

TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

THE STATION OF BAHÁ'U'LLÁH

AS STATED BY THE BÁB

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
LOVE, FAITH, COURAGE**

Well is it with him who fixeth his gaze upon the Order of Bahá'u'lláh, and rendereth thanks unto his Lord. For He will assuredly be made manifest. God hath indeed irrevocably ordained it in the Bayán.

The Báb, quoted by Shoghi Effendi, *God Passes By*, p. 25

For all that hath been exalted in the Bayán is but as a ring upon My hand, and I Myself am, verily, but a ring upon the hand of Him Whom God shall make manifest—glorified be His mention! He turneth it as He pleaseth, for whatsoever He pleaseth, and through whatsoever He pleaseth. He, verily, is the Help in Peril, the Most High.

The Báb, *Selections from the Writings of the Báb*, p. 168

TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY THE BÁB

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know that Bahá'u'lláh is “He Whom God Shall Make Manifest” as designated by the Báb
- To know the relationship between the Revelation of the Báb and that of Bahá'u'lláh

SUGGESTED LEARNING ACTIVITIES

- Relate stories from the history of the Faith that reveal that the Báb designated Bahá'u'lláh as “He Whom God Shall Make Manifest,” *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 47-60.
- Provide experiential activities to demonstrate the relationship between the Revelations of the Báb and Bahá'u'lláh, i.e. Gate to the Glory.
- Present some of the Báb’s prophecies regarding “He Whom God Shall Make Manifest,” *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 46, 52.
- Have students research The Dawnbreakers for evidence that Bahá'u'lláh is He Whom God Shall Make Manifest. Then have them make a list of these evidences.



WISDOM OBJECTIVE

- To understand that Bahá'u'lláh is the fulfillment of the prophecies of the Báb that are recorded in the Bayán

SUGGESTED LEARNING ACTIVITIES

- Have students role-play the search of a Bábí for He Whom God Shall Make Manifest.
- Teach a song that relates Bahá'u'lláh to the prophecies of the Báb.
- In groups, consult about how Bahá'u'lláh fulfills specific prophecies of the Báb.
- Through peer questioning and teaching, study, compare and contrast the relationship of John the Baptist to Christ with that of the Báb to Bahá'u'lláh.
- Use art to create symbols representing the connection between the Báb and Bahá'u'lláh, e.g. the ring stone symbol.
- Have the children write love letters or poems to the Báb and to Bahá'u'lláh.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
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SPIRITUAL PERCEPTION OBJECTIVE

- To connect an understanding of the deep love and respect between the Báb and Bahá'u'lláh to one's own relationship with both of these Manifestations

SUGGESTED LEARNING ACTIVITIES

- Through dance or pantomime, enact the metaphor of moths around a candle to illustrate humanity's attraction to the Twin Manifestations.
- Have students meditate on a Hidden Word about love for God and His Manifestation, then decorate a printed poster of that passage.
- Have the students meditate on the sufferings of both the Báb and Bahá'u'lláh, using scenes of Their places of imprisonment.
- Ask the learners to compare and reflect on Writings of the Báb that refer to Bahá'u'lláh, and Writings of Bahá'u'lláh which refer to the Báb. Consider the tone of these passages and the titles They gave each other.
- Have children use the arts to demonstrate their understanding of the relationship between these two Manifestations, e.g. body sculpture.



ELOQUENT SPEECH OBJECTIVE

- To explain the loving relationship between the Báb and Bahá'u'lláh

SUGGESTED LEARNING ACTIVITIES

- Recite from the Hidden Words about love for God and His Manifestations.
- Have children plan a special event between the Birth of the Báb and of Bahá'u'lláh to celebrate the Twin Manifestations.
- Have students act out and explain the analogies and parables they have learned.
- Assist the learners to prepare a visual teaching aid that explains the role and significance of the Twin Manifestations of God for this Day.
- Based on their research, consultation and reflection, assist the learners to make a presentation on the relationship between the Báb and Bahá'u'lláh as part of a Holy Day commemoration.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED BY THE BÁB

