

TO UNDERSTAND THE HISTORY OF THE DEVELOPMENT  
OF THE ADMINISTRATIVE ORDER  
‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT  
OF THE ADMINISTRATIVE ORDER

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
LOVE, COURAGE, INDIVIDUAL INITIATIVE

The Charter which called into being, outlined the features and set in motion the processes of, this Administrative Order is none other than the Will and Testament of ‘Abdu’l-Bahá, His greatest legacy to posterity, the brightest emanation of His mind. . . .

Shoghi Effendi, *God Passes By*, p. 325

In the Tablets of the Divine Plan . . . which may be designated as the Charter of the Plan with which He [‘Abdu’l-Bahá] was to entrust them in the evening of His life, He . . . revealed the high distinction and the glorious work which America, and particularly the United States and Canada, was to achieve in both the Formative and Golden Ages of the Bahá’í Dispensation.

Shoghi Effendi, *Messages to America*, p. 90

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To know that ‘Abdu’l-Bahá was the Author of the Tablets of the Divine Plan, which in turn provides the framework for the growth and development of the Bahá’í Faith
- To become familiar with the role of ‘Abdu’l-Bahá in the establishment of the Administrative Order
- To know which features of the Administrative Order are delineated in the Will and Testament of ‘Abdu’l-Bahá

### SUGGESTED LEARNING ACTIVITIES

- Research *God Passes By* to learn of ‘Abdu’l-Bahá’s role in the establishment of the Administrative Order.
- Read the Will and Testament of ‘Abdu’l-Bahá and make an outline of the features He describes.
- Create one’s own will using “Do What You Will” (*Brilliant Star* Mar/Apr 1992, pp. 10–11).
- Create an art piece that illustrates the role of ‘Abdu’l-Bahá in the establishment of the Administrative Order (may be done in pairs or groups).



### WISDOM OBJECTIVES

- To understand the significance of the Tablets of the Divine Plan to the expansion of the Faith throughout the world
- To appreciate the importance of the “architecture” of the World Order of Bahá’u’lláh
- To gain insight into the historical circumstances surrounding the writing of both the Tablets of the Divine Plan and the Will and Testament of ‘Abdu’l-Bahá

### SUGGESTED LEARNING ACTIVITIES

- Use a large map and discuss the countries mentioned in the Tablets of the Divine Plan.
- Dress up and prepare a dramatic presentation of the historical circumstances at the time of the writing of these two documents.
- Memorize the prayer for your own region from the Tablets of the Divine Plan.
- Create a large poster of your region’s prayer from the Tablets of the Divine Plan and illuminate beautifully.
- Compare the architecture of the World Order of Bahá’u’lláh with the monument of the Greatest Holy Leaf.



## SPIRITUAL PERCEPTION OBJECTIVES

- To perceive the significance of the Will and Testament of ‘Abdu’l-Bahá and Tablets of the Divine Plan for the propagation of the Faith and the establishment of its Administrative Order on all the continents of the world
- To perceive the role of the American Bahá’í community as it responded to the two charters of ‘Abdu’l-Bahá
- To reflect on one’s own service to the progress of the Faith and the development of its institutions

### SUGGESTED LEARNING ACTIVITIES

- Role-play an early believer reading the Tablets of the Divine Plan, deciding to go pioneering, entering a new territory, and the experiences he or she faces.
- Present the poster of the region’s prayer to the Local Spiritual Assembly as a gift.
- Discuss the implementation of the two charters in one’s home community.
- Meditate on one’s own role in contributing to the continuous implementation of ‘Abdu’l-Bahá’s charters in the Divine Plan.



## ELOQUENT SPEECH OBJECTIVES

- To retell stories of the early believers who arose to teach after receiving the Tablets of the Divine Plan
- To demonstrate one’s own obedience to the Plans of the Universal House of Justice and the National and Local Spiritual Assembly

### SUGGESTED LEARNING ACTIVITIES

- Play the game “Where in the World Was Martha Root” (*Brilliant Star* Jul/Aug 1993, p. 31).
- Prepare an evening with the heroes and heroines who responded to the Tablets of the Divine Plan, with each learner preparing and presenting one person from that historical period (e.g., Agnes Alexander, *Herald of the South*, vol. 38, pp. 8–17, or *Brilliant Star*, Nov/Dec 1993, pp. 8–14). Invite the whole community.
- Present a class response to the Tablets of the Divine Plan to the Local Spiritual Assembly by sharing personal plans of action inspired by the present plan of the Universal House of Justice.

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### Sample Activities

#### ACTIVITY 1: THE ARCHITECTURE OF ORDER

**WISDOM OBJECTIVE:** To appreciate the importance of the “architecture” of the World Order of Bahá’u’lláh

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed towards God; Establish bonds of unity and friendship; Use of consultation; Use of art

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Large sheet of paper for each student
- Markers, pens, or pencils

1. Welcome all students warmly. Invite them to introduce themselves by saying their names and mentioning the names and ages of the people and pets in their families or household. Be aware that students may come from a wide variety of family backgrounds and living arrangements. Warmly welcome all.
2. Explain that this class will explore some important ways that the World Order of Bahá’u’lláh creates unity and justice in the world by creating a system for people to be their own unique selves and also to be united. Explain that we use the term Unity in Diversity to describe this process. Invite students to quietly reflect on their own ideas and then briefly discuss: What thoughts and feelings come to your mind and heart when you hear the words Unity in Diversity? Can you think of some examples of Unity in Diversity?
3. Then discuss: What are some ways that we can express Unity in Diversity while we’re together in this class? How would we like to listen to each other, speak with each other, and act while we’re together? Record student ideas on chart paper. Discuss: Do we want to agree to do these things while we’re together? Listen to student comments and adjust the suggested classroom guidelines until all agree.
4. Explain that the class has just created its own “architecture” for classroom organization. Briefly discuss: How can the “architecture” of a group’s organization help a group of people to achieve the group’s purpose? What are some other forms of architecture? How might the architecture of a building help it achieve its purpose?
5. Provide students with paper and pencils and invite them to create a simple floor plan or structural diagram of the architecture of the place they live, noting important spaces, structural supports, and even major pieces of furniture if desired. Teachers should also make diagrams.
6. Encourage all to share their drawings in the whole group. Suggest that each person briefly explain how the rooms are used, if some rooms serve more than one function, if some rooms are more public or private, and who uses the different rooms. Teachers may provide an example of how one might answer these questions by sharing their drawings first.
7. Then invite students to reflect on the different drawings and identify their similarities and differences. Encourage students also to identify something unique about their own drawing as well as something that their drawing has in common with others.

