

UNDERSTANDING THE ONENESS OF GOD

PROGRESSIVE REVELATION

THE PROPHETIC CYCLE

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
OBEDIENCE, TRUST, DETACHMENT

That which is of paramount importance for the children, that which must precede all else, is to teach them the oneness of God and the Laws of God.

Bahá'u'lláh, *Bahá'í Education*, no. 14

The method of instruction which ye have established, beginning with proofs of the existence of God and the oneness of God, the mission of the Prophets and Messengers and Their teachings, and the wonders of the universe, is highly suitable. Keep on with this. It is certain that the confirmations of God will attend you. It is also highly praiseworthy to memorize the Tablets, divine verses and sacred traditions. Ye will surely exert every effort in teaching, and in furthering understanding.

‘Abdu’l-Bahá, *The Compilation of Compilations* vol. 1, p. 195

Learning Objectives and Suggested Activities



KNOWLEDGE OBJECTIVES

- To know from the Bahá'í writings that the purpose of the Manifestations of God is to educate humanity and to advance human civilization
- To know the names of some of the Manifestations in the Prophetic Cycle
- To know that each Manifestation announced His successor and confirmed the validity of the message of His predecessor
- To know that Bahá'u'lláh inaugurated the Cycle of Fulfillment
- To know the special station of the Báb in the Cycles of Prophecy and Fulfillment

SUGGESTED LEARNING ACTIVITIES

- Study Gleanings, pp. 78–80, “God’s purpose in sending His prophets is twofold. . . .” Create artwork that illustrates these purposes.
- Sing songs with names of God’s Manifestations.
- Explore cycles in nature, such as the seasons, water, and food.
- Use the jigsaw learning process to discover in each of the Holy Books the announcement of the Manifestation’s successor and confirmation of the message of His predecessor.
- Use visual aids of the stages of development of a fruit tree as an analogy of Bahá'u'lláh’s inauguration of the Cycle of Fulfillment.
- Share passages from the Bahá'í writings describing the stations of the Báb and Bahá'u'lláh in the Cycles of Prophecy and Fulfillment. (See: *God Passes By*).
- Study *God Passes By*, pp. 94–96, for Shoghi Effendi’s presentation of how Bahá'u'lláh fulfills the prophecies of major religions.



WISDOM OBJECTIVES

- To understand the relationship between God, the Manifestations, and humanity
- To understand the term “Progressive Revelation,” and that each Manifestation is Divine in origin
- To gain insight into the beauty of the plan of God for the advancement of the spiritual and material progress of humanity through a deeper understanding of the Cycles of Prophecy and Fulfillment
- To gain insight into the meaning of the Greater Covenant and how this relates to the Prophetic Cycle and the Cycle of Fulfillment

SUGGESTED LEARNING ACTIVITIES

- Use the Bahá'í ringstone symbol to explain the relationship between God, the Manifestation and humanity.
- Conduct a group consultation comparing the Divine Manifestations to teachers in a school and humanity as the students.
- Conduct research on indigenous cultures to discover the values that may have been taught to that people by a Manifestation.
- Create dioramas of the social and intellectual advancement of the peoples of the world at the time of each Manifestation’s appearance, and of what is promised for the Most Great Peace.
- Use the story of Noah and the symbol of the rainbow to introduce God’s Greater Covenant.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE



SPIRITUAL PERCEPTION OBJECTIVES

- To discern the proofs of a Manifestation of God as stated in the Bahá'í writings
- To discern why religion must be renewed from age to age by relating it to one's own growth and development
- To discern that there are two parts to the revelation of every Manifestation: eternal truths, and laws and teachings specific to the needs and conditions to the time
- To discern that each Manifestation is a spiritual educator of all humanity
- To perceive the need for Divine Guidance in one's own life
- To derive a deep sense of hope and security from God's Promise that He will always guide humanity

SUGGESTED LEARNING ACTIVITIES

- In groups, research the validity of a Manifestation of God. Apply the proofs to each of the Divine Manifestations.
- Work in groups to identify specific needs, interests, and rules at various stages of one's childhood. Compare to humanity's changing needs.
- In small groups, research the basic tenets, principles, and laws of the revealed religions. Back in the large group, identify examples of eternal truths and of changing social teachings.
- Conduct a science experiment by adding drops of food coloring to water to illustrate how divine teachings disperse throughout the world.
- Provide time for reflection on the need for divine guidance in one's life, and share with others events or circumstances in which such guidance was sought.
- Take a nature walk to find examples of renewal (i.e., spring growth, night to day, migrating birds, rainbow, etc.) that can serve as a personal reminder and assurance that God's guidance will never cease.



ELOQUENT SPEECH OBJECTIVES

- To use analogies to explain to others the relationship between God, the Manifestations, and humanity
- To be able to describe the process of Progressive Revelation to others
- To articulate proofs and evidence regarding the Cycles of Prophecy and Fulfillment
- To demonstrate love and reverence for each of God's Manifestations
- To evince joy and gratitude for God's continual guidance of humanity

SUGGESTED LEARNING ACTIVITIES

- Working in groups, prepare a fireside presentation demonstrating the relationships between God, the Manifestations, and humanity using mirrors, lamps, and other analogies.
- Create a teaching aid (pamphlet, poster, etc.) to illustrate the process of Progressive Revelation; use it in an actual teaching situation.
- Incorporate quotations on Progressive Revelation in this teaching aid.
- Use the proofs gleaned from research to establish the truth of God's Manifestations in a panel discussion and then answer questions from the audience.
- Visit or tour places of worship of the various religions.
- Create and perform an interpretive dance expressing the beauty and healing power of God's guidance to humanity throughout history.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

Sample Activities

ACTIVITY 1: WHAT IS PROGRESSIVE REVELATION?

WISDOM OBJECTIVE: To understand the meaning of the term “Progressive Revelation,” and that each Manifestation is Divine in origin

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward God; Direct use of Bahá’í sacred writings; Use of recreation; Use of science

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Rope, masking tape, hula hoops, or carpet squares, etc.
- Source for lively upbeat music: voice, instrument, CD and CD player, etc.
- Space for student movement
- Plastic 1-gallon milk carton or other plastic container
- Water
- Nail or ice pick
- Masking tape or other tape
- Student journals or plain paper
- Student folders
- Individual copies of prayers, Hidden Words, or other Bahá’í writings (optional)

Advance preparation:

- Mark circles or squares on the floor or ground—using rope, tape, hula hoops, carpet squares or other means—in the shape of a large circle. Mark as many spaces as you have students.
- Use the nail or ice pick to make 5 holes in the plastic container 1/8 to 1/4 inch apart and about 1 inch from the bottom of the container. Practice this demonstration to be able to do it smoothly with your students. Fill the container with water. You will see water stream out through the 5 holes. Using your fingers, gently squeeze the 5 streams of water into a single stream. Surface tension will unite the streams. You can separate them again by brushing your hand across the holes. After practicing this demonstration, use tape to seal the holes, so that you can release the water through one hole at a time. The demonstration will be easiest if you have access to a basin for catching the water as it comes through the holes and water to refill the container as desired.

