**Ruhi G3 Lesson 10 on The Bab 2**

**Theme: The Bab’s Mission was to prepare humanity for the coming of Baha’u’llah**

*Slightly modified from the Ruhi Grade 3 curriculum*

**Opening Prayers- Prayer Sharers**

The class opens with prayers recited by you and two students. Afterwards, you should review with the children the prayer they learned in the last lesson, making sure they can all recite it well.

**“Say: God sufficeth all things above all things, and nothing in the heavens or in the earth but God sufficeth. Verily, He is in Himself the Knower, the Sustainer, the Omnipotent.”**

(see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) under Lesson 9 for the prayer in a 4 x 6 format)

**Intro to Lesson:**

*The purpose of this lesson is to help the children understand that the Bab’s Mission was to prepare humanity for the coming of Baha’u’llah. In this sense we say that the Bab was the Forerunner of Baha’u’llah. You could use the following ideas in introducing this subject to your students:*

**I will be asking you some questions based on what I am about to share with you, so please pay close attention.**

Baha’u’llah is the Supreme Manifestation for Whom humanity has been waiting for thousands of years. Before He was made manifest, God sent the Bab to prepare the people, especially in Persia, the country of His birth, to receive and accept Baha’u’llah.

The word “bab” means gate, and the Bab was indeed like a gate that opened the way for all people to enter into the presence of Baha’u’llah. The Bab urged His followers to cleanse their hearts of egotism, ambition, jealousy, hatred and earthly attachments, and to be humble, pure and prayerful, so that their spiritual eyes would be able to see the Supreme Manifestation of God when He appeared. In His Writings, the Bab referred to Baha’u’llah as “He Whom God shall make manifest.”

**Questions:**

* **Who is Baha’u’llah?**
* **Who came before Baha’u’llah?**
* **What was the Bab’s Mission?**
* **What does the word “bab” mean?**
* **What did the Bab urge His followers to do?**
* **In what way did the Bab refer to Baha’u’llah in His Writings?**

**Memorization:**

(see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) under this lesson for movements to the quote as well as the quote in a 4 x 6 format)

*During His short life, the Bab revealed many Books and Tablets consisting of thousands of Divine verses. His Most Holy Book is called the Bayan. In helping the children to memorize the following Words of the Bab, you should explain to them that these Words refer to Baha’u’llah and speak of His greatness and glory:*

**“For all that hath been exalted in the Bayan is but a ring upon My hand, and I Myself am, verily, but a ring upon the hand of Him Whom God shall make manifest- glorified be His mention.”**

(can play the song “ A Ring Upon The Hand” by Nasim Maani- please see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) under this lesson for the song)

**Songs:** (see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) for lyrics and some music)

* **Gather by the Gate** http://www.ruhi.org/resources/songs.php
* **Thokozani** http://www.ruhi.org/resources/songs.php

**Story:**

*Today’s historical episode tells the story of Mulla Husayn’s visit to the city of Tihran, where he was charged with the task of delivering some of the Writings of the Bab to Baha’u’llah. Like previous episodes, it is written in a language accessible to the teacher. You may need to simplify it in order to bring it to a level suitable to the students in your class. Before you begin telling the story, try to create and atmosphere of anticipation and ask the children to sit quietly and listen carefully.*

Last time I told you a little about how the first eighteen believers, the Letters of the Living, came to recognize the Bab. Once their number was completed, everything was ready for the Message of the Bab to be taken to all people. What do you think happened next? The Bab called the Letters of the Living to His presence and gave them each an assignment. They were to spread out in different directions and bring the joyful news of the coming of the Promised Qa’im to the people of every town and village along their way. But to Mulla Husayn and Quddus, the Bab gave very special and separate assignments. He told Quddus that he would accompany Him on His pilgrimage to the holy city of Mecca and directed Mulla Husayn to Tihran, where, He told him, lay a wonderful secret. “When made manifest,” said the Bab, “it shall turn the earth into paradise. My hope is that you may partake of its grace and recognize its splendor.”

Mulla Husayn immediately obeyed the command of his Best Beloved and left Shiraz. During his trip, he passed through several cities and towns and, in some, found pure souls ready to embrace the new Faith. When he finally reached Tihran, he took a small room in a school for religious studies and set his mind on finding that special Person to Whom he would deliver the Bab’s Message. He also began to spread the glad-tidings of the coming of the Promised Qa’im and to look for receptive souls to teach. As always, he spent much of his time in prayer and meditation, asking God to guide his steps.

