

TO KNOW THE SIGNIFICANT EVENTS IN THE LIFE
AND MINISTRY OF BAHÁ'U'LLÁH
THE EXILES OF BAHÁ'U'LLÁH
TO CONSTANTINOPLE AND ADRIANOPOLE

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
FAITH, LOVE, DETACHMENT, HUMILITY, COMPASSION

O King! We were in Iraq, when the hour of parting arrived. At the bidding of the King of Islam (Sultan of Turkey) We set Our steps in his direction. Upon Our arrival, there befell Us at the hands of the malicious that which the books of the world can never adequately recount.

Bahá'u'lláh, *Epistle to the Son of the Wolf*, p. 51

Prosperity, contentment, and freedom, however much desired and conducive to the gladness of the human heart, can in no wise compare with the trials of homelessness and adversity in the pathway of God; for such exile and banishment are blessed by the divine favour, and are surely followed by the mercy of Providence.

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 280

TOPIC: THE EXILES OF BAHÁ'U'LLÁH

TO CONSTANTINOPLE AND ADRIANOPE

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know the circumstances of Bahá'u'lláh's exile to Constantinople and Adrianople
- To know which Tablets of Bahá'u'lláh were revealed at this time

SUGGESTED LEARNING ACTIVITIES

- Relate stories of incidents during this period of Bahá'u'lláh's Life.
- Teach the names and geographical locations of the leaders to whom Bahá'u'lláh addressed Tablets at this time.
- Share passages from Bahá'u'lláh's Tablets to the kings and rulers as well as the prayers for the Fast that were revealed at this time. See *The Central Figures, Bahá'u'lláh, Volume Three*.



WISDOM OBJECTIVE

- To understand the role of the events in Constantinople and Adrianople in the expansion of the Faith

SUGGESTED LEARNING ACTIVITIES

- Through the use of guided imagery, enable students to visualize the harsh conditions during Bahá'u'lláh's journeys to Constantinople and Adrianople.
- Role play in a group how Bahá'u'lláh was enthusiastically accepted by the majority of the Bábís as the One promised by The Báb, and how they came to be known thereafter as Bahá'ís.
- Use a world map to show the spread of Bahá'u'lláh's new Faith because of His exiles and His Letters to the various leaders of the world.
- In consultation, explore topics related to Bahá'u'lláh's exiles, such as:
 - Why was Bahá'u'lláh banished from Írán?
 - Did the exile of Bahá'u'lláh accomplish what His enemies expected?
- Research the response of these leaders, and the consequences in their lives in *The Promised Day Is Come*.

**TOPIC: THE EXILES OF BAHÁ'U'LLÁH
TO CONSTANTINOPLE AND ADRIANOPE**



SPIRITUAL PERCEPTION OBJECTIVES

- To analyze the effects of Bahá'u'lláh's exiles to Constantinople and Adrianople in world history
- To recognize Bahá'u'lláh's suffering and gain strength to cope with one's own tests and difficulties

SUGGESTED LEARNING ACTIVITIES

- Teach the song, "The Wise Man Built His House upon the Rock."
- Work cooperatively to create a visual presentation about the responses of various leaders to their Letters from Bahá'u'lláh, including the consequences.
- Use analogies, such as dominoes, to demonstrate the power of the Revelation of Bahá'u'lláh.
- Meditate on Bahá'u'lláh's Writings that proclaim His sovereignty and power.
- Compare Bahá'u'lláh's Proclamation letters to the kings with the Peace Statement from the Universal House of Justice.
- Contrast events and concerns in today's world with Bahá'u'lláh's predictions to the kings and rulers. Prepare a dramatic presentation of this work.
- Inspired by an understanding of Bahá'u'lláh's suffering, consult about coping with one's own tests and difficulties.



ELOQUENT SPEECH OBJECTIVES

- To describe events associated with the banishment and history of Bahá'u'lláh
- To use the contents of Bahá'u'lláh's Tablets to the kings and rulers, and historical events associated with those Tablets, to teach others about the Station of Bahá'u'lláh

SUGGESTED LEARNING ACTIVITIES

- On the anniversary of Bahá'u'lláh's arrival to Constantinople, host a gathering in which they share the results of their study of this topic through oral presentation, exhibits, and performances.
- Encourage students to share the results of their work with each other.

