means “The Three Baskets.”
<b>CHRIST</b> Bible	Jesus lived 2000 years ago in Palestine. He called the people to turn to God, love their neighbors, and seek to enter God’s kingdom. After His death, stories of His miracles and parables were collected and published as the Gospels, the first four books of the New Testament of the Bible.
<b>MUHAMMAD</b> Qur’án	Muhammad lived 600 years after Jesus. He called the people to reject the worship of false gods and turn to the one true God. He led the Arab people and gave laws for a spiritual society. After He died, Muslim leaders put His writings into one book, the Qur’án.
<b>THE BÁB</b> Bayán	The Báb lived from 1819 to 1850. He promised that soon God would send a greater Messenger to fulfill all the promises of the past scriptures. He recorded His Revelation in hundreds of books and tablets. The most central of these books is named the Bayán.
<b>BAHÁ’U’LLÁH</b> Kitáb-i-Aqdas	Bahá’u’lláh lived from 1817 to 1892 and was the Promised One in the scriptures of all the Manifestations. He revealed over 15,000 tablets, some as long as books, with divine guidance on every subject. He wrote the Kitáb-i-Aqdas, which is His Most Holy Book of Laws.

TOPIC: THE MAJOR WRITINGS OF THE BÁB

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## List of the Báb's Best-Known Works

from *The Dawn-Breakers*, p. 669

1. The Persian Bayán
2. The Arabic Bayán
3. The Qayyúm'ul-Asmá'
4. The Sahífatu'l-Haramayn
5. The Dalá'il-i-Sab'ih
6. Commentary on the Súrih of Kawthar
7. Commentary on the Súrih of Va'l-'Asr
8. The Kitáb-i-Asmá
9. Sahífiy-i-Makhdhúmiyyih
10. Sahífiy-i-Ja'faríyyih
11. Ziyárat-i-Sháh-'Abdu'l-'Azím
12. Kitáb-i-Panj-Sha'n
13. Sahífiy-i-Radavíyyih
14. Risáliy-i-'Adlíyyih
15. Risáliy-i-Fiqhíyyih
16. Risáliy-i-Dhahabíyyih
17. Kitábu'r-Rúh
18. Súriy-i-Tawhíd
19. Lawh-i-Hurúfát
20. Tafsír-i-Nubuvvat-i-Khássih
21. Risáliy-i-Furú'-i-'Adlíyyih
22. Khasá'il-i-Sab'ih
23. Epistles to Muhammad Sháh and Háji Mírzá Áqásí

Note: The Báb Himself states in one passage of the Persian Bayán that His writings comprise no less than 500,000 verses.

**TOPIC: THE MAJOR WRITINGS OF THE BÁB**

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**Some of the Báb's Prayers and Writings**

O Thou Who art the Lord of grace abounding! Let Thy celestial aid surround those who love Thee and bestow upon us the gifts and the bounties Thou dost possess. Be Thou sufficient unto us of all things, forgive our sins and have mercy upon us. Thou art Our Lord and the Lord of all created things. No one else do we invoke but Thee and naught do we beseech but Thy favours. Thou art the Lord of bounty and grace, invincible in Thy power and the most skilful in Thy designs. No God is there but Thee, the All-Possessing, the Most Exalted.

Confer Thy blessings, O my Lord, upon the Messengers, the holy ones and the righteous. Verily Thou art God, the Peerless, the All-Compelling.

*The Báb, Selections from the Writings of the Báb, p. 213*

Verily in this Day all that dwell on earth are the servants of God. As to those who truly believe in God and are well assured in the signs revealed by Him, perchance He will graciously forgive them the things their hands have committed, and will grant them admission into the precincts of His mercy. He, in truth, is the Ever-Forgiving, the Compassionate.

*The Báb, Selections from the Writings of the Báb, pp. 19-20*

At one time I hear His Voice as He acclaimeth Him Who is the Ever-Living, the Ancient of Days, and at another time as He speaketh of the mystery of His most august Name. And when He intoneth the anthems of the greatness of God all Paradise waileth in its longing to gaze on His Beauty, and when He chanteth words of praise and glorification of God all Paradise becomes motionless like unto ice locked in the heart of a frost-bound mountain. Methinks I visioned Him moving along a straight middle path wherein every paradise was His Own paradise, every heaven His Own heaven, while the whole earth and all that is therein appeared but as a ring upon the finger of His servants. Glorified be God, His Creator, the Lord of everlasting sovereignty. Verily He is none other but the servant of God, the Gate of the Remnant of God your Lord, the Sovereign Truth.

*The Báb, Selections from the Writings of the Báb, pp. 54-55*

O people of the earth! By the righteousness of the One true God, I am the Maid of Heaven begotten by the Spirit of Bahá, abiding within the Mansion hewn out of a mass of ruby, tender and vibrant; and in this mighty Paradise naught have I ever witnessed save that which proclaimeth the Remembrance of God by extolling the virtues of this Arabian Youth. Verily there is none other God but your Lord, the All-Merciful. Magnify ye, then, His station, for behold, He is poised in the midmost heart of the All-Highest Paradise as the embodiment of the praise of God in the Tabernacle wherein His glorification is intoned.

*The Báb, Selections from the Writings of the Báb, pp. 54*

O Lord! Render victorious Thy forbearing servants in Thy days by granting them a befitting victory, inasmuch as they have sought martyrdom in Thy path. Send down upon them that which will bring comfort to their minds, will rejoice their inner beings, will impart assurance to their hearts and tranquillity to their bodies and will enable their souls to ascend to the presence of God, the Most Exalted, and to attain the supreme Paradise and such retreats of glory as Thou hast destined for men of true knowledge and virtue. Verily Thou knowest all things, while we are but Thy servants, Thy thralls, Thy bondsmen and Thy poor ones. No Lord but Thee do we invoke, O God our Lord, nor do we implore blessings or grace from anyone but Thee, O Thou Who art the God of mercy unto this world and the next. We are but the embodiments of poverty, of nothingness, of helplessness and of perdition, while Thy whole Being betokeneth wealth, independence, glory, majesty and boundless grace.

Turn our recompense, O Lord, into that which well besemeth Thee of the good of this world and of the next, and of the manifold bounties which extend from on high down to the earth below.

Verily Thou art our Lord and the Lord of all things. Into Thy hands do we surrender ourselves, yearning for the things that pertain unto Thee.

*The Báb, Selections from the Writings of the Báb, pp. 179*

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## **TOPIC: THE MAJOR WRITINGS OF THE BÁB**

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### **LIST OF ADDITIONAL RESOURCES**

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

*Brilliant Star*: “The Title of ‘Starship’” & “The Primal Point” Jul/Aug 94  
“Forbidden Questions?” Mar/Apr 01  
*Hour of the Dawn*, Ch. 26  
*God Passes By*, 23-28  
*A Traveler’s Narrative*, pp. 32-34

#### **Activities:**

*Brilliant Star*: “Starship Shooting Star” Jul/Aug 94

#### **Music:**

*Bridges*, “Prayer of the Báb”  
*We are Bahá’ís*, “Song of the Prophets”

#### **Lesson Plans:**

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

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

*Selections from the Writings of the Báb*  
*Bahá’í Prayers*

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