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8. Invite students to reflect again on these similarities and differences and then briefly discuss: What do we see as the reasons for these similarities and differences? What do these similarities and differences tell us about the way our community is organized? Do we see ways that the organization of our community could be strengthened?
9. Explain that Bahá’u’lláh has come to establish communities that truly reflect the “watchword” of the Bahá’í Faith—Unity in Diversity.<sup>1</sup> Explain that the class will spend the next several weeks exploring the architecture for a world that is truly united in its diversity. The class will also explore powerful words and actions to help build a better world.
10. Encourage students to look again at the “architecture” of the class’s agreements. Encourage each student to select one of these actions to carry out at home, at school, or in another specific location to promote the principle of Unity in Diversity before the next class.

### ACTIVITY 2: ‘ABDU’L-BAHÁ, ARCHITECT OF THE WORLD ORDER OF BAHÁ’U’LLÁH

**WISDOM OBJECTIVE:** To become familiar with the role of ‘Abdu’l-Bahá in the establishment of the Administrative Order

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one’s own service to the progress of the Faith and the development of its institutions

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of reflection; Use of consultation; Use of stories; Employ creativity and the arts; Involve service

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Copies of Resource Page 22
  - Display copy of the Will and Testament of ‘Abdu’l-Bahá, if available
  - Chart paper and markers for student diagrams
  - Dictionaries
1. Welcome students. Invite them to share their reflections on the principle of Unity in Diversity and to share actions that they have taken to promote this principle. Acknowledge all.
  2. Briefly discuss: As we’ve been paying attention to this principle, what have we noticed others doing that promotes Unity in Diversity? How does it help us to notice the good deeds of others? What examples can we share of our own actions as a class to work within the “architecture” of our class’s agreements?
  3. Explain that the Architect of the Administrative Order of the Bahá’í Faith, was ‘Abdu’l-Bahá, Bahá’u’lláh’s eldest son. Invite students to reflect on their own parents or other adults that they love and think of a time when they were able to help their parent, teacher, or other adult. Encourage them to think until they recall a specific time when the adult had important work to do and the child was able to help. Allow enough time for all students to identify a specific memory, however small or unimportant it might seem.

<sup>1</sup> Shoghi Effendi, *The World Order of Bahá’u’lláh*, p. 42

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4. Then, either in the whole group or in pairs, encourage students to share their memories with each other, allowing 1–2 minutes for each student to speak while the listening partner focuses attention on what that student is saying.
5. After all have shared, briefly discuss: How does it feel to know that we are helping the people we love with their important work?
6. Explain that while ‘Abdu’l-Bahá was a child, He recognized Bahá’u’lláh as a Manifestation of God and began to serve Him. One of the Bahá’ís reported many years later that ‘Abdu’l-Bahá said:

In Baghdád I was a child. Then and there He announced to me the Word, and I believed in Him. As soon as He proclaimed to me the Word, I threw myself at His Holy Feet and implored and supplicated Him to accept my blood as a sacrifice in His Pathway. Sacrifice! How sweet I find that word! There is no greater Bounty for me than this!

Reported words of ‘Abdu’l-Bahá,  
quoted by J.E. Esslemont, *Bahá’u’lláh and the New Era*, pp. 51–52

7. Bahá’u’lláh acknowledged the service of ‘Abdu’l-Bahá. Bahá’u’lláh said:

It is the Master Who has taken every trouble upon Himself. For Our sake, in order that We may have ease and comfort, He faces the world and its peoples. For Us He has become a mighty stronghold, a mighty armor. . . . He has arisen with all His power to serve the Faith, and confirmation crowns His effort. This work so occupies His days and nights. . . .

Reported words of Bahá’u’lláh,  
quoted by H.M. Balyuzi, *‘Abdu’l-Bahá, The Center of the Covenant*, p. 26

8. Distribute copies of Resource Page 22, in which Shoghi Effendi describes the role of ‘Abdu’l-Bahá in carrying out the work of Bahá’u’lláh. Read the first quotation aloud. Encourage students to underline important words as they listen. Use group input and dictionaries to find the meaning of these important words. Then read the quotation aloud a second time.

Briefly discuss: How do all these titles show ‘Abdu’l-Bahá’s service to Bahá’u’lláh? How do they also show Bahá’u’lláh’s love for ‘Abdu’l-Bahá?

9. If available, display a copy of the Will and Testament of ‘Abdu’l-Bahá. Then read aloud the three paragraphs on Resource Page 22, which come from that document. Pause after each quotation to identify the main point of that quotation. Assure student understanding that:
  - ‘Abdu’l-Bahá was the Head of the Bahá’í Faith after the passing of Bahá’u’lláh.
  - ‘Abdu’l-Bahá appointed His grandson Shoghi Effendi as the Guardian (Head) of the Bahá’í Faith in His Will and Testament.
  - ‘Abdu’l-Bahá outlined the process by which the Universal House of Justice could be elected. He explained that National Spiritual Assemblies must be established in all countries and that the members of these assemblies would elect the Universal House of Justice.
  - The Universal House of Justice is the only institution in the world that is elected by a process that includes all the peoples of the earth.

You may also wish to share the following information: As the Hands of the Cause of God could only be appointed by the Guardian, their functions are currently served by the members of the Continental Boards of Counselors and their auxiliaries. Continental Counselors are appointed by the Universal House of Justice.

If desired, you may also mention that Bahá’u’lláh Himself established the Universal House of Justice in His Most Holy Book. The Universal House of Justice was first elected in 1963. You may also explain that ‘Abdu’l-Bahá’s Will and Testament also provides a process for the Guardian to appoint Hands of the Cause of God.

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10. After reading and discussing these quotations, remind students that individual believers also elect Local Spiritual Assemblies, which operate at the level of the local community. Note that these topics will be explored in greater depth in subsequent activities in this Lesson Planning Guide.
11. Then assign small teams (or work in the whole group) to create diagrams to show the relationship between Local Spiritual Assemblies, National Spiritual Assemblies, and the Universal House of Justice.
12. Invite teams to share their work with the whole group. Briefly discuss: How do our diagrams show the architecture of the World Order of Bahá’u’lláh? In what way is ‘Abdu’l-Bahá the Architect of this World Order?
13. After this short discussion, save these diagrams for the next activity.
14. Suggest that just as ‘Abdu’l-Bahá served His Father, and we serve our own parents, we can also serve the Head of the Faith. Briefly discuss: What are some ways that we can serve the Head of the Faith? List student responses on chart paper. Consider adding ideas such as: explain the administrative order and why it is important to another person; invite friends to join us in Bahá’í class; show reverence for the administrative order by showing respect to our Local Spiritual Assembly at the Nineteen Day Feast.
15. Encourage students to select a service to the Head of the Faith to complete before the next class.

