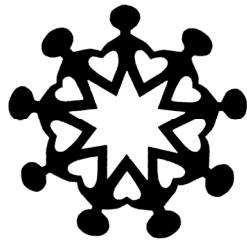


The Guardianship



Level Two

**THE KNOW ABOUT THE LIFE OF THE GUARDIAN,
SHOGHI EFFENDI**

**CHARACTER OF THE GUARDIAN
AND HIS EXCELLENCE IN ALL THINGS**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
JOY, EXCELLENCE, PERSEVERANCE**

The sacred and youthful branch, the guardian of the Cause of God, as well as the Universal House of Justice, to be universally elected and established, are both under the care and protection of the Abhá Beauty, under the shelter and unerring guidance of His Holiness, the Exalted One. . . .

‘Abdu’l-Bahá, Will and Testament of ‘Abdu’l-Bahá, p. 11

The instruction of these children is even as the work of a loving gardener who tendeth his young plants in the flowering fields of the All-Glorious.

‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 143

Learning Objectives and Suggested Activities

KNOWLEDGE OBJECTIVES

- To identify the spiritual qualities of the Guardian, Shoghi Effendi
- To know some of the ways that the Guardian exemplified excellence in all things

SUGGESTED LEARNING ACTIVITIES

- Tell stories about the life of Shoghi Effendi and identify the spiritual qualities demonstrated in those stories.
- Share examples of the Guardian's pursuit of excellence in all things, such as his development of the gardens in the Holy Land.

WISDOM OBJECTIVES

- To understand the importance of Shoghi Effendi exhibiting spiritual qualities in his role as the Guardian of the Baha'i Faith
- To understand the outcome of the Guardian's commitment to excellence in all things as it relates to the Baha'i Faith

SUGGESTED LEARNING ACTIVITIES

- Make a book or timeline of some of the episodes in the life of Shoghi Effendi that illustrate his spiritual qualities.
- Create an artistic representation of one or more of the spiritual qualities illustrated by Shoghi Effendi, remembering not to portray the Guardian himself.
- Identify the many small actions or cumulative steps that illustrate the Guardian's commitment to excellence.
- Identify some of the obstacles that the Guardian faced in his work and how he overcame them in his pursuit of excellence.

SPIRITUAL PERCEPTION OBJECTIVES

- To perceive how to incorporate the spiritual qualities of the Guardian in one's life
- To discern how one can put into practice the principle of excellence in all things

SUGGESTED LEARNING ACTIVITIES

- Identify action steps for cultivating one of the spiritual qualities illustrated by the Guardian.
- Share examples from one's own life of striving toward excellence in a step-by-step way.
- Develop a personal plan for tracking one's own progress toward excellence in a particular area.

ELOQUENT SPEECH OBJECTIVES

- To be able to explain the character of the Guardians to others
- To practice the outward expression of spiritual qualities
- To demonstrate one's understanding of excellence in all things

SUGGESTED LEARNING ACTIVITIES

- Share stories, artwork, or a timeline about the Guardian's spiritual qualities with others.
- Call oneself to account regarding progress in the development of a spiritual quality.
- Track one's own progress or action steps toward excellence in a particular area.

TOPIC: THE CHARACTER OF THE GUARDIAN

Sample Activities

ACTIVITY 1: THE SOURCE OF HAPPINESS

KNOWLEDGE OBJECTIVE: To identify the spiritual qualities of the Guardian, Shoghi Effendi

WISDOM OBJECTIVE: To perceive how to incorporate the spiritual qualities of the Guardian in one's life

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- One copy of Resource Pages 88–89, cut into individual episodes
- Chart paper and markers

Advance Preparation:

Photocopy Resource Pages 88–89 and cut apart the individual descriptions of the Guardian. Decide which of your students would be able to read the longer or more complicated descriptions and which would be able to read the shorter or simpler descriptions. Have these descriptions ready to hand to individual students.

1. Welcome students. Invite them to share one act of service that they've noticed in another person since the last class. Acknowledge all. Briefly discuss: How does it help to persevere in service when we notice good deeds offered by others?
2. Encourage students to think of all the people that they know and love and admire. Encourage them to think of a person that they know who is happy. Briefly discuss: How can we tell when someone is happy? What do we think are some of the sources of happiness? Record student ideas on chart paper.
3. Explain that Shoghi Effendi, the Guardian of the Bahá'í Faith, was a very happy person. He also worked very hard. Invite students to explore these two qualities of the Guardian by providing each student with one of the descriptions of Shoghi Effendi on Resource Pages 88–89. Encourage students to read silently their descriptions and prepare to tell or read that description to the class.
4. Circulate among students to assure that each is prepared. Then encourage students to listen carefully to each other as they tell or read their descriptions in the whole group. Show the photographs of Shoghi Effendi on Resource Page 90; then briefly discuss: What are some of Shoghi Effendi's spiritual qualities? Why do we think he was so happy? Record student ideas on chart paper.
5. Read aloud the following quotation twice:

Is any larger bounty conceivable than this, that an individual, looking within himself, should find that by the confirming grace of God he has become the cause of peace and well-being, of happiness and advantage to his fellow men? No, by the one true God, there is no greater bliss, no more complete delight.

'Abdu'l-Bahá, The Secret of Divine Civilization, pp. 2–3

Briefly discuss: What does this quotation tell us about the source of Shoghi Effendi's happiness? What does this quotation tell us about the source of happiness in the people we know? What does it tell us about the source of our own happiness?

6. Invite the students to lie side by side on the floor. Invite the first person to say “ha,” and the second to say “ha ha,” and the third to say “ha ha ha,” and so on. When each student has added another “ha” to the statement, repeat with another cycle. Continue until the whole group is laughing. If your class is large, suggest that they stand in two lines for a “ha ha” race. Then read aloud the following words of ‘Abdu’l-Bahá:

I want you to be happy . . . to laugh, smile and rejoice in order that others may be made happy by you.
7. In the whole group, brainstorm a list of answers to the question: What are some of the ways that Shoghi Effendi brought happiness to others? What are some ways that we can bring joy to the people around us?
8. Encourage students to think about the people they know—family members, friends, and others—and choose one item from their list to complete before the next class.
9. If desired, conclude the class with the next activity.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 218

ACTIVITY 2: BRINGERS OF JOY

KNOWLEDGE OBJECTIVE: To identify the spiritual qualities of the Guardian, Shoghi Effendi

SPIRITUAL PERCEPTION OBJECTIVE: To perceive how to incorporate the spiritual qualities of the Guardian in one’s life

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

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

Advance Preparation:

Learn the song “Bringers of Joy” from Resource Page 91, the CD *Singing with Ernestine*, or the Core Curriculum website. Prepare to teach this song to your students using the methods in Teacher Development Workshop Eight.

1. Welcome students. Briefly discuss: What do you think it might have been like to meet Shoghi Effendi? Listen carefully to student responses.
2. Explain that Shoghi Effendi was the great-grandson of Bahá’u’lláh and the eldest grandchild of ‘Abdu’l-Bahá, as Shoghi Effendi’s mother was the daughter of ‘Abdu’l-Bahá. Explain that Shoghi Effendi’s father was a relative of the Báb. Shoghi Effendi was related to both the Báb and Bahá’u’lláh. When Shoghi Effendi was a child he lived in a part of the world where surnames were not commonly used.

When Shoghi Effendi asked ‘Abdu’l-Bahá for a surname, ‘Abdu’l-Bahá gave him the surname “Rabbání,” which means “divine” or “heavenly.” ‘Abdu’l-Bahá asked everyone, even Shoghi Effendi’s parents, to address His grandchild as “Shoghi Effendi.” “Effendi” means “sir” or “mister.” Briefly discuss: Why do we think ‘Abdu’l-Bahá might have given Shoghi Effendi the surname “Rabbání”?

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TOPIC: THE CHARACTER OF THE GUARDIAN

3. Share the following description by Hand of the Cause of God Mr. A.Q. Faizi of his first meeting with Shoghi Effendi in 1927. Mr. Faizi was a young man who had just become a Bahá'í. He wrote:

I sat facing the door when suddenly the Guardian came in unannounced and without the least ceremony. He was in the prime of youth, with a heavenly countenance and a divine majesty. I was overcome by emotion and could not move. The Guardian, seeing my plight, came forward and said. "Let us embrace like two brothers." My head rested on his shoulder and tears filled my eyes as I received my spiritual baptism.

From the moment I saw the Guardian, I lost my heart to him completely.

A.Q. Faizi, *A Gift of Love*, p. 27

Briefly discuss: Why do we imagine that meeting the Guardian brought such happiness to Mr. Faizi?

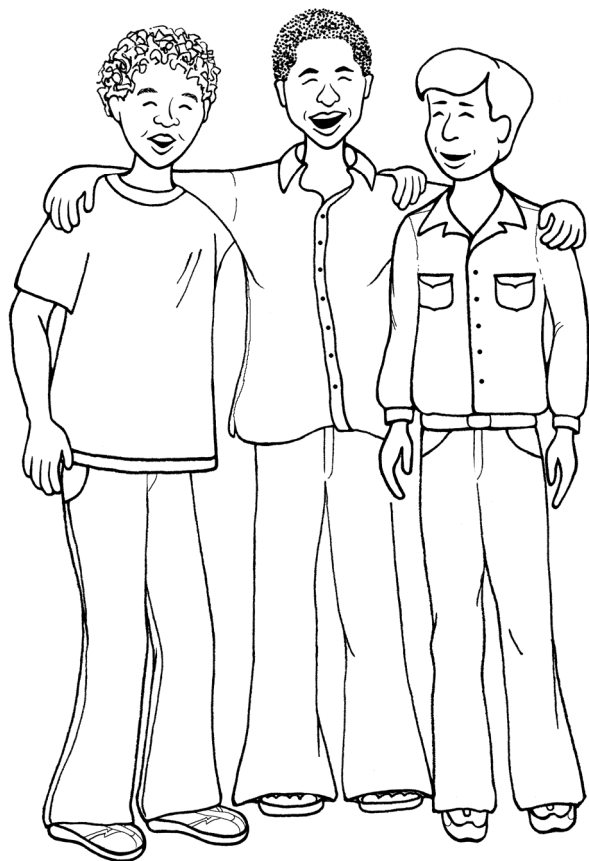
4. Read aloud the following words of 'Abdu'l-Bahá:

I beg of God that ye will be bringers of joy, even as are the angels in Heaven.

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 203

Explain that we too can be bringers of joy and that we will learn a song to help us remember this power that God gives to each of us.

5. Using the methods taught in Teacher Development Workshop Eight, teach the song "Bringers of Joy" on Resource Page 91.
6. Briefly discuss: What are our plans for bringing joy to the people around us between now and the next class?
7. Encourage students to keep singing this song as a reminder of our plans to be bringers of joy, like Shoghi Effendi. Remember to invite students to share the results of their actions at the beginning of the next class.



ACTIVITY 3: THE GARDEN OF DELIGHT

KNOWLEDGE OBJECTIVE: To know some of the ways that the Guardian exemplified excellence in all things

WISDOM OBJECTIVE: To understand the outcome of the Guardian's commitment to excellence in all things as it relates to the Bahá'í Faith

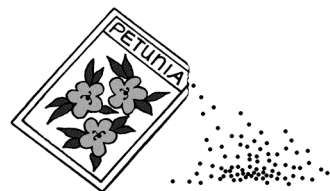
SPIRITUAL PERCEPTION OBJECTIVE: To discern how one can put into practice the principle of excellence in all things

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Use of stories; Use of consultation; Involve service

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- Chart paper and markers
- Access to an outdoor or indoor area where a garden might be created
- Paper or plastic cups or other containers
- Paper or plastic bags for collecting any visible litter
- Soil
- Water
- Flower seeds that will thrive indoors or outdoors in your climate
- Colored photographs of gardens created by Shoghi Effendi in the Holy Land, available from picture books or downloadable from <http://media.bahai.org> or www.bahaipictures.com. A color copy of Resource Page 92 may be downloaded from the teacher's resource page at www.core-curriculum.org/res.html.



Advance Preparation:

Consider possibilities for creating a small outdoor or indoor garden that students can plant and maintain for the benefit of others. Consult with the owner of the place where Bahá'í class is held to identify possible locations for this garden.

Consider reading through the next several activities in this Lesson Planning Guide to gain an overall perspective of this set of activities for students to plan, plant, use, and maintain a small garden as a service to others. This step-by-step process to complete a service project over a period of several classes can be used to demonstrate the process for achieving excellence in all things.

1. Welcome students. Invite them to share the results of their efforts to bring joy to the hearts of others: Were they able to perceive heavenly confirmations for their efforts?
2. Briefly discuss: What evidence do we have that the beloved Guardian, Shoghi Effendi, pursued excellence in all aspects of his service to the Cause of God? Listen carefully to student responses and then invite the students to work as a class to explore one example of this spiritual quality—striving for excellence in all things—that the Guardian showed in his life and that we can show in our lives. Then share the following example of the Guardian's work to develop the beauty of the Holy Places associated with the life of his great-grandfather, Bahá'u'lláh:

Another example of the extreme ingenuity of the Guardian was the little garden he built, two floors above the ground, in a small open courtyard of the House of 'Abbud [where Bahá'u'lláh revealed the Kitáb-i-Aqdas, the Most Holy Book of the Bahá'í Revelation] in 'Akká. . . . He proceeded, with extra tiles, a little cast cement work, an old wooden pedestal, a metal peacock and a few plants, to create a tiny square of garden that was not only charming but drew the wandering inhabitants of 'Akká—who visited the house on the days it was open to the public—to stare at it open-mouthed, a new and unheard of thing, and yet another purveyor of the fame of the Bahá'í community.

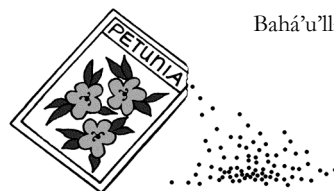
Rúhiyyih Rabbání, *The Priceless Pearl*, p. 143

TOPIC: THE CHARACTER OF THE GUARDIAN

3. Briefly discuss: What was unusual and beautiful about this little garden—how do we imagine it in our mind’s eye? What is your favorite garden? Where is it and what is it like? What are some of the purposes of gardens? How do we feel when we’re in a truly beautiful garden? Why do we think we feel this way when we’re in a place of beauty? Record student responses on chart paper.
4. Show the pictures on Resource Page 92 of gardens planned by Shoghi Effendi, large and small. Show other photographs of beautiful gardens, as desired. Discuss: How does the Guardian’s creation of such beauty show his generosity of spirit? How does it show his excellence in planning, attention to detail, careful work, and bringing things all the way to completion?
5. Continue the discussion: What do we know about gardening? Record student responses on chart paper.
6. Invite the students to go with you on a walk around the house or other building, yard, or neighborhood where Bahá’í class meets to find a suitable place to create a small garden. Explain that we can bring spiritual joy to others by creating a beautiful space for spiritual reflection.
7. Provide students with paper or plastic bags so that they can pick up any trash that they see as they walk. Encourage the class to identify three possible locations for a garden, so that they can request the owner’s permission to develop a garden in one of these locations. Encourage the class to identify who might be able to benefit from a garden located in the areas they plan to suggest.
8. Upon returning to the classroom, encourage students to properly dispose of any collected trash. Then record student answers to the following questions on chart paper: What are some possible locations for our garden? Who might benefit from these gardens? What sort of work would be required for each of these locations?
9. Then discuss: How will we request permission to develop our garden? Will we go as a class to the owner of the property? Will one or more of us go with the teacher to make this request? What should we say? How can we show our ability to carry our plans through to completion? How can we show our appreciation to the owner?
10. After making a careful plan to gain the necessary permission to create a garden, invite students to begin work on their garden by planting seeds. Encourage them to place soil in their cups, plants seeds according to the directions on the seed package, moisten the soil, and place the cups in a warm and sunny location. Make a plan to keep the seeds moist between this class and the next. As the seeds grow into plants, the students will be able to place them in their garden.
11. Between this class and the next:
 - Encourage students to ask their parents or another adult to tell them about the most beautiful garden they know. Encourage students to learn where the garden is, why it is so beautiful, who made it, and any special feelings associated with the garden.
 - Work with students to carry out their plan for requesting permission to create a garden as well as their plan for keeping the seeds moist.
12. Conclude the activity by reading or singing the following words of Bahá’u’lláh, perhaps using the methods described in the next activity:

Blessed is the spot, and the house, and the place,
and the city, and the heart, and the mountain,
and the refuge, and the cave, and the valley,
and the land, and the sea, and the island, and
the meadow where mention of God hath been
made, and His praise glorified.

Bahá’u’lláh, Bahá’í Prayers, U.S. 2002 ed., p. i



ACTIVITY 4: BLESSED IS THE SPOT

WISDOM OBJECTIVE: To understand the outcome of the Guardian’s commitment to excellence in all things as it relates to the Bahá’í Faith

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

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

Materials Needed:

- CD player and one of the CDs, *Come and Sing* or *Lift Up Your Voices and Sing*, vol. 3, if available

Advance Preparation:

Learn the song “Blessed Is the Spot” from Resource Page 93, the CD *Come and Sing*, or the Core Curriculum website, www.core-curriculum.org. Prepare to teach this song to your students using the methods in Teacher Development Workshop Eight.