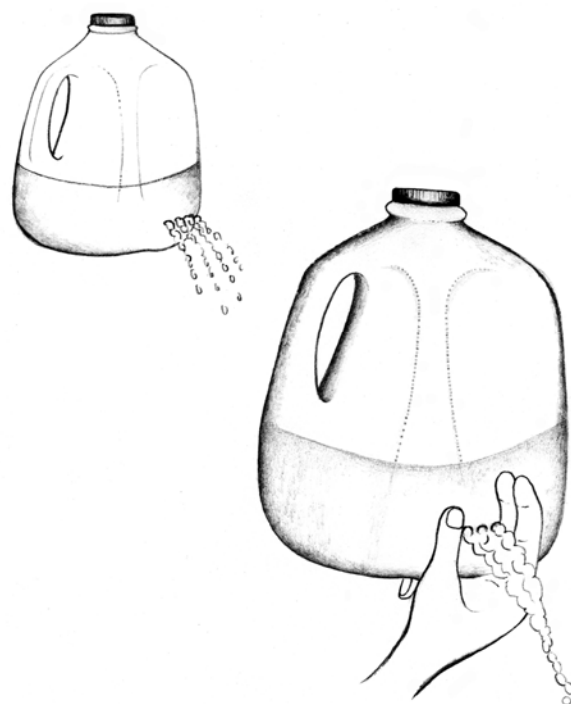
1. Welcome students and invite them to share a highlight of the past week. Especially welcome any new students. Then ask students if they know the meaning of the term “progressive revelation.” Listen carefully as students share their ideas.
2. Explain that the class will experience the “progressive revelation” of some facts about the members of this class through a game. Invite students to move into an area where individual spaces are arranged in the form of a large circle. Invite each student to stand on one space. Explain that you will play (or sing) music. While the music plays students will circulate from space to space around the large circle.
3. When the music stops, all students will stop where they are.
 - The teacher will call out a category, such as one listed below.
 - Students should call out their answers, and before the music starts again, squeeze into the same circle (or square, or other marked space) as those who share the same answer, if any.
 - When the music starts, the students will again move around the circle.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

Play several rounds of this game, using categories such as:

- Favorite food
- Favorite color
- Same number of brothers or sisters
- Same color of shirt
- Birth place (same continent, country, city, or neighborhood)
- Religious background (family heritage of same faith or denomination)

4. Debrief the game: How many people learned something they didn't know before? How does this game help us appreciate the ways we are the same and the ways we are different?
5. Acknowledge that while we're all the same (made in the image of God), we are also all unique (reflect the image of God in our own particular way). Affirm that these similarities and these differences are strengths that we will use to learn together about spiritual questions.
6. Explain that through "progressive revelation" we all learned more and more about each other. In the same way, God reveals His truth to humanity one step at a time. The teachings of God are like the pure water that sustains all life. Bahá'u'lláh tells us that "the waters of everlasting life stream forth" from the Founders of the world's great religions.
7. Fill the container with water and remove the tape from the holes one at a time, explaining that the Manifestations of God bring God's pure teachings to humanity once in about every thousand years.
8. Using your fingers, unite the streams of water into a single stream. Share the words of 'Abdu'l-Bahá that "the divine Prophets are one, inasmuch as They reveal the one reality, the Word of God."
9. Ask students: What are the names of some of these divine Prophets? What are the names of some the Holy Books in which we can read the Word of God to find this water of life? Acknowledge all answers and explain that we will learn more about these topics in future classes.
10. Explain that just as our bodies need water every day, our souls also need the water of life—the Word of God—every day. Briefly discuss: What are some ways that we can give our souls this water of life? Affirm all answers. Offer small gift copies of prayers, Hidden Words, or other Bahá'í writings, especially if students do not already have access to these sacred texts.
11. Encourage students to record their plans for giving their souls the water of life each day in their journals and also their plans for sharing this "water" with others.



TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

ACTIVITY 2: GOD AND ME

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the need for Divine Guidance in one's own life

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward God; Direct use of Bahá'í sacred writings; Use of reflection; Use of creativity and the arts

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Plain paper
- Pens or pencils
- Quotations from Resource Page 36, cut apart
- Colored paper and other art supplies as desired
- Student folders
- Student journals or plain paper

Advance Preparation:

- Copy quotations from Resource Page 36 so that each quotation is on a separate piece of paper. Prepare several more quotation papers than members of your class. Place these papers where students will be able to view them during Step 6 of this activity. Alternatively, you may choose to display all the quotations on Resource Page 36 and invite students to make their own handwritten copies of these quotations.
- This activity is intended as a reflection activity and will be most effective if you can prepare the environment to reflect simple beauty.
- Consider suggesting that students save their artwork related to this theme in a folder to be later incorporated in a handmade book on the Oneness of Religion.

1. Welcome students and invite them to share some highlights of their past week: What has happened as they have given their souls access to the Word of God—the water of life—by reading prayers or other sacred writings? Have they also been able to share the Word of God with others?
2. Explain that this class will continue exploring the topic of Progressive Revelation by exploring our own experiences with religion. Remind the friends of ‘Abdu’l-Bahá’s description of religion:

... Religion is the teachings of the Lord God. ...
‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 52

... Religion must be conducive to love of all, the cause of fellowship, unity, and light.
‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 170
3. Invite the students to recall an important memory of a spiritual experience in which they felt themselves connected with the Divine Reality. Encourage them to think of answers to these questions: Where were you? Who else (if anyone) was there? What were you doing? What were other people doing? What were your feelings during this important experience?
4. Allow about one minute for silent reflection, then ask students to write or draw for a couple of minutes to capture the essence of that experience.
5. Invite students to share their writing or their drawing in the whole group. Encourage them to listen carefully and respectfully to each other during this period of sharing. The teacher may also share. Then briefly discuss: How does listening to each other help us learn about religion? Based on our own experiences, what is religion? And what is *not* religion? Why is it important for us to seek Divine Guidance in our lives?

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

6. Invite students to move to the area where you have displayed the quotations from Resource Page 36. Encourage them to select one quotation that is meaningful to them personally.
7. Encourage students to use the materials provided to create a work of art that incorporates the quotation, part or all of their writing or drawing (Step 4 of this activity), as well as some symbol of their own reflections on the need for Divine Guidance in their own lives. Consider playing quiet music while students work. Suggest that students carefully save this work for later incorporation in a handmade book (later activity) about the oneness of religion.
8. Conclude the activity by discussing the questions: Who else could we engage in this sort of conversation—our parents, brothers and sisters, friends, other people? How might we show our friends that we're interested in hearing their ideas on these important topics? How could we also share our reflections with them?
9. Encourage students to ask three people they know the following question before the next class: "What do you think is the purpose of religion?" Encourage them to write down the answers they hear and bring them to the next class. Encourage them also to share their own ideas about the importance of religion with these same people. Provide students with the opportunity to record their plans in their journals.

ACTIVITY 3: THE PURPOSE OF THE MANIFESTATIONS OF GOD

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

KNOWLEDGE OBJECTIVE: To know from the Bahá'í writings that the purpose of the Manifestations of God is to educate humanity and to advance human civilization

ELOQUENT SPEECH OBJECTIVE: To evince joy and gratitude for God's continual guidance of humanity

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Bahá'í sacred writings; Use of consultation; Use of the arts

- Resource Pages 37–38 or alternative images
- Printed copy of Resource Page 39 on cardstock or other paper for each student
- Dictionary for each group
- Journal pages or blank paper
- Writing instruments
- Nice art paper, if available
- Art supplies
- Student folders

Advance Preparation: If desired, find colored photographs in the library or on the internet that show people of diverse religious backgrounds worshipping God. Alternatively you may choose to use the photographs provided on Resource Pages 37–38.

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TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

1. Welcome students and invite them to share their spiritual highlights since the last class: How did the people they know respond to their questions about the purpose of religion? What have they noticed about themselves as they have been giving attention to these questions?
2. Show photographs of religious events from Resource Pages 37–38 or other sources as desired. Read aloud the quotations and briefly discuss: What do we think is the purpose of religion?
3. Organize the class into small groups of 2–3 students.
4. Distribute copies of Resource Page 39. Encourage students to work in these groups to read the quotation aloud and underline new words. Circulate among the groups to assist as necessary.
5. Encourage each group to consult on the meaning of the new words and when necessary find the definitions of the words in a dictionary. Students may write the definitions in their journals or begin to create their own dictionary of spiritual words on plain paper.
6. Then ask each student to silently re-read the passage. Once all students have re-read the passage, invite a volunteer to read aloud the passage one final time. Ask students while in their groups to respond to the focus question: What is the role of the Manifestation of God?
7. As a group have students write a response to the question in their journal or their Spiritual Words Dictionary.
8. Then encourage students to create their own beautiful border for the quotation page to illustrate the purpose of the Manifestations of God and one's joy and gratitude for God's guidance. One way to create a border is to make many repetitions of the same simple shape, such as a square, triangle, circle, or star and then to color them in an interesting pattern. Students may also choose to copy the quotation onto nice paper or use beautiful paper to create the border.
9. Encourage students to carefully place this page in their Oneness of Religion folder. Their Spiritual Words Dictionary may also be kept in this folder.
10. Encourage students to think about their family members and friends. Encourage them to think of a person they know that seems to be a deeply religious person or a person that they think might be interested in spiritual topics. Then encourage students to ask these individuals how their faith helps them to be a better person and to be prepared to share their answers at the beginning of the next class. Encourage them also to pay careful attention to the people around them and bring back an example of unity: what is an occasion when a group of friends, a family, a class, or other group of people is unified? What does unity look like in everyday life?