### **ACTIVITY 3: THE ARCHITECTURE OF WORLD ORDER**

**WISDOM OBJECTIVE:** To appreciate the importance of the “architecture” of the World Order of Bahá’u’lláh

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

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Diagrams from previous activity
- Background music
- Plain paper or student journals and pens

1. Welcome students. Invite them to share their adventures in service since the last class. Acknowledge all.
2. Refer to the cover of this Lesson Planning Guide, a painting of the monument of the Greatest Holy Leaf. Explain that the Guardian of the Bahá’í Faith, Shoghi Effendi, built this monument as a tribute to his great-aunt Bahíyyih Khánum, the Greatest Holy Leaf, the sister of ‘Abdu’l-Bahá and daughter of Bahá’u’lláh.
3. Refer to the diagrams that students created of the “architecture” of the World Order of Bahá’u’lláh during the previous activity. Briefly discuss: How are our diagrams similar to and different from Shoghi Effendi’s description of this monument to the Greatest Holy Leaf?
4. Play quiet background music. Read aloud one of the tender examples of the love between the Guardian of the Bahá’í Faith, Shoghi Effendi, and his great-aunt, Bahíyyih Khánum, the Greatest Holy Leaf, on Resource Page 23.

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5. Continue playing the quiet background music as you explain that the Universal House of Justice first occupied its permanent Seat on Mount Carmel on the fiftieth anniversary of the passing of the Greatest Holy Leaf. Following prayers at the monument on 14 July 1982 at midnight, the hour coincident with that of her passing, an all-day seminar was held on 17 July in the main hall of the Seat of the Universal House of Justice. The Universal House of Justice wrote on that occasion:

It was a source of deep satisfaction to the Universal House of Justice that the first gathering of the friends in this beautiful setting should have been such a meeting, dedicated to the memory of the Greatest Holy Leaf, whose resting-place is embosomed in the heart of that consecrated spot enfolded by the “far-flung arc”

on which now already stand two of those structures constituting the World Administrative Centre of the Faith.

The Universal House of Justice, *Messages 1963 to 1986*, p. 552

6. Provide students with their journals or plain paper and encourage them to record their reflections on the power of the love between Shoghi Effendi and the Greatest Holy Leaf, the mysterious power that binds the spiritual and administrative centers of the Bahá’í Faith, and their own power to do great deeds out of their love for God and for humanity. Encourage them to consider the love that is the Source of our creation and the love we can show to others. Encourage students to identify a way to translate their love into an act of kindness to another person before the next class.

### ACTIVITY 4: THE POWER OF LOVE

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one’s own service to the progress of the Faith and the development of its institutions

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

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

**Materials Needed:**

- Copies of Resource Pages 24–25, if desired

**Advance Preparation:**

Learn the songs on Resource Pages 24–25 to be able to teach the class. You may choose to use the CD *Singing with Ernestine*, or *King of Days* by Barb Qualls, available through the Louhelen Bahá’í School bookstore, or listen online at <http://www.core-curriculum.org/songs.html>.

1. In the whole group read aloud the following words of ‘Abdu’l-Bahá:  
  
What a power is love! It is the most wonderful, the greatest of all living powers. Love gives life to the lifeless. Love lights a flame in the heart that is cold. Love brings hope to the hopeless and gladdens the hearts of the sorrowful. In the world of existence there is indeed no greater power than the power of love.
2. Briefly discuss: How does the love of God unite hearts, build institutions, inspire our own service, and lead to the growth of the Tree of Divine Unity that will shelter all on earth?
3. Teach the songs “What a Power is Love” and “Speedy Growth” using the methods taught in the Core Curriculum Teacher Development Workshop Eight or by using CDs, *Singing with Ernestine* and *King of Days*.

‘Abdu’l-Bahá, *Paris Talks*, p. 179



ACTIVITY 5: THE TABLETS OF THE DIVINE PLAN

**SPIRITUAL PERCEPTION OBJECTIVES:** To perceive the role of the American Bahá’í community as it responded to the two charters of ‘Abdu’l-Bahá; To reflect on one’s own service to the progress of the Faith and the development of its institutions

**ELOQUENT SPEECH OBJECTIVE:** To retell stories of the early believers who arose to teach after receiving the Tablets of the Divine Plan

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of stories; Use of drama; Use of peer teaching; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Pages 26, 27, 28
- Display copy of Tablets of the Divine Plan, if available
- Paper and pencils
- Simple props such as scarves, hats, bunch of real or artificial flowers, as desired

1. Welcome students. Invite them to share their reflections on their service since the last class. Invite them also to share their reflections on ‘Abdu’l-Bahá, the Architect of the World Order of Bahá’u’lláh. Briefly discuss: How do these little conversations about service help us encourage ourselves and each other to do our part to build the architecture for peace and happiness in the world?
2. Explain that ‘Abdu’l-Bahá was not only the Architect of the World Order of Bahá’u’lláh; ‘Abdu’l-Bahá also served the Cause of His Father by creating a Plan for sharing the message of peace, justice, and the principle of unity in diversity with all people. In His Will and Testament ‘Abdu’l-Bahá wrote:
3. Explain that ‘Abdu’l-Bahá wrote a series of letters to the Bahá’ís in North America in 1916 and 1917. All 14 letters (or Tablets) are known as the Tablets of the Divine Plan. They were formally presented during the annual National Convention in April 1919 in New York City, the City of the Covenant. All international teaching plans are based on the Tablets of the Divine Plan by ‘Abdu’l-Bahá.
4. If available, display the book and invite students to look through it as you continue explaining that many individuals who heard these letters of ‘Abdu’l-Bahá immediately arose to spread this Message. Among them was Martha Root:

In these days, the most important of all things is the guidance of the nations and peoples of the world. Teaching the Cause is of utmost importance for it is the head corner-stone of the foundation itself.

‘Abdu’l-Bahá, *Will and Testament of ‘Abdu’l-Bahá*, p. 10

Briefly discuss: What is a cornerstone? Why is teaching the Cause like a cornerstone for this New Order?

The story persists that when the session was over Martha Root was nowhere to be found. She was upstairs packing her bag to leave, losing not an hour before acting on the instructions of ‘Abdu’l-Bahá to teach the Bahá’í Faith.

M.R. Garis, *Martha Root, Lioness at the Threshold*, p. 88

Briefly discuss: Why do we think Martha Root arose so quickly?