1. If you completed Activity 3 in a previous class session, begin this session by reading again the words of Bahá’u’lláh from *Bahá’í Prayers*, p. ii:

Blessed is the spot, and the house, and the place,
and the city, and the heart, and the mountain,
and the refuge, and the cave, and the valley,
and the land, and the sea, and the island, and
the meadow where mention of God hath been
made, and His praise glorified.
2. Teach students to sing these words using the beautiful melody printed on Resource Page 93, or using one of the CDs *Come and Sing* or *Lift Up Your Voices and Sing*, vol. 3, or using another favorite melody.
3. Encourage students to sing this song at an upcoming community event or devotional gathering.

Bahá’u’lláh, *Bahá’í Prayers*, U.S. 2002 ed., p. i



TOPIC: THE CHARACTER OF THE GUARDIAN

ACTIVITY 5: PREPARING THE SOIL

WISDOM OBJECTIVE: To understand the outcome of the Guardian’s commitment to excellence in all things as it relates to the Bahá’í Faith.

SPIRITUAL PERCEPTION OBJECTIVE: To discern how one can put into practice the principle of excellence in all things

ELOQUENT SPEECH OBJECTIVE: To demonstrate one’s understanding of excellence in all things

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

SUGGESTED TIME FOR ACTIVITY: 60 MIN. OR LONGER, DEPENDING ON THE SIZE OF THE GARDEN

Materials Needed:

- For outdoor gardens: gloves, fertilizer, trash bags, and hoes, shovels, or rakes
- For indoor gardens: pots, soil, fertilizer, small tools, trash bags
- Copies of Resource Page 94, cut apart

Advance Preparation:

Determine an appropriate location for the class’s garden. Remember that a small garden carefully tended provides a greater service than a large untended garden.

Copy the stories on Resource Page 94 and cut them apart, so that each team of students has one or more unique stories to share with the class.

If students do not have access to prayer books or the Bahá’í writings at home, consider providing inexpensive copies of the Hidden Words, small prayer books, or other writings so that students will be able to complete Step 9 of this activity.

1. Welcome students. Invite them to share what they learned from their parents or other adults about important gardens. Invite them also to share their own reflections about gardens.
2. Invite the class to check on and water as needed the seedlings planted in the previous activity. Then suggest to the class that human beings are like gardens. Briefly discuss: What are some ways that we are like a garden?
3. After acknowledging all the ways that students recall that people are like a garden, read aloud the following quotation from ‘Abdu’l-Bahá twice.

Holy souls are like soil which has been plowed and tilled with much earnest labor, the thorns and thistles cast aside and all weeds uprooted.

‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 293
4. Share the results of conversations with the property owner to request permission to create a garden as an act of service to people of the community. Explain that after learning a little more about the Guardian’s gardens, the class will have the opportunity to prepare the soil of their garden.
5. Organize students into pairs. Provide each team with enough copies of one or more of the stories on Resource Page 94, so that each student has a copy of the stories selected for that team. Encourage students to read their stories in their teams of 2 and prepare to re-tell these stories for the whole class. Circulate among teams to assure that all students successfully read and understand their little stories.

Briefly discuss: What are some examples of the “weeds” that need to be removed from the human soul? What are some ways that we can

6. Invite teams to re-tell their stories in the whole group. Acknowledge all. Briefly discuss: How do these stories illustrate the Guardian's commitment to excellence in all things? What are some actions that contribute toward excellence? Based on these stories, what are the steps that Shoghi Effendi used to create the beautiful gardens in the Holy Land? List some important factors to consider when making a garden. Save this list for the next activity.
7. Encourage students to work together to prepare the soil for the garden. For outdoor gardens, this will include digging up weeds or other plants that will not be part of the garden. Be sure to dig out the roots! Use hoes or shovels to loosen all the soil in this cleared ground. Remove rocks. Identify any trees, shrubs, or other plants that will remain in the garden. Carefully loosen the soil around those plants. Mix fertilizer with the soil. Then clean the area and remove debris.

For indoor gardens, carefully mix soil and fertilizer. Carefully fill all available pots with this soil/fertilizer mix. Place the pots in a safe location until the next class. Carefully clean the work area.
8. After students put away their tools and wash their hands. Read again the words of 'Abdu'l-Bahá:

Holy souls are like soil which has been plowed and tilled with much earnest labor, the thorns and thistles cast aside and all weeds uprooted.

'Abdu'l-Bahá, The Promulgation of Universal Peace, p. 293

Briefly discuss: Why do we think 'Abdu'l-Bahá compares holy souls to soil that has been carefully prepared for planting?
9. Encourage students to persevere in their care for the seedlings planted in the previous activity. Encourage students to bring to class a prayer or a passage from the Bahá'í writings that includes some reference to gardens, flowers, or plants.
10. Conclude the activity with prayers for the people in the community that they hope their garden will serve.



TOPIC: THE CHARACTER OF THE GUARDIAN

ACTIVITY 6: PLANNING AND PLANTING THE GARDEN

WISDOM OBJECTIVE: To understand the outcome of the Guardian’s commitment to excellence in all things as it relates to the Bahá’í Faith

SPIRITUAL PERCEPTION OBJECTIVE: To discern how one can put into practice the principle of excellence in all things

ELOQUENT SPEECH OBJECTIVE: To demonstrate one’s understanding of excellence in all things

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

SUGGESTED TIME FOR ACTIVITY: 60 MIN. OR LONGER, DEPENDING ON THE SIZE OF THE GARDEN

Materials Needed:

- Quotations on Resource page 95, cut apart
- Chart paper and markers
- For outdoor gardens: string and stakes, tape measure or yard stick, trash bag, possibly bricks, rocks, or wood edging
- For indoor gardens: tape measure or ruler, masking tape, trash bags, possibly shelving or other means to display the plants
- Plants started in Activity 3 for this topic
- Other plants, if desired

Advance Preparation:

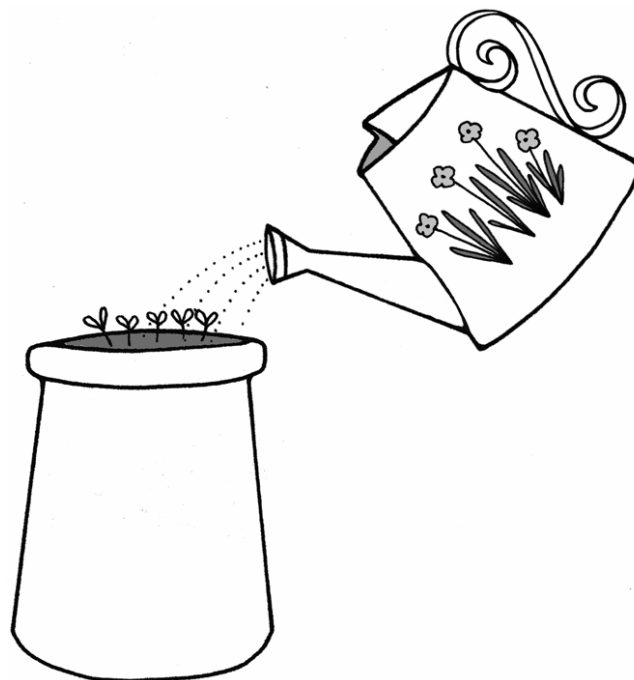
See Activities 3 and 5 for this topic. Note that finishing touches will be added to the garden in Activity 7. Note that the class will plan a short devotional program for the end of the next class.

1. Welcome students. Invite them to share the prayers or holy writings they found that include mention of gardens or flowers. Include the quotations translated by Shoghi Effendi on Resource Page 95. Save these quotations for future use.
2. Remind students of the beauty of the Guardian’s gardens. Show them again his designs on Resource Page 92. Explain that he used the top of the small building to get the necessary perspective for planning his gardens. Briefly discuss: What elements of the Guardian’s designs make these gardens beautiful? List student responses on chart paper.
3. Read aloud to the students the description of the Guardian’s process in designing the gardens on Resource Page 96. Briefly discuss: How did Shoghi Effendi plan and plant his gardens? List steps on chart paper.
4. Working as a group, consult about the overall design for the garden. Consider such questions as: What are the overall dimensions of our garden? Which plants are already in our garden? Where would we like to place the seedlings that we’ve grown for our garden? Do we have other plants to add? Then sketch the garden on chart paper.



Source: <http://www.upliftingwords.org/bahji.htm>

5. Work as a group to use measure out the locations for plants in the garden. Use string and stakes outdoors or masking tape indoors to mark the locations for these plants. Then plant the garden in the garden plot or in the pots available. If outdoors, consider starting in the middle of the garden area and working outward, or consider starting in the back and working forward. Consider rotating assignments so that each student gets to experience more than one task. If indoors, organize teams to plant each pot and then arrange the pots as planned.
6. After planting the garden, clean the area, put away tools, wash hands, etc.
7. Then consult as a group:
 - Look again at Resource Page 92 or other photographs of gardens created by Shoghi Effendi. Notice the paths, small statues, and other ornaments in the garden. Invite the class to consider following the Guardian's example to add some finishing touches to their garden. These touches could be careful arrangement of interesting rocks, shells, pinecones, etc., or the placement of a small ornament. Briefly discuss: What ideas do we have for ornamentation? Invite those who wish to bring an inexpensive or simple decorative item to the next class for the group to consider adding to the garden.
 - Recall that the purpose of the garden is to bring spiritual joy to the hearts of the people around us. Suggest that the students invite the property owners, other classes, parents, neighbors, and friends to a short (10–15-minute) devotional program at the end of the next class to dedicate their garden. Briefly discuss: Who shall we invite? How shall we invite them?
 - Make a plan to follow through with these invitations.
- Plan this short devotional program: Shall we include some or all the readings that we used at the beginning of this class? Which songs shall we include? Do we want to invite others to read prayers? What else would we like to include in our program? How will we explain that the purpose of the garden to our friends? What will we say about the Guardian's example as our inspiration for this garden? Would we like to share our favorite stories about the Guardian and his striving for excellence in all things?
- Plan to invite new friends who come to this short devotional program to join your regular Bahá'í class or a regularly scheduled devotional meeting. Remember that all are welcome!
- Note that the newly planted garden may require water every few days as the plants become established. Create a plan for the students to care for their garden on a regular basis.
8. Conclude the activity with prayers for teaching or by singing songs learned previously for this topic.



TOPIC: THE CHARACTER OF THE GUARDIAN

ACTIVITY 7: DEDICATING THE GARDEN

SPIRITUAL PERCEPTION OBJECTIVE: To discern how one can put into practice the principle of excellence in all things

ELOQUENT SPEECH OBJECTIVES: To demonstrate one's understanding of excellence in all things; To be able to explain the character of the Guardian to others

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Use of stories; Use of consultation; Involve service

SUGGESTED TIME FOR ACTIVITY: 45 MIN. PLUS 10–15 MIN. FOR DEVOTIONAL PROGRAM

Materials Needed:

- Copy of Resource Page 97, cut apart
- Copy of Resource Page 98 for each student
- Background music
- Chart paper and markers
- For outdoor gardens: interesting rocks, shells, pinecones, or other garden ornament
- For indoor gardens: fabric, baskets, candles
- Fragrance such as rose water
- Prayer books
- Readings selected for Activity 6

1. Greet students as they enter the classroom by pouring a few drops of rose water in their hands. Encourage them to rub their hands together and then rub the fragrance on their faces. Present each with one fact from Resource Page 97 until all facts are distributed. If necessary, give students more than one fact.
2. Ask students to read and study their facts. Encourage them to be prepared to help out the class with their information as needed. Allow students 2 or 3 minutes to become familiar with their facts.
3. Call students' attention to the devotional program later in this class in which they will offer their gift of a garden to the community. Recall that this work takes its inspiration from the Guardian's love of gardens and service to all people. Distribute Resource Page 98 and ask students to complete the worksheet as it is discussed. Prompt students to read their quotations or provide information if they do not recognize when their help is needed. Then discuss: How do these beautiful monuments enhance the spiritual significance of the gardens on Mount Carmel?
4. Play quiet background music and invite students to imagine the beauty of the gardens created by Shoghi Effendi. Encourage them then to move their attention to the beauty of the garden created by the class. Encourage them to imagine themselves tending it day after day so that it becomes more and more beautiful. Encourage them to imagine people—young and old—coming to this garden to pray. Then encourage them to focus their attention on the words of this prayer as you read it for all the people that will benefit from the garden created by the class.

O God! Refresh and gladden my spirit.
Purify my heart. Illumine my powers.
I lay all my affairs in Thy hand.
Thou art my Guide and my Refuge.
I will no longer be sorrowful and grieved;
I will be a happy and joyful being.
O God! I will no longer be full of anxiety,
nor will I let trouble harass me.
I will not dwell on the unpleasant things of life.

O God! Thou art more friend to me than I am
to myself. I dedicate myself to Thee, O Lord.

‘Abdu'l-Bahá, *Bahá'í Prayers*, U.S. 2002 ed., pp. 174–75.

TOPIC: THE CHARACTER OF THE GUARDIAN

5. Then refer to the materials available (rocks, shells, or ornaments) for enhancing the spiritual environment of their garden, as inspired by the Guardian's work.
6. Review plans for the short devotional program planned to dedicate this garden to the service of the people in the community.
7. Prepare to courteously greet the friends as they arrive for the devotional program, using rose water as part of the welcome, if desired.
8. Carry out the program as planned in the previous activity. Thank the guests, the owner of the property, and any friends that have donated materials. Conclude the program and courteously say good-bye to the guests.
9. Remember to review this activity at the next class. Invite students at that time to identify what they learned about the Guardian and the principle of excellence in all things from their engagement in this service activity.

Resource Pages

Activity 1: The Source of Happiness

‘Abdu’l-Bahá was pleased with Shoghi Effendi and his friends at school. ‘Abdu’l-Bahá wrote to them:

If one asks any person concerning the Bahá’í students, he will answer: In reality they are intelligent, sober, industrious, diligent, displaying good manners and behavior and concentrating all their attention on their acquirement of knowledge. They do not spend their time in frivolous amusements and distracting recreations.

Riaz Khadem, *Shoghi Effendi in Oxford*, p. 11

Shoghi Effendi was always jolly, optimistic, and hopeful. He had a wonderful personality. All of a sudden he would burst forth with loud laughter. Or sometimes a smile would break on his face. He had a very small mouth; beautiful, expressive eyes; and very regular, handsome features. He was bouncy. He just bounced.

Riaz Khadem, *Shoghi Effendi in Oxford*, p. 12

I used to play tennis with him . . . and how marvelously active he was. . . . He . . . switched his racket from one hand to the other . . . with lightening speed. . . . He was laughing . . . most of the time.

Riaz Khadem, *Shoghi Effendi in Oxford*, p. 102

Rabbani was irrepressibly cheerful, always on the point of laughter, and bouncing around. . . . Wherever he was, spirits were high. We all knew him destined for spiritual leadership. . . .

Riaz Khadem, *Shoghi Effendi in Oxford*, p. 108

[Shoghi Effendi] made everyone at ease. His eyes were bright, his voice reassuring, his manners perfect, his features beautiful. . . . He commanded respect without seeming to know it. . . . We all became very happy. . . .

Riaz Khadem, *Shoghi Effendi in Oxford*, p. 118

Living in Haifa, Effie [Baker] discovered Shoghi Effendi's great sense of humor. Once when some Persian women came for pilgrimage, complete with chadors (veils) wrapped tightly across their faces, and bowed in response to Shoghi Effendi's remarks without speaking, he commented that, if they hadn't bowed at intervals, he would not have known if he was speaking to their faces or to their backs.

Graham Hassel, *Ambassador at the Court: The Life and Photography of Effie Baker*, Ch. 7, "Pilgrim Hostel Hostess"
<http://bahai-library.org/asia-pacific/effiebaker.htm>

Shoghi Effendi is almost all day, every day, up in the Gardens due to the excavations behind the Shrine, etc., which he is directing personally to economize.

I saw that [Shoghi Effendi] had mud and asked what he had been doing? He said, "I had a fight with General Mud, only he won!" Then he explained he had fallen down again, it was so slippery from the rain—but we all had a good laugh.

Rúhíyyih Rabbání, *The Priceless Pearl*, pp. 175–76

The strongest impression I always get of Shoghi Effendi is of an object traveling uni-directionally with terrific force and speed. . . . Or one could liken him to a chemical. Bahá'u'lláh assembled everything that we needed, the Master mixed everything together and prepared it; then God adds to it one element, a sort of universal precipitant, needed to make the whole clarify and go on to fulfill its nature—this is the Guardian. . . .

Rúhíyyih Rabbání, *The Priceless Pearl*, pp. 82–83

I remember the Guardian telling me of how (I believe it must have been in early 1920) one of the old American Bahá'ís had sent a gift to the Master of a Cunningham automobile; notice of its arrival at the quayside in port came just as the weekend commenced and the Master gave Shoghi Effendi instructions to see that it was cleared and delivered to the house. Shoghi Effendi told me that although the next day there were no high officials in the port and it was not a business day, he succeeded in getting the car delivered and when it arrived he went to the Master and informed Him it was outside the door. He said the Master was very surprised and immensely pleased and asked him how he had succeeded in doing this. Shoghi Effendi told Him he had taken the papers and gone to the homes of various officials, asking them to sign the documents and give the necessary orders for the car of Sir 'Abdu'l-Bahá 'Abbas to be delivered to Him at once. This was typical of the way Shoghi Effendi did his work throughout his entire life. He always wanted everything done at once, if not sooner, and everything he had any personal control over progressed at that speed.