Sample Activities

ACTIVITY: THE RELATIONSHIP BETWEEN THE REVELATION OF THE BÁB AND THAT OF BAHÁ'U'LLÁH

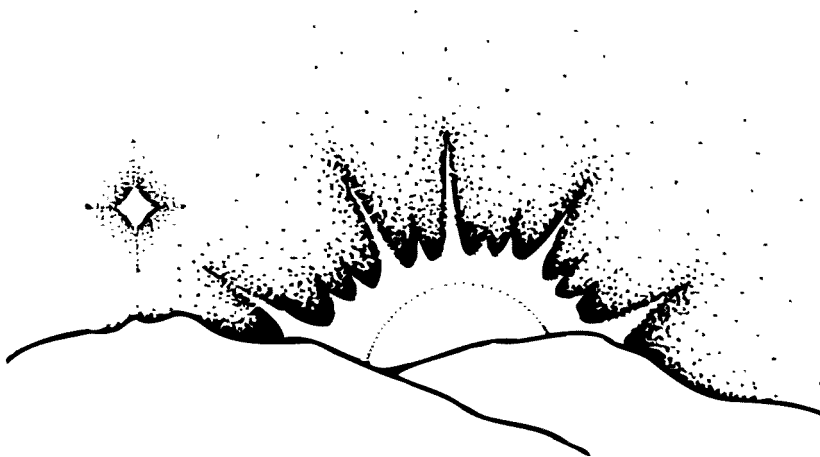
KNOWLEDGE OBJECTIVE: To know the relationship between the Revelation of the Báb and that of Bahá'u'lláh

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Use of creativity; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- art supplies, paper, pencils
- music
- *Morningstar* video (optional)



1. Conduct a guided imagery with the students, imagining the dark of the night being broken by the morning star, rising in the east, creating a path for the sun. The morning star is short-lived, as it fades before the dazzling brilliance of the sun, OR
2. Show that segment of the video, *Morningstar*, in which Kevin Locke describes the Báb's Dispensation as the "morning star," and that of Bahá'u'lláh as "the sun."
3. Draw comparisons between the Báb and the morning star, and between Bahá'u'lláh and the sun.
4. Create visual art, drama, or dance to demonstrate this analogy.
5. Share these works of art with the entire class and with others.

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TOPIC: THE STATION OF BAHÁ'U'LLÁH
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**ACTIVITY: INVESTIGATE THE BÁB'S WRITINGS CONCERNING
"HIM WHOM GOD SHALL MAKE MANIFEST"**

KNOWLEDGE OBJECTIVE: To know that Bahá'u'lláh is He Whom God Shall Make Manifest as designated by the Báb

WISDOM OBJECTIVE: To understand that Bahá'u'lláh is the fulfillment of the prophecies of the Báb that are recorded in the Bayán

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct study of Sacred Writings; Use of questioning; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

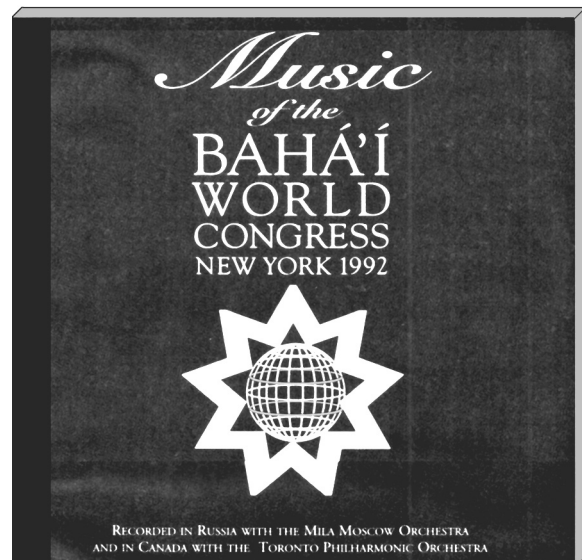
- *The Central Figures: Bahá'u'lláh, Vol. Two*
- photocopies of selected pages of the Báb's Writings (optional)
- CD or cassette containing song, "O God, My God"

1. Invite the students to turn to the quotations on p. 46 and 52 of *The Central Figures: Bahá'u'lláh, Vol. Two*. These quotations are also provided on page 29 of this Lesson Planning Guide.
2. Discuss the questions:

Why does the Báb refer so often to Someone else—what does this say about His Mission?

Why doesn't the Báb name Bahá'u'lláh outright as the One to come?