GOAL: TO KNOW THE SIGNIFICANT EVENTS IN THE LIFE AND MINISTRY OF BAHÁ'U'LLÁH

TOPIC: THE EXILES OF BAHÁ'U'LLÁH

TO CONSTANTINOPLE AND ADRIANOPOLE

Sample Activities

ACTIVITY: BAHÁ'U'LLÁH'S EXILES

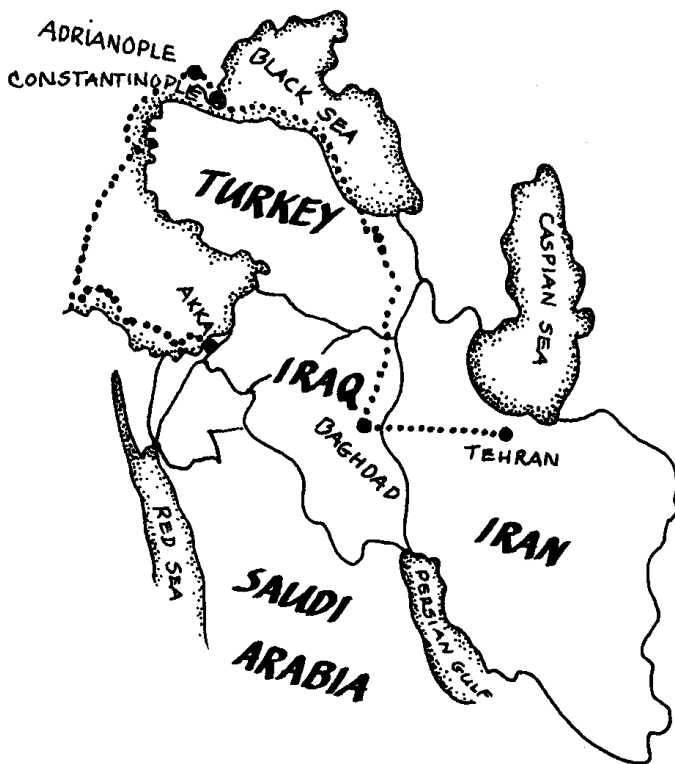
KNOWLEDGE OBJECTIVE: To know the circumstances of Bahá'u'lláh's exile to Constantinople and Adrianople

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 drama

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Two* or story from *God Passes By* provided on p. 32 of this Lesson Planning Guide
- flags, drums
- map of Middle East and Europe, or enlarge the map below
- markers, ice packs



1. Read the story "For Those Who Go First" from *The Central Figures: Bahá'u'lláh, Vol. Two*; p. 123, or read the account of Bahá'u'lláh's departure from Baghdad in *God Passes By*, pp. 155-56, also provided on p. 32 of this Lesson Planning Guide.

2. Encourage the students to create a triumphant march commemorating Bahá'u'lláh's departure from the city of Baghdad on horseback for Constantinople, the capitol of the Ottoman Empire. Remember that no one may play the part of Bahá'u'lláh.
3. Encourage "onlookers" to cheer, wave flags and beat drums.
4. Upon reaching "Constantinople," refer to the map on the inside cover of *The Central Figures: Bahá'u'lláh, Vol. Three*, or a larger map if available. Point to Tíhrán. Discuss how, by banishing Bahá'u'lláh, His enemies actually helped His Cause spread throughout the world, instead of making it forgotten, as they had hoped. Mark the route of Bahá'u'lláh's exile to Baghdad and Constantinople—noting the spread of the Faith as you do so.
5. Role-play the expected behavior of an important visitor to the capitol at that time, calling on the Foreign Minister within three days, begging him to arrange a meeting with the Grand Vizir; then begging the Grand Vizir to be allowed to see the Sultan, including asking favors and paying bribes, with much bowing before authorities.

**TOPIC: THE EXILES OF BAHÁ'U'LLÁH
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6. Discuss the reasons that Bahá'u'lláh refused to act like this and did not go to visit any dignitaries while in Constantinople.

Whenever high dignitaries of Persia came to that city (Constantinople) they would exert themselves to the utmost soliciting at every door such allowances and gifts as they might obtain. This Wronged One, however, if He hath done nothing that would redound to the glory of Persia, hath at least acted in a manner that could in no wise disgrace it.

Bahá'u'lláh, Epistle to the Son of the Wolf, p. 69

7. Explain that Bahá'u'lláh was sent away from Constantinople, still a prisoner, after only four months because He would not follow this undignified custom. The Manifestation of God does not come to beg favors of high officials but rather to bring the gift of God's teachings

for this age. He had arrived in the summer, now He and His family and companions had to leave in the winter—the coldest one in 100 years!

8. Simulate this journey with a walk in snow, if possible. If not, give the students ice packs to carry. Shiver as you describe how even the farm animals, used to living outside, froze to death; and how the exiles came across other travelers, frozen on the road. Describe the exiles' walk through the cold mountains for twelve days and nights, finally arriving at a house with no heat.
9. Read and discuss the story, "Out of Constantinople," *The Central Figures: Bahá'u'lláh, Vol. Three*, pp. 41-43. Discuss the questions on p. 180 of that book.
10. Return to the map and trace this journey onto it.

