

TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH

THE STATION OF BAHÁ'U'LLÁH AS STATED IN THE DIVINE RELIGIONS OF THE PAST

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
FAITH, DETACHMENT, JOY**

He hath, verily, manifested a glory such as none in the whole creation hath witnessed, inasmuch as He hath arisen to proclaim in person His Cause unto all who are in the heavens and all who are on the earth.

Bahá'u'lláh, Gleanings from the Writings of Bahá'u'lláh, p. 74

When delivering the glad tidings, speak out and say: the Promised One of all the world's peoples hath now been made manifest. For each and every people, and every religion, await a Promised One, and Bahá'u'lláh is that One Who is awaited by all; and therefore the Cause of Bahá'u'lláh will bring about the oneness of mankind, and the tabernacle of unity will be upraised on the heights of the world, and the banners of the universality of all humankind will be unfurled on the peaks of the earth.

Abdu'l-Bahá, Selections from the Writings of Abdu'l-Bahá, p. 101

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED IN THE DIVINE RELIGIONS OF THE PAST

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVE

- To know the prophecies in the world's religions regarding the Revelation of Bahá'u'lláh

SUGGESTED LEARNING ACTIVITIES

- Relate to the students some of the prophecies of the world's religions regarding the Revelation of Bahá'u'lláh.
- Have students work in groups to study, then relate to others, the prophecies of various religions concerning Bahá'u'lláh.
- Have students work in groups to research the sacred scriptures of previous religions for prophecies regarding Bahá'u'lláh and His revelation.



WISDOM OBJECTIVES

- To understand that all previous revelations anticipated the return of a Manifestation of God
- To understand that Bahá'u'lláh fulfilled the criteria for all those expectations

SUGGESTED LEARNING ACTIVITIES

- Have students discover the common thread of the expectations of previous religions, and their fulfillment by Bahá'u'lláh. Use art, music and dance to symbolize this theme.
- Share with the students *The Story as Told*, by Jalal Mahmoudi. Also see *The Central Figures, Bahá'u'lláh, Volume Three*.
- Have the students consult on the promises and prophecies, and how Bahá'u'lláh fulfills each one.
- Use the *Kitáb-i-Íqán* and *Some Answered Questions* to find how Bahá'u'lláh fulfills these prophecies' criteria.

**TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED
IN THE DIVINE RELIGIONS OF THE PAST**



SPIRITUAL PERCEPTION OBJECTIVES

- To discern the significance of the Station of Bahá'u'lláh
- To demonstrate certitude from understanding the relationship between Bahá'u'lláh's Revelation and those of the past

SUGGESTED LEARNING ACTIVITY

- Discuss how the appearance and Revelation of Bahá'u'lláh enables us to connect with all the previous religions, and gives us a true sense of world citizenship.



ELOQUENT SPEECH OBJECTIVES

- To be able to describe and explain the significance of the titles of Bahá'u'lláh from the holy books of other religions
- To engage in discussion and deliberation of the proofs of Bahá'u'lláh's station from these scriptures

SUGGESTED LEARNING ACTIVITIES

- Assist students to prepare a visual/experiential presentation of the prophecies of the revelations of the past and how Bahá'u'lláh fulfills them.
- Have the students incorporate the prophetic titles of Bahá'u'lláh in a teaching tool.
- Have students prepare and present a series of teaching tools (talks, booklets, visual aids) focusing on Bahá'u'lláh's fulfillment of specific religious prophecies. These tools may be presented to the followers of those religions.

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

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED IN THE DIVINE RELIGIONS OF THE PAST

Sample Activities

ACTIVITY: THE DAY OF GOD

WISDOM OBJECTIVE: To understand that all previous revelations anticipated the return of a Manifestation of God

SPIRITUAL PERCEPTION OBJECTIVE: To discern that significance of the Station of Bahá'u'lláh

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

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

Materials Needed:

- music highlighting the greatness of this Day of God
- chalkboard or chart paper
- copies of Resource Pages 12-13