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

ACTIVITY 4: GOD, THE MANIFESTATIONS, AND HUMANITY

WISDOM OBJECTIVE: To understand the relationship between God, the Divine Manifestations, and humanity

ELOQUENT SPEECH OBJECTIVE: To use analogies to explain to others the relationship between God, the Manifestations, and humanity

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Bahá'í sacred writings; Use of consultation; Use of peer teaching

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Copies of Resource Page 40
- Dictionary for each group
- Journal pages or blank paper
- Writing instruments
- Student folders
- Chart paper and markers

1. Welcome students and encourage them to share their observations about unity: What is an example from their own daily lives of a unified group? Encourage them also to share the results of their conversation with others about how faith helps them to be better people. Encourage students to carefully listen to each other. Briefly discuss: How do these conversations and observations help us learn about the relationship between God, the teachings of God, and humanity?
2. In the whole group, explain that they are going to further explore the relationship between God, the Manifestations of God, and humanity by understanding the ringstone symbol. Confirm that all students have paper and a pencil and encourage them to copy the design as you explain it.
3. Explain that the symbol has three levels. Explain that the top level represents the World of God, the Creator, as you draw the top part of the symbol on the board or on chart paper.
4. Explain that all religions teach that human beings are made in the image of God. We all have the capacity to reflect all the qualities of God, such as love, justice, mercy, honor, and so on. We can represent the world of humanity with the same symbol that we use to represent God. Draw this same symbol directly under the first symbol, leaving space between these two symbols.



Encourage students to copy this second symbol, also leaving space between the two.

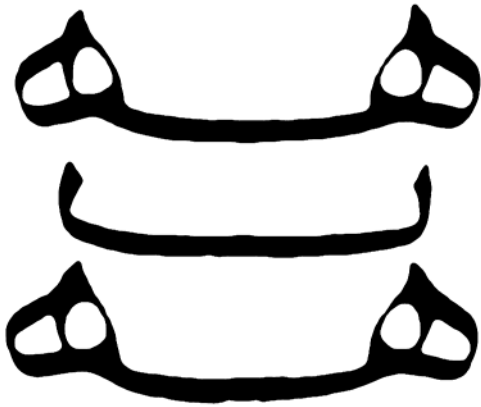


Then ask the students to draw the symbol on their paper.

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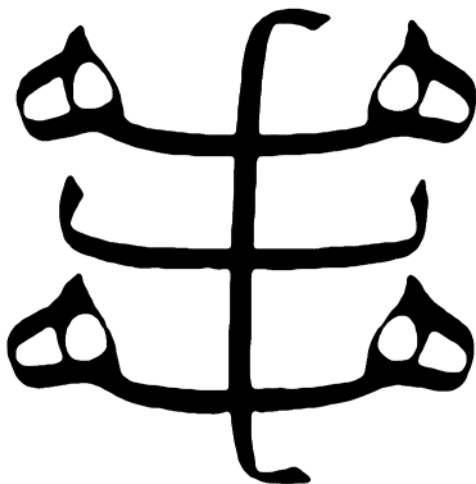
TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

5. Explain that it is the Manifestations of God, the Founders of the world's great religions, that teach us how to reflect these divine qualities little by little, day by day. The Manifestations are between God and His creatures.

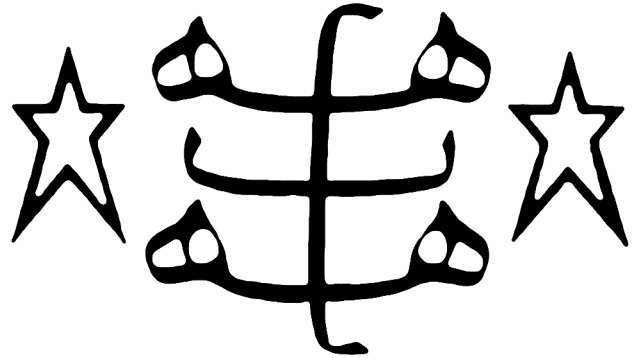


Draw the third symbol between the other two and encourage students to do the same.

6. Explain that the Manifestation of God connects us with our Creator, and draw the same symbol vertically to connect all three levels.



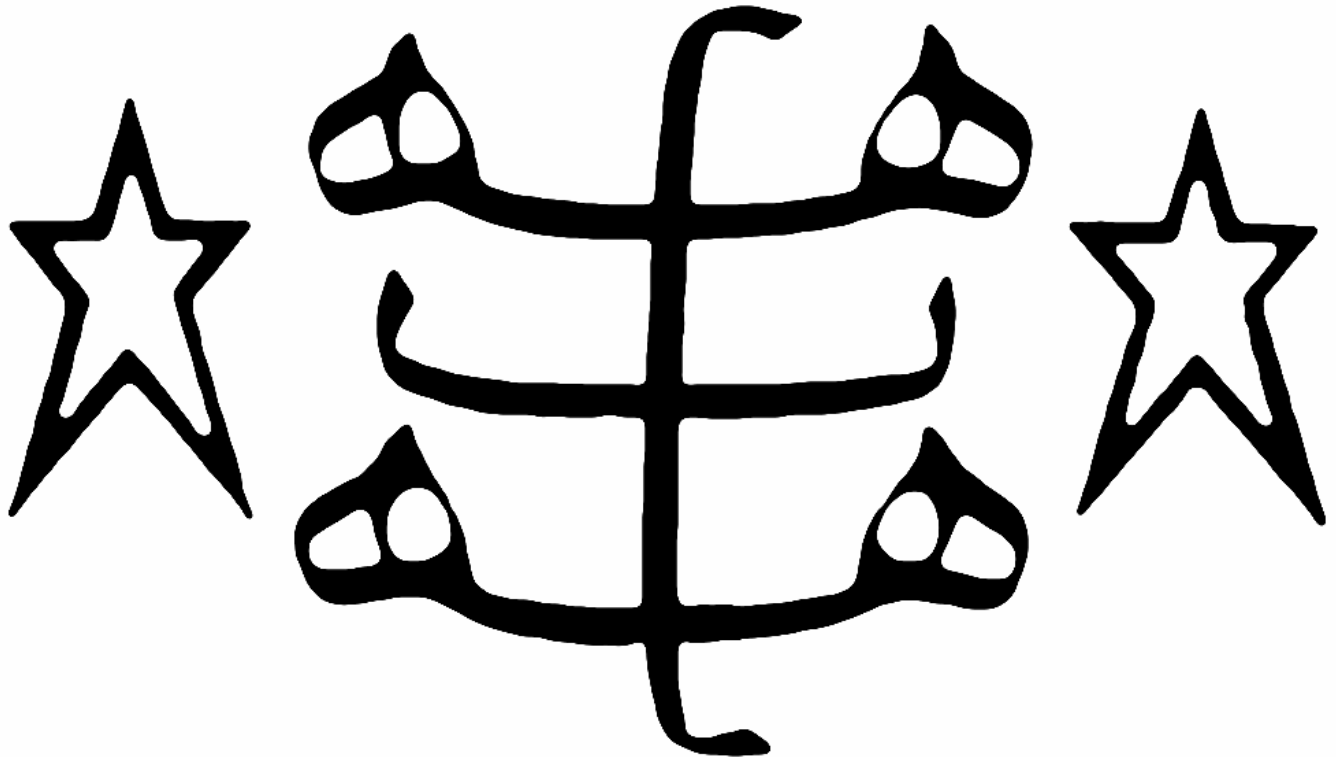
7. Add a star to each side of the design and explain that these stars represent the twin Manifestations of God for this age, the Báb and Bahá'u'lláh. Encourage students also to complete their design.