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 29

GOAL: TO KNOW ABOUT THE LIFE OF THE GUARDIAN, SHOGHI EFFENDI

TOPIC: THE CHARACTER OF THE GUARDIAN

Activity 1: The Source of Happiness



Source: Bahá'í photo library, www.bahai-biblio.org

GOAL: TO KNOW ABOUT THE LIFE OF THE GUARDIAN, SHOGHI EFFENDI
 TOPIC: THE CHARACTER OF THE GUARDIAN

Activity 2: Bringers of Joy

Bringers of Joy

Words: 'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 204

Music: Ernestine Atkins

116

Voice

F C G7

Will ye be bring-ers ___ of joy, bring-ers ___ of joy, bring-ers ___ of joy,

4 C F C F C G7

bring-ers ___ of joy Will ye be bring-ers ___ of joy, bring-ers ___ of joy, I beg ___ of God that

8 C G7 C

ye will be bring - ers _____ of joy. Will ye be

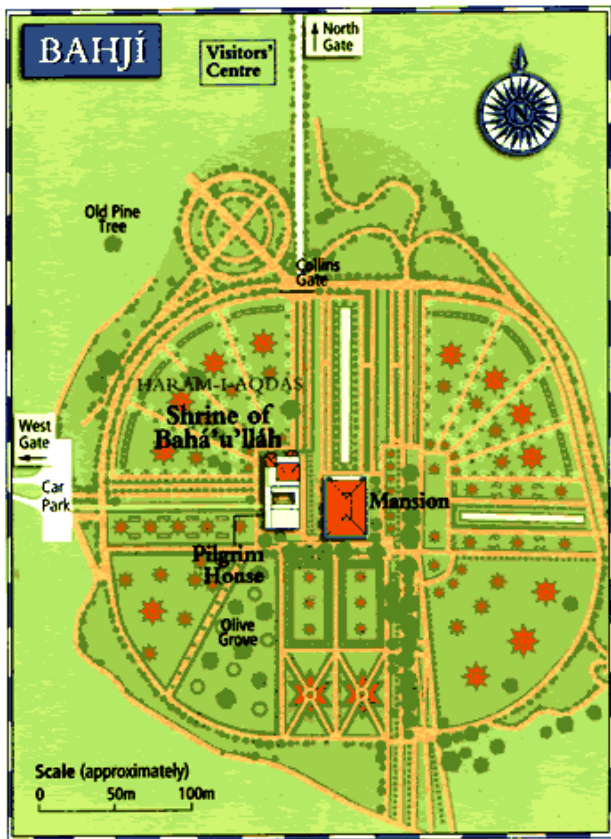
The musical score is written for voice in treble clef. It begins with a tempo marking of quarter note = 116. The first line of music is in 4/4 time and contains the lyrics 'Will ye be bring-ers ___ of joy, bring-ers ___ of joy, bring-ers ___ of joy,' with chords F, C, and G7 indicated above. The second line starts at measure 4 and contains 'bring-ers ___ of joy Will ye be bring-ers ___ of joy, bring-ers ___ of joy, I beg ___ of God that' with chords C, F, C, F, C, and G7. The third line starts at measure 8 and contains 'ye will be bring - ers _____ of joy. Will ye be' with chords C, G7, and C. The score ends with a double bar line.

Activity 3: The Garden of Delight

Courtyard Garden
in House of 'Abbúd



Source: www.upliftingwords.org



Bahjí
Gardens

Source: Bahá'í Media Bank, media.bahai.org; reprinted with permission of Bahá'í International Community

GOAL: TO KNOW ABOUT THE LIFE OF THE GUARDIAN, SHOGHI EFFENDI
 TOPIC: THE CHARACTER OF THE GUARDIAN

Activity 4: Blessed Is the Spot

Blessed Is the Spot

Text: Bahá'u'lláh
 Music: Elizabeth Hahn, 1974

Bless - ed is the spot, and the house, and the place, and the

ci - ty, and the heart, and the moun - tain, and the

re - fuge, and the cave, and the val - ley, and the land, and the

sea, and the is - land, and the mea - dow where

men - tion of God hath been ma - de and His

praise glo - ri - fied.

Activity 5: Preparing the Soil

Year after year the Guardian increased the size of the Shrine gardens, himself laying out the design in its minutest detail. Patiently, persistently, he had the lands about it bought, designating each area, supervising each transaction, overcoming every obstacle.

Amelia Collins, "A Tribute to Shoghi Effendi," 1958
<http://bahai-library.com/talks/tribute.se.html>

Mount Carmel continued to grow more beautiful as Shoghi Effendi worked hard in the gardens. The sides of the mountain were very steep and the rain often washed the thin earth away, down into the sea at the bottom. In summer it was so hot and dry that, at first, the grass and the flowers withered and died. But Shoghi Effendi never gave up and every year he planted more seeds until the roots began to hold onto the stony mountain.

Jackie Mehrabi, "Whatever is Happening on God's Holy Mountain?" *Dayspring Magazine*, Issue 28
http://www.breacais.demon.co.uk/dayspring/28_ghm.htm

Shoghi Effendi wrote to an English firm of horticulturists near Norwich, that ". . . I am a lover of flowers and gardens. I am enclosing another one pound for any pictorial plant you may think suitable to my purpose."

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 84

One of the things which attracted my attention on my first visit to the World Center of the Faith was the existence of two nurseries which Shoghi Effendi had established, to assure a constant supply of trees and plants for the expansion of the gardens. . . . In both nurseries there were hundreds of clay pots of different sizes and depths, in which small trees, shrubs, and flower plants were growing from seeds or cuttings. These were the product of the foresight of Shoghi Effendi, whose sagacity had envisioned the ideal beautification of the landscape around the Holy Places of the Faith.

Ugo Giachery, *Shoghi Effendi: Recollections*, pp. 119–20

He . . . never missed an opportunity to visit a beautiful or famous [garden]; I cannot say how many gardens we visited together in twenty years. It seemed as if wherever there was one, we went, and often we returned year after year to the same one, as to an old friend.

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 84

GOAL: TO KNOW ABOUT THE LIFE OF THE GUARDIAN, SHOGHI EFFENDI
TOPIC: THE CHARACTER OF THE GUARDIAN

Activity 6: Planning and Planting the Garden

Guide, then, the people unto the Garden of Delight which God hath made the Throne of His Paradise. . . . Within this Paradise, and from the heights of its loftiest chambers, the Maids of Heaven have cried out and shouted: “Rejoice, ye dwellers of the realms above, for the fingers of Him Who is the Ancient of Days are ringing, in the name of the All-Glorious, the Most Great Bell, in the midmost heart of the heavens. The hands of bounty have borne round the cups of everlasting life. Approach, and quaff your fill.”

Bahá'u'lláh, translated and quoted by Shoghi Effendi, *God Passes By*, p. 154

Seek ye grace from God, for God hath ordained for you, after ye have believed in Him, a Garden the vastness of which is as the vastness of the whole of Paradise.

The Báb, translated and quoted by Shoghi Effendi, *The Promised Day Is Come*, p. 28

Consider the flowers of a garden. Though differing in kind, color, form and shape, yet, inasmuch as they are refreshed by the waters of one spring, revived by the breath of one wind, invigorated by the rays of one sun, this diversity increaseth their charm and addeth unto their beauty. How unpleasing to the eye if all the flowers and plants, the leaves and blossoms, the fruit, the branches and the trees of that garden were all of the same shape and color! Diversity of hues, form and shape enricheth and adorneth the garden, and heighteneth the effect thereof. In like manner, when divers shades of thought, temperament and character, are brought together under the power and influence of one central agency, the beauty and glory of human perfection will be revealed and made manifest. Naught but the celestial potency of the Word of God, which ruleth and transcendeth the realities of all things, is capable of harmonizing the divergent thoughts, sentiments, ideas and convictions of the children of men.

‘Abdu’l-Bahá, translated and quoted by Shoghi Effendi, *The World Order of Bahá'u'lláh*, p. 42

Activity 6: Planning and Planting the Garden

From Shoghi Effendi's animated description of what he had found and planned to do . . . I gathered that his method was to look, as he walked about the property, at the land he planned to develop; a pattern would suggest itself to his mind and he would study this, not only on the spot through observation of his area, but through drawings he made himself. . . . He worked out the dimensions and details painstakingly in his drawings. . . . When he had it all planned he would go and stand and instruct the gardeners how to lay it out. Through string tied to pegs, giving long lines, a peg and string acting as a compass for circles, using the span (the space between thumb and little finger when fully stretched apart) as measurement of distance between trees, having light-colored soil poured out to indicate a line, and other such simple methods he would, often in a single afternoon, have an entire section of garden laid out in full detail. Usually, knowing exactly what he intended to do, Shoghi Effendi would call other gardeners to follow along behind those that were laying out the design, so that as the plan was measured out on the ground, holes for cypress trees were dug, trees planted and flower beds set out and borders planted, all while Shoghi Effendi advanced with his measuring process in front of them!

Rúhíyyih Rabbání, *The Priceless Pearl*, pp. 86–87

GOAL: TO KNOW ABOUT THE LIFE OF THE GUARDIAN, SHOGHI EFFENDI
TOPIC: THE CHARACTER OF THE GUARDIAN

Activity 7: Dedicating the Garden (to be cut apart)

Shoghi Effendi used to compare the stages in the Administrative Order of the Faith to this monument, saying the platform of three steps was like the local Assemblies, the pillars like the National Assemblies, and the dome that crowned them and held them together like the Universal House of Justice, which could not be placed in position until the foundations and pillars were first firmly erected.

Rúhíyyih Rabbání *The Priceless Pearl*, p. 261



Monument to the Greatest Holy Leaf, Bahíyyih Khánum

Shoghi Effendi wired the Bahá'í World when the cherished wish of the Greatest Holy Leaf was fulfilled. The sister, brother, mother, and wife of 'Abdu'l-Bahá were reunited in one spot, designed to constitute the focal center of the Bahá'í Administrative Institutions of the Faith's World Center. Laid to rest within the four beautiful shrines of white Carrara marble were Bahíyyih Khánum, Mírzá Mihdí, Navváb, and Muníríh Khánum.

Adapted from Rúhíyyih Rabbání, *The Priceless Pearl*, p. 261



Monuments to Navváb and Mirza Mihdí

Known as the "Monument Gardens," Shoghi Effendi tells us:

The conjunction of these three resting-places, under the shadow of the Báb's own Tomb, embosomed in the heart of Carmel, facing the snow-white city across the bay of Akká, the Qiblih of the Bahá'í world, set in a garden of exquisite beauty, reinforces, if we would correctly estimate its significance, the spiritual potencies of a spot, designated by Bahá'u'lláh Himself the seat of God's throne.

Shoghi Effendi, *God Passes By*, p. 348



Monument to Muníríh Khánum

The Guardian planned these gardens with the belief that, "The shrines and monuments and their gardens should express their high spiritual feeling and make people want to be quiet and pray."

Lowell Johnson, *Our Beloved Guardian*, p. 90



Monument gardens

TOPIC: THE CHARACTER OF THE GUARDIAN

Activity 7: Dedicating the Garden

1. Identify the gardens pictured on this page.

2. Name the four precious souls commemorated by monuments in these gardens.



3. What symbolism did Shoghi Effendi attribute to the shrine of the Greatest Holy Leaf?

Three steps _____

Nine pillars _____

Unifying dome _____

4. Label the monument pictures.



5. The Guardian planned the shrines and gardens to express what sorts of feelings?

LIST OF ADDITIONAL RESOURCES

Stories, Books, and Articles:

Blessings Beyond Measure: Recollections of ‘Abdu’l-Bahá and Shoghi Effendi, Aziz Yazdi

The Guardian of the Bahá’í Faith, Rúhíyyih Rabbání

The Priceless Pearl, Rúhíyyih Rabbání

Three Gifts of Love, Jacqueline Mehrabi

Brilliant Star magazine:

“For the Love of Shoghi Effendi,” Nov/Dec 1995

“Admiring Nature,” May/June 1999

“Shoghi Effendi,” Nov/Dec 2000

“The Well-Guarded Secret,” Nov/Dec 2000

“Meeting Shoghi Effendi,” Nov/Dec 2000

Worksheets and Coloring Pages:

Brilliant Star magazine:

“Shoghi Effendi,” Nov/Dec 1995, p. 5

Activities:

Brilliant Star magazine:

“Make a Frame,” Nov/Dec 1995

“Who Are You?” Nov/Dec 1995

“Hidden Pictures,” Nov/Dec 2000

“Chameleon Crossword,” Nov/Dec 2000

Music:

Brilliant Star magazine:

“Reverence,” Nov/Dec 1995

Poetry:

Brilliant Star magazine:

“A Mother’s Wish,” Nov/Dec 1995

“A Poem about the Guardian,” Nov/Dec 1995

Video:

Shoghi Effendi: Guardian of the Bahá’í Faith: The Sign of God on Earth, DVD

Other Favorite Resources:

If you find any additional resources, please notify the Office of Education and Schools at the Bahá’í National Center, or submit your findings to the Core Curriculum website, www.core-curriculum.org.

TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS
TO THE WORLD ORDER OF BAHÁ'U'LLÁH
HIS WRITINGS, CORRESPONDENCE WITH THE
BAHÁ'Í WORLD, AND TRANSLATION AND
INTERPRETATION OF THE SACRED WRITINGS

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
ENCOURAGEMENT, SERVICE, RESPECT FOR ELDERS

O my loving friends! After the passing away of this wronged one, it is incumbent upon the Aghsán (Branches), the Afnán (Twigs) of the Sacred Lote-Tree, the Hands (pillars) of the Cause of God and the loved ones of the Abhá Beauty to turn unto Shoghi Effendi—the youthful branch branched from the two hallowed and sacred Lote-Trees and the fruit grown from the union of the two offshoots of the Tree of Holiness,—as he is the sign of God, the chosen branch, the Guardian of the Cause of God, he unto whom all the Aghsán, the Afnán, the Hands of the Cause of God and His loved ones must turn. He is the Interpreter of the Word of God and after him will succeed the first-born of his lineal descendants.

‘Abdu’l-Bahá, *Will and Testament of ‘Abdu’l-Bahá*, p. 11

Learning Objectives and Suggested Activities

KNOWLEDGE OBJECTIVES

- To know the books that the Guardian translated
- To become familiar with the messages from the Guardian to the Bahá'ís of the world
- To know that the Guardian has the responsibility and the authority to interpret the sacred scriptures of the Bahá'í Faith

SUGGESTED LEARNING ACTIVITIES

- Create a display of the books written or translated by the Guardian.
- List books written or translated by the Guardian.
- Identify book-length letters and books that are compilations of letters written by the Guardian.
- Create a matching game for students to match the Guardian's book titles with their contents.
- Read the words in the Will and Testament of 'Abdu'l-Bahá that appoint Shoghi Effendi as the Interpreter of the sacred scriptures of Bahá'í Faith.

WISDOM OBJECTIVES

- To understand the significance of the Guardian's translations of the Bahá'í writings
- To understand the importance of the Guardians' guidance to the Bahá'ís and humankind

SUGGESTED LEARNING ACTIVITIES

- Read one or more of the published letters written by the Guardian. Discuss the letter's purpose and likely impact on the recipient.
- Identify the number of letters written by the Guardian and imagine the impact on that number of individuals or groups who received these letters.
- Compare the quantity of Bahá'í writings available in English before and after the Guardian's translations.
- Identify factors necessary for accurate translation of the Word of God.
- Read stories about the Guardian as a translator or writer.



SPIRITUAL PERCEPTION OBJECTIVES

- To perceive the peerless contributions of the Guardian to the World Order of Bahá'u'lláh
- To discern the effects of the Guardian's contributions in one's own life
- To perceive the writings of Shoghi Effendi as an important instrument to deepen one's understanding of the Station and writings of Bahá'u'lláh, and for the establishment of Bahá'í communities.

SUGGESTED LEARNING ACTIVITIES

- Find a favorite quotation from Bahá'u'lláh or 'Abdu'l-Bahá that was translated by Shoghi Effendi. Copy this quotation and illuminate it, using art to represent the meaning of this quotation.
- Identify ways to translate this quotation into action in one's own life.
- Study one of the letters written by the Guardian to a junior youth. Apply it to one's own life and circumstances.



ELOQUENT SPEECH OBJECTIVES

- To be able to explain to others the role, station, and responsibilities of the Guardian
- To demonstrate one's understanding of the Guardian's contributions to the Bahá'ís and humanity

SUGGESTED LEARNING ACTIVITIES

- Memorize a portion of the Guardian's writings or translations. Recite it in class or in other settings.
- Share favorite sentences from Shoghi Effendi's writings or translations with others.
- Write a letter of encouragement to another person, inspired by the Guardian's encouraging letters.
- Share with others one's knowledge about the Guardian's writings and translations.

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Sample Activities

ACTIVITY 1: THE TREASURE OF SHOGHI EFFENDI'S WRITINGS

KNOWLEDGE OBJECTIVES: To know the books that the Guardian translated; To become familiar with the messages from the Guardian to the Bahá'ís of the world; To know that the Guardian has the responsibility and the authority to interpret the sacred scriptures of the Bahá'í Faith

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the writings of Shoghi Effendi as an important instrument to deepen one's understanding of the Station and writings of Bahá'u'lláh, and for the establishment of Bahá'í communities

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; use of reflection; use of consultation; use of independent investigation; use of peer teaching

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- As complete a collection as possible of Bahá'í sacred and authoritative texts, including works by Shoghi Effendi and the Universal House of Justice
- Chart paper and markers
- Table space or other respectful display area for these books
- Paper
- Note cards
- Pens, pencils, or markers

Advance Preparation:

You may refer to the list on Resource Page 114 to identify books written or translated by Shoghi Effendi or compilations of his letters.