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

KNOWLEDGE OBJECTIVE: To know which Tablets of Bahá'u'lláh were revealed at this time

WISDOM OBJECTIVE: To understand the role of the events in Constantinople and Adrianople in the expansion of the Faith

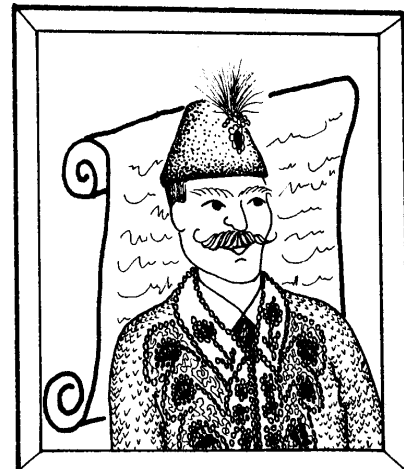
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Sacred Writings; Education directed toward recognition of God; Use of the power of reasoning; Use of peer teaching; Independent investigation; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- Proclamation of Bahá'u'lláh, The Promised Day is Come, The Summons of the Lord of Hosts
- *Brilliant Star*, Special Edition 1991, if available
- photographs of the kings and rulers, p. 33 of this Guide
- map of Middle East and Europe
- ribbon, special paper

1. Explain that Bahá'u'lláh lived in Adrianople for four years. Show on the map that He was now in Europe—the West.
2. Share with them the book, The Summons of the Lord of Hosts or Proclamation of Bahá'u'lláh and describe its contents.



Activity continues on next page ⇒

GOAL: TO KNOW THE SIGNIFICANT EVENTS IN THE LIFE AND MINISTRY OF BAHÁ'U'LLÁH

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3. Have students work in groups, each to research Bahá'u'lláh's Message to one of the earth's rulers, for instance:
Napoleon III Czar Alexander II
Pope Pius IX Kaiser William I
Queen Victoria Nasírí'd-Din Sháh
4. Use as reference tools: *The Summons of the Lord of Hosts*, *Proclamation of Bahá'u'lláh*, *The Promised Day Is Come*, and *Brilliant Star*, Sp. Ed. 1991.
5. Invite each group to affix a photograph of their ruler to the map, color in his or her domain, and trace the route that Bahá'u'lláh's Message may have taken to reach that ruler.
6. Have each group select portions of Bahá'u'lláh's Tablet to that ruler, copy the selections onto special paper, roll up the paper and tie it with a ribbon, scroll-like. Address the scroll to the appropriate ruler.

ACTIVITY: STORIES OF BAHÁ'U'LLÁH'S PROCLAMATIONS TO THE KINGS

ELOQUENT SPEECH OBJECTIVE: To describe events associated with the banishment and history of Bahá'u'lláh; To use the contents of Bahá'u'lláh's Tablets to the kings and rulers, and historical events associated with those Tablets, to teach others about 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 peer teaching; Use of questioning; Use of consultation; Use of drama

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- props for role play (hats, scarves, etc.)

1. Encourage each group create a brief dramatic presentation in which a messenger takes the Tablet to the ruler and reads aloud its contents (the portions they have chosen). The ruler reacts as recorded by Shoghi Effendi, and the consequences to his or her kingdom are enacted.
2. Follow the presentations with a session of peer questioning, in which each group further explores Bahá'u'lláh's warnings and predictions to various rulers, and the results of their turning away from His advice.
3. Discuss the question, "How would the world be different if these rulers had accepted Bahá'u'lláh as the Manifestation of God for today?"

TOPIC: THE EXILES OF BAHÁ'U'LLÁH TO CONSTANTINOPLE AND ADRIANOPOLE

ACTIVITY: BAHÁ'U'LLÁH'S REVELATION AFFECTS WORLD EVENTS

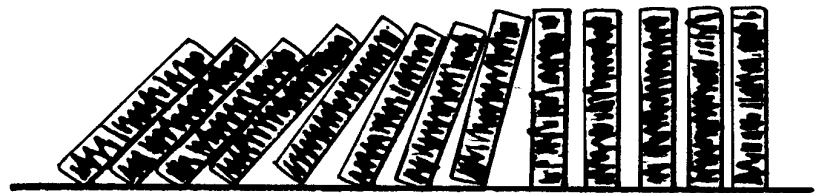
SPIRITUAL PERCEPTION OBJECTIVE: To analyze the effects of Bahá'u'lláh's exiles to Constantinople and Adrianople in world history

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

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Three*
- dominoes
- reference books described below



1. Divide students into three groups.
2. Ask each group to research the major events occurring in the world during the time of Bahá'u'lláh's exiles to Constantinople and Adrianople, using almanacs, encyclopedias, the internet and other sources, if desired.
3. Then invite each group to read and discuss one of the following stories from *The Central Figures: Bahá'u'lláh, Vol. Three*:
“In the House of God’s Command”
“Accepting the Challenge.”
4. After reading the stories that describe important events within the Bahá'í community and considering the research about the events of the world during the time of Bahá'u'lláh's exiles, invite students to discuss the relationship between events in world history and the Revelation of Bahá'u'lláh.
5. Engage students in setting up a dominoes line-up with a single starting point.
6. As you are working, brainstorm other statements of Bahá'u'lláh's pertaining to world events, e.g., that world peace is inevitable, that there will be one universal language, that the nations will lay down their weapons.
7. Choose one of His promises to pronounce as the first domino is set in motion.
8. Elicit comments from the students that explain the analogy.
9. Repeat the exercise as desired, choosing another promise from Bahá'u'lláh, to be the generating impulse for the dominoes to fall, as a symbol for the transformation of a world of war into a world of peace.
10. Explain that while we cannot know the exact timing or sequence of events, we have already learned both in our own lives and from our study of history that Bahá'u'lláh's statements are true. Invite the students to share examples of the truth of Bahá'u'lláh's statements from their own lives and from history.
11. Encourage them each to choose one act of service that they can complete within the coming week to help make these beautiful promises come true.