What does the Báb say about He Whom God Shall Make Manifest, and about His Day?
3. Read the story, "Sacred Moments on Grandpa's Lap," from *The Central Figures: Bahá'u'lláh, Vol. Two*, and discuss the questions provided on p. 174 of that book.
4. Explain that the Báb wrote many words dedicated to "Him Whom God Shall Make Manifest." Explain that these words are from a prayer of the Báb. Then play and/or teach the song, "O God, My God," available on *Music of the World Congress* or *Songs of the Ancient Beauty*.



GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED BY THE BÁB

ACTIVITY: RECOGNITION BY THE BÁB AND BAHÁ'U'LLÁH OF EACH OTHER'S STATIONS

SPIRITUAL PERCEPTION OBJECTIVE: To connect an understanding of the deep love and respect between the Báb and Bahá'u'lláh to one's own relationship with both of these Manifestations

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Sacred Writings; Engaging mind and heart

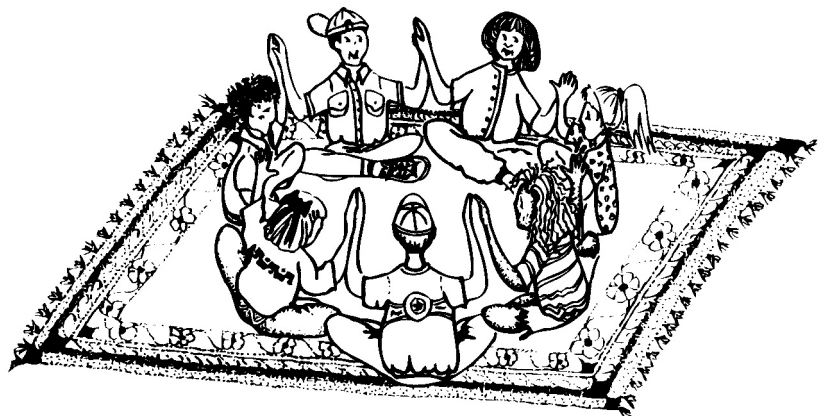
SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- a Tablet of the Báb addressed to Him Whom God Shall Make Manifest
- Writings of Bahá'u'lláh extolling the Báb
- *The Central Figures: Bahá'u'lláh, Vol. Two*

1. Share first with the students, or allow them to discover through research, that the Báb and Bahá'u'lláh were both living in different parts of Iran at the same time, but never physically met each other.
2. Show children a Tablet addressed to Him Whom God Shall Make Manifest that the Báb sent to Bahá'u'lláh, and some of Bahá'u'lláh's Writings extolling the Báb. You may find these passages using the index of Prayers and Meditations and Gleanings, and on pp. 38-39 of this Lesson Planning Guide.
3. Read the story, "The Mysterious Visit" from *The Central Figures: Bahá'u'lláh, Vol. Two*.
4. Act out the story of the Báb sending Mulla Husayn to Tihrán to find the "treasure" there (Bahá'u'lláh). Remember that no one should play the parts of the Báb or Bahá'u'lláh—a narrator may convey their words and actions.
5. Remind children of the dangerous conditions at the time of the birth of the Bábí and Bahá'í Faiths.
6. Demonstrate the need for the Bábís to carefully determine Who their leader was following the Martyrdom of the Báb, by playing the game Guess the Leader:

One person, the guesser, leaves the room. The group chooses a leader, who initiates a movement. The guesser re-enters the room once the movement has begun. Every few seconds the leader discreetly changes the movement. Everyone else copies the leader, trying not to be obvious in their observation of the change, while the guesser tries to guess who the leader is.
7. Draw comparisons following the game, between this and the need for spiritual insight to recognize the Station of Bahá'u'lláh prior to His open Declaration.



GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH
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ACTIVITY: CREATE TEACHING AIDS WHICH EXPLAIN THE STATION OF BAHÁ'U'LLÁH
AS STATED BY THE BÁB

ELOQUENT SPEECH OBJECTIVE: To explain the loving relationship between the Báb and Bahá'u'lláh

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Teaching and service to humanity; Use of consultation; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- paper, pens, markers, art supplies
1. Have students work in groups to design three-dimensional teaching pamphlets using analogies such as these:
 - Morning Star Preparing the Way Through the Darkness for the Sun (could be a fold-out which goes from darkness, to the morning star, to the full brilliance of the sun)
 - The Gate Opening to the Glory of God (could be a center-fold opening with a gate which opens to disclose the Greatest Name)
 - A Promised Treasure (could be a treasure chest with Words of the Báb concerning “Him Whom God Shall Make Manifest” - open the lid to find the name “Bahá'u'lláh”)
 2. Provide opportunities to use these teaching aids at a celebration of a Holy Day, at a fireside for one's peers, or with younger students.