Organize books into three separate areas so that students have sufficient room to peruse them without crowding each other.

1. Warmly welcome students. Encourage introductions all around if you have new students. In the whole group invite students to share one thing they like about Bahá'í class, one hope they have for Bahá'í class, or one reason they came to Bahá'í class today. Acknowledge all.
2. Provide students with blank paper. Encourage them to think of a time that they individually or as a group provided a service to another person or group of people—this can be the garden project if the class completed the service suggested in the previous topic or it can be any other service, anytime, anyplace. Encourage students to write or draw about their experiences, responding to the questions: What did they do? How did they do it? How did the people respond? How did they feel about providing this service?

Teachers should also write or draw about their experiences.

3. After allowing time to work, invite students to share their writing or drawings with the group. Acknowledge all. Briefly discuss: Thinking about these experiences, what are we learning about service to humanity? What do these experiences also teach us about the power of divine assistance?
4. Read aloud the following words of 'Abdu'l-Bahá twice:

We must not consider our ability and capacity, nay rather we must fix our gaze upon the favors and bounties of God, in these days, Who has made of the drop a sea, and of the atom a sun.

'Abdu'l-Bahá, quoted by Shoghi Effendi,
The Advent of Divine Justice, p. 57

Briefly discuss: Have we sometimes noticed success beyond our own powers?

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

5. Explain that many of the Bahá'í writings that so deeply touch our hearts were translated by the Guardian of the Bahá'í Faith, Shoghi Effendi. In the whole group, pose the question: What do we know about Shoghi Effendi?
6. Allow some time for students to think and then listen carefully to their answers. Record student responses on chart paper. You may add to the students' general list, if desired. Then read aloud the following words of 'Abdu'l-Bahá about Shoghi Effendi:
8. Refer to the collection of books you have gathered and explain that this collection includes sacred writings of Bahá'u'lláh, the Báb, and 'Abdu'l-Bahá, as well as authoritative texts by Shoghi Effendi and the Universal House of Justice. Encourage students to carefully and respectfully look through all these important books to find:
 - Books written by Shoghi Effendi
 - Books translated by Shoghi Effendi
 - Books of letters written by Shoghi Effendi

He is the Interpreter of the Word of God. . . .

'Abdu'l-Bahá, Will and Testament of 'Abdu'l-Bahá, p. 11

Briefly discuss: What do we think 'Abdu'l-Bahá means when He says that Shoghi Effendi is the Interpreter of the Word of God? Is there any other Interpreter of the World of God?

Listen carefully to student responses. Then clarify as needed that interpreting the Word of God means to explain its meaning. 'Abdu'l-Bahá and Shoghi Effendi are the only authorized Interpreters of the Revelation of Bahá'u'lláh.¹

7. Invite students to discover Shoghi Effendi's vital role in helping us understand the Revelation of Bahá'u'lláh by going on a treasure hunt to find Bahá'í writings translated by Shoghi Effendi and explanations of the Bahá'í Revelation made by Shoghi Effendi.
9. Allow time for students to respectfully handle the books, browse through them, find their designated set of books, and gain an appreciation for the enormous contributions of Shoghi Effendi. As students work, encourage the teams to organize their books into a simple dignified display. Invite teams to make a sign to identify their set of books.
10. When the books have been organized, encourage the teams to familiarize themselves with all three sets of books. Then briefly discuss: Why is it important for people to have access to the Message of God for this day? What are some of the ways that Shoghi Effendi helped us understand the Revelation of Bahá'u'lláh? How does his work also help build a new and wonderful civilization?

Books Written by
SHOGHI EFFENDI

Books translated by
SHOGHI EFFENDI

Books of letters written by
SHOGHI EFFENDI

¹ If desired you may add that the Universal House of Justice legislates on matters that are not mentioned in the Bahá'í writings. The Universal House of Justice does not interpret the writings or explain their meaning. In a certain sense we all create our own "interpretations" or understandings of the writings when we study them, but our "interpretations" are not authoritative. We can appreciate the fact that others may have different views, try to learn from them, and share our understanding as well. In a learning community, each person learns from each person.

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

11. Then encourage students to look in the backs of books of Bahá’í writings published since the passing of the Guardian—such as the Kitáb-i-Aqdas—to find a list of passages translated by Shoghi Effendi. Briefly discuss: Thinking about all the books that Shoghi Effendi translated, all the books and letters he wrote, and all the books that include passages translated by Shoghi Effendi, how does the Guardian’s work as authorized Interpreter of the Bahá’í Faith contribute to our understanding of this Faith?
12. Invite students to look through all the books. Encourage students each to select a book they’d like to read, then to share the book title and the reasons for selecting this book.
13. Play quiet background music and invite students to look in their selected book to find a favorite short passage. Encourage students to copy their selections onto note cards.
14. Then invite students to gather in a quiet area and read their selections aloud in the whole group as a devotional close to the activity.
15. Encourage students to read their selected quotation each day before the next class. Encourage them to reflect on the meaning of their short quotation and to share the quotation with at least one other person before the next class.

ACTIVITY 2: THE CHALLENGE OF TRANSLATION

KNOWLEDGE OBJECTIVE: To know the books that the Guardian translated

WISDOM OBJECTIVE: To understand the significance of the Guardian’s translations of the Bahá’í writings

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Copies of Resource Pages 116 and 117
- Chart paper and markers
- Book of Bahá’í writings in Arabic or another language other than English and, if possible, the same book in English

Advance Preparation:

If students do not have access to Bahá’í writings at home, consider making available inexpensive copies of the Hidden Words so that they can complete Step 9 of this activity.

1. Welcome students. Invite them to share their spiritual adventures over the past week: What acts of service have they noticed in others? What confirmations have they noticed as they have made efforts to serve the people around them? What have they noticed in their own hearts as they read selections from the Bahá’í writings or shared them with others?
2. Remind students that one of the responsibilities of the Guardian of the Bahá’í Faith, Shoghi Effendi, is the authorized translation of the writings of Bahá’u’lláh, the Báb, and ‘Abdu’l-Bahá. Briefly discuss: Have any of us tried to translate something from one language to another or from one style of speaking to another? For example, have any of us tried to explain a comment by one of our friends to our parents, grandparents, or other adults? How easy or hard was it?

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

3. Listen carefully to student comments. Then share the following observations of Hand of the Cause of God Ugo Giachery who describes the Guardian's translations of the Bahá'í writings from their original Persian or Arabic into English.

Shoghi Effendi . . . initiated a new era in religious literature, for without delay, after 1922, but at great physical cost, he translated, within the very first century of his Great-Grandfather's Revelation, a large number of His Writings into English, a language now widely diffused and almost universally spoken. The Faith of Bahá'u'lláh has spread rapidly to all parts of the world because Shoghi Effendi made the dissemination of Bahá'í literature an essential objective throughout the thirty-six years of his Guardianship, and contributed his matchless translations from the original texts, which in turn have been translated into hundreds of other languages. 'Abdu'l-Bahá had prepared him (Shoghi Effendi) for this work by enabling him to master some European languages, English being his favorite.

Ugo Giachery, *Shoghi Effendi*, p. 33

Briefly discuss: Why are the Guardian's translations of the Bahá'í writings so important? How do we think he prepared himself to do this work?

4. Listen carefully to student comments, then invite students to listen as you read, summarize, or retell some or all of the selections on Resource Page 115 that describe Shoghi Effendi's preparation and his work as a translator.
5. Invite students to experience some aspects of the art of translation by deciphering the secret message on Resource Page 116. Encourage them to work individually or in small teams, use the "key" provided, and translate this important message. Invite students to guess how much time it will take them to do this work.¹ Record student guesses.
6. After students have completed their translations, read the message aloud in the whole group. Applaud all! Then briefly discuss: How much time did it take for us to translate this code into English? How much time might it take to translate a whole book? Or many books? How is our work translating this code the same and how is it different from translating from one language to another? Which is easier?
7. If available, show students a book of Bahá'í writings written in Arabic or Persian. Encourage students to hold the book reverently, look through it, and notice the beauty of the script. If any students or teachers are able to read this book, invite them to select a short passage to read in the original. If possible, read this same passage in English or share the general meaning of the passage in English.
8. Provide students with copies of Resource Page 117. Again, if possible invite a student or teacher to read the original Arabic language. Next read the same words translated by the Guardian into English. Remind students that Shoghi Effendi gave us the translations of the Hidden Words, The Kitáb-i-Íqán, Gleanings from the Writings of Bahá'u'lláh, Prayers and Meditations of Bahá'u'lláh, Epistle to the Son of the Wolf, numerous shorter translations of the Word of God included in his other writings, and as well as The Dawn-Breakers. Briefly discuss: How can we show our appreciation for the Guardian's gift of these translations?
9. Listen carefully to student ideas and record them on chart paper.

If desired you may add such options as: read from one of the Holy Books translated by Shoghi Effendi each morning and evening; strive to develop the spiritual qualities identified in Bahá'í writings translated by Shoghi Effendi; share one or more favorite quotation(s) translated by Shoghi Effendi with another person. Encourage students to select one action from this list to complete before the next class.

¹ This message is de-coded for teacher reference on Resource Page 123.

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

ACTIVITY 3: GOD PASSES BY

KNOWLEDGE OBJECTIVES: To become familiar with the messages from the Guardian to the World; To know that the Guardian has the responsibility and the authority to interpret the sacred scriptures of the Bahá'í Faith

WISDOM OBJECTIVE: To understand the importance of the Guardian's guidance to the Bahá'ís and humankind

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the writings of Shoghi Effendi as an important instrument to deepen one's understanding of the Station and writings of Bahá'u'lláh, and for the establishment of Bahá'í communities

ELOQUENT SPEECH OBJECTIVE: To demonstrate one's understanding of the Guardian's contributions to humanity

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of reflection; Using the power of reasoning; Use of drama; Use of play and manipulatives

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Pictures cut from magazines to show beauty in nature or in the human family
- Plain paper
- Glue
- Chart paper and markers

1. Welcome students. Invite them to share their reflections on their spiritual adventures since the past week—reflections on the Bahá'í writings they've been reading, reflections on their acts of service and teaching, reflections on acts of generosity noticed in others. Acknowledge all.
2. Encourage students to find a quiet comfortable position in which they can use their imaginations. Consider playing quiet background music or nature sounds as you slowly and eloquently read aloud the following words of Bahá'u'lláh and 'Abdu'l-Bahá as quoted by the Guardian:

“O ye discerning ones!” Bahá'u'lláh has written, “Verily, the words which have descended from the heaven of the Will of God are the source of unity and harmony for the world. Close your eyes to racial differences, and welcome all with the light of oneness.” “We desire but the good of the world and the happiness of the nations,” He proclaims, “. . . that all nations should become one in faith and all men as brothers; that the bonds of affection and unity between the sons of men should be strengthened; that diversity of religion should cease, and differences of race be annulled.” “Bahá'u'lláh hath said,” writes 'Abdu'l-Bahá, “that the various races of humankind lend a composite harmony and beauty of color to the whole. Let all associate, therefore, in this great human garden even as flowers grow and blend together side by side without discord or disagreement between them.”

Shoghi Effendi, *The Advent of Divine Justice*, p. 36



TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

3. Encourage students to think about their own community at some time in the future after these words have grown in the hearts of all people and reflect on the questions: What will it be like when many, many people in this community understand and strive to act on this guidance? How will people our own age feel? What will their lives be like? Then read the quotation a second time.
4. After a brief period of silent reflection invite students to move to an area in which you have displayed a variety of pictures cut from magazines that show nature scenes, diverse groups of people of all ages, etc. Invite students to each select one picture to represent the beautiful future that they see in their mind's eye.
5. After allowing some time for students to make their selections, invite students to first share their picture with one other person and explain their reason for selecting it, and then to share the picture and reason in the whole group. Acknowledge all.
6. In the whole group briefly discuss: Imagine that we're living in this glorious future and we want to write a true history of how Bahá'u'lláh's message of love for all the human family became established in our community, families became stronger, friendships tighter, and all aspects of civilization reflect the principle of unity in diversity. Why would it be important to discover this history and write it down? What steps would we take to do this? Record student comments on chart paper. Then organize them into a step-by-step process.
7. Explain that Shoghi Effendi, the Guardian of the Bahá'í Faith undertook exactly this task for the 100th anniversary of the Bahá'í Faith, beginning with the Báb's Revelation in 1844 and carrying it forward to 1944, Shoghi Effendi researched and wrote this history, recording the spread of God's Message for this age, a history that we're all making right here, right now.
8. Encourage students to listen carefully as you read aloud, summarize, or re-tell the information on Resource Page 118. Briefly discuss: What steps did Shoghi Effendi take to write *God Passes By*? Remembering Shoghi Effendi as the Interpreter of the Word of God, why do we think it was so important for Shoghi Effendi to describe for all time this God-impelled process?
9. Encourage students to follow the Guardian's example of researching and recording important events in this God-impelled process by asking a parent, grandparent, or other adult: "What actions in our family (or community) have helped promote the oneness of the world of humanity?" Provide students with paper and encourage them to:
 - Fold the paper in half.
 - Glue their picture of the future on the front of the paper.
 - Write their research question at the top of one page.
 - Use this paper when they pose the question to the adult.
 - Write down that person's response.
 - Thank the person and explain the purpose of the class's research.
10. Consider concluding the class by rereading the quotation in Step 2 of this activity or by singing the quoted words of 'Abdu'l-Bahá as taught in the next activity.

As time permits, encourage students to practice interviewing each other, using one section of their folded paper.

Remind students to bring their papers to the next class. Teachers may also complete this activity.

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

ACTIVITY 4: LET ALL ASSOCIATE THEREFORE

WISDOM OBJECTIVE: To understand the importance of the Guardians’ guidance to the Bahá’ís and humankind

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

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

Materials Needed:

- Copies or Resource Page 119

Advance Preparation:

Learn the song “Let All Associate” recorded by the group New Creation, using Resource Page 119, or the group’s CD of the same name, or the Core Curriculum website, www.core-curriculum.org. Prepare to teach this song to your students using the methods in Teacher Development Workshop Eight.

1. Read aloud the following instructions from ‘Abdu’l-Bahá:

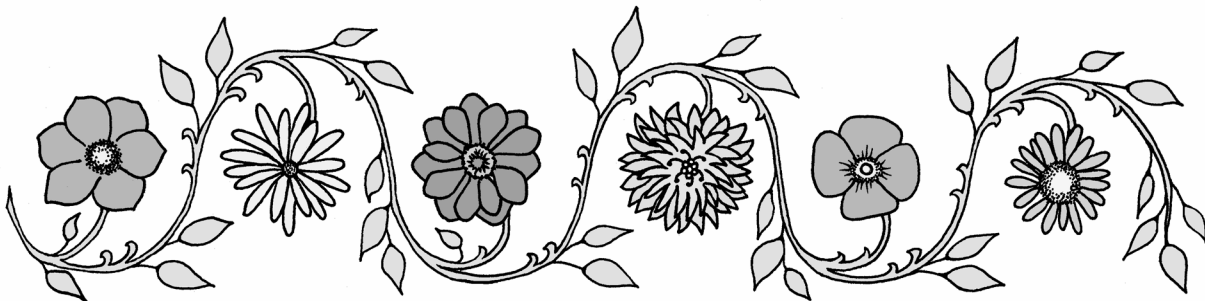
Let all associate, therefore, in this great human garden even as flowers grow and blend together side by side without discord or disagreement between them.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 69

Love ye all religions and all races with a love that is true and sincere and show that love through deeds. . . .

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 69

2. Briefly discuss: How does the beauty of Shoghi Effendi’s gardens illustrate the beauty of the human family?
3. Teach the song using one of the methods listed above under Advance Preparation. Sing this song with the students several times until memorized.
4. Encourage students to sing this song with their families, or at an upcoming community gathering.



GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

ACTIVITY 5: LETTERS FROM OUR TRUE BROTHER

KNOWLEDGE OBJECTIVE: To become familiar with the messages from the Guardian to the Bahá'ís of the world

WISDOM OBJECTIVE: To understand the importance of the Guardian's guidance to the Bahá'ís and humankind

SPIRITUAL PERCEPTION OBJECTIVE: To discern the effects of the Guardian's contributions in one's own life

ELOQUENT SPEECH OBJECTIVE: To demonstrate one's understanding of the Guardian's contributions to humanity

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of reflection; Involve service and teaching

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

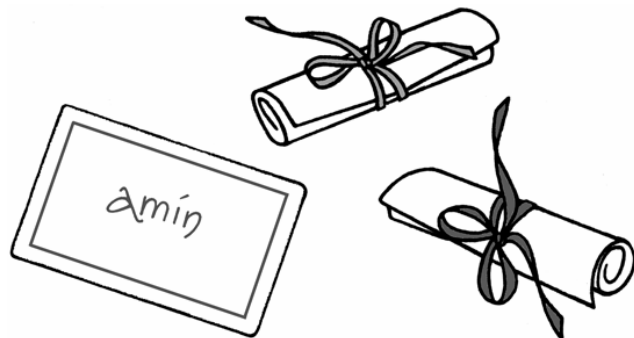
Materials Needed:

- Stationary, envelopes, and writing instruments
- 2 reams of copy paper, if available, or other means to show 1,000 items, using small items like pebbles, beans, or grains of rice
- Copies of Resource Pages 120–23
- Copies of *The Dispensation of Bahá'u'lláh*, *The World Order of Bahá'u'lláh*, *Bahá'í Administration*, *The Advent of Divine Justice*, and *The Promised Day is Come*, or other books of letters written by Shoghi Effendi, if available
- Postage stamps
- Dictionaries

Advance Preparation:

Photocopy the letters on Resource Pages 120, 121, 122, and 123 so that each student will receive one letter and approximately equal numbers of students will receive each letter. Assign letters based on your understanding of each student's interests or aspirations. Trim the edges of these copies so that only the letter is visible. Plan a lovely presentation of the letters by considering possibilities such as: fold each letter and place it in an envelope on which you've written the student's name; roll each letter and tie it with ribbon. Prepare 1–2 extra letters to welcome any new students.