TOPIC: THE EXILES OF BAHÁ'U'LLÁH

TO CONSTANTINOPLE AND ADRIANOPOLE

Resource Pages

Departure of Bahá'u'lláh from Baghdád

The departure of Bahá'u'lláh from the Garden of Ridván, at noon, on the 14th of Dhi'l-Qa'dih 1279 A.H. (May 3, 1863), witnessed scenes of tumultuous enthusiasm no less spectacular, and even more touching, than those which greeted Him when leaving His Most Great House in Baghdád. “The great tumult,” wrote an eyewitness, “associated in our minds with the Day of Gathering, the Day of Judgment, we beheld on that occasion. Believers and unbelievers alike sobbed and lamented. The chiefs and notables who had congregated were struck with wonder. Emotions were stirred to such depths as no tongue can describe, nor could any observer escape their contagion.”

“Numerous were the heads,” Nabil himself a witness of that memorable scene, recounts, “which, on every side, bowed to the dust at the feet of His horse, and kissed its hoofs, and countless were those who pressed forward to embrace His stirrups.” ... “He (God) it was,” Bahá'u'lláh Himself declares, “Who enabled Me to depart out of the city (Baghdad), clothed with such majesty as none, except the denier and the malicious, can fail to acknowledge.” These marks of homage and devotion continued to surround Him until He was installed in Constantinople. Mirza Yahyá, while hurrying on foot, by his own choice, behind Bahá'u'lláh's carriage, on the day of His arrival in that city, was overheard by Nabil to remark to Siyyid Muhammad: “Had I not chosen to hide myself, had I revealed my identity, the honor accorded Him (Bahá'u'lláh) on this day would have been mine too.”

A caravan, consisting of fifty mules, a mounted guard of ten soldiers with their officer, and seven pairs of howdahs, each pair surmounted by four parasols, was formed, and wended its way, by easy stages, and in the space of no less than a hundred and ten days, across the uplands, and through the defiles, the woods, valleys and pastures, comprising the picturesque scenery of eastern Anatolia, to the port of Samsun, on the Black Sea.

“According to the unanimous testimony of those we met in the course of that journey,” Nabil has recorded in his narrative, “never before had they witnessed along this route, over which governors and mushirs continually passed back and forth between Constantinople and Baghdád, any one travel in such state, dispense such hospitality to all, and accord to each so great a share of his bounty.” Sighting from His howdah the Black Sea, as He approached the port of Samsun, Bahá'u'lláh, at the request of Mírzá Áqá Ján, revealed a Tablet, designated Lawh-i-Hawdaj (Tablet of the Howdah), which by such allusions as the “Divine Touchstone,” “the grievous and tormenting Mischiefs,” reaffirmed and supplemented the dire predictions recorded in the recently revealed Tablet of the Holy Mariner.

Shoghi Effendi, *God Passes By*, pp. 156-57

GOAL: TO KNOW THE SIGNIFICANT EVENTS IN THE LIFE AND MINISTRY OF BAHÁ'U'LLÁH

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Czar Alexander II



Napoleon III



Pope Pius IX



Queen Victoria



William I



Násiri'd-Dín Sháh

photos from <http://tahire.20m.com/>

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TOPIC: THE EXILES OF BAHÁ'U'LLÁH

TO CONSTANTINOPLE AND ADRIANOPE

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

“Homes of the Heart” Sept/Oct 01

“Far Away from Home” May/Jun 01

untitled article on Proclamations to Kings p. 32, Sp Ed 91

“Salman: Courier for the King of Glory” Jan/Feb 87

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

Afshin, Mahnaz, *The Blessed Beauty*, “The Journey to Constantinople,” “Adrianople,” “The Sacrifice of Dr. Shishman,” “The Wicked Attempt,” “The Most Great Separation,” “Proclamation to the Kings and Rulers,” “The Revelation of Tablets and Holy Verses”

Afshin, Mahnaz, *The Garden of Bahá'u'lláh*, pp. 28-31

Afshin, Mahnaz, *The Story of Bahá'u'lláh*, “Bahá'u'lláh's Open Declaration,” “The Journey to Constantinople,” “Adrianople,” also p. 38

Firman, Mary, *Journey Into Exile*, pp. 18-25

Furutan, 'Ali-Akbar, *Stories of Bahá'u'lláh*, pp. 31-41

Garst, Hitjo, *From Mountain to Mountain*, “Constantinople,” “From Constantinople to Adrianople,” “The Most Great Separation,” “Banished Once Again”

