

TO KNOW THE PROOFS AND EVIDENCES
OF THE STATION OF BAHÁ'U'LLÁH

THE PROOFS AND EVIDENCES OF THE
APPEARANCE OF BAHÁ'U'LLÁH FOUND IN THE
HOLY BOOKS OF PREVIOUS RELIGIONS

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
FAITH, PATIENCE, STEADFASTNESS

I bear witness, O friends! that the favor is complete, the argument fulfilled, the proof manifest and the evidence established. Let it now be seen what your endeavors in the path of detachment will reveal.

Bahá'u'lláh, *The Persian Hidden Words*, pp. 51-52

Blessed, blessed are ye for ye have arranged spiritual meetings and engaged in propounding divine proofs and evidences. Ye are intent on vindicating truth in support of the manifest Light of the Cause, through conclusive arguments and proofs based on the sacred scriptures of the past. This is a very noble aim, and this cherished hope a cause of the illumination of all peoples and nations.

'Abdu'l-Bahá, *The Compilation of Compilations*, vol II, p. 397

TOPIC: THE PROOFS AND EVIDENCES OF THE APPEARANCE OF
BAHÁ'U'LLÁH FOUND IN THE HOLY BOOKS OF PREVIOUS RELIGIONS

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know that the Divine Books and Scriptures of the Dispensations of the past refer specifically to the places where Bahá'u'lláh journeyed during His lifetime, and to the circumstances of His imprisonment
- To know that these places include Baghdád (abode of Peace; the Qur'án), Mount Carmel (Isiah), Ridván (the Báb), the Holy Land (Old Testament), 'Akká (the Strong City; Old Testament), Persia
- To know some of the prophecies and references to Bahá'u'lláh in Holy Books of past Revelations, including the many titles given to Him

SUGGESTED LEARNING ACTIVITIES

- Use maps and visual aids to review the locations resided in or passed through by Bahá'u'lláh during His exiles. Help the students to be able to specifically identify Baghdád, Mount Carmel, Ridván, the Holy Land, 'Akká, and Persia.
- Allow students to become familiar with the Bible and the Qur'án, including tactile experience and reverent treatment of these Books.
- Read stories in *The Central Figures, Bahá'u'lláh, Volume Three*.
- Present passages from the Bible and the Qur'án that refer to Bahá'u'lláh, specifically to His exiles. Correlate these to the sites blessed by His Presence. See *The Central Figures, Bahá'u'lláh, Volume Three*.
- Have students conduct research of the previous Holy Books to discover references to Bahá'u'lláh and the Titles given to Him by the Manifestations of the past.
- Have students make a list of the prophecies and the proofs in a table.



WISDOM OBJECTIVE

- To understand that though Bahá'u'lláh had no control over His exiles, many ancient prophecies were fulfilled during the course of His imprisonment and banishment

SUGGESTED LEARNING ACTIVITIES

- Share an observable example in nature as an analogy for how Bahá'u'lláh's movement from place to place was due not to His Own Will, but was directed by others.
- Assist in interpreting the Writings of the Bible and the Qur'án into everyday language for the purpose of tracing the prophesied route of Bahá'u'lláh's exiles.
- Have the students use peer questioning to review the dynamics of how and why Bahá'u'lláh was banished from place to place.
- Through the music of other religions, show how the coming of the Promised One is celebrated in verses from their own Holy Books, e.g., the oratorios of Handel and Bach, and similar examples from Hinduism, Judaism, Islam, etc.

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SPIRITUAL PERCEPTION OBJECTIVE

- To perceive the study of prophecies from former religions regarding the appearance of Bahá'u'lláh as a way of confirming one's faith

SUGGESTED LEARNING ACTIVITIES

- Have students role play the idea of promises being kept. Help them see prophecy as a promise made by God, and the appearance of Bahá'u'lláh as the fulfillment of that promise.
- Have the students choose one of the prophecies, or Titles, of Bahá'u'lláh from the Bible or the Qur'án that holds personal meaning. Reflect and meditate upon it; memorize if desired.
- Encourage the students to ponder and then consult upon the question of prophesied events and outcomes vs. individual will and choice.
- Encourage the students to share their own feelings of excitement about living in this Day through prose, poetry, visual arts, dance, or music.
- Have students compare the fulfillment of the prophecies with their own experiences of anticipating the fulfillment of their own wishes.