1. Welcome students. Invite them to share what they learned about the positive contributions of their family or community toward unity. Invite them also to share acts of service they've observed in others and their own acts of service over the past week. Acknowledge all.
2. Formally present each student with one of the Guardian's letters, prepared as described above. Explain that these letters were written by Shoghi Effendi (with the help of his secretary) to groups of junior youth in answer to their letters. Explain that you selected each letter especially for that particular student. Invite students to open their letters, read them, and find a short phrase that inspires or touches their hearts. In the whole group, invite students to read aloud their selected phrases in turn. Briefly discuss: How do our hearts respond when we receive such an encouraging letter?



CONTINUED ON NEXT PAGE ➤

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

3. Then invite students who may have received the same letter to work together in small teams to re-read the letter carefully. Or if your class is very small, invite students to read their letters individually. Encourage them to use dictionaries as needed to clarify the meaning of new words. Circulate among students to provide assistance as needed.
4. After all students have successfully read their letters in their teams, invite the teams to choose 1–2 main points from their letters to share with the class. Allow time for students to select their points and then encourage them to share their points in the whole group. Record student comments on chart paper. Briefly discuss: What makes these letters so encouraging?
5. Invite students to think of a person they know that they would like to encourage. This could be a friend, family member, or other person. Invite students to write that person a short encouraging letter, using the same format as used by the Guardian. Their letters should include:
 - Return address.
 - Date.
 - Inside address.
 - Salutation.
 - At least three sentences of encouragement.
 - Complimentary closing.
 - Signature.
 - If desired, they may also add a postscript.
6. Encourage students to place their letters in envelopes and address them. Decide with each student whether the letter should be hand delivered or mailed. If the letters are to be mailed, identify a clear plan for identifying correct addresses, addressing the envelopes, and mailing the letters before the next class. If the letters are to be hand carried, make a clear plan for delivery before the next class.
7. Read aloud the following words of ‘Abdu’l-Bahá twice:

It is incumbent upon every one of us to encourage each other, to exert our utmost endeavor to diffuse His divine fragrances and engage in exalting His Word.

‘Abdu’l-Bahá, quoted in *Bahíyyih Khánun*, p. 163

Briefly discuss: How do Shoghi Effendi’s letters encourage us? How do they diffuse divine fragrances and exalt the Word of God?

8. Remind students that in the time of the Guardian most communications took place by letter. Computers, internet, email, and text messaging had not yet been invented. Explain that at the beginning of the Guardian’s ministry in 1921, there were very few Local Spiritual Assemblies in the whole world. There were no properly elected and functioning National Spiritual Assemblies in the world. In addition to encouraging individuals in their service, Shoghi Effendi guided the development of the Administrative Order through his letters, following the Will and Testament of his grandfather, ‘Abdu’l-Bahá. Briefly discuss: How many letters do we imagine Shoghi Effendi might have written during his ministry?
9. Listen carefully to student responses then explain that over 26,000 letters written by Shoghi Effendi have been noted by the Universal House of Justice. If available, show students 1000 sheets of paper or other small objects.

Encourage students to draft their letters on scrap paper, show or read aloud their letter to at least one other person, make corrections, and finally copy the letter carefully onto clean paper.

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

10. Then briefly discuss: How much paper do we think it would take to write 26,000 letters? How much time? How much love? How much encouragement?
11. If available, refer to the books of letters by Shoghi Effendi. Encourage students to work together to complete the word search puzzle on Resource Page 124, that includes the names of some of these books of Shoghi Effendi's letters.
12. Affirm that for 36 years, Shoghi Effendi served the world of humanity as the sole Interpreter of the Revelation of Bahá'u'lláh. He explained the Holy Books, answered questions, resolved misunderstandings, developed the Administrative Order, and fostered the growth of the Faith—through his own work and by encouraging all the Bahá'ís in the world to use their own initiative in service to humanity.

13. Read again the words of 'Abdu'l-Bahá:

It is incumbent upon every one of us to encourage each other, to exert our utmost endeavor to diffuse His divine fragrances and engage in exalting His Word.

'Abdu'l-Bahá, quoted in Bahíyyih Khánun, p. 163

14. Encourage students to think of ways—in addition to their letters—to follow the Guardian's example to encourage the people around them, diffuse divine fragrances, and exalt the Word of God. Record student ideas on chart paper. Encourage students to select one of these actions to complete before the next class.



GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Resource Pages

Activity 1: The Treasure of Shoghi Effendi's Writings

Books and Book-Length Letters Written by Shoghi Effendi

- *God Passes By*
- *Advent of Divine Justice*
- *Ascension of 'Abdu'l-Bahá*, co-author Lady Blomfield
- *Passing of the Greatest Holy Leaf: A Tribute*, reprinted in *Bahá'yyih Khánun: The Greatest Holy Leaf*
- *Promised Day Is Come*

Sacred Texts and Other Books Translated by Shoghi Effendi:

- Epistle to the Son of the Wolf
- Gleanings from the Writings of Bahá'u'lláh
- The Hidden Words of Bahá'u'lláh
- The Kitáb-i-Íqán
- Prayers and Meditations of Bahá'u'lláh
- Portions of the Kitáb-i-Aqdas
- *The Dawn-Breakers (Nabíl's Narrative)*

Books Which Are Collections of Letters and Messages or Extracts from the Writings of Shoghi Effendi:

- *America and the Most Great Peace*, reprinted in *World Order of Bahá'u'lláh*
- *Arohanui: Letters from Shoghi Effendi to New Zealand*
- *Bahá'í Administration*
- *Call to the Nations*, a collection compiled from other previously published works
- *Citadel of Faith: Messages to America, 1947–1957*
- *Dawn of a New Day: Messages to India, 1923–1957*
- *Dispensation of Bahá'u'lláh*, reprinted in *World Order of Bahá'u'lláh*
- *Directives from the Guardian*
- *Guidance for Today and Tomorrow*
- *High Endeavors: Messages to Alaska*
- *Letters from the Guardian to Australia and New Zealand, 1923–1957*
- *Light of Divine Guidance: The Messages from the Guardian of the Bahá'í Faith to the Bahá'ís of Germany and Austria*
- *Messages from the Guardian: Letters and Cablegrams Received by the National Spiritual Assembly of the United States and Canada from June 21, 1932 to July 21, 1940*
- *Messages to America: Selected Letters and Cablegrams Addressed to the Bahá'ís of North America, 1932–1946*
- *Messages to Canada*
- *Messages to the Bahá'í World 1950–1957*
- *Principles of Bahá'í Administration*
- *Selected Writings of Shoghi Effendi*
- *Unfolding Destiny: The Messages from the Guardian of the Bahá'í Faith to the Bahá'ís of the British Isles*
- *World Order of Bahá'u'lláh*

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 2: The Challenge of Translation

I am engaged in this land, day and night, in perfecting myself in the art of translation. . . . I do not have a moment's rest. Thank God that to some extent at least the results are good.

Shoghi Effendi, quoted by Rúhíyyih Rabbání, *The Priceless Pearl*, p. 37

From his Beirut days [as a student] until practically the end of his life Shoghi Effendi had the habit of writing vocabularies and typical English phrases in notebooks. Hundreds of words and sentences have been recorded and these clearly indicate the years of careful study and he put into mastering a language he loved and reveled in. For him there was no second to English. He was a great reader of King James version of the Bible, and of the historians Carlyle and Gibbon, whose style he greatly admired. . . .

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 37

He read the whole of the Bible, from cover to cover in about a week. He told us he was a lover of the midnight oil.

A fellow student, quoted by Riaz Khadem, *Shoghi Effendi in Oxford*, p. 129

He was meticulous in translating and made absolutely sure that the words he was using in English conveyed and did not depart from the original thought nor the original words. One would have to have a mastery of Persian and Arabic to correctly understand what he did. For instance in reading the original one finds that one word in Arabic was susceptible of being translated into two or more words in English; thus Shoghi Effendi, in the construction of his English sentences, might use “power”, “strength” and “might” alternatively to replace this one word, choosing the exact nuance of meaning that would fit best, do away with reiteration, and lend most color to his translation without sacrificing the true meaning, indeed, thereby enhancing the true meaning.

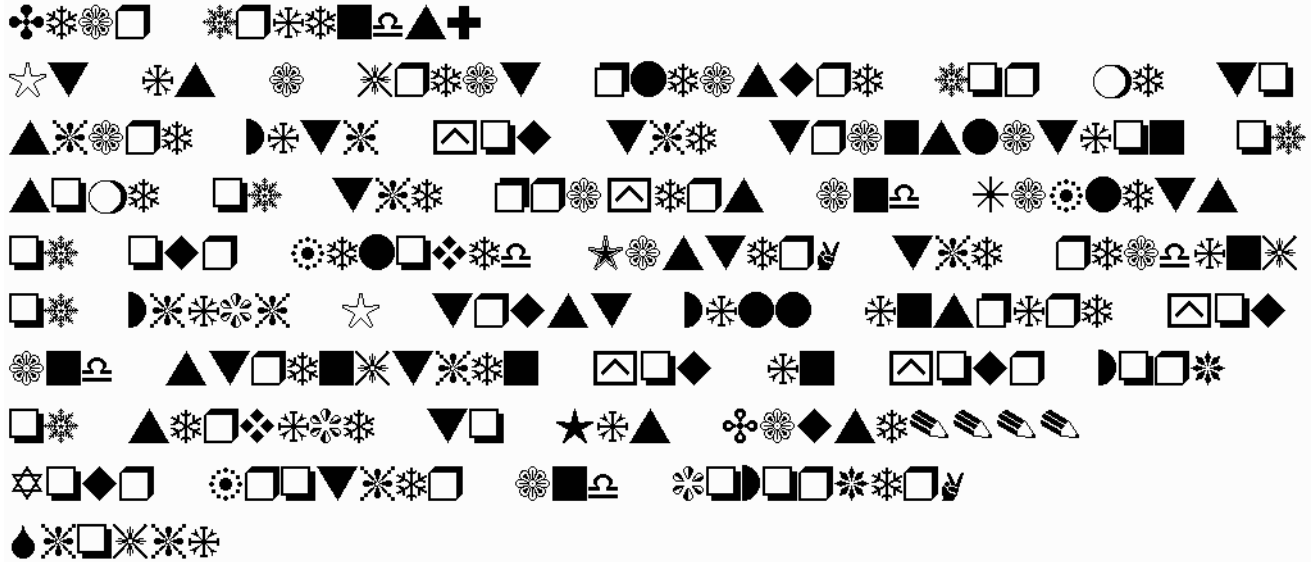
Rúhíyyih Rabbání, *The Priceless Pearl*, p. 203

[The Guardian's translation of *The Dawn-Breakers*] . . . must be considered a literary masterpiece and one of his most priceless gifts for all time. . . . Shoghi Effendi may be said to have re-created it in English, his translation . . . in many ways far exceeding the merits of the original. . . . The well-known scholar and humanitarian, Dr. Alfred W. Martin . . . wrote: “Your magnificent and monumental work . . . will be a classic and a standard for all time to come.”

Rúhíyyih Rabbání, *The Priceless Pearl*, pp. 214–15

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
 TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 2: The Challenge of Translation



KEY:

a	b	C	c	D	d	e	f	g	H	h	I	i	j	k	l	M	m

n	o	p	q	r	S	s	T	t	u	v	w	x	Y	y	z	:	,	.

Activity 2: The Challenge of Translation

بِسْمِ الْحَكِيمِ عَامِلِكَا وَمَا كُنْتُ

انَّ اَوَّلَ مَا كَتَبَ اللهُ عَلَى الْعِبَادِ عِرْفَانَ
مَشْرِقِ وَحْيِهِ وَمَطْلَعِ أَمْرِهِ الَّذِي كَانَ
مَقَامَ نَفْسِهِ فِي عَالَمِ الْأَمْرِ وَالْمَخْلُوقِ مِنْ
فَازِهِ قَدْ فَازَ بِكُلِّ الْخَيْرِ وَالَّذِي مَنَعَهُ
أَنَّهُ مِنْ أَهْلِ الضَّلَالِ وَلَوْ يَأْتِي بِكُلِّ
الاعمال

IN THE NAME OF HIM WHO IS THE SUPREME RULER
OVER ALL THAT HATH BEEN AND ALL THAT IS TO BE

The first duty prescribed by God for His servants is the recognition of Him Who is the Dayspring of His Revelation and the Fountain of His laws, Who representeth the Godhead in both the Kingdom of His Cause and the world of creation. Whoso achieveth this duty hath attained unto all good; and whoso is deprived thereof hath gone astray, though he be the author of every righteous deed.

Bahá'u'lláh, *The Kitáb-i-Aqdas*, p. 1

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 3: God Passes By

The method of Shoghi Effendi in writing *God Passes By* was to sit down for a year and read every book of the Bahá'í Writings in Persian and English, and every book written about the Faith by Bahá'ís, whether in manuscript form or published, and everything written by non-Bahá'ís that contained significant references to it. I think, in all, this must have covered the equivalent of at least two hundred books. As he read he made notes and compiled and marshaled his facts.

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 222

His method of composition was new and fascinating to me. He wrote out loud, speaking the words as he put them down.

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 197

The language in which Shoghi Effendi wrote . . . has set a standard. . . . Shoghi Effendi chose, to the best of his great ability, the right vehicle for his thought and it made no difference to him whether the average person was going to know the word he used or not. After all, what one does not know one can find out.

Rúhíyyih Rabbání, *The Priceless Pearl*, pp. 196–97

The Guardian's method of writing was interesting: he did not like large pieces of paper and usually wrote all his books and long communications on small lined pads. He did all his composition by hand; if the first draft was too written-over he sat down patiently and copied it all over. He typed, on a very small portable machine, by the two-finger method, all his own manuscripts, making any further changes as he went along.

Rúhíyyih Rabbání, *The Priceless Pearl*, pp. 201–02

And how many more hours we spent late into the night, when the daily typing was over, seated side by side at his bog table in his bedroom, each with three copies of the typescript before us, proof-reading, making corrections, putting in by hand the thousands of accents on transliterated words which Shoghi Effendi would read aloud, until his eyes were bloodshot and blurred, his back and arms stiff with exhaustion, as we worked on to finish the entire chapter or part of a chapter he had typed that day.

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 224

It is not enough to say "See what the man has done." One must ask how and under what circumstances he did it. . . . Shoghi Effendi, already crushed and overburdened from the weight of twenty years of Guardianship, when the tides of World War II threatened to sweep over the Holy Land and engulf him and the World Center of the Faith in one catastrophic flow, during a period when his home was convulsed by the repercussions of Covenant-breaking now affecting his own family, set himself the task of appraising for all time the significance of the events of the first century of the Bahá'í Era.

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 224

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
 TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 4: Let All Associate Therefore

Let All Associate

Words: 'Abdu'l-Bahá, *Promulgation of Universal Peace*, p. 69
 and *Selections from the Writings of 'Abdu'l-Bahá*, p. 69

Music: B. Derry, M. Derry, T. Johnson

Intro A Bm C#m D A Bm C#m D A Bm

Voice

Let all as-so-

6 A/C# D Bm A E

- ci - ate, there-fore, in this great hu - man gar - den

9 F#m E/G# A D A E A

e-ven as flow - ers grow and blend to-get-her side by side...

13 E D C#m Bm E D C#m Bm

Love ye all re-li - gions and all ra - ces with a love

17 A E F#m E/G# A E F#m E/G#

that is true (true) and sin - cere

21 C#m D A D Bm E A

and show that love through deeds and show that love.

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 5: Letters from Our True Brother

Haifa
25 August 1944

To the Bahá'ís who were present
at the Junior Youth Session
of Louhelen Summer School, July 1944

Dear Bahá'í Friends:

Your loving message, dated July 23rd, has been received and the Guardian has instructed me to answer you on his behalf.

He hopes that you will develop into Bahá'ís in character as well as in belief. The whole purpose of Bahá'u'lláh is that we should become a new kind of people, people who are upright, kind, intelligent, truthful, and honest and who live according to His great laws laid down for this new epoch in man's development. To call ourselves Bahá'ís is not enough, our inmost being must become ennobled and enlightened through living a Bahá'í life.

He will pray for you, each and every one, that you may be of great help to the world in the days to come.