TOPIC: THE STATION OF BAHÁ'U'LLÁH
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Resource Pages

EXCERPTS FROM THE WRITINGS OF THE BÁB

SAY, by reason of your remembering Him Whom God shall make manifest and by extolling His name, God will cause your hearts to be dilated with joy, and do ye not wish your hearts to be in such a blissful state? Indeed the hearts of them that truly believe in Him Whom God shall make manifest are vaster than the expanse of heaven and earth and whatever is between them. God hath left no hindrance in their hearts, were it but the size of a mustard seed. He will cheer their hearts, their spirits, their souls and their bodies and their days of prosperity or adversity, through the exaltation of the name of Him Who is the supreme Testimony of God and the promotion of the Word of Him Who is the Dayspring of the glory of their Creator.

The Báb: *Selections from the Writings of the Báb*, p. 145

Know thou of a certainty that whenever thou makest mention of Him Whom God shall make manifest, only then art thou making mention of God. In like manner shouldst thou hearken unto the verses of the Bayán and acknowledge its truth, only then would the revealed verses of God profit thee. Otherwise what benefit canst thou derive therefrom? For wert thou to prostrate thyself in adoration from the beginning of life till the end and to spend thy days for the sake of God's remembrance, but disbelieve in the Exponent of His Revelation for the age, dost thou imagine that thy deeds would confer any benefit upon thee?

The Báb: *Selections from the Writings of the Báb*, p. 80-81

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A SECOND TABLET ADDRESSED TO
HIM WHO WILL BE MADE MANIFEST

May the glances of Him Whom God shall make manifest
illumine this letter at the primary school.

He is the Most Glorious.

He is God, no God is there but Him, the Almighty, the Best Beloved. All that are in the heavens and on the earth and whatever lieth between them are His. Verily He is the Help in Peril, the Self-Subsisting.

This is a letter from God, the Help in Peril, the Self-Subsisting, unto God, the Almighty, the Best Beloved, to affirm that the Bayán and such as bear allegiance to it are but a present from me unto Thee and to express my undoubting faith that there is no God but Thee, that the kingdoms of Creation and Revelation are Thine, that no one can attain anything save by Thy power and that He Whom Thou hast raised up is but Thy servant and Thy Testimony. I, indeed, beg to address Him Whom God shall make manifest, by Thy leave in these words: ‘Shouldst Thou dismiss the entire company of the followers of the Bayán in the Day of the Latter Resurrection by a mere sign of Thy finger even while still a suckling Babe, Thou wouldst indeed be praised in Thy indication. And though no doubt is there about it, do Thou grant a respite of nineteen years as a token of Thy favour so that those who have embraced this Cause may be graciously rewarded by Thee. Thou art verily the Lord of grace abounding. Thou dost indeed suffice every created thing and causest it to be independent of all things, while nothing in the heavens or on the earth or that which lieth between them can ever suffice Thee.’

Verily Thou art the Self-Sufficient, the All-Knowing; Thou art indeed potent over all things.

The Báb: *Selections from the Writings of the Báb*, pp. 6-8

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED BY THE BÁB

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

“Who Is Bahá'u'lláh?” Jan/Feb 02

“Forbidden Questions?” Mar/Apr 01

The Central Figures: Bahá'u'lláh, Vol. Two: “Sacred Moments in Grandpa’s Lap,” “The Mysterious Visit”

Afshin, Mahnaz, *The Blessed Beauty*, “the Báb’s Message to Bahá'u'lláh”

Afshin, Mahnaz, *The Story of Bahá'u'lláh*, “the Báb’s Message to Bahá'u'lláh”

Garst, Hitjo, *From Mountain to Mountain*, “The Secret of Tehran,” also pp. 14, 65-66

Oldziej, Peter, *The Garden of Bahá'u'lláh*, p.16

Meyer, Zoe, *Children’s Stories from The Dawn Breakers*, “Bahá'u'lláh,” also p. 63

Wittman, Debbie D., *The Birth of the Bahá’i Faith*, pp. 7-12, 19

Music:

Brilliant Star: “The Covenant,” SpEd 92

Lesson Plans:

Cox, Alice and Musacchia, Evelyn, *Bahá’i Teaching Guide for Children (Intermediate)*: “Bahá'u'lláh, the King of Kings”

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 UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

THE STATION OF BAHÁ'U'LLÁH

AS STATED BY HIS OWN PEN

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
COURAGE, LOVE, HUMILITY, DETACHMENT**

This is the King of Days, the Day that hath seen the coming of the Best Beloved, He Who through all eternity hath been acclaimed the Desire of the World.

