

the history of  
the major  
religions

**Learning objectives**

- : To be able to articulate an understanding of the basic history of the Babi Faith
- : To become familiar with the life history of the Bab and the historical and social context of the time in which He appeared
- : To become familiar with the names of some of the Sacred Writings of the Bab

**materials you will need**

- :: Dictionary
- :: Copies of all the activity sheets for every child
- :: Copies of the Homework and Feedback sheets for each child
- :: Glue
- :: Scissors
- :: Pencils, pens, crayons, etc.
- :: Erasers

**1. PRAYER (3 minutes)**

*Choose one prayer from the Prayers Page (section two). Recite it, and then have one of the children recite it. Alternatively, you can use any other prayer that corresponds with one of the stated learning objectives.*

**2. GO OVER HOMEWORK (5-10 minutes)**

**3. ACTIVITY & STORY (25-35 minutes)**

*The purpose of this activity is become familiar with the basics information relating the history of the Babi Faith.*

*Instructions:*

1. Give each child a copy of the activity sheet "Map" and the jigsaw puzzle sheet.
2. Ask them to write down their names on the back of the Map sheet.
3. Then ask them cut out the jigsaw puzzle pieces which contain: the name of the religion, the name of the prophet, the Bab, the place where it started, approximate date when the Bab lived, and the name of the holy book of the Babi religion.
4. Ask the children to place the pieces of the puzzle in the correct order and then glue them on the top of the Map page where the light colored lines are drawn up.
5. Ask the children to write down underneath each piece of the puzzle the category, such as: religion's name, the founder, place of birth, date of birth, and the holy book.
6. The ask the children to cut out the Star and Crescent from their puzzle sheets and glue them on the space shown on the Map sheet.
7. Ask them to color the symbol.
8. Now ask the children to draw a small point on the map of the world shown on the Map sheet, where they live. You may need to help them with this effort. It is okay to use an approximate location.
9. Then ask them to draw a straight line between this dot and the dot showing where the Bab came from.
10. With the help of the scale shown on the map, help them figure out how far Persia (modern day Iran), where the Bab came from, is from their home. The scale is calibrated to show approximate "walking days".

11. Ask them to write down the “walking days” distance on the line they have drawn from their home to Iran.
12. Now ask them to write down the sacred writing sheet in the box under the puzzle pieces on the Map sheet.
13. The Map sheet is now complete. Ask the children to keep this map sheet in a safe place because it will be helpful to them in the future.

**4. SACRED WRITING (5 minutes)**

*Read the passage below out loud and make sure that everyone understands all the words.*

**The path to guidance is one of love and compassion, not of force and coercion. This hath been God's method in the past, and shall continue to be in the future!**

*« The Bab, Selections from the Writings of the Bab, p. 77 »*

**5. ASSIGN HOMEWORK (1 minute)**

- › Everyone is to read the Sacred Writing at least once every day with an adult in the following week and try to memorize it.
- › In the following week, find at least one person who doesn't know the story of the Bab and share it with them.

6. PREPARE TO GIVE CLASS REPORT TO ENTIRE SCHOOL (5 minutes)

7. REFLECTION AND EVALUATION (3 minutes)

Your feedback and comments are very important because they will be used to improve this lesson. Please take a few moments after class to complete the "Reflection and Evaluation" sheet in section five of this lesson.

You may submit your feedback by e-mail to:

[feedback@spiritual-education.org](mailto:feedback@spiritual-education.org)

Instead, you may wish to submit your feedback using the web-based form at:

[www.spiritual-education.org/feedback](http://www.spiritual-education.org/feedback)

Thank you!

Choose one of the following prayers:

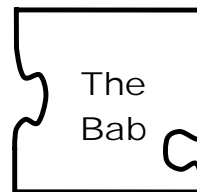
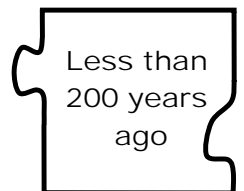
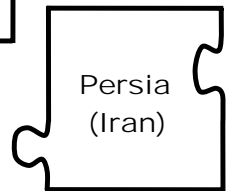
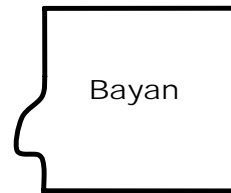
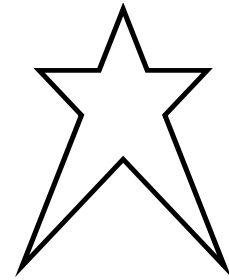
**Bear thou witness that verily He is God and there is no God but Him, the King, the Protector, the Incomparable, the Omnipotent. And that the One Whom He hath sent forth by the name of Ali was the true One from God, to Whose commands we are all conforming. Say: O people be obedient to the ordinances of God, which have been enjoined in the Bayan by the Glorious, the Wise One. Verily He is the King of the Messengers and His book is the Mother Book did ye but know.**