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5. Invite students to work in small teams to read aloud one of the stories about the response of Martha Root, Louis Gregory, or Marion Jack to these Tablets of ‘Abdu’l-Bahá. Provide each team with Resource Page 26, 27, or 28. Encourage the teams to read their story, discuss their focus questions, and write a short outline of the main points of their story. All team members should agree on these main points.
6. In the small teams, encourage students to work from their outlines to create a short role-play to dramatize the episode and to share their answers to the focus questions. Each team should designate a narrator to introduce the heroic figure and provide a short overview of that person’s service. All team members should have roles as the episode is portrayed to classmates.
7. Circulate among teams as they work to respond to questions, provide encouragement, and assist as needed.
8. Invite teams to present their role-plays to the class. Applaud all!
9. In the whole group, briefly discuss: When and where could we share these role-plays with others? Could we present them to other classes at our Bahá’í school, or share them at an upcoming devotional meeting, Nineteen Day Feast, or other gathering? How can we let our friends or family members know about these powerful individuals?
10. After agreeing on a plan to share the role-plays with others, create a plan for students (or teachers) to make these arrangements on behalf of the class. Encourage students also to retell their story to one other person before the next class.

### **ACTIVITY 6: TRAVEL AND TEACH BROCHURE**

**WISDOM OBJECTIVE:** To understand the significance of the Tablets of the Divine Plan in the expansion and consolidation of the Faith throughout the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of peer teaching; Use of creativity and the arts

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Globe or world map, if available
- Copies of Tablets of the Divine Plan, one copy for every 2–3 students
- Alternatively, you may use copies of Resource Page 29
- Copies of Resource Pages 30 or 31
- Chart paper
- Plain paper
- Markers and other art supplies as available
- Magazines such as National Geographic, travel or newsmagazines, or photographs of different regions of the world or of the United States, if desired
- Glue
- Scissors

**Advance Preparation:**

If possible, borrow enough copies of Tablets of the Divine Plan so that each student team will have access to the book. Note that if students work from copies of the book, they will complete Resource Page 30. If you do not have access the books, they may use Resource Page 29 to complete Resource Page 31. You may also choose to prepare a sample travel brochure.

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1. Warmly welcome all students. Briefly discuss: Thinking about ourselves as spiritual beings, what are some spiritual conversations that we’ve had with family members or friends since the last class? Were we also able to share stories of some of the great teachers of the Bahá’í Faith? Encourage students to listen carefully and encourage each other in this endeavor.
2. Remind students that Bahá’u’lláh’s message of love, unity, and justice is for all people and that ‘Abdu’l-Bahá’s Tablets of the Divine Plan provide the blueprint for sharing this message all over the world.
3. If available, distribute reference copies of Tablets of the Divine Plan so that each team of 2–3 students can look together at the book. Encourage students to page through the book to find:
  - a. Four Tablets that are addressed collectively to Bahá’ís in the United States and Canada.
  - b. Two Tablets each addressed to Bahá’ís in the following regions in the United States: Northeastern States, Southern States, Central States, Western States.
  - c. Two Tablets addressed to Bahá’ís in Canada.
4. If students are working from books, encourage each team to select one Tablet to study. They may choose to read the entire tablet or simply refer to the Tablet to answer the questions on Resource Page 30.
5. Alternatively, if students are working from Resource Page 29, encourage small teams to use the quotations on Resource Page 29 to answer the questions on Resource Page 31.
6. After students have completed their work either on Resource Page 30 or on Resource Page 31, encourage them to create a travel brochure to highlight the most important aspects of their selected region or their reflections on traveling and teaching. Provide each student with a piece of paper. Suggest that students fold a piece of paper into thirds to create a brochure.
7. Encourage them use their answers to the questions to create simple statements of key points that they’d like to share with others and write those statements on the brochure. They may wish to use pictures from magazines or pictures they draw to illustrate their key points. Suggest that they title their brochure and choose a favorite picture for the cover. Consider playing background music while students work.
8. After students have completed their brochures, invite them to share them with the class. Briefly discuss: How can we use our brochures to encourage ourselves and others to travel and teach—either in the region we selected or in our own region? Record student ideas on chart paper.
9. Suggest that students select one action from their list to complete during the coming week. Suggest that they also watch the newspaper or internet for news about the region they selected. Suggest that they pray for that region and mention that region in conversation with at least one other person before the next class.
10. Conclude the activity with one or more prayers for teaching.

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### ACTIVITY 7: PRAYERS IN TABLETS OF THE DIVINE PLAN

**WISDOM OBJECTIVE:** To understand the significance of the Tablets of the Divine Plan in the expansion and consolidation of the Faith throughout the world

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Page 32
- 1–4 copies of Tablets of the Divine Plan, if available
- Copies of prayers from Tablets of the Divine Plan, Resource Pages 33–38
- Art Supplies: Chart paper, newsprint, or poster board, crayons, construction paper, glitter, glue, markers, pencils, permanent black marker, ribbon, scissors, and tape

1. Welcome students. Invite them to share their experiences using their Travel and Teach brochures to inspire themselves and others to share the teachings of Bahá’u’lláh with others. Have they also noticed news articles about their selected region in the world? Briefly discuss: What have been our reflections over the past week on the relationship between the “architecture” of the World Order of Bahá’u’lláh, ‘Abdu’l-Bahá’s blueprint for sharing the Message of Bahá’u’lláh, and our own acts of service?
2. Listen carefully to student responses. Then explain that Shoghi Effendi describes the Administrative Order as “the channel, the instrument, the embodiment of that spirit” of Bahá’u’lláh’s Message.<sup>1</sup> Briefly discuss: How do we understand the truth of this statement?
3. If available, distribute copies of Tablets of the Divine Plan. Alternatively, you may provide reference copies of the prayers on Resource Pages 33–38. Also provide students with individual copies of the map on Resource Page 32.
4. Using the book or Resource Pages 33–38 as a reference, invite volunteers to find and read aloud the names of the states that comprise each of the 4 regions of the United States mentioned in Tablets of the Divine Plan. Encourage students to use crayons or colored pencils to outline the states mentioned for each region on their map.
5. Then invite volunteers to read aloud the prayer for each of the four regions in the United States. As students listen, encourage them to identify one of the symbols mentioned in each prayer to use to decorate that region of their map. Briefly discuss: How do these symbols from nature help us learn about the way to teach the Cause of God in that region?
6. Explain that the current Regional Councils in the United States have evolved from the regions described by ‘Abdu’l-Bahá. At present the Western Region is served by two Regional Bahá’í Councils: one for the Northwestern Region and one for the Southwestern Region.
7. Encourage students to turn to the prayer that is revealed for the region (in the United States or in the world) in which they reside.