1. Begin the class by teaching the song, “We Have Come to Sing Praises,” Resource Pages 12-13.
2. Alternatively you may use recorded music highlighting the greatness of this day of God such as “In this Day, Bahá'u'lláh,” in *Music of the Bahá'í World Congress* or “Bahá'u'lláh's Getting Us Ready for that Great Day,” in *Lift Up Your Voices and Sing*, Vol. Two.
3. Invite the class to brainstorm reasons why this is indeed a great Day. Record their responses on the chalkboard or chart paper.
4. Acknowledge all responses, then share the following quotation from ‘Abdu'l-Bahá:
O ye beloved of the Lord! This day is the day of union, the day of the ingathering of all mankind.
‘Abdu'l-Bahá, Selections from the Writings of ‘Abdu'l-Bahá, p. 260
5. Memorize this quotation.
6. Invite the students to reflect and to share their reflections on the meaning of this statement. Affirm that one of the proofs of the greatness of this day is that all of the peoples of the earth have beliefs that there will one day be a day for the “ingathering of all mankind.”
7. Explain that Bahá'u'lláh has fulfilled all of the promises made in each of the world's religions. Many of us are somewhat familiar with the promises made in the most well-known religions and we will study those today. It is important to remember that there are many ancient religions around the world that also are waiting for this day of God. Bahá'u'lláh tells us that, “The Manifestations of His Divine Glory...have been sent down from time immemorial...” (*Gleanings*, p. 174) The stories, “The Warmth of Alaska” and “Sunrise Promise,” pp. 6-9 and 16-20 of *The Central Figures: Bahá'u'lláh, Vol. Three*, describe the search of indigenous Americans for the truth. Read and discuss one or both of these stories.
8. Discuss: Why is it important for us to recognize that Bahá'u'lláh is the Promised One for all the world's religions? What are some of the ways that we can share with others our conviction that each religion promises this great Day of God? Why must we show reverence for each of the world's religions and for their Holy Books?

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED IN THE DIVINE RELIGIONS OF THE PAST

ACTIVITY: RESEARCH BAHÁ'U'LLÁH'S CLAIMS

KNOWLEDGE OBJECTIVE: To know the prophecies in the world's religions regarding the Revelation of Bahá'u'lláh

WISDOM OBJECTIVE: To understand that Bahá'u'lláh fulfilled the criteria for all those expectations

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Sacred Writings; Use of consultation; Use of peer teaching

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Three*
- copies of pp. 9-11 of this Lesson Planning Guide
- journal or writing paper and pens for each student

1. Carefully study the quotations included in *The Central Figures: Bahá'u'lláh, Vol. Three*, pp. 2-5. In what ways does the Revelation of Bahá'u'lláh fulfill each of these statements?
2. Invite the students to work in five groups. Provide the students in each group with a copy of their group's selection from *God Passes By*, pp. 9-11 of this Lesson Planning Guide. Ask each group to carefully read their selection and prepare answers to the following questions:
 - What is the name of the religion that extols Bahá'u'lláh in these terms?
 - What are the followers of this religion called?
 - What is the name of their Holy Book, if available?
 - What do their teachings promise about this Day of God?
3. Invite each group to share the answers to these questions in the whole group. Encourage the students to ask questions of each group, so that they all come to understand the Station of Bahá'u'lláh as described by the divine religions of the past.
4. Ask the students to record their reflections about the greatness of this Day of God in their journals.

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

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED IN THE DIVINE RELIGIONS OF THE PAST

ACTIVITY: BAHÁ'U'LLÁH, THE PROMISED ONE OF ALL RELIGIONS

ELOQUENT SPEECH OBJECTIVE: To be able to describe and explain the significance of the titles of Bahá'u'lláh from the holy books of other religions

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Direct use of Sacred Writings; Use of drama; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Handouts used in previous activity.
- Answers to questions raised in previous activity.
- One copy of as many of the Holy Books of previous religions as you are able to find: e.g., The Torah (first five books of the Bible), The New Testament, The Bhagavad-Gita, *The Gospel of Buddha*, Paul Carus, ed., *Zoroaster: The Prophet of Ancient Iran*, Selections from the Writings of the Báb

1. If available, provide each of the previous groups with the Holy Book of the religion they studied. Remind the students to treat these books reverently. Invite them to use the table of contents and indexes of their Book to find the selections that Shoghi Effendi quoted in *God Passes By*. Use bookmarks to carefully mark these passages in the Books.
2. Ask each group to brainstorm possible scenarios in which they might meet adherents of the religion they are studying. After brainstorming, select one realistic possibility in which they might engage that person in a conversation about religion. Think of questions that they might want to ask this person. What would they like to learn about this religion from that person? Work together to prepare at least two ways that they could respectfully and joyfully share with that person the wonderful news of this great Day of God, incorporating at least one phrase from their Holy Book that refers to the Station of Bahá'u'lláh, the Promised One of all religions.
3. Ask each group to present their work in the form of a role-play in which they portray:
 1. Initiating a friendly conversation with a member of the religion they studied.
 2. Asking questions that indicate a genuine interest in the beliefs of that person.
 3. Sharing the quotation from that person's Holy Book that extols the Promised One.
 4. Reciting the passage from 'Abdu'l-Bahá about the ingathering of mankind.
 5. Inviting that person to investigate these questions further.
4. Provide time for the students to record their reflections on this topic and plan to share the results of their research with at least one person in their community before the next session. Remember to invite the students to share the results of their efforts at the next class.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
**TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED
IN THE DIVINE RELIGIONS OF THE PAST**