8. Then ask students to work in teams of two to explain their symbols to each other. Applaud all when they have completed their explanations.
9. Distribute copies of Resource Page 40. Invite volunteers to read aloud the quotations. As the volunteers read aloud, encourage all students to underline words and phrases that refer to God; circle words and phrases that refer to the Manifestation of God; and star the ones that refer to human beings.
10. In the whole group, read the quotations aloud a second time and look again for references to God, the Manifestations, and humanity. Then encourage students to share the words they marked with a partner. Notice similarities and differences.
11. Next (if your class size permits) encourage each team of two to join another team and again share their ideas. Again, notice similarities and differences. Consult as desired to reconcile any differences, while showing respect to those whose views may differ.
12. Encourage students to share their understanding of these concepts with another person—a parent, friend, neighbor, brother or sister, etc.—before the next class.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

13. Consider playing quiet background music while you invite students to turn to their journals or blank paper. Encourage them individually to re-read the third quotation on Resource Page 40. Ask them to reflect on their own spiritual qualities and to write or draw some of the ways that they are made in the image of God: How do they show these spiritual qualities in their lives? How could they “advance and develop” until they manifest more of the “potential forces” that they have been endowed by God? Why is it so important to recognize the
Manifestation of God for this day? Encourage students to think of one specific action that they could take in the coming week to develop their spiritual forces in service to others. Encourage them to record their plans in their journals.
14. Encourage students to save their quotation page, copy of the ringstone symbol, and individual reflections in their folders.
15. Remember to invite students to share the results of their actions at the beginning of the next class.



ACTIVITY 5: UNDERSTANDING RELATIONSHIPS

WISDOM OBJECTIVE: To understand the relationship between God, the Manifestations, and humanity

ELOQUENT SPEECH OBJECTIVE: To use analogies to explain to others the relationship between God, the Manifestations, and humanity

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Bahá'í sacred writings; Use of consultation; Use of peer teaching; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

Materials Needed:

- Copies of Resource Page 41
- Dictionary for each group
- Journal pages or blank paper
- Writing instruments
- Student folders
- Three-dimensional materials such as sticks and string, toothpicks and clay, Tinker Toys®, Lego® blocks, or other materials

1. Welcome students and invite them to share the results of their efforts to develop their own spiritual forces in service to others. Invite them also to share the results of their conversations with others.
2. Then pose the question: Thinking about all the people that have ever lived in the world, whom would you most like to meet? Imagine that you could go to lunch or have tea with any person on earth. Who would it be and why?
3. Enjoy listening to all responses, then briefly discuss: How could meeting these important people help us develop the spiritual powers that God has placed in us? How could they help us reach out in service to the people around us? What are some ways that these people might spread the teachings of God to help make the world a better place?
4. Distribute copies of Resource Page 41 and invite volunteers to read aloud the quotation. Encourage students to underline unfamiliar words as they listen.
5. In teams of two, encourage students to consult on the meaning of the unfamiliar words and when necessary find the definitions of the words in a dictionary. Students may write or draw definitions to these words in their Spiritual Words Dictionary or on blank paper to be saved in student folders.
6. Ask the groups to read the quotation a second time and then respond to the focus questions.
7. Then have each group create a visual representation that illustrates the relationship of God, the Divine Manifestations, and the world of humanity, using the three-dimensional materials available. Encourage them to find a way to express their answers to both questions in this model.
8. Invite all teams to share their work in the whole group. Applaud all!
9. Briefly discuss: How can we share these ideas with others? Encourage students to share their explanations of the role of the Prophets with at least one other person before the next class.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

ACTIVITY 6: WHY RELIGION MUST BE RENEWED

SPIRITUAL PERCEPTION OBJECTIVE: To discern why religion must be renewed from age to age by relating it to one's growth and development

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Bahá'í sacred writings; Use of consultation; Use of nature; Use of reflection; Use of music; Independent investigation

SUGGESTED TIME FOR ACTIVITY: 30-40 MIN.

Materials Needed:

- Copies of Resource Page 42
 - Reflective music
 - Access to the outdoors
 - Blank paper or student journals
 - Student folders
1. Welcome students and invite them to share the results of their acts of service and teaching since the last class. Invite them also to share highlights or questions regarding their own spiritual development. Explain that they will have the opportunity to reflect on their own process of spiritual renewal.
 2. Encourage students to listen quietly as you play some reflective music.
 3. Then distribute copies of Resource Page 42. Once all students have the page, reduce the volume of the music and ask students to read the passage silently twice.
 4. Then invite one volunteer to read the passage aloud.
 5. In the large group discuss: Why does religion need to be renewed? How does it relate to our own growth and development?
 6. After consultation, tell the students that they will soon have the opportunity to take a walk by themselves and find examples of renewal. These examples could be such things as spring growth, night becoming day, seeds, migrating birds, rainbows, etc. Invite students to bring back to class a reminder of the assurance that God's guidance will never cease. They should be prepared to share their example with the rest of the class.
 7. Then play the reflective music again before sending them out on their walk.
 8. Once the students have returned encourage them to share what they discovered on their walk.
 9. Invite students to write or draw in their journals their reflections on the question: How can I help adorn the body of mankind with the mantle of justice and wisdom? What is one way that I can help the world? Encourage them to include a simple drawing of their example from nature in their journals. Encourage students to save these reflections in their student folders.

ACTIVITY 7: THE CHANGELESS FAITH OF GOD

SPIRITUAL PERCEPTION OBJECTIVE: To discern that there are two parts to the revelation of every Manifestation of God: eternal truths, and laws and teachings specific to the needs and conditions of the time

ELOQUENT SPEECH OBJECTIVE: To be able to describe the process of Progressive Revelation to teach others

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Use of reasoning; Use of creativity and the arts

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- Copies of Resource Page 44
- Chart paper and markers
- World map or globe, if available
- Narrow length of cloth for each student, long enough to be draped over shoulders
- Assorted fabric, ribbon, colored paper, or other scraps
- Glue, needles and thread, stapler, or other means to attach decorations to fabric
- Fabric paint or permanent markers, if desired
- Student folders or other place to save cloth strips from week to week

Advance Preparation: Begin to reflect on an upcoming devotional meeting or World Religion Day program at which students could share songs, readings, and perhaps wear the cloth strips created in this activity. Consider allowing students to begin their decorated cloths in this class and gradually complete them as they learn more and more about the oneness of religion in this and subsequent classes. The devotional meeting or World Religion Day program will be planned as students study a later topic in this Lesson Planning Guide.

1. Welcome students and invite them to share their reflections about the past week: What signs of renewal have they observed in nature? In the arts or sciences? In the way people interact with each other? In their own efforts to grow spiritually and to reach out to other people?
2. In the whole group briefly discuss: Who is responsible for the renewal of human civilization?
3. Invite students to think of the names of the Manifestation of God, the Founders of the world's great religions. Invite students to share their ideas. Record student answers on chart paper.
4. Then ask students to suggest an approximate time and place for each Manifestation: Who came first, second, third, etc.? Where did They reveal the Message from God to humanity?
5. Encourage discussion, and then record dates. Encourage students to use the globe or map to locate the places these Manifestations taught. Refer to Resource Page 43 to confirm or clarify student answers.
6. Distribute copies of Resource Page 44. In the whole group read aloud the quotations.
7. Briefly discuss: What are the two kinds of religious teachings? What are some examples of eternal truths that are taught in all religions? What are some examples of religious teachings that change over time? Record student answers on chart paper.
8. Show students Resource Page 45. Briefly discuss: How might the structure of the Bahá'í House of Worship in the United States be used to teach people about the “changeless Faith of God” that is renewed according to the needs of each age?