<sup>1</sup> Shoghi Effendi, *The World Order of Bahá’u’lláh*, p. 17

**TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT**

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8. Working either as a whole class or in smaller groups, encourage students to copy that prayer in their best handwriting onto chart paper, newsprint, or poster board. Encourage students to use the materials provided to decorate the borders of this poster, possibly using images suggested by some of the words in the prayer. You may also choose to provide students with individual copies of this prayer to decorate for their private use. Consider playing quiet background music as they work.
9. Consult as a group: Who do we know that loves truth? Who do we know whose heart is receptive to our watchword—Unity in Diversity? Encourage students individually to list the names of their friends, family members, and other people they know whose hearts are receptive to this great Message from God. Encourage students to read or recite this prayer every day with these people in their minds and hearts. Encourage students also to watch for and take advantage of opportunities to listen carefully to their friends, share the teachings of God with them, and invite them to join Bahá’í class.
10. Conclude the activity with prayers for teaching. Note that the theme of teaching will be carried throughout this Lesson Planning Guide and considered in much greater detail in the Life of Service Lesson Planning Guide.

## TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT

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### Resource Pages

#### Activity 2: ‘Abdu’l-Bahá, Architect of the World Order of Bahá’u’lláh

##### ‘Abdu’l-Bahá served Bahá’u’lláh as:

His own beloved Son, the apple of His eye, His vicegerent on earth, the Executive of His authority, the Pivot of His Covenant, the Shepherd of His flock, the Exemplar of His faith, the Image of His perfections, the Mystery of His Revelation, the Interpreter of His mind, the Architect of His World Order, the Ensign of His Most Great Peace, the Focal Point of His unerring guidance. . . .

Shoghi Effendi, *God Passes By*, p. 245

##### ‘Abdu’l-Bahá outlines the Architecture of the World Order of Bahá’u’lláh:

O my loving friends! After the passing away of this wronged one, it is incumbent upon . . . the loved ones of the Abhá Beauty [Bahá’u’lláh] to turn unto Shoghi Effendi . . . as he is the sign of God, the chosen branch, the Guardian of the Cause of God. . . .

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 the Exalted One (may my life be offered up for them both). Whatsoever they decide is of God.

And now, concerning the House of Justice which God hath ordained as the source of all good and freed from all error, it must be elected by universal suffrage, that is, by the believers. Its members must be manifestations of the fear of God and daysprings of knowledge and understanding, must be steadfast in God’s faith and the well-wishers of all mankind. By this House is meant the Universal House of Justice, that is, in all countries a secondary House of Justice must be instituted, and these secondary Houses of Justice must elect the members of the Universal one.

‘Abdu’l-Bahá, *Will and Testament of ‘Abdu’l-Bahá*, pp. 11, 14

Activity 3: The Architecture of World Order

What the Greatest Holy Leaf had done for Shoghi Effendi at the time of the Master’s passing and in the years that followed is beyond calculation. She had played, as he said, a unique part throughout the tumultuous stages of Bahá’í history, not the least of which had been the establishment of Shoghi Effendi’s own ministry after the death of ‘Abdu’l-Bahá. “Which of the blessings am I to recount,” wrote Shoghi Effendi, “which in her unflinching solicitude she showered upon me, in the most critical and agitated hours of my life?” . . .

Until the time of her death it was Shoghi Effendi’s custom to have his one meal a day alone with her, served on a small table in her bedroom. . . .

So close was the communion between Shoghi Effendi and his great-aunt that over and over, in cables and other communications, particularly during the early years of his Guardianship, he included her with himself in such phrases as “assure us,” “the Greatest Holy Leaf and I,” “we,” and so on. In a cable sent in 1931 he even signs it “Bahíyyih Shoghi.” Nothing could be more revealing of this intense love he had for her than the fact that on the day we were married it was to her room, where everything was preserved as it was in her days, standing beside her bed, that the Guardian went to have the simple Bahá’í marriage ceremony of hand in hand performed and we each repeated the words in Arabic: “We will all, verily, abide by the Will of God.” . . .

This love the Guardian had for the Greatest Holy Leaf, who had watched over him for thirty-five years as far more than a mother, continued to be demonstrated for the remainder of his life. When the news of her death reached him in Switzerland his first act was to plan for her grave a suitable memorial which he hastened to Italy to order. No one could possibly call this exquisitely proportioned monument, built of shining white Carrara marble, anything but what it appears—a love temple, the embodiment of Shoghi Effendi’s love. He had undoubtedly conceived its design from buildings of a similar style and, under his supervision, an artist now incorporated his concept in the monument he planned to erect on her resting-place. 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 Khánum, *The Priceless Pearl*, pp. 145–47

# TOPIC: 'ABDU'L-BAHÁ'S ROLE AS ARCHITECT

## Activity 4: The Power of Love

### Speedy Growth (round)

Words: The Báb  
Music: Barb Qualls

♩ = 90

Voice

○ Lord, pro-vide for the spee - dy growth of the Tree of Thy di-vine

5

Gm7 C Gm7 C Gm7

u - ni - ty. Wa-ter it then, ○ Lord, with the flow - ing wa-ters of Thy good plea-sure

10

C Gm7 C Gm7

in - as - much as all this li - eth with - in Thy grasp and in that of none o - ther. ○

14

C Gm7 C Gm7

Lord. ○ Lord. ○ Lord. ○ Lord. ○



# What a Power is Love!

Words: 'Abdu'l-Bahá, *Paris Talks*, p. 179

Music: Ernestine Atkins

$\bullet = 80$   
D A

Voice

What a pow - er is love! What a pow - er

7 D

is love! What a pow - er is love! Love is the

13 G D G D

most won - der-ful pow - er. Love is the most won - der-ful pow - er. Love is the

17 G D A D

most won - der-ful pow - er. The great-est of all liv - ing pow - ers.

23 D A D

What a pow - er is love! What a pow - er is

30 G

love! What a pow - er is love! Love is the most won - der-ful

36 D G D G

pow - er. Love is the most won - der-ful pow - er. Love is the most won - der-ful

40 D A D

pow - er. The great-est of all liv - ing pow - ers.

*Sing 4 times through. Verses 2-4, add harmony. Verse 3-4, add gospel ad lib.*

## TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT

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### Activity 5: The Tablets of the Divine Plan

Focus Questions:

How does this story show the courage and initiative of Martha Root?

How does this story also show the power of divine assistance?

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During 1911 and 1912, ‘Abdu’l-Bahá visited the United States and Canada. Martha Root attended many of ‘Abdu’l-Bahá’s talks, and arranged His talk in Pittsburgh. After meeting with ‘Abdu’l-Bahá, Martha Root began a world trip where she would spread the teachings of the Bahá’í Faith. She never stopped traveling.

[In 1932] Martha went to Montreal. . . . Martha wanted very much to broadcast a talk about the Bahá’í Faith while she was in Montreal. She was told that it would be impossible in a French Catholic city to speak about another creed over the airwaves. Martha was determined, and negative feelings simply revitalized her. After a phone call there was a vague hope that someone *might* talk to her. Bahíyyih Winkler, who spent much time with Martha in Montreal, related:

As we were going out the door there was a vase of flowers in a little recess in the hallway, and she reached into the vase and pulled out two tulips. . . . I said, “Martha, what do you want those for?” She said, “Oh, I don’t know, but I’m taking [them]. Off we went in the car to the broadcasting station and up in the elevator, Martha still carrying these two tulips. . . . When we got out of the elevator we stood in a sort of anteroom and said what we wanted, and the door of the manager’s office was open, and he looked out and saw Martha, and he said, “Come in, come in.” And she came and handed him these two tulips. And he said, “How did you know? Today is a special holiday in Holland and nothing could have been more beautiful to me today than to receive these two tulips!”