With Bahá'í love,
R. Rabbani

(postscript in the handwriting of the Guardian)

May the Almighty bless your efforts, guide your steps, and enable you to further the interests, and consolidate the foundations, of this noble institution which has already rendered such notable services to our beloved and glorious Faith,

*Your True Brother,
Rabbani*

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 5: Letters from Our True Brother

Haifa
4 April 1947

To the members of the
'Junior Youth Class' who
were present at Geyserville Bahá'í
Summer School on July 19th, 1946

Dear Bahá'í Friends:

Owing to the pressure of his work our beloved Guardian was not able to answer your letter earlier, and to thank you for the copies of your 'newspaper' which you sent him.

He is always very happy to see the youth preparing themselves for their future responsibilities in serving and administering the Faith, and he feels that they are never too young to do some share of Bahá'í work; even a child can spread the message of Bahá'u'lláh, through word and deed, if it wants to!

You may be sure he will pray for you all and for the success of your Bahá'í labors, as well as for your spiritual development.

With loving greetings,
R. Rabbani

(postscript in the handwriting of the Guardian)

May the spírít of Bahá'u'lláh guide, sustain and bless you in your meritoríous endeavors, enable you to deepen your knowledge of the essential veríties of His Faith, and aid you to promote effectívely, in the days to come, the vítal ínterests of íts ínstítútíons,

*Your True Brother,
Rabbani*

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 5: Letters from Our True Brother

Haifa
2 October 1951

To the Bahá'ís who were present
at the Junior Youth Session
Louhelen Summer School, July 13th

Dear Bahá'í Friends:

The beloved Guardian was pleased to see
so many young believers gathered for study
at Louhelen this year.

He urges you to make up your minds to
do great, *great* deeds for the Faith; the
condition of the world is steadily growing
worse, and your generation must provide
the saints, heroes, martyrs and
administrators of future years. With
dedication and will-power you can rise to
great heights!

With Bahá'í love,
R. Rabbani

(postscript in the handwriting of the Guardian)

*Assuring you of my loving prayers for your
success in the service of our beloved Faith.*

*Your True Brother,
Rabbani*

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 5: Letters from Our True Brother

Haifa
29 August 1955

To the Bahá'ís who attended the
Junior Youth Session at Louhelen
Baha'i School, July 14th

Dear Bahá'í Friends:

Your letter of July 14th with enclosure has been received by the beloved Guardian, and he has instructed me to answer you on his behalf.

He is hoping the Summer School has implanted in your hearts a firm resolve to tell as many of your friends as possible of the coming of Bahá'u'lláh. This will give happiness to your dear Bahá'í sisters and brothers in Írán, who have been and are now experiencing great suffering for the Faith. The young people in the United States should greatly appreciate their freedom, and can show their gratitude by telling others of their wonderful Faith at every opportunity.

The beloved Guardian thanks you for your prayers for him, and assures you of his supplications that you may be guided in your affairs.

With warm Bahá'í greetings,
R. Rabbani

(postscript in the handwriting of the Guardian)

May the Almighty bless your continued and meritorious endeavors, guide every step you take, and fulfill every wish you cherish, for the promotion of His glorious Faith,

*Your True Brother,
Rabbani*

TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

Activity 5: Letters from Our True Brother

Word Search: Compilations of Shoghi Effendi's Letters

A	L	W	O	R	L	D	B	O	U
X	D	E	R	C	B	K	P	Z	W
F	U	V	D	V	O	O	F	K	A
J	T	H	E	I	F	M	S	X	V
U	Z	A	R	N	V	J	E	J	P
S	S	H	B	P	T	I	O	T	O
T	X	L	A	W	X	F	N	H	B
I	V	D	K	S	W	S	L	E	I
C	B	A	H	A	U	L	L	A	H
E	X	Y	W	L	B	S	Z	J	O

ADVENT

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Titles:

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

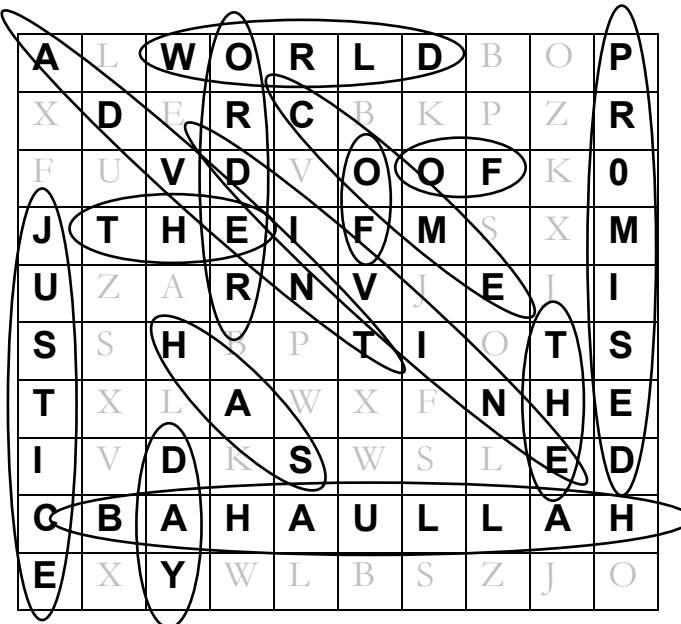
Teacher Reference Solutions

Code Translation Solution:

Dear friends:
 It is a great pleasure for me to share with you the translation of some of the prayers and Tablets of our beloved Master, the reading of which I trust will inspire you and strengthen you in your work of service to His Cause. . . .
 Your brother and co-worker,
 Shoghi

Shoghi Effendi, *Bahá'í Administration*, p. 32

Word Search Solution



The Promised Day Has Come

The Advent of Divine Justice

World Order of Bahá'u'lláh

GOAL: TO APPRECIATE THE GUARDIAN’S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ’U’LLÁH
TOPIC: TRANSLATIONS, INTERPRETATIONS, AND WRITINGS

LIST OF ADDITIONAL RESOURCES

Stories, Books, and Articles:

- The Advent of Divine Justice*, Shoghi Effendi
- The Dispensation of Bahá’u’lláh*, Shoghi Effendi
- The Guardian of the Bahá’í Faith*, Rúhíyyih Rabbání
- The Priceless Pearl*, Rúhíyyih Rabbání
- Studying the Writings of Shoghi Effendi*, Morton Bergsmo
- World Order of Bahá’u’lláh*, Shoghi Effendi
- Your True Brother: Messages to Junior Youth*, Shoghi Effendi
- Brilliant Star* magazine:
 - “Shoghi Effendi Becomes the Guardian,” Nov/Dec 1995
 - “The World Crusade,” Nov/Dec 1995
 - “Shoghi Effendi Builds the Shrine of the Báb,” Nov/Dec 1995
 - “Shoghi Effendi,” Nov/Dec 2000
 - “Mystery Message,” Nov/Dec 2000
 - “Shoghi Effendi and the Queen of Carmel,” Nov/Dec 2000
 - “What Would the Bahá’ís Do Without Shoghi Effendi?” Nov/Dec 2000

Worksheets and Coloring Pages:

Activities:

- Brilliant Star* magazine:
 - “Be a Knight of Bahá’u’lláh,” Nov/Dec 1995
 - “Bahá’u’lláh’s Gift to the World,” Nov/Dec 1995
 - “Planning a Garden,” Nov/Dec 1995
 - “Secret Code,” Nov/Dec 1995
 - “For the Love of Shoghi Effendi,” Nov/Dec 1995
 - “Light Upon Light,” Nov/Dec 2000
 - “A Visit to Africa,” Nov/Dec 2000
 - “Chameleon Crossword,” Nov/Dec 2000

Video:

- Shoghi Effendi: Guardian of the Bahá’í Faith: The Sign of God on Earth*, DVD

Other Favorite Resources:

If you find any additional resources, please notify the Office of Education and Schools at the Bahá’í National Center, or submit your findings to the Core Curriculum website, www.core-curriculum.org.

TO APPRECIATE THE CONTRIBUTIONS OF THE GUARDIAN
TO THE WORLD ORDER OF BAHÁ'U'LLÁH

THE INSTITUTION OF THE GUARDIANSHIP
AND THE APPOINTMENT OF SHOghi EFFENDI
AS GUARDIAN

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
LOVE, FELLOWSHIP, EXCELLENCE

The sacred and youthful branch, the guardian of the Cause of God as well as the Universal House of Justice, to be universally elected and established, are both under the care and protection of the Abhá Beauty, under the shelter and unerring guidance of His Holiness, the Exalted One (may my life be offered up for them both). Whatsoever they decide is of God. Whoso obeyeth him not, neither obeyeth them, hath not obeyed God. . . .

‘Abdu’l-Bahá, *Will and Testament of ‘Abdu’l-Bahá*, p. 11

O ye the faithful loved ones of ‘Abdu’l-Bahá! It is incumbent upon you to take the greatest care of Shoghi Effendi, the twig that hath branched from and the fruit given forth by the two hallowed and Divine Lote Trees, that no dust of despondency and sorrow may stain his radiant nature, that day by day he may wax greater in happiness, in joy and spirituality, and may grow even as a fruitful tree.

For he is, after ‘Abdu’l-Bahá, the guardian of the Cause of God. . . . All must seek guidance and turn unto the Center of the Cause and the House of Justice. And he that turneth unto whatsoever else is indeed in grievous error.

‘Abdu’l-Bahá, *Will and Testament of ‘Abdu’l-Bahá*, p. 25

Learning Objectives and Suggested Activities

KNOWLEDGE OBJECTIVES

- To know that the institution of the Guardianship has the responsibility and the authority to interpret the sacred scriptures of the Bahá'í Faith
- To know that 'Abdu'l-Bahá appointed Shoghi Effendi as the Guardian of the Bahá'í Faith in His Will and Testament

SUGGESTED LEARNING ACTIVITIES

- Discuss the role of a guardian, and talk about the reasons a guardian may need to be appointed.
- Read the passage from the Will and Testament (p. 11) wherein 'Abdu'l-Bahá specifically appoints Shoghi Effendi as the Guardian.

WISDOM OBJECTIVES

- To understand the station of Shoghi Effendi as the Guardian of the Bahá'í Faith
- To understand that while the Guardian's authority is binding, he does not share rank or station with the Manifestations of God or with 'Abdu'l-Bahá, the Center of the Covenant

SUGGESTED LEARNING ACTIVITIES

- Study the Will and Testament of 'Abdu'l-Bahá to see what He says about the role of the Guardian. In pairs, investigate the life of Shoghi Effendi to find out some ways he carried out his role as Guardian of the Faith. Share and discuss these findings.
- Produce artwork that uses analogy to demonstrate the relationship between Bahá'u'lláh, 'Abdu'l-Bahá, and the Guardian.
- If possible, invite a Persian-speaking friend share one of the Guardian's prayers in its original form with the students.

SPIRITUAL PERCEPTION OBJECTIVES

- To perceive how the Guardian's contributions strengthen the Bahá'í Faith and enrich one's own life
- To perceive the writings of Shoghi Effendi as an important instrument to deepen one's understanding of the Station and writings of Bahá'u'lláh, and for the establishment of Bahá'í communities
- To perceive that the authoritative interpretation of the Guardian complements the legislative authority of the Universal House of Justice

SUGGESTED LEARNING ACTIVITIES

- Provide opportunities for students to learn about books and letters written by Shoghi Effendi.
- Encourage students to research a part of Shoghi Effendi's work, and prepare a presentation for the rest of the group.
- Create a single book of the life and services of the Guardian. This could be a picture book with very simple sentences for each picture.
- Reflect on ways to reach out in friendship to others, as part of one's own participation in the Covenant

ELOQUENT SPEECH OBJECTIVES

- To be able to explain to others the role, station, and responsibilities of the Guardian
- To demonstrate knowledge and understanding of the basic facts about the appointment of the Guardian and his service to the Cause of God

SUGGESTED LEARNING ACTIVITIES

- Provide opportunities for students to share presentations at a community gathering.
- Work cooperatively to prepare short paragraphs about the content of different books written by Shoghi Effendi to present as a series on the Guardian at the Nineteen Day Feast.
- Prepare a program and present it as a special tribute to the Guardian on the anniversary of his birth or passing.

TOPIC: THE APPOINTMENT OF SHOghi EFFENDI AS GUARDIAN

Sample Activities

ACTIVITY 1: THE APPOINTMENT OF SHOghi EFFENDI AS GUARDIAN

KNOWLEDGE OBJECTIVE: To know that 'Abdu'l-Bahá appointed Shoghi Effendi as the Guardian of the Bahá'í Faith in His Will and Testament

WISDOM OBJECTIVE: To understand the station of Shoghi Effendi as the Guardian of the Bahá'í Faith

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Use of stories; Use of consultation; Use of reflection; Use of art

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- Will and Testament of 'Abdu'l-Bahá, if available
- Empty cereal box and/or shoe box
- Assorted art supplies, paper
- *Lote Tree* recording, if available, or other Bahá'í music

Advance Preparation:

Artistic tributes initiated in Activity 1 may be completed during Activity 2. This artwork will then become part of a display created in Activity 3. As the displays will be mounted on display panels created from cereal boxes, shoe boxes, or other lightweight boxes (as described in Step 5 of Activity 3), guide students to size their artwork to fit nicely on these cardboard panels. If possible, have a cereal box or shoe box on hand to demonstrate an appropriate size and shape for this artwork.

1. Welcome students. Invite them to share their efforts of encourage the people around them, offer service to others, and share the Message of Bahá'u'lláh. Were any of them able to see how people responded to their letters of encouragement? How do we feel when we notice that our actions bring joy to others?
2. Continue the discussion by inviting students to think about a time that someone asked them to do something important for other people: What was it that they were asked to do? Was it easy or hard to do it? Did anyone help? How did they feel when they were finished?
3. Listen carefully to student responses. Acknowledge all. Then remind students that 'Abdu'l-Bahá appointed Shoghi Effendi as the Guardian of the Bahá'í Faith in His Will and Testament. Briefly discuss: What is a Will and Testament? Why is it important for us to write a will and testament when we are adults? Why was even more important for 'Abdu'l-Bahá to write His Will and Testament?
4. Acknowledge student comments. Affirm that the sacred Covenant of Bahá'u'lláh—that binding agreement in which we promise to obey the Head of the Bahá'í Faith and in return God grants us certain blessings—specifies 'Abdu'l-Bahá as the Center of the Covenant. 'Abdu'l-Bahá's Will and Testament continues the Covenant of Bahá'u'lláh by appointing Shoghi Effendi as the Guardian of the Bahá'í Faith. 'Abdu'l-Bahá's Will and Testament also provides instructions for the election of the Universal House of Justice after a sufficient number of National Spiritual Assemblies were elected. Shoghi Effendi worked all his life to make it possible to elect the Universal House of Justice shortly after his passing. The Covenant of Bahá'u'lláh, continued through 'Abdu'l-Bahá, Shoghi Effendi, and now the Universal House of Justice, protects the Bahá'í Faith from becoming divided into groups, a fate that has happened to all the religions of the past. We are part of this Covenant today.

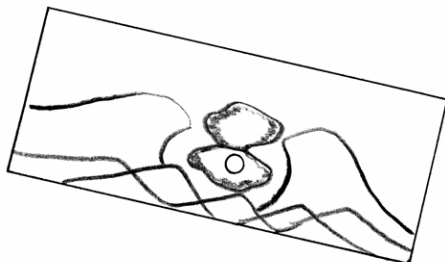
TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

5. If available, show students a copy of ‘Abdu’l-Bahá’s Will and Testament. Show that it is in three parts, as it was written at three different times. Open the Will and Testament and read aloud the heading, “Herein Follow the Tablets and Testament of ‘Abdu’l-Bahá.” Then turn to page 11 and encourage students to listen carefully as you read aloud the paragraph beginning, “O my loving friends! . . .” and the first half of the next paragraph. Turn to page 25 and continue reading to the students the final two paragraphs of the Will and Testament of ‘Abdu’l-Bahá.

Note that these paragraphs are also provided on Resource Page 137.

6. Briefly discuss: Why do we imagine that ‘Abdu’l-Bahá might have used such strong words when He tells us that we must obey the beloved Guardian and the Universal House of Justice? What are some of the beautiful words that ‘Abdu’l-Bahá used to refer to Shoghi Effendi in these paragraphs? Listen carefully to student ideas; then list on chart paper the following words from these paragraphs:

- the youthful branch branched from the two hallowed and sacred Lote-Trees (note that the sacred Lote-Trees are the Báb and Bahá’u’lláh—Shoghi Effendi’s mother was a granddaughter of Bahá’u’lláh and Shoghi Effendi’s father was a relative of the Báb)
- the fruit grown from the union of the two offshoots of the Tree of Holiness
- the sign of God
- the chosen branch
- the sacred and youthful branch
- the guardian of the Cause of God



7. Then add these other references to Shoghi Effendi from other paragraphs in the Will and Testament of ‘Abdu’l-Bahá:

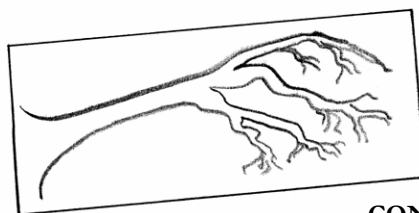
- the most wondrous, unique and priceless pearl that doth gleam from out the Twin surging seas
- the blessed and sacred bough that has branched out from the Twin Holy Trees
- the Interpreter of the Word of God

Briefly discuss: Why do we think that ‘Abdu’l-Bahá might have used such beautiful words to describe Shoghi Effendi?

8. Explain that Hand of the Cause of God Rúhíyyih Khánum, the wife of the Guardian, also designed a tribute to him in the form of a victorious eagle perched on a globe, with the continent of Africa facing forward. Show students the photograph of this monument on Resource Page 138.