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

9. Remind students that Bahá'u'lláh compares the teachings of God to a robe for humanity, which He renews from age to age. Briefly discuss: What are the teachings of God that we need today, considering both eternal truths and the teachings revealed especially for this age? Record student answers on chart paper.

10. Provide each student with a strip of cloth. Drape a cloth across your shoulders and suggest that it can symbolize the “robe” of God’s Revelation. Read aloud the brief prayer from ‘Abdu’l-Bahá:

O Lord, make firm their feet on Thy straight path, make wide for them the needle’s eye, and cause them, dressed in royal robes, to walk in glory for ever and ever.

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, no. 236. p. 316

Invite students to use the materials provided to adorn their cloths with symbols of God’s teachings and laws for this age. Encourage them to carefully consider how they might show the beauty of God’s eternal teachings and those that are new. Suggest that they prepare these cloths to wear in a devotional program or a celebration of World Religion Day to be planned in future classes. Invite them to consider beginning this work today and completing it over a period of weeks as they add symbols to represent the new insights they gain from class to class.

11. Encourage students to continue learning about the beliefs of their friends over the coming week: Based on today’s topic, encourage them to think of three questions that they could ask a friend between this class and the next. They may wish to consider including a question such as: Why do you think religions are alike in so many ways and different in other ways?
12. Explain that these sorts of questions can help us learn more about our friends’ beliefs, that this sort of sharing can strengthen friendships and also provide opportunities to share our ideas with others. Remember to ask students what they learn about their friends’ beliefs at the beginning of the next class.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

ACTIVITY 8: THE PROPHETIC CYCLE AND THE CYCLE OF FULFILLMENT

KNOWLEDGE OBJECTIVES: To know that Baha'u'llah inaugurated the Cycle of Fulfillment; To know the special station of the Báb in the Cycles of Prophecy and Fulfillment

WISDOM OBJECTIVE: To gain insight into the meaning of the Greater Covenant and how this relates to the Prophetic Cycle and the Cycle of Fulfillment

ELOQUENT SPEECH OBJECTIVE: To articulate proofs and evidence regarding the Cycles of Prophecy and Fulfillment

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of the Bahá'í sacred writings; Use of consultation; Use of reflection; Use of music; Use of drama

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

Materials Needed:

- Reflective music
- Resource Pages 46–47
- Journal pages or blank paper
- Student folders

1. Welcome students and invite them to share what they learned about their friends' beliefs regarding the oneness of religion. Were they also able to share their ideas on this topic? What confirmations have they noticed for their own and others' acts of service?
2. Organize the class into small groups of 2–3 students.
3. Play quiet music in the background and distribute copies of Resource Page 46, The Prophetic Cycle and the Cycle of Fulfillment.
4. In their groups, invite the students to read the quotations and discuss with each other what they have learned from the quotations about the Prophetic Cycle and the Cycle of Fulfillment. Encourage them to consult about the meaning of new words and new ideas. Invite students each to select a favorite quotation from this page, a quotation that connects with their own experiences or hopes. Then encourage students to share these reflections in their working groups.
5. Encourage students to record their reflections in their journals or on blank paper.
6. Then give students the Prophetic Cycle and the Cycle of Fulfillment: Progressive Revelation, Resource Page 47.
7. In the whole group, discuss: What can we learn from this Resource Page? Who inaugurated the Cycle of Fulfillment? What is the Báb's station in the cycles? How do these cycles relate to the Greater Covenant?
8. Invite students to return to the same small working groups to develop a brief 1–2 minute presentation that portrays a realistic situation in which they could share their ideas about the Prophetic Cycle and the Cycle of Fulfillment with a friend. If desired, you may brainstorm possibilities for these dramas in the whole group before asking students to work in their small groups. Some realistic possibilities may stem from comments about local or world news about religious conflict. Circulate among groups to provide encouragement or assistance as they work.
9. Share presentations in the whole group. Applaud all! Encourage students to bring these dramas to life before the next class by finding an opportunity to share their ideas with a friend. Remind students that the best conversations may begin by listening carefully to the friend before sharing one's own ideas. Encourage students to record their plans in their journals. Conclude the activity with prayers for teaching.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

ACTIVITY 9: ARISE!

ELOQUENT SPEECH OBJECTIVE: To evince joy and gratitude for God’s continual guidance of humanity

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá’í sacred writings; Use of consultation; Use of Music

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Advance Preparation: Learn the song “Arise!” by reading the sheet music on Resource Page 48, by listening to the song on the CD *Singing With Ernestine* (available from the Louhelen Bahá’í School bookstore, 810-653-5033, or Louhelen@usbnc.org), or downloading a sample from the Core Curriculum website, www.core-curriculum.org.

1. In the whole group read aloud the following quotation:

How vast is the tabernacle of the Cause of God! It hath overshadowed all the peoples and kindreds of the earth, and will, ere long, gather together the whole of mankind beneath its shelter. Thy day of service is now come. . . . Arise for the triumph of My Cause, and, through the power of thine utterance, subdue the hearts of men. Thou must show forth that which will ensure the peace and the well-being of the miserable and the down-trodden. Gird up the loins of thine endeavor, that perchance thou mayest release the captive from his chains, and enable him to attain unto true liberty.

Bahá’u’lláh, Gleanings from the Writings of Bahá’u’lláh, XLIII, p. 92
2. Briefly discuss the questions: What is Bahá’u’lláh asking us to do? How does He say to do it? What will be the results of these actions? Why is it important for words and deeds to go together? What are some small actions that we have seen with our own eyes that help “subdue the hearts of men” and promote the peace and well-being of all people?
3. Encourage students to think about the people they know that they feel would be attracted to the teachings of Bahá’u’lláh. Encourage each student to plan to have lunch with a new person at school or to find a way to meet a new person after school. Briefly discuss: How can making friends with a new person be a powerful action that promotes the triumph of the Cause of God?
4. Using the methods taught in the Core Curriculum Teacher Development Workshop Eight or simple repetition, teach and memorize the song “Arise!” as a source of courage and power.
5. Note that this simple song helps us memorize part of the quotation above.
6. Encourage students to teach the song to one other person—a friend, family member, or a younger student at your Bahá’í school—before the next class. Consider using this song at an upcoming devotional meeting to be planned in a subsequent class.

Resource Pages

Activity 2: God and Me

O Thou Whose nearness is my wish, Whose presence is my hope, Whose remembrance is my desire, Whose court of glory is my goal, Whose abode is my aim, Whose name is my healing, Whose love is the radiance of my heart, Whose service is my highest aspiration! I beseech Thee by Thy Name, through which Thou hast enabled them that have recognized Thee to soar to the sublimest heights of the knowledge of Thee and empowered such as devoutly worship Thee to ascend into the precincts of the court of Thy holy favors, to aid me to turn my face towards Thy face, to fix mine eyes upon Thee, and to speak of Thy glory.

Bahá'u'lláh, Prayers and Meditations by Bahá'u'lláh, p. 174 (Bahá'í Faith)

And I say unto you, Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you. For every one that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened.

King James Bible, Luke 11:9–10 (Christianity)

And ye shall seek Me, and find Me, when ye shall search for Me with all your heart.

Jeremiah, 29:13 (Judaism)

May all I say and all I think be in harmony with thee, God within me, God beyond me, maker of the trees.

Chinook Psalter (Native American tradition)

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

Activity 3: The Purpose of the Manifestations of God



Christian Choir, Philadelphia
Source: www.donor1.org

Then spake Jesus again unto them, saying,
I am the light of the world:
he that followeth me shall not walk in darkness,
but shall have the light of life.