The station manager was from Holland. After he had the tulips put in a vase on his desk, he asked, “Now what can I do for you?” Bahíyyih observed that Martha “had penetrated directly into that man’s heart. . . . When she got there she knew why she had the tulips. . . .”

Martha gave the broadcast, using statements about the Bahá’í Faith from renowned individuals that had been painstakingly gathered over the years. Martha had filled the airwaves of this French city with an inkling of the Bahá’í Faith, and she was pleased.

Source: M.R. Garis, *Martha Root, Lioness at the Threshold*, pp. 381–82

**Activity 5: The Tablets of the Divine Plan**

Focus Questions:

How does this story show the courage and initiative of Louis Gregory?

How does this story also show the power of divine assistance?

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Mr. Gregory visited ‘Abdu’l-Bahá in Egypt. During their final meeting he was urged by the Master, “Go forth and speak of the Cause of God. . . . Visit the friends. Gladden their hearts. You will be the means of Guidance to many souls.”

After the American Bahá’ís received the Tablets of the Divine Plan, Louis Gregory began a series of teaching trips throughout the United States, concentrating on the southern states, that continued for more than 30 years. It is probable that no individual teacher of the Bahá’í Faith traveled more extensively throughout the United States than Louis Gregory. Living in the utmost simplicity, sacrificing at every turn, he spoke in schools, colleges, churches, forums, conferences and with individuals. With a marvelous blending of humility and courage, of tenderness and firmness, he met high and low, rich and poor, educated and ignorant, and gave all the cup of the Water of Life.

Regardless of the time, the place, or the situation, in good times and bad, Louis Gregory taught the faith with characteristic dignity and grace. Mr. Roy Wilhelm relates the following story:

Headed south from Chicago and not feeling well, Louis had purchased a Pullman [train] ticket in order to rest during the trip. Instead of being allowed to occupy the accommodations for which he had paid, however, he was asked to move to the Jim Crow car [a segregated car for black people only] as the train approached the Ohio-Kentucky border. When he protested, a policeman was called to take him off the train and put in jail. He spent the night discussing the Bahá’í teachings with the jailer and one of his fellow inmates. In the morning he was taken before a judge, who dismissed the case.

Sources: Gayle Morrison, *To Move the World*, pp. 318–19;

*Bahá’í World*, 1950–54, p. 669

**TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT**

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**Activity 5: The Tablets of the Divine Plan**

Focus Questions:

How does this story show the courage and initiative of Marion Jack?

How does this story also show the power of divine assistance?

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In answer to ‘Abdu’l-Bahá’s plea in the Tablets of the Divine Plan for Bahá’ís to teach in Alaska, Marion Jack made an epic journey there with Emogene Hoagg in 1919. It was quite an adventure! They traveled by steamship from California to Nome, then transferred to a river steamer for the rest of their journey. It was a rough ride. The wind was wild and the waves crashed over their heads. The weather and the tides caused long delays. All this was good practice for their river journey, which moved only three miles per hour. For eight months and hundreds of miles they followed the Yukon River, with plenty of time to get acquainted with fellow travelers, crew members, and riverfront townsfolk. At each stop Marion went out and sketched portraits, won her subjects over with smiles and little jokes, then led them in conversation to matters of the Bahá’í Faith.

Marion and Emogene said everyone they met was friendly, but they noticed a certain amount of prejudice against the native people. So Marion did a lot of paintings of the native people, which prompted other people to wonder why she spent so much time with the Eskimos. That wasn’t the only kind of prejudice they observed. At a small town called Marshall, a woman of color boarded the steamer with a first class ticket, but when she came to the dining room to eat, the steward told her there was no seat. Marion and Emogene told the steward that they would like to be seated with her, and then another woman and a few local people said that they, too, would dine with her. So the new passenger had a place.

Later, Marion Jack pioneered to Bulgaria. She held Bahá’í meetings several times a week in her small hotel room, even during the Nazi occupation in World War II and under the communist government that followed. She passed away in Sofia at the age of 88, in 1954.

Source: Janet Ruhe-Schoen, *A Love Which Does Not Wait*, pp. 257–87

**GOAL: TO UNDERSTAND THE HISTORY OF THE DEVELOPMENT OF THE ADMINISTRATIVE ORDER**  
**TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT**

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**Activity 6: Travel and Teach Brochure**

His Holiness Christ says: Travel ye to the East and to the West of the world and summon the people to the Kingdom of God. Hence the mercy of God must encompass all humanity. . . . First they must themselves live in accordance with those principles, then guide the people.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, pp. 31–32

The moment this divine Message is carried forward by the American believers from the shores of America and is propagated through the continents of Europe, of Asia, of Africa and of Australasia, and as far as the islands of the Pacific, this community will find itself securely established upon the throne of an everlasting dominion.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, p. 39

O that I could travel, even though on foot and in the utmost poverty, to these regions, and, raising the call of “Yá Bahá’u’l-Abhá” in cities, villages, mountains, deserts and oceans, promote the divine teachings! This, alas, I cannot do. How intensely I deplore it! Please God, ye may achieve it.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, pp. 41–42

In all the countries of the world the longing for universal peace is taking possession of the consciousness of men. There is not a soul who does not yearn for concord and peace. A most wonderful state of receptivity is being realized. This is through the consummate wisdom of God, so that capacity may be created, the standard of the oneness of the world of humanity be upraised, and the fundamental of universal peace and the divine principles be promoted in the East and the West.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, p. 43

To attain to this supreme station [of Apostle of Bahá’u’lláh] is, however, dependent on the realization of certain conditions:

The first condition is firmness in the Covenant of God. . . .

The second condition: Fellowship and love amongst the believers. . . .

The third condition: Teachers must continually travel to all parts of the continent, nay, rather, to all parts of the world, but they must travel like ‘Abdu’l-Bahá, who journeyed throughout the cities of America. He was sanctified and free from every attachment and in the utmost severance.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, pp. 51–53

**Activity 6: Travel and Teach Brochure**

Using the Tablet you selected, choose one of the geographical areas mentioned by ‘Abdu’l-Bahá to answer the following questions:

1. What attractive features does this region offer?
2. What is the spiritual climate of this region?
3. Where can we find this region or area on a map?
4. What are the major cities or areas specifically mentioned by ‘Abdu’l-Bahá? Why would someone want to visit them?
5. What special capacities or qualities make this region unique?
6. What activities does ‘Abdu’l-Bahá especially recommend for travelers to this region?
7. What cultural or ethnic groups are mentioned by ‘Abdu’l-Bahá?
8. If one is going to travel to this region, how should one prepare for the trip?
9. Based on your study of the Tablets of the Divine Plan, what would you suggest as a slogan for the region?