Bahá'u'lláh, quoted by Shoghi Effendi, *The Advent of Divine Justice*, p. 79

Verily I say, this is the Day in which mankind can behold the Face, and hear the Voice, of the Promised One. The Call of God hath been raised, and the light of His countenance hath been lifted up upon men. It behoveth every man to blot out the trace of every idle word from the tablet of his heart, and to gaze, with an open and unbiased mind, on the signs of His Revelation, the proofs of His Mission, and the tokens of His glory.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 10

TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY HIS OWN PEN

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES

 KNOWLEDGE OBJECTIVES

- To know that Bahá'u'lláh described His own Station in His Writings
- To know that Bahá'u'lláh addressed the rulers of His time concerning His station

SUGGESTED LEARNING ACTIVITIES

- Give the students the opportunity to see and hold the Kitáb-i-Íqán and the Proclamation of Bahá'u'lláh, as these books are introduced.
- In groups, have the students research and share the history and setting of the kings and rulers who received Bahá'u'lláh's proclamation. Draw portraits and create their own compilation of these portraits and profiles. Compare each with the characteristics in the letter received and the outcome of that ruler's life.
- Relate to the students stories of Bahá'u'lláh's proclamations to the various kings and rulers, *The Central Figures: Bahá'u'lláh, Vol. 2*, pp. 63-78.
- Provide students with quotations from Bahá'u'lláh's Own Writings relating to His Station.
- Have students research Bahá'u'lláh's Writings—Proclamation of Bahá'u'lláh, Gleanings, Summons of the Lord of Hosts, Tablets of Bahá'u'lláh—to discover His own descriptions of His Station. Read parts of the letters written to various rulers.

 WISDOM OBJECTIVE

- To understand that Bahá'u'lláh is the Manifestation for today and that He clearly informed the world of His Station

SUGGESTED LEARNING ACTIVITIES

- Have students role-play the parts of various kings and rulers who received a Tablet from Bahá'u'lláh.
- Use visual imagery to picture these mighty and momentous Tablets of Bahá'u'lláh's Proclamation going forth to the kings and rulers from the house of 'Izzat Áqá in Adrianople.
- Invite the students to choose one of Bahá'u'lláh's statements regarding His Station, to meditate on and memorize, as a point of certitude for themselves.
- Consult on the results of the research into Bahá'u'lláh's Own statements about His Station.
- Have students imagine how the life of the ruler they have studied and his or her country would be different had the person listened to Bahá'u'lláh.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY HIS OWN PEN



SPIRITUAL PERCEPTION OBJECTIVE

- To recognize that Bahá'u'lláh's guidance in His Writings for all matters in one's life is infallible

SUGGESTED LEARNING ACTIVITIES

- Use analogies of kings and subjects to explain our role as subjects of the Sovereign Lord of all worlds; role play our attitudes and actions towards Bahá'u'lláh.
- Introduce the twin duties of recognition and obedience. Ask learners to reflect on their meanings in their own lives.
- Introduce to the students all the translated Writings of Bahá'u'lláh, giving them the opportunity to hold and look through them. Present these books as the infallible source of guidance.
- Have students apply their understanding of Bahá'u'lláh's statements of His Station to their everyday lives—problems, priorities, choices, etc.