King James Bible, John 8:12



Muslim daily prayers.
Source: www.morguefile.com

O thou prophet!
verily, we have sent thee as a witness
and a herald of glad tidings and a warner,
and to call (men) unto God by His permission,
and as an illuminating lamp.

The Qur'an, Surih 33



Sacred drumming circle
Source: www.indiansummer.org

Grandfather, look at our brokenness.
We know that in all creation only the human
family has strayed from the sacred Way.
We know that we are the ones who are divided
and we are the ones who must come back
together
To walk in the Sacred Way.

Traditional prayer, Ojibway (Canada)



Buddhist in prayer
Source: www.morguefile.com

I have seen an ancient Path,
an ancient road traversed
by the rightly enlightened ones of former times.

Samyutta Nikaya, ii. 106

Happy is the unity of the Sangha (community),
Happy is the striving of the united ones.

Dhammapada - Sayings of the Buddha 3



Praying at the Wailing Wall, Jerusalem
Source: www.bigfoto.com

All the ends of the earth shall remember
and turn unto the Lord;
and all the kindreds of the nations
shall worship before Thee.
For the kingdom is the Lord's;
and He is the ruler over the nations.

Tehillim (Psalms) 22:28–29



Zoroastrian Jashran ceremony
Source: www.aza.org

In the name of God.
I praise and invoke the creator, . . .
the radiant, glorious, omniscient, maker,
lord of lords, king over all kings, watchful,
creator of the universe, giver of daily bread,
powerful, strong, eternal, forgiver, merciful,
loving, mighty, wise, holy, and nourisher.
May (his) just kingdom be imperishable.

The Zend-Avesta, Khorda Avesta – pt. 1



Hindus praying in water
Source: www.cs.technion.ac.il

He is the one God . . . the witness, the perceiver,
the only one, free from qualities.

Upanishads vol. 2, Svetasvatara-Upanishad

God give us wisdom as a father gives to his sons.
Guide us, O Much-invoked, in this path.
May we live in light.

Rig Veda, Book 7, Hymn 32, verse 26



Bahá'í devotional meeting, New York City
Source: Bahá'í World News Service

Cause us, then, to be so steadfast in our love
towards Thee that we will turn to none except
Thee, . . . and will lift up our voices amongst Thy
servants and cry aloud that He is the one God,
the Incomparable, the Ever-Abiding, the Most
Powerful, the All-Glorious, the All-Wise.

Bahá'u'lláh, *Prayers and Meditations* by Bahá'u'lláh, p. 38

The Purpose of the Manifestations of God

. . . Every Prophet Whom the Almighty and Peerless Creator hath purposed to send to the peoples of the earth hath been entrusted with a Message, and charged to act in a manner that would best meet the requirements of the age in which He appeared.

God's purpose in sending His Prophets unto men is twofold.

The first is to liberate the children of men from the darkness of ignorance, and guide them to the light of true understanding.

The second is to ensure the peace and tranquillity of mankind, and provide all the means by which they can be established.

Bahá'u'lláh, Gleanings from the Writings of Bahá'u'lláh, XXXIV, pp. 79–80

Activity 4: God, the Manifestations, and Humanity

To every discerning and illumined heart it is evident that God, the unknowable Essence, the divine Being, is immensely exalted beyond every human attribute, such as corporeal existence, ascent and descent, egress and regress. Far be it from His glory that human tongue should adequately recount His praise, or that human heart comprehend His fathomless mystery.

Bahá'u'lláh, *The Kitáb-i-Íqán*, p. 97

The door of the knowledge of the Ancient of Days being thus closed in the face of all beings, the Source of infinite grace . . . hath caused those luminous Gems of Holiness to appear out of the realm of the spirit, in the noble form of the human temple, and be made manifest unto all men, that they may impart unto the world the mysteries of the unchangeable Being, and tell of the subtleties of His imperishable Essence.

Bahá'u'lláh, *The Kitáb-i-Íqán*, p. 99

Through the Teachings of this Day Star of Truth every man will advance and develop until he attaineth the station at which he can manifest all the potential forces with which his inmost true self hath been endowed.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, XXVII, p. 67

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

Activity 5: Understanding Relationships

Focus questions: What is the relationship between God, the Divine Manifestation, and humanity?
Why is it so important to follow the teachings of the Prophets of God?

The Prophets of God should be regarded as physicians whose task is to foster the well-being of the world and its peoples, that, through the spirit of oneness, they may heal the sickness of a divided humanity. To none is given the right to question their words or disparage their conduct, for they are the only ones who can claim to have understood the patient and to have correctly diagnosed its ailments. No man, however acute his perception, can ever hope to reach the heights which the wisdom and understanding of the Divine Physician have attained. Little wonder, then, if the treatment prescribed by the physician in this day should not be found to be identical with that which he prescribed before. How could it be otherwise when the ills affecting the sufferer necessitate at every stage of his sickness a special remedy? In like manner, every time the Prophets of God have illumined the world with the resplendent radiance of the Day Star of Divine knowledge, they have invariably summoned its peoples to embrace the light of God through such means as best befitted the exigencies of the age in which they appeared. They were thus able to scatter the darkness of ignorance, and to shed upon the world the glory of their own knowledge. It is towards the inmost essence of these Prophets, therefore, that the eye of every man of discernment must be directed, inasmuch as their one and only purpose hath always been to guide the erring, and give peace to the afflicted. . . . These are not days of prosperity and triumph. The whole of mankind is in the grip of manifold ills. Strive, therefore, to save its life through the wholesome medicine which the almighty hand of the unerring Physician hath prepared.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, XXXIV, pp. 80–81

Activity 6: Why Religion Must Be Renewed

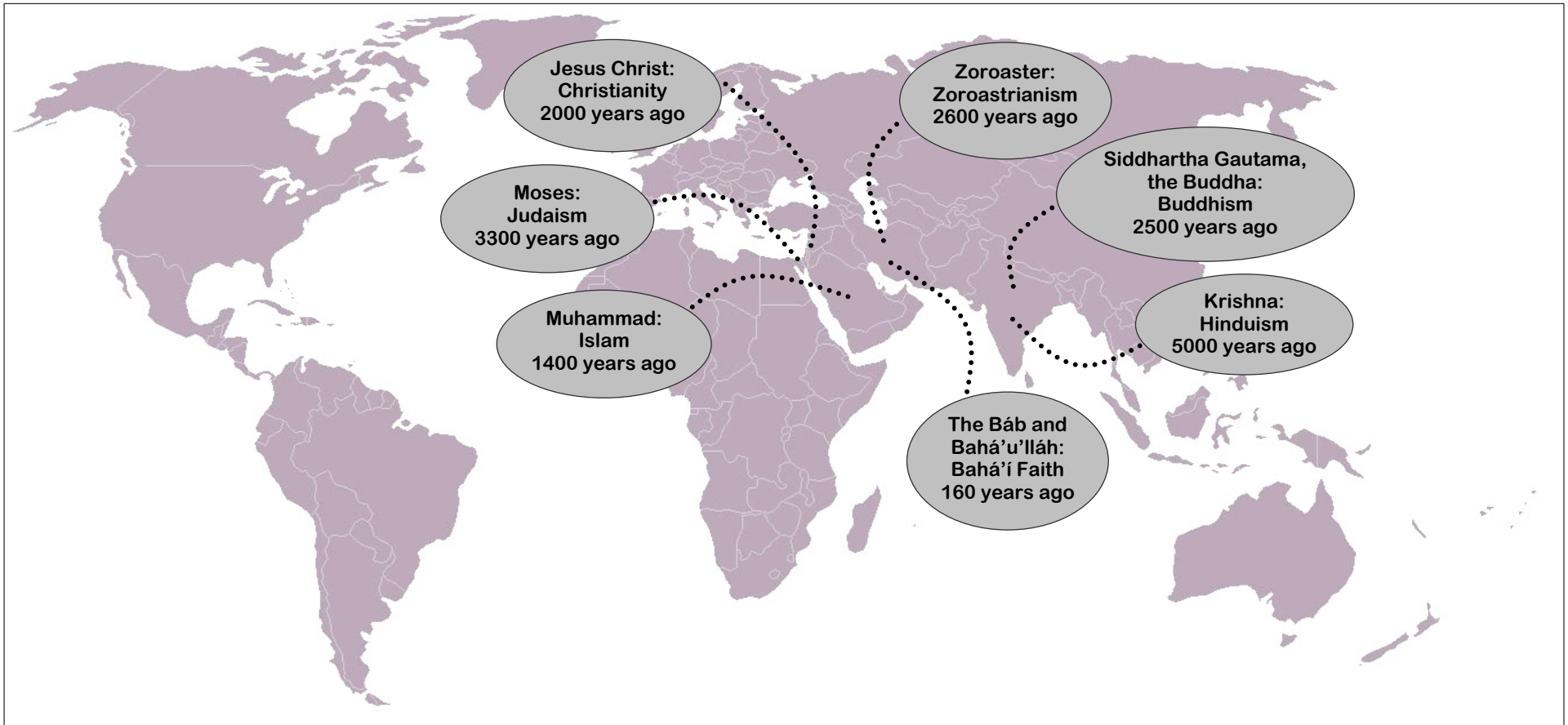
And now concerning thy question regarding the nature of religion. Know thou that they who are truly wise have likened the world unto the human temple. As the body of man needeth a garment to clothe it, so the body of mankind must needs be adorned with the mantle of justice and wisdom. Its robe is the Revelation vouchsafed unto it by God. Whenever this robe hath fulfilled its purpose, the Almighty will assuredly renew it. For every age requireth a fresh measure of the light of God. Every Divine Revelation hath been sent down in a manner that befitted the circumstances of the age in which it hath appeared. . . .