ELOQUENT SPEECH OBJECTIVES

- To explain how the life of Bahá'u'lláh was prophesied in the Holy Books of the past
- To be familiar with the proofs and evidences of Bahá'u'lláh's Station in the Holy Books of the past, and to use them when teaching
- To be familiar with proofs and evidences regarding Bahá'u'lláh's Revelation, and to use them when teaching the Faith

SUGGESTED LEARNING ACTIVITIES

- Assist the students to prepare a visual/oral presentation correlating Bahá'u'lláh's exiles with prophecies from past religions.
- Create a dramatic or choral reading to present the Titles of Bahá'u'lláh and His Station, as stated in the Holy Books.
- Assist the students to prepare a teaching tool which presents to Christians and Muslims how Bahá'u'lláh fulfills prophecies.
- Have students share these findings in a fireside they have planned.

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Sample Activities

ACTIVITY: FREE WILL

WISDOM OBJECTIVE: To understand that though Bahá'u'lláh had no control over His exiles, many ancient prophecies were fulfilled during the course of His imprisonment and banishment

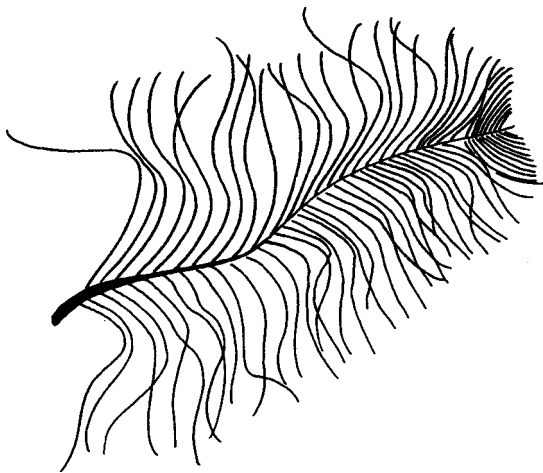
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Use of nature; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Materials Needed:

- feather or leaf
- 5-6 cups
- electric fan (optional)

1. Take the students outdoors when a breeze or wind is blowing. (If there is no breeze, try this outside with an electric fan.)



2. Hold up a feather or small leaf; ask them to guess what will happen when you let it go. Release the feather, watch it float away, and retrieve it.

3. Hold the feather up again and ask whether or not the feather had any choice about where it was blown. Compare the feather, being at the mercy of the wind, with Bahá'u'lláh, as a prisoner, being at the mercy of the Persian government as He was banished from place to place.
4. Pose the question: Can we predict exactly where the feather will be blown? Provide a cup and ask a student to position it on the ground wherever he or she thinks the feather will land next. Release the feather. Try this several times, to firmly demonstrate how difficult it would be to accurately predict exactly where the feather will land.
5. Now provide 5 or 6 cups. Have students place them about the ground and decide on a sequence: which one the feather should land in first, second and so on. They will undoubtedly protest that this is an impossible expectation even before you attempt it!
6. Discuss the improbability of the feather following the planned sequence purely by coincidence.



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ACTIVITY: PROPHECIES OF MICAH IN THE OLD TESTAMENT

WISDOM OBJECTIVE: To understand that though Bahá'u'lláh had no control over His exiles, many ancient prophecies were fulfilled during the course of His imprisonment and banishment

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the study of the prophecies from former religions regarding the appearance of Bahá'u'lláh as a way of confirming one's faith

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Education directed toward recognition of God; Use of stories; Use of questioning; Use of consultation; Use of power of reasoning

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

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

1. Look at the route and stopping points of Bahá'u'lláh's exiles on the map provided on the inside cover of *The Central Figures: Bahá'u'lláh, Vol. Three*. Remind students that Bahá'u'lláh had no choice about where He was going, just as the feather had no choice about where the wind blew it.
2. Ask the students what they would say if you told them that this route, and the exact places on it, were predicted over 2,000 years ago? Compare this to them setting out all the cups and predicting that the feather would land in each one in order. Could this happen purely by chance?
3. Read aloud some of Micah's prophecies, p. 50 of this Lesson Planning Guide. Point out on the map the "fortified cities," "seas," "mountains," Assyria, Egypt, and so on. Refer to *Thief in The Night* by William Sears, pp.123-25 for explanations and examples, also provided on p. 51-52 of this Lesson Planning Guide.
4. Pose the question: If Bahá'u'lláh did not make these travels of His own Will, and if it were not probable that He would have been sent purely by chance to all the places mentioned by Micah, how can it be explained? Come to the conclusion that fulfillment of religious prophesy is a proof of the truth of Bahá'u'lláh's Station as the Promised One of whom Micah was speaking.
5. Read the story "Watch Therefore," pp. 84-89 of *The Central Figures: Bahá'u'lláh, Vol. Three*. What are some of the ways that we could share with others the excitement of these prophecies being fulfilled?