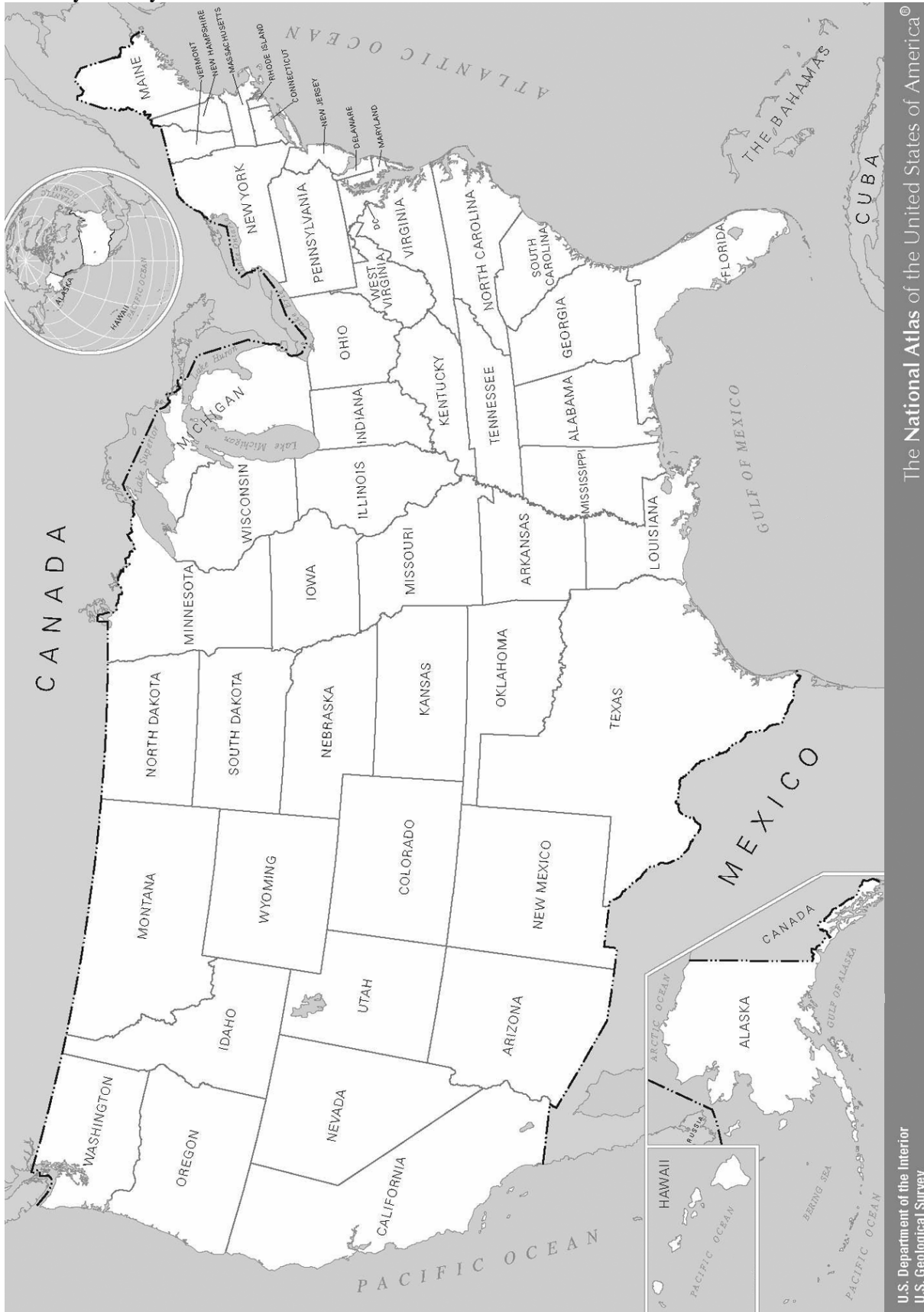
**Activity 6: Travel and Teach Brochure**

Using the quotations on Resource Page 29, write your answers to the following questions.

1. Where should we travel?
2. How should we travel?
3. How should we prepare for the trip?
4. What should we expect when we arrive?
5. Who is longing for universal peace?
6. What are the conditions for becoming an Apostle of Bahá’u’lláh?
7. Where in the world would you like to travel? Why?
8. Based on your study of these quotations, what would you suggest as a slogan for a traveling teacher?

TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT

Activity 7: Prayers in the Tablets of the Divine Plan





Activity 7: Prayers in the Tablets of the Divine Plan

**For Teachers Everywhere**

Revealed to the Bahá'ís of the United States and Canada.

O Thou Incomparable God! O Thou Lord of the Kingdom! These souls are Thy heavenly army. Assist them and, with the cohorts of the Supreme Concourse, make them victorious, so that each one of them may become like unto a regiment and conquer these countries through the love of God and the illumination of divine teachings.

O God! Be Thou their supporter and their helper, and in the wilderness, the mountain, the valley, the forests, the prairies and the seas, be Thou their confidant—so that they may cry out through the power of the Kingdom and the breath of the Holy Spirit.

Verily, Thou art the Powerful, the Mighty and the Omnipotent, and Thou art the Wise, the Hearing and the Seeing.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, p. 35

## TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT

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### Activity 7: Prayers in the Tablets of the Divine Plan

#### To the Bahá’ís of the Northeastern States

Revealed to the Bahá’ís of the nine Northeastern States of the United States: Maine, Massachusetts, New Hampshire, Rhode Island, Connecticut, Vermont, Pennsylvania, New Jersey, and New York.

The following supplication is to be read by the teachers and friends daily:

○ Thou kind Lord! Praise be unto Thee that Thou hast shown us the highway of guidance, opened the doors of the kingdom and manifested Thyself through the Sun of Reality. To the blind Thou hast given sight; to the deaf Thou hast granted hearing; Thou hast resuscitated the dead; Thou hast enriched the poor; Thou hast shown the way to those who have gone astray; Thou hast led those with parched lips to the fountain of guidance; Thou hast suffered the thirsty fish to reach the ocean of reality; and Thou hast invited the wandering birds to the rose garden of grace.