Bahá'u'lláh, *Gleanings from the Writings of Baba'u'llah*, XXXIV, p. 81

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

Activity 7: The Changeless Faith of God

Locations of Known Manifestations of God



...The Day Springs of eternal holiness have been sent down from time immemorial, and been commissioned to summon mankind to the one true God. That the names of some of them are forgotten and the records of their lives lost is to be attributed to the disturbances and changes that have overtaken the world.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, LXXXVII, p. 174

Activity 7: The Changeless Faith of God

This is the changeless Faith of God, eternal in the past, eternal in the future.

Bahá'u'lláh, *The Kitáb-i-Aqdas*, paragraph 182, p. 85

Be anxiously concerned with the needs of the age ye live in. . . .

Bahá'u'lláh, *Gleanings from the Writings of Baba'u'llah*, CVI, p. 213

The religion of God is one religion, but it must ever be renewed. . . .

Our meaning is this: the religion of God is one, and it is the educator of humankind, but still, it needs must be made new. When thou dost plant a tree, its height increaseth day by day. It putteth forth blossoms and leaves and luscious fruits. But after a long time, it doth grow old, yielding no fruitage any more. Then doth the Husbandman of Truth take up the seed from that same tree, and plant it in a pure soil; and lo, there standeth the first tree, even as it was before.

Note thou carefully that in this world of being, all things must ever be made new. Look at the material world about thee, see how it hath now been renewed. The thoughts have changed, the ways of life have been revised, the sciences and arts show a new vigour, discoveries and inventions are new, perceptions are new. How then could such a vital power as religion—the guarantor of mankind's great advances, the very means of attaining everlasting life, the fosterer of infinite excellence, the light of both worlds—not be made new? This would be incompatible with the grace and loving-kindness of the Lord.

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, no. 23, p. 302

Each of the divine religions embodies two kinds of ordinances. The first is those which concern spiritual susceptibilities, the development of moral principles and the quickening of the conscience of man. These are essential or fundamental, one and the same in all religions, changeless and eternal—reality not subject to transformation. . . .

The second kind of ordinances in the divine religions is those which relate to the material affairs of humankind. These are the material or accidental laws which are subject to change in each day of manifestation, according to exigencies of the time, conditions and differing capacities of humanity. For instance, in the day of Moses ten commandments in regard to murder were revealed by Him. . . . The penalty for theft was amputation of the hand. These laws and penalties were applicable to the degree of the Israelitish people of that period, who dwelt in the wilderness and desert under conditions where severity was necessary and justifiable. But in the time of Jesus Christ this kind of law was not expedient; therefore, Christ abrogated and superseded the commands of Moses.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 106

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

Activity 7: The Changeless Faith of God

An ornamental pillar from the Bahá'í House of Worship in Wilmette, showing symbols of many religions.



Activity 8: The Prophetic Cycle and Cycle of Fulfillment

This is the Day in which God's most excellent favors have been poured out upon men, the Day in which His most mighty grace hath been infused into all created things.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, IV, p. 6

. . . There shall be one fold, and one shepherd.

King James Bible, John 10:16

And the Earth will shine with the glory of its Lord.

The Qur'an, Surih 39: 6

And it shall come to pass in the last days, that the mountain of the Lord's house shall be established in the top of the mountains, and shall be exalted above the hills; and all nations shall flow unto it.

King James Bible, Isaiah 2:2

Thy kingdom come, Thy will be done in earth, as it is in heaven.

King James Bible, Matthew 6:10

The Prophetic Cycle hath, verily, ended. The Eternal Truth is now come. He hath lifted up the Ensign of Power, and is now shedding upon the world the unclouded splendor of His Revelation.

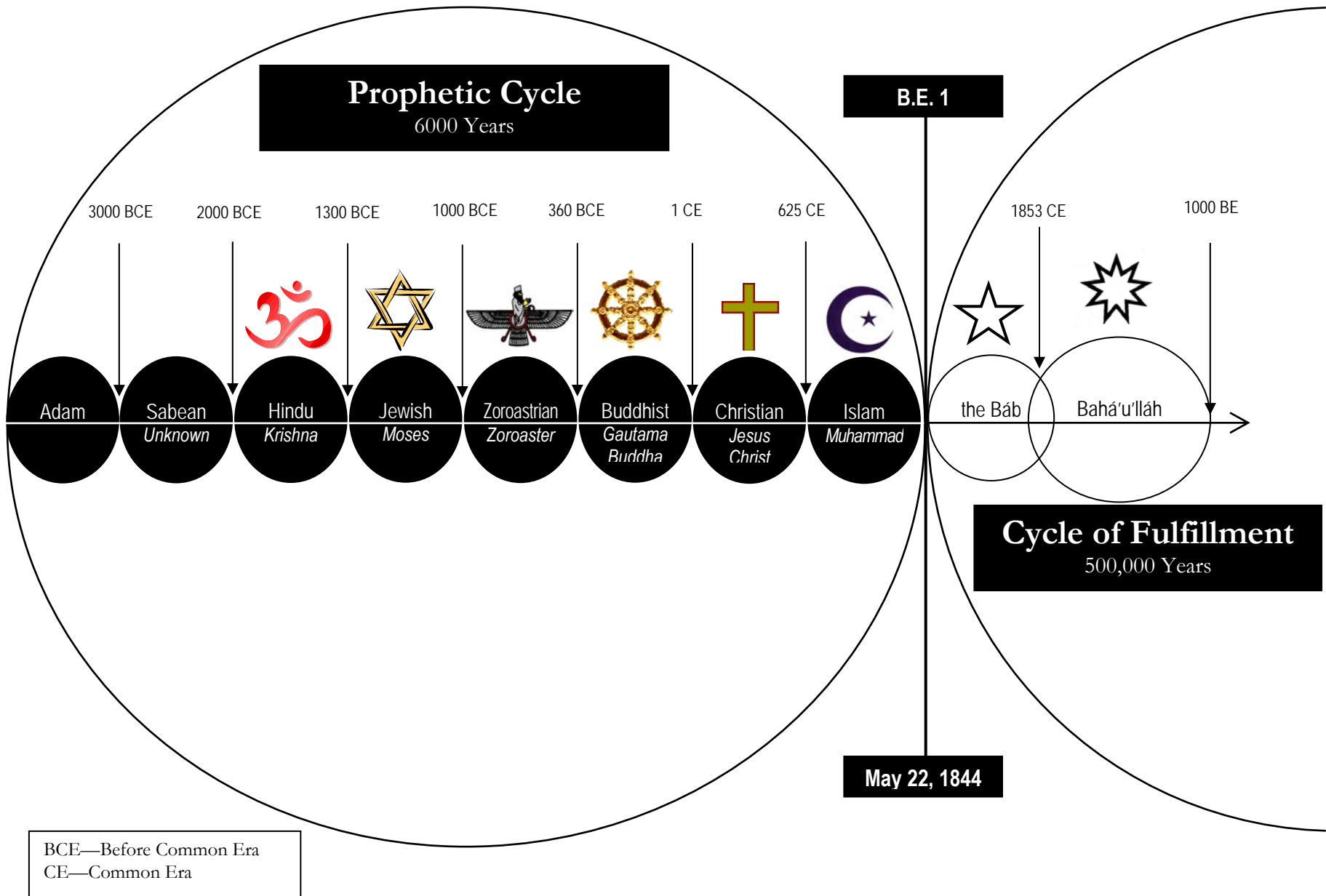
Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, XXV, p. 60