Johnson, Lowell, *Remember My Days, the Life Story of Bahá'u'lláh*

Reed, Betty, *Stories of Bahá'u'lláh As Told By Pokka*, pp. 14-22

Wittman, Debbie D., *The Birth of the Bahá'í Faith*, p. 16

Worksheets and Coloring Pages:

Brilliant Star: “Following their Footsteps” May/Jun 01

Firman, Mary, *Journey Into Exile*, pp. 18-25

Oldziey, Peter, *The Garden of Bahá'u'lláh*, pp. 29, 31

Nathesan, S. *Bahá'í Activities for Children*, p. 25

Activities:

Firman, Mary, *Journey Into Exile* pp. 18-26

Brilliant Star: “World Travelers,” SpEd 91

Games:

Brilliant Star: “Pilgrimage” Mar/Apr 85

Lesson Plans:

Cox, Alice and Musacchia, Evelyn, *Bahá'í Teaching Guide for Children (Intermediate)*: “Bahá'u'lláh - All People in the World are Neighbors”

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 KNOW THE SIGNIFICANT EVENTS IN THE LIFE
AND MINISTRY OF BAHÁ'U'LLÁH
THE EXILE OF BAHÁ'U'LLÁH
TO THE HOLY LAND

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
LOVE, COMPASSION, DETACHMENT, SACRIFICE

And further We have said: “More grievous became Our plight from day to day, nay, from hour to hour, until they took Us forth from Our prison and made Us, with glaring injustice, enter the Most Great Prison. And if anyone ask them: ‘For what crime were they imprisoned?’ they would answer and say: ‘They, verily, sought to supplant the Faith with a new religion!’ If that which is ancient be what ye prefer, wherefore, then, have ye discarded that which hath been set down in the Torah and the Evangel? Clear it up, O men! By My life! There is no place for you to flee to in this day. If this be My crime, then Muhammad, the Apostle of God, committed it before Me, and before Him He Who was the Spirit of God (Jesus Christ), and yet earlier He Who conversed with God (Moses). And if My sin be this, that I have exalted the Word of God and revealed His Cause, then indeed am I the greatest of sinners! Such a sin I will not barter for the kingdoms of earth and heaven.”

Bahá'u'lláh, *Epistle to the Son of the Wolf*, p. 52

The Blessed Perfection gave up a hundred lives at every breath. He bore calamities. He suffered anguish. He was imprisoned. He was chained. He was made homeless and was banished to distant lands. Finally, then, He lived out His days in the Most Great Prison.

‘Abdu'l-Bahá, *Selections from the Writings of ‘Abdu'l-Bahá*, p. 73

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES

KNOWLEDGE OBJECTIVES

- To know the circumstances of Bahá'u'lláh's exile to the Holy Land
- To know the conditions under which pilgrims traveled to be near to Bahá'u'lláh, and the way in which they took the Message of Bahá'u'lláh to the outside world
- To know which of the Writings of Bahá'u'lláh were revealed during His exile to the Holy Land
- To know the date of the Passing of Bahá'u'lláh and its commemoration as one of the Bahá'í Holy Days

SUGGESTED LEARNING ACTIVITIES

- Design a sequencing activity to learn the major stages and associated events in the exile of Bahá'u'lláh from Tíhrán to the Holy Land.
- Provide sensorial experiences of the conditions within the Most Great Prison.
- Recount stories of the pilgrims who traveled to attain the Presence of Bahá'u'lláh.
- Use film media or visual aids to familiarize students with the sites in the Holy Land where Bahá'u'lláh resided or visited.
- Acquaint the students with the Books and Tablets revealed by Bahá'u'lláh during this period (*Kitáb-i-Aqdas*, Epistle to the Son of the Wolf, other Tablets).
- Tell stories of Bahá'u'lláh's residence at Mazra'ih and Bahjí, and of His Ascension. See *The Central Figures, Bahá'u'lláh, Volume Three*.
- Locate the date of the anniversary of the Ascension of Bahá'u'lláh on a calendar. Arrange for the students to be included in the observance of this Holy Day.

WISDOM OBJECTIVES

- To understand the significance of the events of this period for the establishment of the Cause of Bahá'u'lláh
- To understand that Bahá'u'lláh was no longer a prisoner at the time of His death

SUGGESTED LEARNING ACTIVITIES

- Encourage the use of art media to symbolize how the Cause of Bahá'u'lláh spread from His prison cell to illumine the whole world.
- Working in groups, research meaningful events and stories from this period.
- Map out the entire route of Bahá'u'lláh's exiles. Use peer questioning to discover the correlation of the route of His exiles with Biblical prophecies.
- Study and reflect on the recorded visit of Professor E. G. Browne with Bahá'u'lláh. Consult on its importance.
- Contemplate the significance of Bahá'u'lláh's statement while still a Prisoner in 'Akká, that He would pitch His tent on Mount Carmel.
- Ponder and discuss the connection between the sacrifice of Mírzá Mihdí and the opening of the gates of 'Akká to the pilgrims.