There was a young man that lived and studied in this school who was attracted to Mulla Husayn’s spiritual powers and wished to become his friend. When the opportunity arose, he politely introduced himself to Mulla Husayn and told him his name and the place of his birth. Upon hearing that he was from a district called Nur, Mulla Husayn began to show great enthusiasm. “Tell me,” said Mulla Husayn, “is there today among the family of the late Mirza Buzurg-i-Nuri, who was so renowned for his character, his charm, and artistic and intellectual attainments, anyone who has proved himself capable of maintaining the high traditions of that illustrious house?” The young man replied that indeed one of the sons of Mirza Buzurg showed signs of unimaginable greatness. “What is His occupation?” asked Mulla Husayn. “He cheers the disconsolate and feeds the hungry.” What is His rank and position?” “He has none, apart from befriending the poor and the stranger.” “What is His name?” “Husayn-‘Ali.” Mulla Husayn became more animated with each answer. Once all of his questions were satisfactorily answered, he gave the young student the Bab’s Writings wrapped in a piece of cloth and asked him to deliver it to this illustrious son of Mirza Buzurg.

You know, of course, that this great Personage was none other than Baha’u’llah Himself. Husayn-Ali was the name given to Him at birth, and Baha’u’llah was the title He took as the Manifestation of God for today. When Baha’u’llah received the Bab’s Writings and began to read them, He was deeply moved by their content. He immediately accepted the Message of the Bab and became the most loved and respected of His followers. For a few years He dedicated His time and energy to the propagation and defense of the new Faith. His own Mission was not yet to be made known. Humanity had to wait until the exact moment God had ordained for His Supreme Manifestation to reveal Himself.

**Facts:**

*You may wish to include the following information in the games you are devising to help the children retain important facts.*

(see [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) for the fact cards for this lesson; they can be used in the way described in Lesson 2)

* Mulla Husayn was…the bearer of the Message the Bab sent to Baha’u’llah
* Quddus accompanied the Bab on His pilgrimage to…the holy city of Mecca.
* Baha’u’llah’s given name was…Husayn-‘Ali.
* Baha’u’llah’s family was from…the district of Nur.

**Drama:** From the various ways described in the introduction to these lessons, choose one for the children to follow in dramatizing today’s episode. Remember that no one should portray Baha’u’llah or the Bab in the dramatization. A suitable approach would be ask the children to work together in groups of three. One child in each group would narrate the story. When he or she reaches the point where the young student introduces himself to Mulla Husayn, the other two children would stand up and reenact their conversation. Then the narrator would continue and bring the story to a close.

You will, of course, need to review the entire episode several times so that one child in each group can narrate it well. If you do not feel your students have the ability yet to recount the events fully, then you could assume the role of narrator yourself.

**Art/Drawing:** Today you could ask the children to do a drawing of a beautiful gate which leads into a garden. This will help reinforce the idea they have learned in this lesson that the Bab was like a gate opening the way for all people to enter into the presence of Baha’u’llah.

Alternatives: See [www.supportingthecoreactivities.org](http://www.supportingthecoreactivities.org) under this lesson or more ideas. One craft idea is to make rings- as it relates to the concept and quote they are studying in this lesson. See

**<http://dollarstorecrafts.com/2015/05/tutorial-wire-wrapped-bead-rings/>**

for a simple way to do this.

An alternative craft is: **Make an art project about the Bab as the Gate of God.**

See “The Gate of God” Paper Model that they can make from Bahai Children’s Classes and Retreats, Theme 3 on the Bab by Unity Works/Randie Gottlieb p. 49 (available at [https://www.amazon.com/Báb-Baháulláh-Teachers-Guide-Lesson/dp/0982897936/ref=sr\_1\_9?s=books&ie=UTF8&qid=1513631487&sr=1-9&refinements=p\_27%3ARandie+Gottlieb](https://www.amazon.com/B%C3%A1b-Bah%C3%A1ull%C3%A1h-Teachers-Guide-Lesson/dp/0982897936/ref%3Dsr_1_9?s=books&ie=UTF8&qid=1513631487&sr=1-9&refinements=p_27%3ARandie+Gottlieb))

**Review:**

**“O Son of Being! My love is My stronghold; he that entereth therein is safe and secure, and he that turneth away shall surely stray and perish.”** –Baha’u’llah

**Closing Prayer**