Resource Pages

EXCERPTS FROM *GOD PASSES BY*

Group 1

To Him Isaiah, the greatest of the Jewish prophets, had alluded as the “Glory of the Lord,” the “Everlasting Father,” the “Prince of Peace,” the “Wonderful,” the “Counsellor,” the “Rod come forth out of the stem of Jesse” and the “Branch grown out of His roots,” Who “shall be established upon the throne of David,” Who “will come with strong hand,” Who “shall judge among the nations,” Who “shall smite the earth with the rod of His mouth, and with the breath of His lips slay the wicked,” and Who “shall assemble the outcasts of Israel, and gather together the dispersed of Judah from the four corners of the earth.” Of Him David had sung in his Psalms, acclaiming Him as the “Lord of Hosts” and the “King of Glory.” To Him Haggai had referred as the “Desire of all nations,” and Zachariah as the “Branch” Who “shall grow up out of His place,” and “shall build the Temple of the Lord.”

Shoghi Effendi, *God Passes By*, pp. 94-95

Group 2

To His Dispensation the sacred books of the followers of Zoroaster had referred as that in which the sun must needs be brought to a standstill for no less than one whole month. To Him Zoroaster must have alluded when, according to tradition, He foretold that a period of three thousand years of conflict and contention must needs precede the advent of the World-Savior Shah-Bahram, Who would triumph over Ahriman and usher in an era of blessedness and peace.

He alone is meant by the prophecy attributed to Gautama Buddha Himself, that “a Buddha named Maitreya, the Buddha of universal fellowship” should, in the fullness of time, arise and reveal “His boundless glory.” To Him the Bhagavad-Gita of the Hindus had referred as the “Most Great Spirit,” the “Tenth Avatar,” the “Immaculate Manifestation of Krishna.”

Shoghi Effendi, *God Passes By*, p. 95

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED
IN THE DIVINE RELIGIONS OF THE PAST

Group 3

To Him Jesus Christ had referred as the “Prince of this world,” as the “Comforter” Who will “reprove the world of sin, and of righteousness, and of judgment,” as the “Spirit of Truth” Who “will guide you into all truth,” Who “shall not speak of Himself, but whatsoever He shall hear, that shall He speak,” as the “Lord of the Vineyard,” and as the “Son of Man” Who “shall come in the glory of His Father” “in the clouds of heaven with power and great glory,” with “all the holy angels” about Him, and “all nations” gathered before His throne. To Him the Author of the Apocalypse had alluded as the “Glory of God,” as “Alpha and Omega,” “the Beginning and the End,” “the First and the Last.” Identifying His Revelation with the “third woe,” he, moreover, had extolled His Law as “a new heaven and a new earth,” as the “Tabernacle of God,” as the “Holy City,” as the “New Jerusalem, coming down from God out of heaven, prepared as a bride adorned for her husband.” To His Day Jesus Christ Himself had referred as “the regeneration when the Son of Man shall sit in the throne of His glory.”

Shoghi Effendi, *God Passes By*, pp. 95-96

Group 4

To Him Muhammad, the Apostle of God, had alluded in His Book as the “Great Announcement,” and declared His Day to be the Day whereon “God” will “come down” “overshadowed with clouds,” the Day whereon “thy Lord shall come and the angels rank on rank,” and “The Spirit shall arise and the angels shall be ranged in order.” His advent He, in that Book, in a surih said to have been termed by Him “the heart of the Qur’an,” had foreshadowed as that of the “third” Messenger, sent down to “strengthen” the two who preceded Him. To His Day He, in the pages of that same Book, had paid a glowing tribute, glorifying it as the “Great Day,” the “Last Day,” the “Day of God,” the “Day of Judgment,” the “Day of Reckoning,” the “Day of Mutual Deceit,” the “Day of Severing,” the “Day of Sighing,” the “Day of Meeting,” the Day “when the Decree shall be accomplished,” the Day whereon the second “Trumpet blast” will be sounded, the “Day when mankind shall stand before the Lord of the world,” and “all shall come to Him in humble guise,” ... the Day “when the earth shall shine with the light of her Lord, and the Book shall be set, and the Prophets shall be brought up, and the witnesses; and judgment shall be given between them with equity; and none shall be wronged.