○ Thou Almighty! We are Thy servants and Thy poor ones; we are remote and yearn for Thy presence, are athirst for the water of Thy fountain, are ill, longing for Thy healing. We are walking in Thy path and have no aim or hope save the diffusion of Thy fragrance, so that all souls may raise the cry of “O God, guide us to the straight path.” May their eyes be opened to behold the light, and may they be freed from the darkness of ignorance. May they gather around the lamp of Thy guidance. May every portionless one receive a share. May the deprived become the confidants of Thy mysteries.

○ Almighty! Look upon us with the glance of mercifulness. Grant us heavenly confirmation. Bestow upon us the breath of the Holy Spirit, so that we may be assisted in Thy service and, like unto brilliant stars, shine in these regions with the light of Thy guidance.

Verily, Thou art the Powerful, the Mighty, the Wise and the Seeing.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, pp. 64–65

Activity 7: Prayers in the Tablets of the Divine Plan

**To the Bahá’ís of the Southern States**

Revealed to the Bahá’ís of the sixteen Southern States of the United States: Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky, Louisiana, Arkansas, Oklahoma, and Texas.

Every soul who travels through the cities, villages and hamlets of these States and is engaged in the diffusion of the fragrances of God, should peruse this commune every morning:

O my God! O my God! Thou seest me in my lowliness and weakness, occupied with the greatest undertaking, determined to raise Thy word among the masses and to spread Thy teachings among Thy peoples. How can I succeed unless Thou assist me with the breath of the Holy Spirit, help me to triumph by the hosts of Thy glorious kingdom, and shower upon me Thy confirmations, which alone can change a gnat into an eagle, a drop of water into rivers and seas, and an atom into lights and suns? O my Lord! Assist me with Thy triumphant and effective might, so that my tongue may utter Thy praises and attributes among all people and my soul overflow with the wine of Thy love and knowledge.

Thou art the Omnipotent and the Doer of whatsoever Thou willest.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, pp. 72–73

TOPIC: ‘ABDU’L-BAHÁ’S ROLE AS ARCHITECT

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Activity 7: Prayers in the Tablets of the Divine Plan

**To the Bahá’ís of the Central States**

Revealed to the Bahá’ís of the twelve Central States of the United States: Michigan, Wisconsin, Illinois, Indiana, Ohio, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas.

Let the spreaders of the fragrances of God recite this prayer every morning:

O Lord, my God! Praise and thanksgiving be unto Thee for Thou hast guided me to the highway of the kingdom, suffered me to walk in this straight and far-stretching path, illumined my eye by beholding the splendors of Thy light, inclined my ear to the melodies of the birds of holiness from the kingdom of mysteries and attracted my heart with Thy love among the righteous.

O Lord! Confirm me with the Holy Spirit, so that I may call in Thy Name amongst the nations and give the glad tidings of the manifestation of Thy kingdom amongst mankind.

O Lord! I am weak, strengthen me with Thy power and potency. My tongue falters, suffer me to utter Thy commemoration and praise. I am lowly, honor me through admitting me into Thy kingdom. I am remote, cause me to approach the threshold of Thy mercifulness. O Lord! Make me a brilliant lamp, a shining star and a blessed tree, adorned with fruit, its branches overshadowing all these regions. Verily, Thou art the Mighty, the Powerful and Unconstrained.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, p. 81

Activity 7: Prayers in the Tablets of the Divine Plan

**To the Bahá’ís of the Western States**

Revealed to the Bahá’ís of the eleven Western States of the United States: New Mexico, Colorado, Arizona, Nevada, California, Wyoming, Utah, Montana, Idaho, Oregon, and Washington.

The following commune is to be read . . . every day:

O God! O God! This is a broken-winged bird and his flight is very slow—assist him so that he may fly toward the apex of prosperity and salvation, wing his way with the utmost joy and happiness throughout the illimitable space, raise his melody in Thy Supreme Name in all the regions, exhilarate the ears with this call, and brighten the eyes by beholding the signs of guidance.

O Lord! I am single, alone and lowly. For me there is no support save Thee, no helper except Thee and no sustainer beside Thee. Confirm me in Thy service, assist me with the cohorts of Thy angels, make me victorious in the promotion of Thy Word and suffer me to speak out Thy wisdom amongst Thy creatures. Verily, Thou art the helper of the weak and the defender of the little ones, and verily Thou art the Powerful, the Mighty and the Unconstrained.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, p. 89

Activity 7: Prayers in the Tablets of the Divine Plan

**To the Bahá’ís of Canada**

Revealed to the Bahá’ís of Canada—Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Saskatchewan, Manitoba, Ontario, Alberta, British Columbia, Yukon, Mackenzie, Keewatin, Ungava, Franklin Islands—and Greenland.

The spreaders of the fragrances of God should recite this prayer every morning:

O God, my God! Thou beholdest this weak one begging for celestial strength, this poor one craving Thy heavenly treasures, this thirsty one longing for the fountain of eternal life, this afflicted one yearning for Thy promised healing through Thy boundless mercy which Thou hast destined for Thy chosen servants in Thy kingdom on high.

O Lord! I have no helper save Thee, no shelter besides Thee, and no sustainer except Thee. Assist me with Thine angels to diffuse Thy holy fragrances and to spread abroad Thy teachings amongst the choicest of Thy people.

O my Lord! Suffer me to be detached from aught else save Thee, to hold fast to the hem of Thy bounty, to be wholly devoted to Thy Faith, to remain fast and firm in Thy love and to observe what Thou hast prescribed in Thy Book.

Verily, Thou art the Powerful, the Mighty, the Omnipotent.

‘Abdu’l-Bahá, *Tablets of the Divine Plan*, pp. 97–98

LIST OF ADDITIONAL RESOURCES

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**Stories and Articles:**

*Brilliant Star* magazine:

- “Welcome to the Three Year Plan,” Nov/Dec 1993
- “Shoghi Effendi,” Nov/Dec 2000
- “Most Mighty Branch,” Sep/Oct 2003

**Music:**

*Brilliant Star* magazine:

- “Abdu’l-Bahá,” Nov/Dec 1992
- “The Center of the Covenant,” Sep/Oct 2003
- “Abdu’l-Bahá,” *Artists for the Arc*
- “Look at Me, Follow Me,” *Music of the Bahá’í World Congress*
- “Be As I Am,” *Wings*
- “Make Me More Like You,” *Loving Hands*

**Other Favorite Resources:**

- Selections from the Writings of ‘Abdu’l-Bahá*
- Tablets of the Divine Plan*
- ‘Abdu’l-Bahá: The Centre of the Covenant of Baha’u’llah*
- The Bahá’í Faith in America: Early Expansion, 1900–1912, Vol. 2*
- Servant of the Glory: The Life of ‘Abdu’l-Bahá*
- World Order of Bahá’u’lláh*

If you find any additional resources, please notify the National Bahá’í Education Task Force, or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