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ACTIVITY: PROOFS OF BAHÁ'U'LLÁH'S STATION IN THE HOLY BOOKS

KNOWLEDGE OBJECTIVES: To know that the Divine Books and Scriptures of the Dispensations of the past refer specifically to the places to which Bahá'u'lláh journeyed during His lifetime, and to the circumstances of His imprisonment; To know that these places include Baghdad (Abode of Peace; The Qur'án), Mt. Carmel (Isaiah), Ridván (the Báb), the Holy Land (Old Testament), 'Akká (Strong City; Old Testament), Persia; To know some of the prophecies and references to Bahá'u'lláh in the Holy Books of the past Revelations, including the many Titles given Him

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Education directed toward recognition of God; Use of stories; Use of questioning; Use of consultation; Use of power of reasoning

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Three*
- copies of the *Bible, Bhagavad-Gita, Zen-Avesta, Tripit' Akká, Qur'án*, and other Holy Books if available

1. Read the story "Shining Like Meteors," pp. 80-83 of *The Central Figures: Bahá'u'lláh, Vol. Three*.



Identify the prophecies mentioned in that story.

2. Share the news that there are many other prophecies, found within all the religions' Holy Books, that are fulfilled by Bahá'u'lláh. (See pp. 2-5 and 76-79 of *The Central Figures: Bahá'u'lláh, Vol. Three*.)

3. If possible, provide copies of these Books for the students to reverently peruse: Holy Bible, Bhagavad-Gita (Hindu), Zend-Avesta (Zoroastrianism), Tripitaka (Buddhist) and the Holy Qur'án (Moslem).
4. Have the students work with a partner to find examples of prophecies regarding the Promised One, from the various Books. Assign or encourage a variety of types of prophecies, such as those related to:
 - Locations
 - Dates
 - Teachings
 - Names
 - Lineage
 - World Conditions at the Time of the Promised One
5. Use resources which have references to the prophecies of various Books, including *Thief in the Night, 1844: Pinpoint Target of All Faiths* by Dr. H.M. Munji, *Buddha Maitrya Amitabha Has Appeared* by Jamshed Fozdar. Also, some pamphlets have summaries of various prophecies. See the excerpt from *The Bahá'ís* magazine, for example, on p. 53 of this Lesson Planning Guide.

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ACTIVITY: GIVING PROOFS

ELOQUENT SPEECH OBJECTIVES: To explain how the life of Bahá'u'lláh was prophesied in the Holy Books of the past; To be familiar with the proofs and evidences of Bahá'u'lláh's Station and Revelation in the Holy Books of the past, and to use them when teaching

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Education directed toward recognition of God; Use of questioning; Use of consultation; Use of power of reasoning

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- 2 3"x5" cards per student
- *The Central Figures: Bahá'u'lláh, Vol. Three*

1. Ask students to write out the prophecies they studied (quotation and reference) on a card and their explanation of how Bahá'u'lláh fulfills this prophecy on another card. Collect the prophecy cards and redistribute them so that each pair receives a prophecy card that is new to them.
2. In the large group, have students take turns reading aloud the prophecy card they have received. The students who studied that prophecy respond, explaining Bahá'u'lláh's fulfillment of it and how this proves the validity of His Station and/or Revelation.
3. Afterwards, collect all the cards and, matching the prophecies with the proofs, compile these into a student-made booklet. Provide each student with a copy to be used as a teaching tool.
4. Read the story "Lifting the Veil," pp. 90-94 of *The Central Figures: Bahá'u'lláh, Vol. Three*. Discuss the ways that we, too, can take advantage of teaching opportunities at school.
5. Encourage each student to set a personal goal for sharing the booklet, and the Proofs of Bahá'u'lláh's Station, with one or more individuals before your next time together. Remember to offer these proofs with great courtesy and as a precious gift. Share the results of this teaching effort at the next class.