Shoghi Effendi, *God Passes By*, p. 96

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED IN THE DIVINE RELIGIONS OF THE PAST

Group 5

The Bab had no less significantly extolled Him as the “Essence of Being,” as the “Remnant of God,” as the “Omnipotent Master,” as the “Crimson, all-encompassing Light,” as “Lord of the visible and invisible,” as the “sole Object of all previous Revelations, including The Revelation of the Qa’im Himself.” He had formally designated Him as “He Whom God shall make manifest,” had alluded to Him as the “Abha Horizon” wherein He Himself lived and dwelt, had specifically recorded His title, and eulogized His “Order” in His best-known work, the Persian Bayan, had disclosed His name through His allusion to the “Son of Ali, a true and undoubted Leader of men,” had, repeatedly, orally and in writing, fixed, beyond the shadow of a doubt, the time of His Revelation, and warned His followers lest “the Bayan and all that hath been revealed therein” should “shut them out as by a veil” from Him... He had, moreover, clearly asserted that He had “covenanted with all created things” concerning Him Whom God shall make manifest ere the covenant concerning His own mission had been established. He had readily acknowledged that He was but “a letter” of that “Most Mighty Book,” “a dew-drop” from that “Limitless Ocean,” that His Revelation was “only a leaf amongst the leaves of His Paradise,” that “all that hath been exalted in the Bayan” was but “a ring” upon His own hand, and He Himself “a ring upon the hand of Him Whom God shall make manifest,” Who, “turneth it as He pleaseth, for whatsoever He pleaseth, and through whatsoever He pleaseth.”

Shoghi Effendi, *God Passes By*, pp. 97-98

TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED
IN THE DIVINE RELIGIONS OF THE PAST

We Have Come to Sing Praises

Music and Lyrics by Van Gilmer

Jubilant
MM = 92

The musical score is written for voice and piano. It consists of five systems of music. The first system begins with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The tempo is marked 'Jubilant' and 'MM = 92'. The lyrics 'We have come to sing praises to our Lord,' are written below the vocal line. The piano accompaniment features a steady eighth-note bass line and chords in the right hand. The second system continues the vocal line with the lyrics 'We have come to sing praises to our Lord, Al -'. The piano accompaniment includes a prominent sustained chord in the right hand. The third system contains the lyrics 'láh - u - Ab - há, Yá - Ba - há - u' - Ab - há,'. The piano accompaniment features a more active right hand with sixteenth-note patterns. The fourth system is a repeat of the first system, marked with a first and second ending bracket. The lyrics 'We have come to sing praises to our Lord,' are repeated. The piano accompaniment concludes with a final cadence.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED
IN THE DIVINE RELIGIONS OF THE PAST

3

We have come to sing praises, We have come to give honor,

We have come to give thanks, We have come to sing praises,

We have come to sing praises to our Lord.

2. We have come to give honor
3. We have come to give thanks

©1992 Gilmer Productions

reprinted from *Brilliant Star*, March/April 1996

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

**TOPIC: THE STATION OF BAHÁ'U'LLÁH AS STATED
IN THE DIVINE RELIGIONS OF THE PAST**

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

“Prophets & Prophecies” Jan/Feb 85

“Swords into Plowshares” Nov/Dec 83

The Central Figures: Bahá'u'lláh, Vol. Three (available December 2002))

Oldziey, Peter, *The Garden of Bahá'u'lláh*, pp.2-17

Garst, Hitjo, *From Mountain to Mountain*, “A New Day is Coming”

Mahmoudi, Jalil, *The Story As Told*

Worksheets and Coloring Pages:

Oldziey, Peter, *The Garden of Bahá'u'lláh*, p. 3, 5, 7, 9, 11, 13, 15, 17

Music:

The Bahá'í Songbook, “The Prince of Peace,” “Rejoice! Rejoice!”

Lesson Plans:

The Significance of Bahá'u'lláh's Revelation

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

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 SHOGHI EFFENDI

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

To strive to obtain a more adequate understanding of the significance of Bahá'u'lláh's stupendous Revelation must, it is my unalterable conviction, remain the first obligation and the object of the constant endeavor of each one of its loyal adherents.