A Revelation, hailed as the promise and crowning glory of past ages and centuries, as the consummation of all the Dispensations within the Adamic Cycle, inaugurating an era of at least a thousand years' duration, and a cycle destined to last no less than five thousand centuries, signaling the end of the Prophetic Era and the beginning of the Era of Fulfillment. . . .

Shoghi Effendi, *God Passes By*, p. 100

THE PROPHETIC CYCLE AND THE CYCLE OF FULFILLMENT

PROGRESSIVE REVELATION



Arise

Words: Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, XLIII, p. 92
Music: Ernestine Atkins

Voice

F C

A - rise _____ for the tri-umph of Our Cause. A - rise _____
rise and serve for the tri-umph of Our Cause A - rise and serve
rise and teach for the tri-umph of Our Cause A - rise and teach

6 C7 F Bb

— for the tri-umph of Our Cause. A - rise _____ for the tri-umph of Our
for the tri-umph of Our Cause. A - rise and serve for the tri-umph of Our
for the tri-umph of Our Cause. A - rise and teach for the tri-umph of Our

12 G m7 F Bb C7 F

Cause. A - rise. _____ A - rise. A - rise. _____ 2. A -
Cause. A - rise. A - rise. A - rise. 3. A -
Cause. A - rise. A - rise. A - rise.

TOPIC: PROGRESSIVE REVELATION—THE PROPHETIC CYCLE

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

- Herald of the South*, “How Bahá’is View Other Religions,” July 1994
Herald of the South, “Some Prophecies are Literally True,” Oct 1992
A World of Faith: World Celebration Special Edition, Peggy Fletcher Stack, Kathleen B. Peterson, Kathleen Peterson, Signature Books, 2001
God and His Messengers, David Hoffman
Many Children: Religions around the World, Angele Thomas and Mary L. Ramey
The Story of Religion, Betsy Maestro
Religion, Myrtle Langley
One World, Many Religions: The Ways We Worship, Mary Pope Osborne
Brilliant Star magazine:
 “The Dervish” SE 91
 “The Greater Covenant” SE 92
 “The Holy Book of God” SE 93
 “Sun Returns to Nightland” Jan/Feb 95
 “What Day Is It?” Nov/Dec 99
 “Mysterious Signs” Mar/Apr 01
 “I Was But a Man . . .” Mar/Apr 01
 “What Do Bahá’is Believe?” Jan/Feb 02
 “Knowing the Answers” Mar/Apr 02
 “A Book of Treasures” Mar/Apr 02
 “God’s Messengers” Nov/Dec 02
 “The Earth is One Country” May/Jun 03
 “Sacred Symbol Search” May/Jun 03
 “Divine Teachers” Jul/Aug 03
 “Seeing the Lights of God” Jul/Aug 03
 “A New Moon for Every Age” Sep/Oct 03
 “Josie’s Quest: Hidden Treasure” Jan/Feb 04

Worksheets and Coloring Pages:

- The Light of a Good Character*, p. 16, Bahá’í Publishing Trust of India, 2001
Brilliant Star magazine:
 “Always With Us” May/Jun 97
 “Covenant Is Like the Sea” May/Jun 98
 “Noah’s Ark” Jul/Aug 91
 “All Glory Be to This Day . . .” May/Jun 01
 “The Promised Day is Come” Sp Ed 91

Activities:

- Brilliant Star* magazine:
 “The Greater Covenant” Sp Ed 92
 “Messenger Model” Sep/Oct 03
 “Words of Wisdom” Sep/Oct 03
 “The Most Beautiful Banquet” Sep/Oct 03

Music:

- Music of the Bahá’í World Congress*, Bahá’í Chorale conducted by Tom Price, “Expectation”, “See the Light”
Bridges, Bridges, “Walk a Little Farther”
To the Glory of God, Eric Dozier and Friends, “Lift Up Your Heads (O Ye Gates)”
We are Bahá’is, Lenz, Cameron & Sheper, “Song of the Prophets”
Lift Up Your Voices and Sing, Vol. 1, “God Is One”

Games:

- Brilliant Star* magazine: “Bahá’í Dominoes” Jul/Aug 92

Poetry:

- Brilliant Star* magazine: “Bahá’u’lláh Has Come” Jul/Aug 92; “The Anniversary” Mar/Apr 98

Videos:

- Teaching Christians Effectively*, David Young
How Do You Spell God?, HBO: Barry Harman, New York, NY: HBO Kids Video, 1996.
7 Signs of Christ’s Return, Chicago, IL: Questar, Inc., 1996.

Other favorite resources:

- ‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, pp. 126-127, 197-203, 314, 361-70, 454
‘Abdu’l-Bahá, *Some Answered Questions*, pp. 43-44, 32, 56, 62-66, 110-112, 132-34, 288-89
‘Abdu’l-Bahá, *Paris Talks*, pp. 54-57
‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 101
Bahá’u’lláh, *Gleanings from the Writings of Bahá’u’lláh*, pp. 12-13
Bahá’u’lláh, *Láwh-i-Aqdas: Tablet to the Christians*
Bahá’u’lláh, *The Kitáb-i-Iqán*, pp. 20-22, 24-25, 33, 35, 36, 41-42, 150-51, 153-54, 159
Matthews, Gary, *Every Eye Shall See: Bible Evidence for the Return of Christ*
Matthews, Gary, *Secret of the Second Coming: Christ’s Glorious Return* (pamphlet)
Matthews, Gary, *The Glory of Christ: A Bahá’í Testimony* (pamphlet)
Matthews, Gary, *The Metropolis of Satan: Evil & The Devil in Bahá’í/Christian Dialog*
Matthews, Gary, *Afraid to Speak Against Moses: Sinlessness in Bahá’í-Christian Dialog*
Motlagh, Hushidar, *I Shall Come Again*
Motlagh, Hushidar, *Lord of Lords*
Norder, Cordelia A, *The Eternal Voice*
Norris, Frederick W. *Christianity: A Short Global History*
Schaefer, Udo, *The Light Shíneth in Darkness: Five Studies in Revelation After Christ*
Sears, William, *Thief in the Night*
Sours, Michael, *The Prophecies of Jesus*
Stark, Rodney, *The Rise of Christianity: How the Obscure, Marginal Jesus Movement Became the Dominant Religious Force in the Western World in a Few Centuries*
Tai-Seale, Thomas, *Thy Kingdom Come: A Biblical Introduction to the Bahá’í Faith*
Various, *Symbol & Secret: Qur’án Commentary in Bahá’u’lláh’s Kitáb-i-Iqán*

As you find additional resources, please notify the Office of Education and Schools at the Bahá’í National Center.