9. Explain that in a later class, students will have the opportunity to design displays to teach others about Shoghi Effendi, the Guardian of the Cause of God. Invite them to begin work on their displays by creating an artistic tribute to Shoghi Effendi, using the materials provided. Encourage them to create this tribute using their very best work, inspired by the Guardian’s commitment to excellence. They may consider creating a simple sketch of their design before beginning work on their final copy.

10. While students work, discuss: What do we imagine it might have been like for Shoghi Effendi, at age 24, to learn that he had been appointed the Guardian of the Cause of God, the Head of the Bahá’í Faith? What might that have meant to Shoghi Effendi?



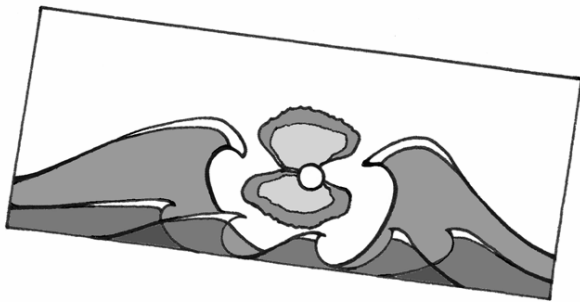
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TOPIC: THE APPOINTMENT OF SHOghi EFFENDI AS GUARDIAN

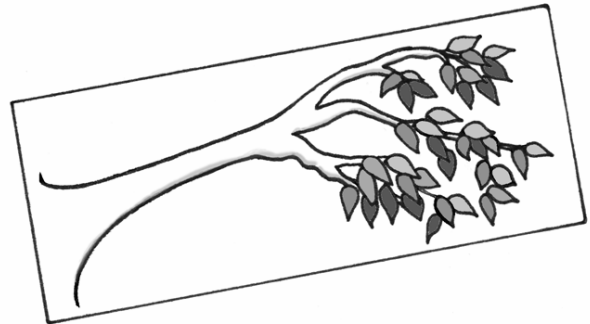
Listen to student comments; then read aloud the excerpt from a talk by Hand of the Cause of God Leroy Ioas on this topic, Resource Page 139.

Then discuss again: What do we think it might have been like for Shoghi Effendi to learn that he was the Guardian? What do you think he meant when he said that we all must conquer our selves to become a true instrument for the service of the Cause of God? How can we do this? How can we support each other in this process?

11. As time permits, you may also play Bahá'í music while students continue preparing their artistic tributes to Shoghi Effendi. If available, consider playing the song "Shoghi Effendi" on the *Lote Tree* CD, which includes an introduction by Hand of the Cause of God William Sears.



12. As students complete their artwork, invite them to share their work with the class. Students may also complete their work in a subsequent class. Save all completed and in-process work for inclusion in student displays.
13. Invite students to select one action that they can do to conquer their lower selves and develop themselves as instruments for the service of the Cause of God to complete before the next class. Encourage them also to tell at least one other person about Shoghi Effendi's appointment as the Guardian of the Cause of God before the next class.
14. Conclude the activity with prayers for firmness in the Covenant or other favorite prayers.



TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

ACTIVITY 2: THE COVENANT AND THE LINE OF AUTHORITY

KNOWLEDGE OBJECTIVE: To know that 'Abdu'l-Bahá appointed Shoghi Effendi as the Guardian of the Bahá'í Faith

WISDOM OBJECTIVE: To understand the station of Shoghi Effendi as the Guardian of the Bahá'í Faith

SPIRITUAL PERCEPTION OBJECTIVE: To perceive how the Guardian's contributions strengthen the Bahá'í Faith and enrich one's own life

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed

- Artistic tributes to Shoghi Effendi, begun in the Activity 1
- Art supplies as provided for Activity 1
- Copies of Resource Page 140

1. Welcome students. Invite them to share the results of their efforts to become better instruments for the service of the Cause of God. Acknowledge all. Were they also able to tell other people about the appointment of Shoghi Effendi as the Guardian of the Cause of God?
2. Invite students to work with you to demonstrate the line of authority provided by the Lesser Covenant of Bahá'u'lláh. If desired, you may also remind students of the explanation provided in Step 4 of the previous activity. This demonstration provides a stomp-clap rhythm for a call-and-response chant in which the teachers say the first line and the class responds with the second line. Invite the class to begin with the rhythm: stomp, clap, stomp, clap. Then teach the call and response, one line at a time, so that the class can begin to memorize them.
 - Who was the Herald of the Cause of God?
The Báb was the Herald of the Cause of God.
 - Who announced the coming of the Promised One of God?
The Báb announced the coming of the Promised One of God.
 - Who is the Promised One of God for this Day?
Bahá'u'lláh is the Promised One of God for this Day.
 - Who did Bahá'u'lláh appoint to succeed Him?
Bahá'u'lláh appointed 'Abdu'l-Bahá to succeed Him.
 - Who is the Center of Bahá'u'lláh's Covenant?
'Abdu'l-Bahá's the Center of Bahá'u'lláh's Covenant.
 - Who did 'Abdu'l-Bahá appoint to succeed Him?
'Abdu'l-Bahá appointed Shoghi Effendi to succeed Him.
 - Who is the Guardian appointed by 'Abdu'l-Bahá?
Shoghi Effendi is the Guardian appointed by 'Abdu'l-Bahá.
 - Who is the Head of the Cause of God today?
The Universal House of Justice is the Head of the Cause today.
 - Who obeys the House of Justice today?
We obey the House of Justice today.

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TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

3. As students memorize the chant, invite them to create a simple melody for their chant or to add syncopated clapping to their chant. Applaud all!
4. Briefly discuss: Why is it important for us to appreciate the unbroken line of authority provided by the Covenant? Why is it important for us to love and obey the Universal House of Justice, instituted by Bahá'u'lláh in His Most Holy Book and raised upon the Local Spiritual Assemblies and National Spiritual Assemblies that Shoghi Effendi worked his whole life to establish?
5. Remind students that 'Abdu'l-Bahá appointed Shoghi Effendi as the Guardian of the Cause of God in His Will and Testament. Invite them to continue working on their artistic tributes to Shoghi Effendi as described in Activity 1.
6. As students complete their work, provide them with copies of Resource Page 140. Encourage them to use the words at the top of the page to complete the sentences excerpted from the Will and Testament of 'Abdu'l-Bahá.
7. Explain that the sentences on Resource Page 140 are included in paragraphs from the Will and Testament of 'Abdu'l-Bahá. Invite students to listen carefully for these sentences and check their own work while you read aloud the 1st and 4th paragraphs on Resource Page 140. Applaud all!
8. Then read aloud the stories on Resource Page 141 that describe how people felt when they met Shoghi Effendi. Keeping these stories in mind and recalling other stories we've heard about Shoghi Effendi, briefly discuss: How do these stories help us appreciate some of the spiritual qualities that 'Abdu'l-Bahá recognized in Shoghi Effendi? How do they help us appreciate his titles: the sign of God, the chosen branch, and the priceless pearl?
9. Play quiet background music. Invite students to think of a place where they might be able to meet a new person, make a new friend, or reach out in friendship to a person they don't know very well. Encourage students to close their eyes and silently nod when they have that place in mind. Encourage them to imagine themselves reaching out in friendship as they listen to you read again the stories of Shoghi Effendi on Resource Page 141. Invite them to imagine themselves walking up to that person, smiling, and greeting that person: What would they say? How might that person respond? Invite them to imagine how their school and their town will be when more and more people make friends with more and more people. Invite them to imagine how the world will change as more and more people respond to this Message from God that we are all truly one human family. Invite them to imagine a world as beautiful as the gardens that Shoghi Effendi built for Bahá'u'lláh. When they are ready, invite them to open their eyes.
10. If desired, invite students to share their plans for making a new friend with the whole group. Consider suggesting that students bring an empty cereal box, shoe box, or other lightweight cardboard box to the next class. Conclude the activity with prayers for humanity or other favorite prayers.



GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

ACTIVITY 3: TEACHING OTHERS ABOUT SHOGHI EFFENDI

SPIRITUAL PERCEPTION OBJECTIVE: To perceive how the Guardian's contributions strengthen the Bahá'í Faith and enrich one's own life

ELOQUENT SPEECH OBJECTIVE: To demonstrate knowledge and understanding of the basic facts about the appointment of the Guardian and his service to the Cause of God

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Use of the arts; Use of recitation; Involve service and teaching

SUGGESTED TIME FOR ACTIVITY: 60 MIN. + 10 MIN. POSTER SESSION

Materials Needed:

- Cereal box, shoe box, or other lightweight box for each student
- Colored paper, index cards, and other art supplies
- Rulers, scissors, pencils, markers
- Glue or double-sided tape
- Plain wrapping paper or other large pieces of paper, if available
- Artistic tributes to Shoghi Effendi created in Activity 1
- Photographs of Shoghi Effendi or places associated with his ministry, photocopied from pages 90, 92, 97–98, 138 of this Lesson Planning Guide or downloaded from internet sources such as <http://media.bahai.org>
- Copies of Resource Pages 142–45

Advance Preparation:

Request permission for a poster session at which students may display their work at an upcoming fireside, devotional gathering, Nineteen Day Feast, social period before or after Bahá'í school, or other meeting. Students will need to arrive prior to the meeting, set up their display panels, and stand beside them to answer questions as other members of the community circulate among the student-made displays. Allow about 10 min. of the community gathering for this poster session.

Consider pre-cutting a box into a 3-panel display board, described below, as a sample for student work.



1. Welcome students. Invite them to share the results of their efforts to reach out in friendship to other people. Acknowledge all. Invite them also to share their reflections on Shoghi Effendi's life of service to the Cause of God. Briefly discuss: How does learning about Shoghi Effendi help us live our own lives of service to others?
2. Invite students to listen carefully as you read again the excerpts from the Will and Testament of 'Abdu'l-Bahá on Resource Page 135. Briefly discuss: What additional insights have we gained as we listen to these words again and reflect on their meaning?
3. Explain that students will have the opportunity to teach others about our beloved Guardian, Shoghi Effendi, at an upcoming poster session. Explain that each student (or small team of students) will prepare a display board to highlight:
 - The artistic tribute to Shoghi Effendi created in Activity 1 for this topic.
 - One of the titles of Shoghi Effendi from the Will and Testament of 'Abdu'l-Bahá, either on Resource Page 137 or other passages.
 - An aspect of Shoghi Effendi's service to the Cause of God.

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TOPIC: THE APPOINTMENT OF SHOGLI EFFENDI AS GUARDIAN

4. Provide students with copies of Resource Pages 142–45. In the whole group, read through these descriptions of aspects of the Shoghi Effendi's service to God and humanity. Encourage students to select one of these aspects of the Guardian's service to highlight on their display panel. Encourage them also to select one of the titles of the Guardian—this could be the title that they previously selected for their artistic tribute created in Activity 1.

If two or more students work from the same Resource Page, they may choose to divide the points on that page among themselves.

5. Demonstrate how to cut off the top, bottom, and one side panel of a cereal box to create a 3-panel display board. If you are working with a shoe box, cut off the two end panels to create a 3-panel display board. Discuss possibilities for attractive informative displays:
- Cover the entire display board with paper to form a clean background, selecting one or more background colors to complement other display elements.
 - Highlight the Guardian's title, using letters large enough to be read by people standing in front of the display.
 - Position the artistic tribute created in Activity 1 prominently on the display board.
 - Select facts to be carefully copied onto index cards or other paper.
 - Consider mounting photographs or factual information on colored paper.
 - Organize all display elements into a coherent design, using rulers for careful placement.
 - Consider placing a collection of books written or translated by Shoghi Effendi in your display area.
6. As students complete their displays, encourage them each to think of one sentence to read or say about their display. Students who complete their work early may also offer assistance to others or begin to clean the work area.
7. As a class, decide how to place these display panels so that students may stand near their work. Explain that the people viewing these displays will walk by each display in turn, providing students with the opportunity to state their one-sentence explanations of their displays. Invite students to practice stating their sentences one by one. Acknowledge all. Briefly discuss: How can we share our love and gratitude for the Guardian in our manner of speaking? How could we use this occasion to encourage others to learn more about Shoghi Effendi?
8. Practice again: Encourage students to work in teams of two. Explain that you will ring a small bell, flick the lights, clap, or use another signal every 30 seconds. Encourage students to take turns saying their sentence about the Guardian and listening to the other person, switching roles with each signal. After the first couple of rounds, encourage students to diversify their statements so that they practice sharing with each other information that they recall about the Guardian, his character, his achievements, his love for 'Abdu'l-Bahá, and his striving for excellence in all things. Students may refer to their copies of Resource Pages 142–45, student displays, or other materials as they practice sharing information, stories, and their own reflections about Shoghi Effendi. Recall that the purpose of this exercise is to be able to teach others about the magnificent contributions of our beloved Guardian, Shoghi Effendi. Applaud all!
9. Conclude the activity with favorite prayers or memorized quotations. Remember to encourage students to arrive early for the meeting at which they will display their work.
10. After participating in this poster session, debrief the event at the next class: What worked really well? What might we do differently for a future event of this sort? How did this opportunity to teach others about Shoghi Effendi deepen our own appreciation for our beloved Guardian?

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: THE APPOINTMENT OF SHOghi EFFENDI AS GUARDIAN

Resource Pages

Activity 1: The Appointment of Shoghi Effendi as Guardian

Herein Follow the Tablets and Testament of 'Abdu'l-Bahá. . . .

O my loving friends! After the passing away of this wronged one, it is incumbent upon the Aghsán (Branches), the Afnán (twigs) of the Sacred Lote-Tree, the Hands (pillars) of the Cause of God and the loved ones of the Abhá Beauty to turn unto Shoghi Effendi—the youthful branch branched from the two hallowed and sacred Lote-Trees and the fruit grown from the union of the two offshoots of the Tree of Holiness—as he is the sign of God, the chosen branch, the guardian of the Cause of God, he unto whom all the Aghsán, the Afnán, the Hands of the Cause of God and His loved ones must turn. . . .

The sacred and youthful branch, the guardian of the Cause of God as well as the Universal House of Justice, to be universally elected and established, are both under the care and protection of the Abhá Beauty, under the shelter and unerring guidance of His Holiness, the Exalted One (may my life be offered up for them both). Whatsoever they decide is of God. Whoso obeyeth him not, neither obeyeth them, hath not obeyed God; whoso rebelleth against him and against them hath rebelled against God; whoso opposeth him hath opposed God; whoso contendeth with them hath contended with God; whoso disputeth with him hath disputed with God; whoso denieth him hath denied God; whoso disbelieveth in him hath disbelieved in God; whoso deviateth, separateth himself and turneth aside from him hath in truth deviated, separated himself and turned aside from God. . . . It is incumbent upon the members of the House of Justice, upon all the Aghsán, the Afnán, the Hands of the Cause of God to show their obedience, submissiveness and subordination unto the guardian of the Cause of God, to turn to him and be lowly before him. . . .

O ye the faithful loved ones of 'Abdu'l-Bahá! It is incumbent upon you to take the greatest care of Shoghi Effendi, the twig that hath branched from and the fruit given forth by the two hallowed and Divine Lote-Trees, that no dust of despondency and sorrow may stain his radiant nature, that day by day he may wax greater in happiness, in joy and spirituality, and may grow even as a fruitful tree.

For he is, after 'Abdu'l-Bahá, the guardian of the Cause of God. . . . All must seek guidance and turn unto the Center of the Cause and the House of Justice. And he that turneth unto whatsoever else is indeed in grievous error.

The Glory of Glories rest upon you!

'Abdu'l-Bahá, *Will and Testament of 'Abdu'l-Bahá*, pp. 3, 11, 25

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: THE APPOINTMENT OF SHOGLI EFFENDI AS GUARDIAN

Activity 1: The Appointment of Shoghi Effendi as Guardian



Source: <http://media.bahai.org>; reprinted with permission of the Bahá'í International Community

In 1958 his grave was built of the same dazzling white Carrara marble he had himself chosen for the monuments of his illustrious relatives in Haifa, a simple grave as he would have wished it to be. A single marble column, crowned by a corinthian capital is surmounted by a globe, the map of Africa facing forward—for had not the victories won in Africa brought him the greatest joy during that last year of his life?—and on this globe is a large gilded bronze eagle, a reproduction of a beautiful Japanese sculpture of an eagle which he greatly admired and which he had placed in his own room. No better emblem than this symbol of victory could have been found for the resting-place of him who had won so many victories as he led the hosts of Bahá'u'lláh's followers on their ceaseless conquests throughout the five continents of the world.

Rúhíyyih Rabbání, *The Priceless Pearl*, p. 451

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

Activity 1: The Appointment of Shoghi Effendi as Guardian

A Talk by the Hand of the Cause of God Leroy Ioas

Transcribed from a recording made in Johannesburg, South Africa, October 31, 1958

Shoghi Effendi was a very remarkable young man, and of course, he just worshipped 'Abdu'l-Bahá.

And when 'Abdu'l-Bahá passed away, the whole world became dark for him. All light had gone out. And when he came to the Holy Land, he had in mind, from the things 'Abdu'l-Bahá had said to him, and I am telling you what he said, that "I had in mind that 'Abdu'l-Bahá would give me the honor of calling the great conclave . . . together . . . which would elect the Universal House of Justice. And I thought in His Will and Testament that that was probably what He was instructing be done."

"But," he said, "instead of that, I found that I was appointed the Guardian of the Cause of God."