Shoghi Effendi, *The World Order of Bahá'u'lláh*, p. 100

He Who in such dramatic circumstances was made to sustain the overpowering weight of so glorious a Mission was none other than the One Whom posterity will acclaim, and Whom innumerable followers already recognize, as the Judge, the Lawgiver and Redeemer of all mankind, as the Organizer of the entire planet, as the Unifier of the children of men, as the Inaugurator of the long-awaited millennium, as the Originator of a new "Universal Cycle," as the Establisher of the Most Great Peace, as the Fountain of the Most Great Justice, as the Proclaimer of the coming of age of the entire human race, as the Creator of a new World Order, and as the Inspirer and Founder of a world civilization.

Shoghi Effendi, *God Passes By*, p. 93

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

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVE

- To know that Shoghi Effendi wrote about the Station of Bahá'u'lláh in *The Dispensation of Bahá'u'lláh* and in his other books and letters

SUGGESTED LEARNING ACTIVITIES

- Encourage students to handle and become familiar with the books written by Shoghi Effendi, explaining their themes and contents.
- Use visual aids and stories to remind the students who Shoghi Effendi was, and of his relationship to Bahá'u'lláh. See *The Central Figures, Bahá'u'lláh, Volume Three*.
- Share with the students some of Shoghi Effendi's statements about the Station of Bahá'u'lláh.
- Have the students work in groups to research *The Dispensation of Bahá'u'lláh* and other Writings of Shoghi Effendi, for his statements on the Station of Bahá'u'lláh.
- Have students memorize a short passage from *The Dispensation of Bahá'u'lláh*, *World Order of Bahá'u'lláh*, or *The Promised Day is Come*. Also see *The Central Figures, Bahá'u'lláh, Volume Three*.



WISDOM OBJECTIVE

- To understand the uniqueness of Bahá'u'lláh as described by Shoghi Effendi

SUGGESTED LEARNING ACTIVITIES

- Give the students opportunities to use art media to create visual symbols inspired by Shoghi Effendi's descriptions of the Station of Bahá'u'lláh.
- Have the students work in groups to compile descriptions of Bahá'u'lláh's Station from the Writings of Shoghi Effendi.
- In group consultation, discuss the uniqueness of Bahá'u'lláh, in reference to the books and letters of Shoghi Effendi.
- Encourage students to follow Shoghi Effendi's example in *The Dispensation of Bahá'u'lláh* by developing a compilation of proofs of the Station of Bahá'u'lláh from the Writings of the Faith.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY SHOghi EFFENDI



SPIRITUAL PERCEPTION OBJECTIVES

- To connect the utter dedication and deep reverence Shoghi Effendi had for Bahá'u'lláh to one's own dedication and reverence for Bahá'u'lláh
- To discern the Station of Bahá'u'lláh through Shoghi Effendi's analysis and presentation of the Station of Bahá'u'lláh

SUGGESTED LEARNING ACTIVITIES

- Research *The Priceless Pearl* for examples of how Shoghi Effendi demonstrated his love for Bahá'u'lláh.
- Compare his actions with our own loving thoughts and deeds.
- Provide opportunities for the students to reflect on the life of Shoghi Effendi and how he demonstrated his love for Bahá'u'lláh. Connect with one's own acts of service.
- Meditate on the terms Shoghi Effendi used when addressing and describing the believers. Encourage students to identify themselves with these descriptions.



ELOQUENT SPEECH OBJECTIVE

- To use *The Dispensation of Bahá'u'lláh* as a source for understanding the Station of Bahá'u'lláh, and to communicate understanding of the Station of Bahá'u'lláh to others

SUGGESTED LEARNING ACTIVITIES

- Assist students to use an outline of The Dispensation of Bahá'u'lláh as the framework for an explanation of the Station of Bahá'u'lláh to others.
- Have the local newsletter print students' thoughts and art work on Shoghi Effendi's statement of the Station of Bahá'u'lláh.
- Encourage the students to give verbal presentations about the dedication and reverence Shoghi Effendi had for Bahá'u'lláh.

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

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

Sample Activities

ACTIVITY: DEDICATION AND REVERENCE FOR BAHÁ'U'LLÁH

SPIRITUAL PERCEPTION OBJECTIVE: To connect the utter dedication and deep reverence Shoghi Effendi had for Bahá'u'lláh to one's own dedication and reverence for Bahá'u'lláh

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards recognition of God; Engaging mind and heart; Use of the power of reasoning; Use of meditation; Use of reflection; Use of music, Use of stories

SUGGESTED TIME FOR ACTIVITY: 25 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Three*
- Photographs of the gardens in the Holy Land
- student journals or writing paper and pens

1. Read aloud one or more of the stories that illustrate how Shoghi Effendi demonstrated his dedication to Bahá'u'lláh through his actions (see *The Central Figures: Bahá'u'lláh, Vol. Three*, pp. 23-38). Discuss the questions provided on p. 180 of that book.
2. Share photographs or slides of the gardens in the Holy Land with inspirational music playing in the background.
3. Invite the students to meditate on the ways that Shoghi Effendi showed his love and dedication for Bahá'u'lláh. Encourage them then to reflect on their own love for Bahá'u'lláh.
4. Ask students to respond to the following question on their journal page: "How do you show your love and dedication to Bahá'u'lláh?"