ELOQUENT SPEECH OBJECTIVE

- To use the understanding of Bahá'u'lláh's proclamation of His Station in proclaiming the Faith to others

SUGGESTED LEARNING ACTIVITIES

- Have students plan a fireside or devotional gathering in which they present a skit about Bahá'u'lláh's Proclamations to the kings and rulers based on the results of their research.
- Create a song or melodic chant using Bahá'u'lláh's Own words regarding His Identity.
- Based on His Writings, have students prepare an answer to the question, "Who is Bahá'u'lláh?" to be prepared for teaching opportunities.
- Have students then ask the participants to imagine they are the rulers (as they are for their own destinies) and how they receive Bahá'u'lláh's call.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED BY HIS OWN PEN

Sample Activities

ACTIVITY: INVESTIGATE BAHÁ'U'LLÁH'S WRITINGS

KNOWLEDGE OBJECTIVE: To know that Bahá'u'lláh described His own Station in His Writings

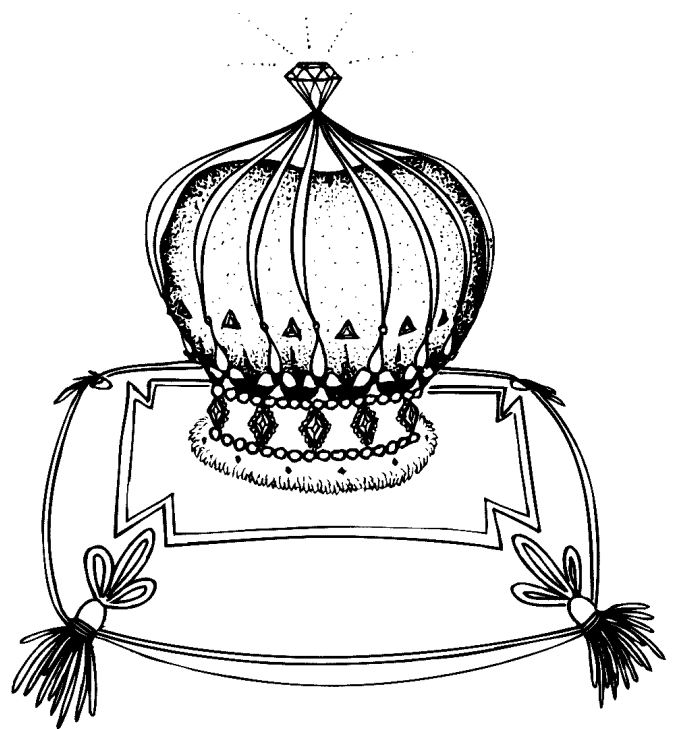
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Establishing a loving environment; Direct use of Sacred Writings; Use of questioning; Use of peer teaching; Use of consultation; Use of reflection; Use of the power of reasoning

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- one copy of each of the following books: Kitáb-i-Iqán, Gleanings, Proclamation of Bahá'u'lláh, Epistle to the Son of the Wolf, The Summons of the Lord of Hosts.
- chart paper and markers or chalkboard and chalk

1. Begin class with music, such as “O Bahá'u'lláh” or “Allah Homa,” or teach the students “Allah Homa.”
2. Carefully read the quotations from p. 62 and p. 70 of *The Central Figures: Bahá'u'lláh, Vol. Two*. These quotations are also provided on page 41 of this Lesson Planning Guide.
3. Display the books Kitáb-i-Iqán, Gleanings from the Writings of Bahá'u'lláh, The Proclamation of Bahá'u'lláh, Epistle to the Son of the Wolf, The Summons of the Lord of Hosts.
4. Have small groups each take one of the books, which have been marked at pre-selected pages whereon Bahá'u'lláh announces Himself. You may select these pages by looking in the index under “Bahá'u'lláh” and then such sub-headings as “Names of,” “Station of,” or “Titles of.”
5. Ask the groups to look for Titles and phrases, such as “King of Kings,” “Mouthpiece of God,” etc., that Bahá'u'lláh uses in describing His Station. Ask them to write these on a large chart paper or board as they discover them.
6. When a good quantity of Names have been compiled, allow time for the whole group to reflect on, and respond to, the variety and the tone of Bahá'u'lláh's statements regarding Who He is.



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ACTIVITY: THE SUMMONS OF THE LORD OF HOSTS

WISDOM OBJECTIVE: To understand that Bahá'u'lláh is the Manifestation for today and He clearly informed the world of His Station

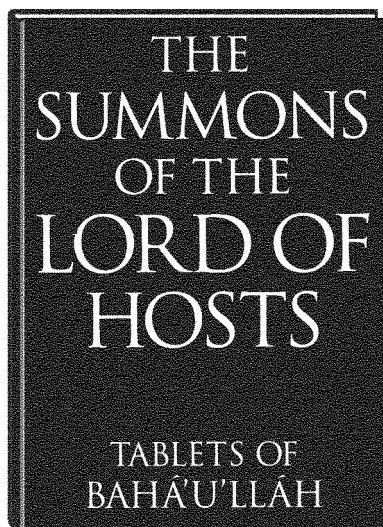
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Sacred Writings; Use of questioning; Use of peer teaching; Use of consultation; Use of the power of reasoning; Use of arts