Resource Pages

In that day also he shall come
even to thee from Assyria,
and from the fortified cities,
and from the fortress even to
the river, and from sea to sea,
and from mountain to mountain.
Notwithstanding the land
shall be desolate because of
them that dwell therein,
for the fruit of their doings.
Feed thy people with thy rod,
The flock of thine heritage,
Which dwell solitarily in the wood,
In the midst of Carmel;
let them feed in Bashan and Gilead,
As in the days of old.

MICAH 7:12-14

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EXCERPT FROM *THIEF IN THE NIGHT* BY WILLIAM SEARS, PP. 123-25

When the faithless people and the enemies of Micah ridiculed him, and taunted him, saying:

“Where is the Lord thy God?”¹

Micah answered them with an undeviating confidence:

“I will look unto the Lord: I will wait for the God of my salvation:
my God will hear me.”²

It was then that Micah gave the remarkable sequence of prophecies, which would proclaim the appearance of the Messiah so that every ‘eye’ that could ‘see’ might know that He dwelt amongst them.

1. ‘... he shall come... from *the fortified cities*.’³

Bahá'u'lláh, I discovered, was exiled from Baghdád (Babylon) in the valley of the Tigris and Euphrates rivers to *the fortified city* of Constantinople. In a last desperate effort to destroy him and his teachings, the religious and civil authorities of Persia and Turkey combined to send him to *the fortified city of* ‘Akká (Acre).

2. ‘... he shall come ... *from the fortress even to the river*.’⁴

Bahá'u'lláh was imprisoned for two years in a cell of *the fortress* of ‘Akká. So impregnable were its defenses that Napoleon could not capture it; he left cannon balls buried in the stone walls as a memory of his attempt. When Bahá'u'lláh was released from *the fortress* and the prison-city of ‘Akká, he journeyed to an island in *the river* called Na'mayn.

3. ‘... he shall come... *from mountain to mountain*.’⁵

Bahá'u'lláh, I learned, withdrew to the *mountain called Sar-Galu* in the Kurdistani mountains where he prepared for his life of suffering. From that mountain, he returned to Baghdad and thence to the exile that carried him to the side of the *mountain called Carmel* which had been blessed by the footsteps of Christ during His *first* coming.

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4. he shall come... *from sea to sea.*⁶

I traced the exile of Bahá'u'lláh from Iraq to Israel. *En route* to the fortified city of Constantinople, he made the last part of this journey *by way of the Black Sea*. When banished to the fortress city of 'Akká, he made the last part of this journey *by way of the Mediterranean Sea*.

5. '... the land shall be desolate...'⁷

Bahá'u'lláh was exiled to the prison-city of 'Akká in a *land so desolate* that it was believed that he would perish and be heard of no more. So foul, insanitary, and filled with disease was the land that a proverb written about the land said: "If a bird flies over "'Akká, it dies!"⁸ It was a land filled with typhoid, malaria, diphtheria, and dysentery. It was called "the metropolis of the owl,"⁹ a land that was, in the words of a historian of the time, "desolate and barren."

6. 'Feed thy people with thy rod, the flock of thine heritage, which dwell solitarily in the wood, in the midst of Carmel.'¹⁰

My records showed that when Bahá'u'lláh was released from captivity in the final years of his life, he pitched his tent in a small *wood in the midst of Carmel*. Seated in that tiny clump of cypress trees on the side of that stony, barren mountain, Bahá'u'lláh pointed out the spot where the Shrine of the Báb, his herald, should be erected. From there he poured out his teachings to his followers. He *fed his people* and *his flock* with his words of love and kindness:

"The world is but one country, and mankind its citizens... Let not a man glory in this that he loves his country; let him rather glory in this, that he loves his kind."¹¹

There *in the midst of Carmel*, Bahá'u'lláh likened his own mission with that of Jesus. He addressed the following words to that holy mountain where the feet of Christ had walked:

"Render thanks unto Thy Lord, O Carmel. The fire of thy separation from Me was fast consuming thee, when the ocean of My presence surged before thy face, cheering thine eyes and those of all creation... He, verily, loveth the spot which hath been made the seat of His throne, which His footsteps have trodden, which hath been honoured by His footsteps have trodden, which hath been honoured by His presence, from which He raised His call, and upon which He shed His tears."¹²