<http://ianvink.com/bahai/gallery/bahji/Flowers/>

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY SHOGHI EFFENDI

ACTIVITY: SHOGHI EFFENDI'S DESCRIPTIONS OF BAHÁ'U'LLÁH'S STATION

WISDOM OBJECTIVE: To understand the uniqueness of Bahá'u'lláh as described by Shoghi Effendi

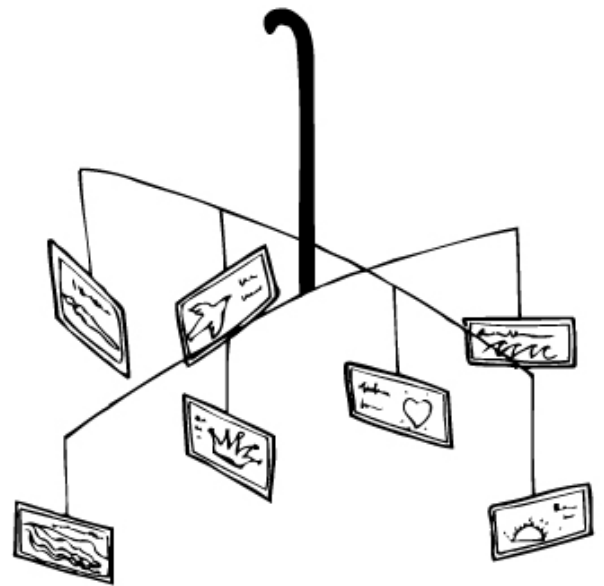
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Sacred Writings; Education directed toward recognition of God; Use of the power of reasoning; Use of peer teaching; Independent investigation; Use of consultation; Use of creativity

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- The *Promised Day is Come* and/or photocopies of page 22 of this Lesson Planning Guide
- Single hole punch, string, cards, wood or metal rods

1. Using the index of *The Promised Day is Come* (see “Bahá'u'lláh, referred to as”) invite students to each choose 6 to 10 of the Titles listed for study. You may also refer to *God Passes By*, pp. 94-97.
2. Provide sufficient copies of these books, or photocopies of page 22 of this Lesson Planning Guide, so that the students can locate each Title and read the sentence in which it appears.
3. Have students each create a mobile by writing one of the Titles, along with an artistic design representing its meaning, on each of a variety of cards. Hole-punch the cards and string into a three-dimensional, free-floating display of Shoghi Effendi's presentation of the Titles of Bahá'u'lláh.



4. Discuss the question, “What do these titles used by Shoghi Effendi tell us about Bahá'u'lláh's Station?”

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

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

ACTIVITY: BOOKS BY SHOGHI EFFENDI

KNOWLEDGE OBJECTIVE: To know that Shoghi Effendi wrote about the Station of Bahá'u'lláh in *The Dispensation of Bahá'u'lláh* and his other books and letters

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Sacred Writings; Education directed toward recognition of God; Use of the power of reasoning; Use of peer teaching; Independent investigation; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- one set of books written by Shoghi Effendi
- selection from *The Dispensation of Bahá'u'lláh*, provided on p. 23 of this Lesson Planning Guide.

1. Briefly introduce each of Shoghi Effendi's books, giving a short summary of its contents and significance.
2. Draw attention to *The Dispensation of Bahá'u'lláh* (published separately and also within *The World Order of Bahá'u'lláh*).
3. Share with the students the first quotation, which begins, "to strive to obtain a more adequate understanding of the significance of Bahá'u'lláh's Revelation..."
4. Discuss the meaning of this statement by Shoghi Effendi, and how we might fulfill it.
5. Provide small groups of students with one of the other books written by Shoghi Effendi.
6. In groups have students use the index of that book to research Shoghi Effendi's descriptions of Bahá'u'lláh's Station.
7. Invite each group to share their discoveries with the class.