He said, "I didn't want to be the Guardian of the Cause. In the first place, I didn't think I was worthy. Next place, I didn't want to face these responsibilities. . . ."

"I didn't want to be the Guardian. I knew what it meant. I knew that my life as a human being was over. I didn't want it, and I didn't want to face it. So as you'll remember, I left the Holy Land. And I went up into the mountains of Switzerland, and I fought with myself until I conquered myself. Then I came back and I turned myself over to God, and I was the Guardian."

"Now," he said, "every Bahá'í in the world, every person in the world, has to do exactly that same thing. Whether you're a Hand of the Cause, whether you're a Knight of Bahá'u'lláh, whether you're a member of a national assembly, whether you're a teacher, whether you're a pioneer, whether you're an administrator, regardless of what you are, with anything in the Cause, every Bahá'í must fight with himself and conquer himself. And when he has conquered himself, then he becomes a true instrument for the service of the Cause of God. And not until then! . . . This is what every Bahá'í in the world should know."

And this is one of the main things I want you to get out of this talk tonight: the Guardian's instructions that every individual must fight with himself, must conquer himself, must overcome his lower nature, must overcome his self, and turn himself over to God, so that the Holy Spirit can function through you. For when the Holy Spirit functions through you, then you will gain victory after victory. Because the Holy Spirit is the creative aspect of God and it cannot do other than win victories and make successes for the Cause."

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: THE APPOINTMENT OF SHOghi EFFENDI AS GUARDIAN

Activity 2: The Covenant and the Line of Authority

Word Bank

Obey	denied	Cause	God	Shoghi Effendi
words	away	turn	guardian	'Abdu'l-Bahá

After the passing away of this wronged one, it is incumbent upon . . .
the loved ones of the Abhá Beauty, to turn unto _____
as he is the sign of _____,
the chosen branch, the _____ of the Cause of God, . . .
he unto who all . . . His loved ones must _____.
He is the expounder of the _____ of God.

For he is, after _____, the guardian of the
_____ of God . . . and the beloved of the Lord must
_____ him and turn unto him. He that obeyeth him not,
hath not obeyed God; he that turneth _____ from him,
hath turned away from God and he that denieth him, hath _____
the True One.

From *The Will and Testament of 'Abdu'l-Bahá*, pp. 11, 25

GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

Activity 2: The Covenant and the Line of Authority

Reprinted from *Brilliant Star* magazine,
Nov/Dec 2000. Used with permission.

Meeting Shoghi Effendi

Traveling to Haifa between 1922 and 1957, Bahá'ís had the privilege of visiting the Holy Places and meeting with Shoghi Effendi. Here, in their own words, are memories of four Bahá'ís.



**Mountfort Mills,
American Bahá'í and
public speaker, in 1922**

“ . . . We met Shoghi Effendi, dressed entirely in black, a touching figure . . . We received his joyous, hearty hand grasp . . . The Spirit streams forth from this young man. He is indeed young in face, form and manner, yet his heart is the center of the world today.”



**Florence
Mayberry,
Continental Counselor
and writer, in 1956**

“At the end of the evening, Shoghi Effendi rose and handed me a vial of attar of roses. As he had said to the other departing pilgrims, he said to me, ‘I will never forget you.’ He added, ‘And I will pray for America.’”



**Dr. Ugo Giachery,
Hand of the
Cause of God,
in 1952**

“ ‘Welcome! Welcome!’ he said, with a gentle and yet compelling voice. ‘At last you have come.’ And with a rapid and unforeseen motion he embraced me with such a tenderness that for a time I felt I was in the arms of all the mothers of the world.”



**O. Z. Whitehead, American
Bahá'í and actor, in 1955**

“On the other side of the table from the door, the Guardian sat entirely still. If I had not known who he was, but had just seen him sitting somewhere else, I would have been greatly drawn to him. . . . Shoghi Effendi had on a black fez, a black suit and a black necktie. As we approached the dining room, he stood up. I felt as if light was all around him. . . . The Guardian turned to me. I bent over and kissed him on the cheek. I felt that he filled the universe.” ✨

Excerpts from *Shoghi Effendi* by Ugo Giachery and *The Great Adventure* by Florence Mayberry • Photo of O.Z.Whitehead by Paul Slaughter

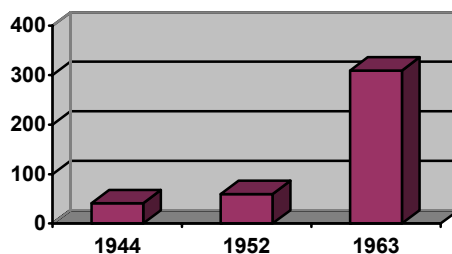
GOAL: TO APPRECIATE THE GUARDIAN’S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ’U’LLÁH
TOPIC: THE APPOINTMENT OF SHOghi EFFENDI AS GUARDIAN

Activity 3: Teaching Others about Shoghi Effendi

Shoghi Effendi’s Writings and Translations

- Shoghi Effendi had an outstanding command of the English language. He translated many books written by Bahá’u’lláh into English including:
 - Gleanings from the Writings of Bahá’u’lláh
 - The Kitáb-i-Íqán
 - The Hidden Words
 - Epistle to the Son of the Wolf
 - Prayers and Meditations of Bahá’u’lláh
- Shoghi Effendi wrote *God Passes By*, a history of the first 100 years of the Bahá’í Faith.
- Shoghi Effendi wrote a series of letters published under the title *The World Order of Bahá’u’lláh*, which explain basic truths about the Revelation of Bahá’u’lláh.
- His book of letters *Bahá’í Administration* provides clear instruction for building the foundation of unified community life.
- Shoghi Effendi wrote *The Advent of Divine Justice* and *The Promised Day Is Come*, which provide guidance to help the world implement the teachings of Bahá’u’lláh.
- He translated *The Dawn-Breakers* into English—a large volume that describes the history of the beginning of the Bahá’í Faith. His translation greatly improves the original work.
- He wrote over 26,000 letters during his guardianship, which answer questions and encourage people to follow Bahá’u’lláh’s teachings to build world unity.
- Shoghi Effendi’s translations helped make possible the translation of Bahá’í publications around the world.

Languages of Bahá’í Literature

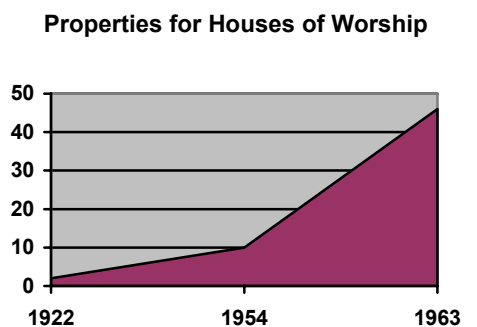
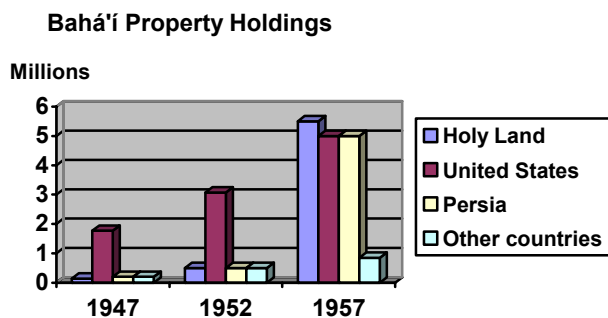


GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

Activity 3: Teaching Others about Shoghi Effendi

Expanding Material Assets

- Shoghi Effendi created and beautified the Holy Places of the World Center of the Bahá'í Faith.
- Shoghi Effendi completed the Shrine of the Báb.
- He designed the monumental gardens for the gravesites of Bahíyyih Khánum (Bahá'u'lláh's daughter), Ásíyih Khánum (Bahá'u'lláh's wife), and Mírzá Mihdí (Bahá'u'lláh's son).
- Shoghi Effendi purchased property surrounding the Shrines of the Báb and Bahá'u'lláh, to protect them and create beautiful gardens around them. He acquired the mansion at Mazra'ih other precious sites associated with the Báb, Bahá'u'lláh, and heroes and martyrs of the Faith.
- He built the Archives building and designed its interior. It holds relics and historical artifacts of the Bahá'í Faith.
- He planned the development of Mount Carmel, the beautiful terraces, gardens, and buildings we see today.
- He designed the gardens in Haifa, Bahjí, Mazra'ih, and the Garden of Ridván.
- He designed the interior of the Shrines for the Báb, Bahá'u'lláh, and 'Abdu'l-Bahá.
- Shoghi Effendi also directed the purchase and development of national Bahá'í properties around the world, including the sites of Houses of Worship, National Bahá'í Centers, and Bahá'í schools.
- The value of Bahá'í properties in the Holy Land increased from \$140,000 in 1947 to \$5.5 million in 1957. Similar increases occurred in the rest of the world.
- The number of properties acquired for future Houses of Worship around the world increased to 46, including the future Temple on Mount Carmel.

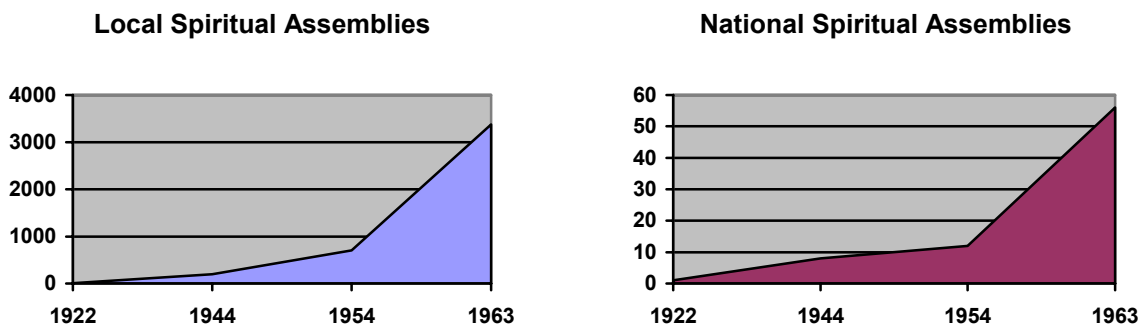


TOPIC: THE APPOINTMENT OF SHOghi EFFENDI AS GUARDIAN

Activity 3: Teaching Others about Shoghi Effendi

Developing the Administrative Order

- He wrote guidance and instructions to help Local and National Spiritual Assemblies build the new World Order of Bahá'u'lláh.
- He built the Administrative Order, beginning with Local Spiritual Assemblies.
- He helped new National Spiritual Assemblies develop into strong bodies of leadership.
- He encouraged believers to live the Bahá'í life.
- Shoghi Effendi protected the Faith from enemies and patiently rid the Faith of Covenant-Breakers.
- He enabled all to receive Divine Guidance through Local and National Spiritual Assemblies. He readied the world community for the election of the Universal House of Justice.
- Shoghi Effendi saw the end in the beginning. He described future events and enabled us to see what the future would be if we built the new World Order.
- He established the International Bahá'í Council, the forerunner to the Universal House of Justice.
- Shoghi Effendi met with people from around the world. He met with dignitaries and rulers from many countries.
- The number of Local Spiritual Assemblies increased from a handful in 1922 to over 3,379 in 1963.
- The number of National Spiritual Assemblies increased from 1 in 1922 to 56 in 1963.



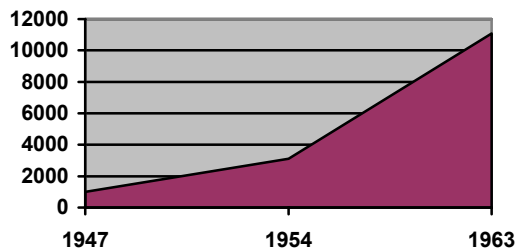
GOAL: TO APPRECIATE THE GUARDIAN'S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ'U'LLÁH
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Activity 3: Teaching Others about Shoghi Effendi

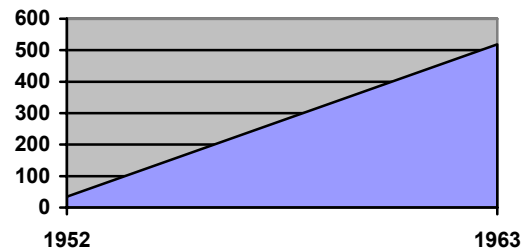
Implementing the Divine Plan

- Shoghi Effendi created the first 7-Year Plan (1937–44), also known as the American campaign and the first stage of the World Mission, based on ‘Abdu’l-Bahá’s Divine Plan for the spiritual conquest of the entire globe.
- He created the second 7-Year Plan (1946–53), also known as the European campaign and the second stage of the World Mission.
- He called for and organized four great Intercontinental Teaching Conferences in 1953, held in Kampala, Uganda; Chicago, United States; Stockholm, Sweden; and New Delhi, India.
- He created the 10-year World Crusade for the Bahá’í world from 1953–63. Detailed maps were kept by Shoghi Effendi showing the victories won.
- Shoghi Effendi made each believer feel that he or she had a part to play and was precious to the Faith. He was a great encourager.
- Shoghi Effendi personally encouraged pioneers to go forth and fulfill ‘Abdu’l-Bahá’s plan.
- The number of Bahá’í localities increased from about 1,000 in 1947 to 11,000 in 1963.
- The number of the ethnic groups represented among Bahá’í believers increased from about 35 in 1952 to 71 in 1963. The number of African, American, and Asian tribal groups represented increased from 24 in 1952 to 519 in 1963.

Localities Where Bahá’ís Reside



Races, Tribes, and Ethnic Groups



GOAL: TO APPRECIATE THE GUARDIAN’S CONTRIBUTIONS TO THE WORLD ORDER OF BAHÁ’U’LLÁH
TOPIC: THE APPOINTMENT OF SHOGHI EFFENDI AS GUARDIAN

LIST OF ADDITIONAL RESOURCES

Stories, Books, and Articles:

- The Covenant: Its Meaning and Origin and Our Attitude Towards It*, National Spiritual Assembly of the Bahá’ís of the United States, pp. 37–46
- The Eternal Covenant*, Lowell Johnson, pp. 45–49, 93–100, 107–108, 221
- The Guardian of the Bahá’í Faith*, Rúhíyyih Rabbání
- The Priceless Pearl*, Rúhíyyih Rabbání
- Story of the Covenant*, pp. 13–17
- Website: www.bahai.org
- Will and Testament of ‘Abdu’l-Bahá*, ‘Abdu’l-Bahá
- Brilliant Star* magazine:
- | | |
|---|--|
| “Shoghi Effendi: Guardian of the Bahá’í Faith,”
Nov/Dec 2000 | “Admiring Nature: Shoghi Effendi in Switzerland,”
May/June 1999 |
| “The Well-Guarded Secret,” Nov/Dec 2000 | “Oh, Ella Bailey,” May/June 1998 |
| “Shoghi Effendi and the Queen of Carmel,” Nov/Dec
2000 | “World Crusade,” Nov/Dec 1995 |
| “Meeting Shoghi Effendi,” Nov/Dec 2000 | “Shoghi Effendi/Guardian,” Nov/Dec 1995 |
| “Dr. Albert Muhlschlegel,” Sep/Oct 2000 | “Shoghi Effendi Builds . . .” Nov/Dec 1995 |
| | “Glorious Future,” Nov/Dec 1995 |
| | “Answering the Call of the Guardian,” May/June 1992 |

Coloring Pages and Worksheets:

- Brilliant Star* magazine:
- | | |
|---|---|
| “Chameleon Crossword,” Nov/Dec 2000 | “No Time for Anything Else,” Nov/Dec 1995 |
| “Hidden Pictures,” Nov/Dec 2000 | “What Would the Bahá’ís Do without Shoghi Effendi?”
Nov/Dec 2000 |
| “University of Oxford Maze,” Nov/Dec 2000 | |
| “Secret Code,” Nov/Dec 1995 | |

Activities:

- Brilliant Star* magazine:
- | | |
|----------------------------------|---|
| “Light Upon Light,” Nov/Dec 2000 | “Planning a Garden,” Nov/Dec 1995 |
| “Mystery Message,” Nov/Dec 2000 | “People of the Garden,” Nov/Dec 1995 |
| “3-D Mapping,” May/June 1996 | “Make a Frame,” Nov/Dec 1995 |
| “Who Are You?” Nov/Dec 1995 | “Light of the Covenant,” Nov/Dec 1995 |
| “Shining Cloak,” Nov/Dec 1995 | “Bahá’u’lláh’s Gift to the World,” Nov/Dec 1995 |

Music:

- Lote Tree*, “Shoghi Effendi”
- Brilliant Star* magazine: “The Covenant,” Sp Ed 1992

Visual Aids, Videos, and Photographs:

- Shoghi Effendi*, by Lowell Johnson
- Bahá’í History Calendar*, 1982
- Brilliant Star* magazine: Nov/Dec 2000, Nov/Dec 1995
- Web site: www.bahai.org
- Shoghi Effendi: Guardian of the Bahá’í Faith: The Sign of God on Earth*, DVD
- Kitáb-i-’Abd: Book of the Covenant*

Poetry:

- Brilliant Star* magazine: “A Mother’s Wish,” Nov/Dec 1995

Games:

- Brilliant Star* magazine: “Be a Knight of Bahá’u’lláh,”
Nov/Dec 1995

If you find any additional resources, please contact the Office of Education and Schools at the Bahá’í National Center, or submit your findings to the Core Curriculum website, www.core-curriculum.org.