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- one copy of The Summons of the Lord of Hosts
- one page of excerpts for each student, p. 48 of this Lesson Planning Guide
- pencils, art supplies

1. Provide students with a page of quotations taken from The Summons of the Lord of Hosts.
2. Have each student read the passages and underline those words and phrases that clearly inform the world of His Station.
3. In small groups share with others the passages underlined.
4. Each group then selects one of the passages to express His Station through visual art. Remind students not to represent the person of Bahá'u'lláh.
OR
Encourage the students to try putting the passage to music.
5. Invite each group to share their creation.



GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED BY HIS OWN PEN

ACTIVITY: BAHÁ'U'LLÁH'S PROCLAMATION TO THE KINGS AND RULERS

KNOWLEDGE OBJECTIVE: To know that Bahá'u'lláh addressed the rulers of His time concerning His Station

SPIRITUAL PERCEPTION OBJECTIVE: To understand that Bahá'u'lláh's guidance in His Writings for all matters in one's life is infallible

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Sacred Writings; Use of questioning; Use of peer teaching; Use of consultation; Use of the power of reasoning; Use of arts; Use of creativity; Use of drama

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- one copy of either *The Summons of the Lord of Hosts* or *Proclamation of Bahá'u'lláh*, and as many of the other books written by Bahá'u'lláh as possible
- pencils, art supplies

1. Present again the book *The Summons of the Lord of Hosts* or *Proclamation of Bahá'u'lláh*. Briefly describe the nature and contents of this book.
2. Share with the students, and then have them enact, the stories of some of the rulers' receptions of the Tablets addressed to them, and the consequences of their denials of Bahá'u'lláh. See *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 71-73 and 74-78; alternatively, see *The Blessed Beauty*, *The Story of Bahá'u'lláh, From Mountain to Mountain*, or *God Passes By*.
3. Following the skits, consult about the power of Bahá'u'lláh's Words.
4. Display all of Bahá'u'lláh's Writings. Present the books collectively, as the guidance for all mankind for the next thousand years.
5. Invite the learners to visualize themselves with a problem, question, or decision they must make. Play bold instrumental music in the background for effect.
6. Invite the students to visualize themselves taking this matter to Bahá'u'lláh, utilizing the imagery they created earlier for His Station.
7. Urge them to let themselves feel very deeply that the solution or correct decision will be found, through prayer and by following the guidance given in Bahá'u'lláh's Writings.
8. Close the visualization by asking if anyone wishes to share their experience.
9. You also may wish to provide time for the students to look up answers to their questions in the Writings or to pray about their questions.

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TOPIC: THE STATION OF BAHÁ'U'LLÁH
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ACTIVITY: DEVOTIONAL GATHERING

ELOQUENT SPEECH OBJECTIVE: To use the understanding of Bahá'u'lláh's proclamation of His Station in proclaiming the Faith to others

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Use of questioning; Use of peer teaching; Use of consultation; Use of the power of reasoning; Use of arts; Use of music

SUGGESTED TIME FOR ACTIVITY: 30 MIN. + DEVOTIONAL GATHERING

Materials Needed:

- art work from previous activities
- script for "guide" work
- stories, quotations, and music as desired



1. Arrange for a time and place (for example, in the Bahá'í Center for a Holy Day observance, a devotional gathering or a public talk), where the students' artwork can be displayed, under the title, "Who is Bahá'u'lláh?"
2. Encourage students to serve as guides to the art gallery, during its display.
3. Collectively plan and rehearse the descriptions that students will use to explore their art to their families, friends, and the public.
4. Add quotations, prayers, stories, and music to complete the devotional program.
5. Plan how to invite guests to this program.
6. After the program, identify elements of success for future planning purposes.

TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY HIS OWN PEN

Resource Pages

EXCERPTS FROM THE SUMMONS OF THE LORD OF HOSTS

O Temple of Divine Revelation! Sound the trumpet in My Name! O Temple of Divine mysteries! Raise the clarion call of Thy Lord, the Unconditioned, the Unconstrained! O Maid of Heaven! Step forth from the chambers of paradise and announce unto the people of the world: By the righteousness of God! He Who is the Best-Beloved of the worlds—He who hath ever been the Desire of every perceiving heart, the Object of the adoration of all that are in heaven and on earth, and the Cynosure of the former and the latter generations—is now come!