ACTIVITY: THE STATION OF BAHÁ'U'LLÁH

WISDOM OBJECTIVE: To discern the Station of Bahá'u'lláh through Shoghi Effendi's analysis and presentation of the Station of Bahá'u'lláh

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Sacred Writings; Education directed toward recognition of God; Use of the power of reasoning; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- Copies of *The Dispensation of Bahá'u'lláh* or *The World Order of Bahá'u'lláh* or photocopies of p. 23 of this Lesson Planning Guide
1. Together, look through *The Dispensation of Bahá'u'lláh* (pp.99-112 of *The World Order of Bahá'u'lláh*) page by page, noting the four parts of Section One on Bahá'u'lláh as you go:
 - The Introduction, in which Shoghi Effendi explains the book's purpose;
 - The Báb's statements about Bahá'u'lláh;
 - Bahá'u'lláh's description of His Own Station;
 - 'Abdu'l-Bahá's description of Bahá'u'lláh.

Alternatively, use the sample quotations provided on p. 23 of this Lesson Planning Guide.

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY SHOGHI EFFENDI

2. Looking at these quotations, ask if the students notice, and know why, some parts are written in regular type, and others in italics or bold type.
3. Encourage the students to notice that Shoghi Effendi introduces a topic in his own words and then incorporates the Words of the Báb, Bahá'u'lláh, and 'Abdu'l-Bahá to prove and illustrate his statements.
4. Consult together about the effectiveness and wisdom of this style for teaching others about Bahá'u'lláh.

ACTIVITY: THE DISPENSATION OF BAHÁ'U'LLÁH AS A TEACHING TOOL

ELOQUENT SPEECH OBJECTIVE: To use The Dispensation of Bahá'u'lláh as a source for understanding the Station of Bahá'u'lláh, and to communicate the Station of Bahá'u'lláh to others

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Sacred Writings; Education directed toward recognition of God; Use of the power of reasoning; Independent investigation; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- paper, markers, pens, colored pencils

1. Encourage the students to work in teams of two to create a teaching booklet containing the four parts listed in the previous activity.
2. Each part of their booklets may begin with their own words, followed by a quotation from the Báb, or Bahá'u'lláh or 'Abdu'l-Bahá. Continue this pattern for all four parts of their booklets.
3. Suggest that the students consider using a combination of printing and cursive handwriting or different fonts on a computer to differentiate their own words from the quotations.
4. Consult about ways to share these booklets or concepts with their friends. Do our friends ask us why we stay home for school on Holy Days? Do they show an interest in Bahá'í concepts at times of difficulty? Where and when might we share these teachings with others?
5. Provide opportunities in subsequent classes for sharing the resulting teaching stories.



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

Resource Pages

THE TITLES OF BAHÁ'U'LLÁH

The **Most Mighty Bell** hath appeared in the form of Him Who is the **Most Great Name**....

Bahá'u'lláh, quoted by Shoghi Effendi, *The Promised Day Is Come*, p. 29

... the Blessed feet of the **Abhá Beauty** (may my life be offered up for His loved ones) were so grievously scourged as to bleed and be sore wounded.

'Abdu'l-Bahá, quoted by Shoghi Effendi, *Bahá'í Administration*, p. 4

God be thanked, the believers in that country are confirmed and blessed, and have arisen to serve the Cause, and are straining every nerve to spread the heavenly Teachings far and wide. They are faithful ministers at the Holy Shrine of the **Blessed Beauty**, and true lovers at the sacred Threshold of Abdu'l-Bahá.

Shoghi Effendi, *Bahíyyih Khánum*, pp. 144-45

He was formally designated Bahá'ú'lláh, an appellation specifically recorded in the Persian Bayán, signifying at once the glory, the light and the splendor of God, and was styled the "**Lord of Lords**," the "**Most Great Name**," the "**Ancient Beauty**," the "**Pen of the Most High**," the "**Hidden Name**," the "**Preserved Treasure**," "**He Whom God will make manifest**," the "**Most Great Light**," the "**All-Highest Horizon**," the "**Most Great Ocean**," the "**Supreme Heaven**," the "**Pre-Existent Root**," the "**Self-Subsistent**," the "**Day-Star of the Universe**," the "**Great Announcement**," the "**Speaker on Sinai**," the "**Sifter of Men**," the "**Wronged One of the World**," the "**Desire of the Nations**," the "**Lord of the Covenant**," the "**Tree beyond which there is no passing**."

Shoghi Effendi, *God Passes By*, p. 94

To Him Isaiah, the greatest of the Jewish prophets, had alluded as the "**Glory of the Lord**," the "**Everlasting Father**," the "**Prince of Peace**," the "**Wonderful**," the "**Counsellor**," the "**Rod come forth out of the stem of Jesse**" and the "**Branch grown out of His roots**..."