GOAL: TO KNOW THE SIGNIFICANT EVENTS IN THE LIFE AND MINISTRY OF BAHÁ'U'LLÁH
TOPIC: THE EXILE OF BAHÁ'U'LLÁH TO THE HOLY LAND



SPIRITUAL PERCEPTION OBJECTIVE

- To discern one's commitment to Bahá'u'lláh through understanding the suffering and triumphs of Bahá'u'lláh, the Holy Family, and the pilgrims during this period of Bahá'í history

SUGGESTED LEARNING ACTIVITIES

- Encourage the students to imagine they were believers while Bahá'u'lláh was alive. Have them speculate about how far they might go, or what means they might employ, to obtain a glimpse of Him.
- Choose a member of the Holy Family, to learn about that person's suffering, example, and blessings during this period. Encourage students to gain inspiration from this person's life for their own service to Bahá'u'lláh's Cause.
- For meditation and memorization, select a passage of Bahá'u'lláh's Writings about His imprisonment in the Most Great Prison. See *The Central Figures, Bahá'u'lláh, Volume Three*.
- Encourage the students to recite the Tablet of Ahmad.
- Have the students make a personal commitment to do their part to respond to Bahá'u'lláh's suffering by serving Him and the Institutions of the Faith today.



ELOQUENT SPEECH OBJECTIVES

- To use the knowledge of the events of this period to gain inspiration for serving Bahá'u'lláh
- To recall daily the sufferings of Bahá'u'lláh to gain spiritual strength
- To describe the events of this period

SUGGESTED LEARNING ACTIVITIES

- Assist the students to plan and carry out the program for a Holy Day observance of the Ascension of Bahá'u'lláh.
- Encourage the students to renew their devotion and personal strength through daily meditation on Bahá'u'lláh's suffering. Have them reflect on the passages they've chosen for memorization.
- Provide opportunities for the students to recount to others the events and significance of this period of Bahá'u'lláh's Ministry.
- Assist the students to prepare an explanation of Bahá'u'lláh's accomplishments while a Prisoner, in order to teach others about His Station.

Sample Activities

ACTIVITY: BAHÁ'U'LLÁH'S EXILE TO 'AKKÁ

WISDOM OBJECTIVE: To understand the significance of the events of this period for the establishment of the Cause of Bahá'u'lláh

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

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Three*
- map of the Middle East and Europe or an enlarged copy of the map on p. 28 of this Lesson Planning Guide

1. Explain how Mírzá Yahyá continuously contacted various government authorities to accuse Bahá'u'lláh of many crimes, including starving Mírzá Yahyá's family and attempting to arrange for the Sháh's murder. As a result, Bahá'u'lláh, His family, and friends were exiled from Adrianople to the farthest corner of the realm, the prison city of 'Akká. Read the story "The Last Exile," *The Central Figures: Bahá'u'lláh, Vol. Three*, pp. 57-61 and discuss the questions on p. 181 of that book.
2. Trace this journey on the map.
3. Share the Bible prophecy:
"they shall come to you from Assyria to Egypt to the River and from sea to sea and from mountain to mountain."
Micah 7:12
4. Assist the students to locate on the map the places named and alluded to by Micah. Discuss the significance of the literal fulfillment of this prophecy through Bahá'u'lláh's banishment.

ACTIVITY: THE SUFFERINGS ENDURED IN 'AKKÁ

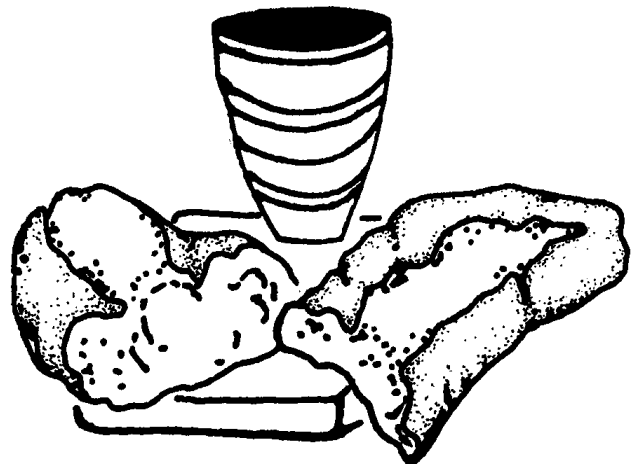
KNOWLEDGE OBJECTIVE: To know the circumstances of Bahá'u'lláh's exile to the Holy Land

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Sacred Writings; Engaging mind and heart; Education directed toward recognition of God; Use of stories; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Materials Needed:

- salty water and stale, hard bread
1. Describe the conditions of this journey, in the heat of summer, the filth and stench of 'Akká, and the hostile attitude of the city's residents towards the Bahá'ís when they arrived.
 2. Give each student a taste of salty water and of hard, stale bread (dry in an oven to prevent mold). This is all Bahá'u'lláh and His followers had to eat their second day. There was nothing the first day!