Take heed lest ye hesitate in recognizing this resplendent Beauty when once He hath appeared in the plenitude of His sovereign might and majesty. He, verily, is the True One, and all else besides Him is as naught before a single one of His servants, and paleth into nothingness when brought face to face with the revelation of His splendours. Hasten, then, to attain the living waters of His grace, and be not of the negligent. As to him who hesitateth, though it be for less than a moment, God shall verily bring his works to naught and return him to the seat of wrath; wretched indeed is the abode of them that tarry!

Bahá'u'lláh, *The Summons of the Lord of Hosts*, p. 54

Say: Naught is seen in My temple but the Temple of God, and in My beauty by His Beauty, and in My being but His Being, and in My self but His Self, and in My movement but His Movement, and in My acquiescence but His Acquiescence, and in My pen but His Pen, the Mighty, the All-Praised. There hath not been in My soul but the Truth, and in Myself naught could be seen but God.

Bahá'u'lláh, *The Summons of the Lord of Hosts*, pp. 23-24

Say: O people! This is the Hand of God, which hath ever been above your own hands, could ye but understand. Within its grasp We have ordained all the good of the heavens and the earth, such that no good shall be made manifest but that it proceedeth therefrom. Thus have We made it the source and treasury of all good both aforetime and hereafter. Say: The rivers of divine wisdom and utterance which flowed through the Tablets of God are joined to this Most Great Ocean, could ye but perceive it, and whatever hath been set forth in His Books hath attained its final consummation in this most exalted Word—a Word shining above the horizon of the Will of the All-Glorious in this Revelation which hath filled with delight all things seen and unseen.

Bahá'u'lláh, *The Summons of the Lord of Hosts*, p. 19

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY HIS OWN PEN

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star: “Who Is Bahá’u’lláh?” Jan/Feb 02

The Central Figures: Bahá’u’lláh, Vol. Two: “Meeting Bahá’u’lláh,” “The Mirror in the Box,” “Badí’ - Pride of Martyrs,”
“Inheriting the Lesser Peace”

Afshin, Mahnaz, *The Blessed Beauty*, pp. 41, 46, 48, 57,

Afnan, Abbas, *An Anthology for Bahá’i Children*, pp. 38, 40

Furutan, ‘Ali-Akbar, *Stories of Bahá’u’lláh*, pp. 28-29, 32, 36-37, 40-41, 64, 75, 80, 83

Garst, Hitjo, *From Mountain to Mountain*, pp. 24, 63, 96

Oldziey, Peter, *The Garden of Bahá’u’lláh*, pp. 66-67, 68-69

Tafaaki, Irene, *Horse of the Moonlight*, p. 10

Worksheets and Coloring Pages:

Brilliant Star:

“Color and Memorize” May/June 01

“Titles of Bahá’u’lláh” May/June 97

“The Promised Day is Come...” SpEd 91

Nathesan, S., *Bahá’i Activities for Children*, p. 48

Oldziey, Peter, *The Garden of Bahá’u’lláh*, pp. 67, 69

Activities:

Brilliant Star: “God’s Treasure,” SpEd 91

Firman, Mary, *Journey Into Exile*, p. 13

Music:

The Bahá’i Songbook, “The Royal Falcon,” “Nightingale, We Hear You Singing”

The Mt Carmel Official Opening of the Terraces of the Shrine of the Báb

Bahá’i Gospel Singers, *We Have Come to Sing Praises*, “Queen of Carmel”

Parrish & Toppano, *The Royal Falcon*, “The Royal Falcon”

Video:

Lasting Remembrances, Second Bahá’i World Congress

Official Opening of the Terraces of the Shrine of the Báb

Lesson Plans:

Cox, Alice and Musacchia, Evelyn, *Bahá’i Teaching Guide for Children (Intermediate)*: “Bahá’u’lláh, the King of Kings,” “Calendar Lessons: Bahá’u’lláh in the Garden of Ridván”

Reference:

Bahá’u’lláh, *The Summons of the Lord of Hosts, Tablets of Bahá’u’lláh*

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.