Shoghi Effendi, *God Passes By*, p. 94

To Him the Bhagavad-Gita of the Hindus had referred as the "**Most Great Spirit**," the "**Tenth Avatar**," the "**Immaculate Manifestation of Krishna**."

Shoghi Effendi, *God Passes By*, p. 95

To Him Jesus Christ had referred as the "**Prince of this world**," as the "**Comforter**" ... as the "**Spirit of Truth**" ... as the "**Lord of the Vineyard**," and as the "**Son of Man**" Who "shall come in the glory of His Father" ... To Him the Author of the Apocalypse had alluded as the "**Glory of God**," as "**Alpha and Omega**," "**the Beginning and the End**," "**the First and the Last**."

Shoghi Effendi, *God Passes By*, p. 95

To Him Muhammad, the Apostle of God, had alluded in His Book as the "**Great Announcement**..."

Shoghi Effendi, *God Passes By*, p. 96

GOAL: TO UNDERSTAND THE STATION OF BAHÁ'U'LLÁH
TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY SHOGHI EFFENDI

EXCERPTS FROM THE DISPENSATION OF BAHÁ'U'LLÁH

- 1) Shoghi Effendi's purpose in writing the World Order of Bahá'u'lláh

To strive to obtain a more adequate understanding of the significance of Bahá'u'lláh's stupendous Revelation must, it is my unalterable conviction, remain the first obligation and the object of the constant endeavor of each one of its loyal adherents. An exact and thorough comprehension of so vast a system, so sublime a revelation, so sacred a trust, is for obvious reasons beyond the reach and ken of our finite minds. We can, however, and it is our bounden duty to seek to derive fresh inspiration and added sustenance as we labor for the propagation of His Faith through a clearer apprehension of the truths it enshrines and the principles on which it is based.

Shoghi Effendi, *World Order of Bahá'u'lláh*, p. 100

- 2) What the Báb says about Bahá'u'lláh.

“The germ,” the Báb asserts in the Persian Bayán, **“that holds within itself the potentialities of the Revelation that is to come is endowed with a potency superior to the combined forces of all those who follow me.”** **“Of all the tributes,”** He again affirms, **“I have paid to Him Who is to come after Me, the greatest is this, My written confession, that no words of Mine can adequately describe Him, nor can any reference to Him in My Book, the Bayán, do justice to His Cause.”**

Shoghi Effendi, *World Order of Bahá'u'lláh*, p. 100

- 3) What Bahá'u'lláh Himself says about His Station.

“He it is,” referring to Himself He further proclaims, **“Who in the Old Testament hath been named Jehovah, Who in the Gospel hath been designated as the Spirit of Truth, and in the Qurán acclaimed as the Great Announcement.”** **“But for Him no Divine Messenger would have been invested with the robe of prophethood, nor would any of the sacred scriptures have been revealed.”**

Shoghi Effendi, *World Order of Bahá'u'lláh*, p. 104

- 4) What ‘Abdu’l-Bahá says about Bahá'u'lláh.

“O my friend!” He thus addresses in one of His Tablets a man of recognized authority and standing, **“The undying Fire which the Lord of the Kingdom hath kindled in the midst of the holy Tree is burning fiercely in the midmost heart of the world. The conflagration it will provoke will envelop the whole earth. Its blazing flames will illuminate its peoples and kindreds. All the signs have been revealed; every prophetic allusion hath been manifested. Whatever hath been enshrined in all the Scriptures of the past hath been made evident. To doubt or hesitate is no more possible... Time is pressing. The Divine Charger is impatient, and can tarry no longer. Ours is the duty to rush forward and, ere it is too late, win the victory.”**

Shoghi Effendi, *World Order of Bahá'u'lláh*, pp. 111-12

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

**TOPIC: THE STATION OF BAHÁ'U'LLÁH
AS STATED BY SHOQHI EFFENDI**

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star: "You Know the Love of Bahá'u'lláh" Mar/Apr 98

The Central Figures: Bahá'u'lláh, Vol. Three

Afshin, Mahnaz, *The Blessed Beauty*, "The Dawn of a New Day," also pp. 21, 50

Worksheets and Coloring Pages:

Brilliant Star: "Titles of Bahá'u'lláh" May/Jun 97

Games:

Brilliant Star: "Be A Knight of Bahá'u'lláh" May/Jun 92

Lesson Plans:

The Significance of Bahá'u'lláh's Revelation

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.