1. Micah 7:10
2. *ibid.* 7:7
3. *ibid.* 7:12
4. *ibid.*
5. *ibid.*
6. *ibid.*

7. *ibid.* 7:13
8. *The Chosen Highway*, Blomfeld, p. 64
9. cited *God Passes By*, Shoghi Effendi, p. 186
10. Micah 7:14
11. *The Promised Day Is Come*, Shoghi Effendi, p. 186
12. Gleaning from the Writings of Bahá'u'lláh, Section XI

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HOW BAHÁ'ÍS VIEW OTHER RELIGIONS

EXCERPT FROM *THE BAHÁ'ÍS*, P. 37

When Bahá'ís say that the various religions are one, they do not mean that the various religious creeds and organizations are the same. Rather, they believe that there is only one religion and all of the Messengers of God have progressively revealed its nature. Together, the world's great religions are expressions of a single unfolding Divine plan, "the changeless Faith of God, eternal in the past, eternal in the future."

People from all of the major religious backgrounds have found that the promises and expectations of their own beliefs are fulfilled in the Bahá'í Faith. Bahá'ís from Native American, African and other indigenous backgrounds, similarly, find in the Bahá'í teachings fulfillment of prophetic visions.

For Bahá'ís of Jewish background, Bahá'u'lláh is the appearance of the promised "Lord of Hosts" come down "with ten thousands of saints." A descendent of Abraham and a "scion from the root of Jesse," Bahá'u'lláh has come to lead the way for nations to "beat their swords into plowshares." Many features of Bahá'u'lláh's involuntary exile to the Land of Israel, along with other historical events during Bahá'u'lláh's life and since are seen as fulfilling numerous prophecies in the Bible.

For Bahá'ís of Buddhist background, Bahá'u'lláh fulfils the prophecies for the coming of "a Buddha named Maitreya, the Buddha of universal fellowship" who will, according to Buddhist traditions, bring peace and enlightenment for all humanity. They see the fulfillment of numerous prophecies, such as the fact that the Buddha Maitreya is to come from "the West," noting the fact that Iran is West of India.

For Bahá'ís of Hindu background, Bahá'u'lláh comes as the new incarnation of Krishna, the "Tenth Avatar" and the "Most Great Spirit." He is "the birthless, the deathless" the One who, "when goodness grows weak," returns "in every age" to "establish righteousness" as promised in the Bhagavad-Gita.

For Bahá'ís of Christian background, Bahá'u'lláh fulfils the paradoxical promises of Christ's return "in the Glory of the Father" and as a "thief in the night." That the Faith was founded in 1844 relates to numerous Christian prophecies. Bahá'ís note, for example, that central Africa was finally opened to Christianity in the 1840s, and that event was widely seen as fulfilling the promise that Christ would return after the Gospel had been preached "to all nations." In Bahá'u'lláh's teachings Bahá'ís see fulfillment of Christ's promise to bring all people together so that "there shall be one fold, and one shepherd."

For Bahá'ís of Muslim background, Bahá'u'lláh fulfils the promise of the Qur'án for the "Day of God" and the "Great Announcement," when "God" will come down "overshadowed with clouds." They see in the dramatic events of the Bábí and Bahá'í movements the fulfillment of many traditional statements of Muhammad, which have long been a puzzle.

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LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

“Prophets and Prophecies,” Jan/Feb 85

“Swords into Plowshares” Nov/Dec 83

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

Garst, Hitjo, *From Mountain to Mountain*, pp. 106, 150, 156

Mahmoudi, Jalil, *The Story As Told*

Worksheets and Coloring Pages:

Brilliant Star: “Swords into Plowshares” Nov/Dec 83

Music:

Music of the Bahá'í World Congress, “Expectations”

Songs of the Ancient Beauty, “The Lord's Prayer”

Sing a New Song, “Lo, the Ancient Light of Christus”

Games:

Brilliant Star: “ABCs of the Covenant” May/June 98

Lesson Plans:

Cox, Alice and Musacchia, Evelyn, *Bahá'í Teaching Guide for Children (Intermediate)*: “Zoroaster,” “Buddha,”

“Muhammad,” “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.