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3. Relate that almost all of the believers become very sick and that three died.
4. Encourage the students to lie down on the floor and imagine having no beds nor carpet to sleep on—instead there was only muddy dirt, filled with fleas and rats. Remind them that there were students, and mothers with babies among the almost 40 believers who chose to endure these sufferings to be with Bahá'u'lláh.
5. Share with the students Bahá'u'lláh's Words designating 'Akká as the Most Great Prison:
"Know thou that upon Our arrival at this Spot, We chose to designate it as the 'Most Great Prison'. Though previously subjected in another land to chains and fetters, We yet refused to call it by that name. Say: Ponder thereon, O ye endued with understanding!"
Bahá'u'lláh, quoted by Shoghi Effendi, *God Passes By*, p. 185

ACTIVITY: THE MOST GREAT PRISON

SPIRITUAL PERCEPTION OBJECTIVE: To discern one's commitment to Bahá'u'lláh through understanding the suffering and triumphs of Bahá'u'lláh, the Holy Family, and the pilgrims during this period of Bahá'í History

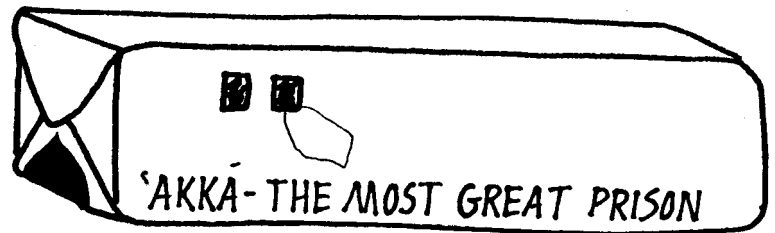
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Education directed toward recognition of God; Use of stories; Use of arts; Use of reflection; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- one shoe box per student
- brown paper, white tissue paper
- knives or pointed scissors, markers, tape
- matchboxes
- music for reflection

1. Use shoeboxes with deep sides to represent the high walls completely surrounding the prison-city of 'Akká. Cover the outside of the box with brown paper.
2. Use knives or scissors to cut a door in each end of the box to represent the two gates.
3. Label the model: 'AKKÁ –THE MOST GREAT PRISON.
4. Cut 2 small openings near the top of one side of each box to represent the windows of Bahá'u'lláh's cell.
5. Glue a small square of tissue to the outside of one window to represent Bahá'u'lláh's handkerchief.



6. Tape a small matchbox inside the shoebox, near the top and by the windows to represent His room, which was up a steep flight of stairs.
7. Display the completed models. Ask the students to consider what it must have been like to be imprisoned there. Remind them that, through all of the suffering, the Bahá'ís were happy, patient, and loving to others.
8. Set the mood for this reflection with music, such as "The Prisoner," from the album *The Lote Tree*, or "Allah Homa" from *Songs of the Ancient Beauty*; or show segments of the video, *Prisoner of 'Akká*.

ACTIVITY: THE EARLY BELIEVERS AND PILGRIMS TO 'AKKÁ

KNOWLEDGE OBJECTIVE: To know the conditions under which pilgrims traveled to be near Bahá'u'lláh, and the way they took the Message of Bahá'u'lláh to the world

ELOQUENT SPEECH OBJECTIVES: To describe the events of this period; To use the knowledge of the events of this period to gain inspiration for serving Bahá'u'lláh; To recall daily the sufferings of Bahá'u'lláh to gain spiritual strength

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Education directed toward recognition of God; Use of stories; Use of arts; Use of reflection; Use of meditation; Use of drama; Use of questioning

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- magnet and small metal objects
- small pieces of paper
- props for skits and storytelling

1. Share with the students that as soon as believers in Iran and elsewhere learned that Bahá'u'lláh was in 'Akká, they set out to see Him. Describe the conditions of their journeys and that when the pilgrims arrived, they weren't allowed inside.
2. Use a magnet and metal objects to demonstrate how 'Akká became a point of pilgrimage.
3. Read the story, "The Faithful Heart," from *The Central Figures: Bahá'u'lláh, Vol. Three*, pp. 115-17. In small groups have students practice retelling this story as well as relate examples from the lives of people they know who show their love for Bahá'u'lláh through their actions. Also assign the stories on pp. 62-73 of that book. Alternate stories are found in the List of Additional Resources, p. 42 of this Guide.
4. Invite the groups to make their presentations to the class. Arrange for these presentations to be repeated later as part of a community event, such as the Commemoration of the Ascension of Bahá'u'lláh.
5. Discuss the importance of stories from history and stories from our own lives to encourage us to ever strive to grow in our love for Bahá'u'lláh.



6. Ask students what sacrifices they would be willing to make to meet Bahá'u'lláh. Ask them to write these sacrifices on a small paper, which can be placed within the model of 'Akká.
7. Give each student a copy of the following verse from the Tablet of Ahmad, to attach to an outer wall of their model to use as a daily meditation:

"Remember My days during thy days, and My distress and banishment in this remote prison. And be thou so steadfast in My love that thy heart shall not waver..."
8. Suggest that they place their models where they will see them every day, to remember Bahá'u'lláh's suffering, and strengthen their own love for Him.
9. Encourage them to track their progress toward their goal of sacrifice and thank God when they are able to achieve it. Remember to provide opportunities for sharing reflections on their sacrifice in subsequent classes.

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Resource Pages

*Remember My days
during thy days,
and My distress and banishment
in this remote prison.
And be thou so steadfast
in My love that thy heart
shall not waver...*

Bahá'u'lláh, *Tablet of Ahmad*, from *Bahá'í Prayers* (U.S.), p. 212

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

- "Who Is Bahá'u'lláh?" Jan/Feb 02, p.6
- "Homes of the Heart" Sept/Oct 01
- "Far Away from Home" May/June 01
- "Healthy Water in the Most Great Prison" Sept/Oct 00
- "The Story of a Mountain" Mar/Apr 00
- "The Sun of Baha Has Set" May/June 98
- "Light in the Darkness" Nov/Dec 94
- "The Event of the 100th Anniversary of the Ascension of Bahá'u'lláh" May/June 92
- "The Sun of Bahá Has Set" Mar/Apr 92
- "At the Prison Gates" SpEd 91
- "Salman: Courier for the King of Glory" Jan/Feb 87
- "The Builder" Sep/Oct 83

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

- Afshin, Mahnaz, *The Blessed Beauty*: "Great Events Confront Us," "The Most Great Prison," "Narcissus for the Beloved," "The Pride of Martyrs," "The Purest Branch's Martyrdom," "The House of Abbud," "The End of the Terrible Days," "The Most Holy Book," "The Mansion of Mazra'ih," "The Garden of Ridván," "Edward Browne's Visit," "Three Stories," "Haifa" , "The Sun of Bahá Has Set"

Afshin, Mahnaz, *The Fruits of One Tree*, pp. 61-62

- Afshin, Mahnaz, *The Story of Bahá'u'lláh*, "Great Events Confront Us," "The Most Great Prison," "Narcissus for the Beloved," "Mirza Mihdí's Martyrdom," "The House of Abbud," "The End of the Terrible Days," "The Sun of Bahá Has Set"

Firman, Mary, *Journey Into Exile*, pp. 25-28

Furutan, 'Ali-Akbar, *Stories of Bahá'u'lláh*, pp. 42-109

- Garst, Hitjo, *From Mountain to Mountain*, "Leaving Adrianople," "Sultan 'Abdu'l-Azi," "The Meeting," "Arrival in 'Akká," "The Most Great Prison," "The Purest Branch," "The Murder of Siyyid Muhammad," "Enemies Become Friends," "Mazra'ih," "More Freedom," "Mount Carmel," "The Ascension of Bahá'u'lláh," also pp. 114-15

Johnson, Lowell, *Remember My Days, the Life Story of Bahá'u'lláh*

Oldziey, Peter, *The Garden of Bahá'u'lláh*, pp. 32-33, 38-39

Reed, Betty, *Stories of Bahá'u'lláh As Told By Pokka*, pp. 23-31

Wittman, Debbie D., *The Birth of the Bahá'í Faith*, p. 17

Worksheets and Coloring Pages:

Brilliant Star:

- "Following Their Footsteps" May/June 01
- "A Pilgrim's Journey" May/June 01
- "The Prisoner of 'Akká," Mar/Apr 94
- "The Sun of Bahá Has Set" Mar/Apr 92
- Firman, Mary, *Journey Into Exile*, pp. 25-29
- Oldziey, Peter, *The Garden of Bahá'u'lláh*, pp. 29, 31
- Afshin, Mahnaz, *The Fruits of One Tree: Activity Book*, p. 16
- Nathesan, S., *Bahá'í Activities for Children*, pp. 25, 51
- Cox, Alice and Musacchia, Evelyn, *Bahá'í Teaching Guide for Children (Intermediate)*: "Bahá'u'lláh - All People in the World Are Neighbors"

Activities:

Brilliant Star:

- "Healthy Water in the Most Great Prison" Sept/Oct 00
- "The White Handkerchief," SpEd 91
- "World Travelers," SpEd 91
- "Candles in a Bed of Roses," May/June 87
- Firman, Mary, *Journey Into Exile*, p26

Music:

Brilliant Star: "Lullaby" May/June 98

Lift Up Your Voices and Sing, Vol. One, various artists, "The Prisoner"

Sears, Hand of the Cause William, narrated by, with various artists, *Lote Tree*, "The Prisoner"

Games:

Brilliant Star: "Pilgrimage," Mar/Apr 85

Firman, Mary, *Journey Into Exile*, back cover

Drama:

Brilliant Star: "Shoes at the Shrine" SpEd 99

Poetry:

Brilliant Star: "Waiting at Bahjí," Mar/Apr 92

Videos:

The Prisoner of 'Akká

Lesson Plans:

Cox, Alice and Musacchia, Evelyn, *Bahá'í Teaching Guide for Children (Intermediate)*, "Bahá'u'lláh - All people in the world are neighbors"