*« Baha'i Faith (Baha'u'llah, Baha'i Prayers, p. 209) »*

**IN the name of the merciful and compassionate God. By the afternoon! verily, man is in loss! save those who believe and do right, and bid each other be true, and bid each other be patient.**

*« The Qur'an (E.H. Palmer tr), Sura 103: Va'l 'Asr »*

Activity Map and Puzzle Pieces



**Babi Map Sheet**

GLUE PUZZLE PIECES HERE					
NAME OF RELIGION	NAME OF FOUNDER	FOUNDER'S BIRTHPLACE	HOW LONG AGO?	NAME OF HOLY BOOK	SYMBOL

WRITE THE SACRED WRITING HERE

GLUE MAP HERE

## **THE GATE**

*an excerpt from "Release the Sun"  
by William Sears*

A small whirlwind of dust moved quietly down the deserted street. It whipped a scrap of paper against a sleeping cat, frightening it out of the doorway into the house. Then all was motionless silence. Suddenly a young child hurried around the corner and raced down the empty street. His bare feet kicked up little puffs from the hot earth.

"He's coming!" he cried out. "They're bringing him this way!"

People streamed from their houses with the panic of ants whose hill has been struck by a careless foot. The street was alive with thrilled and expectant faces. Their excitement increased as they heard the angry shouts of the approaching mob. A river of men, women and children flowed noisily around the corner. The young man they

were following was overwhelmed by their insults. The mob cried out with delight.

They knew he would not escape them. He was a captive. His guards pulled him along in front of the crowd by a long rope tied to an iron collar which was fastened about his neck. He was being taken to the authorities so that his death warrant might be signed. When he faltered in his steps, the guards helped him on his feet by jerking savagely on the rope or by planting a well-aimed kick. Occasionally someone would dart out of the crowd, break through the guards and strike the young man with a fist or a stick. Cheers of pleasure and encouragement accompanied each attacker. When a stone or a piece of refuse hurled from the mob struck the young captive in the face, both the guards and the crowd would burst into laughter.

"Rescue yourself, O great hero!" one of the pursuers called mockingly.

"Break asunder your bonds! Produce for us a miracle!" Then he spat in derision at the silent figure.

The young man was returned to the barracks square, then a short time later was led to his place of execution.

It was high noon in the public square of a sun-baked city. The blistering summer sun flashed from the barrels of the raised muskets. The guns were pointed at the young man's breast. The soldiers awaited the command to fire and take his life.

Great crowds were still pouring into the public square. Thousands swarmed along the adjoining rooftops overlooking the scene of death. They were all hungry for one last look at this strange young man who had so troubled their country. He was either good or evil, they were not sure which.

He seemed so young to die, barely thirty. Now that the end had come, this victim of all their hatred did not seem dangerous at all. He appeared helpless and gentle, yet confident and handsome. There was a look of contentment, even of eagerness, on his face as he gazed calmly into the hostile barrels of seven hundred and fifty cocked rifles.

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This is how the story of the life of Siyyid Ali Muhammad end. The Bab (or “the Gate”) as he was called was born into a wealthy family in Persia (now called Iran). At the age of 25 he announced to a small group of people – 18 to be exact - that he was a Messenger from God. These followers each found the Bab on their search for the return of the hidden Imam of Islam. This was in the year 1844.

The Bab asked all of these disciples (who he called the “Letter of the Living”) to go around the country and announce this to everyone they met. Whithin a few short years, the Bab had gained tens of thousands of followers who called themselves “Babis”. The Babis were all waiting for a new day promised in Koran – a day when Islam’s 12<sup>th</sup> Imam comes out of hiding, after hundreds of years, and brings peace to the world. He wrote many letters to his followers. He even wrote a book, called the “Bayan” (“speech) filled with laws that his followers should follow so that they would.

The Bab began to have so many followers that the leaders of the government began to become jealous and suspicious, so they began to kill the Babis and put the Bab

in prison. They tried very hard to get the Bab to recant and stop giving his message about God's new day.

Not only did the Bab not stop, but he actually said that he had an even more important message... He said that there would be an even greater Messenger who would come after him and that everyone should prepare themselves for his coming.

As you would expect this only frightened and angered the people that were holding him in prison even more. So they decided that they would execute the Bab in the town square of Tabriz (one of the largest cities in Iran).

And this is where our story began, but you will have to ask your parents to find the rest of the story so you can read the rest for yourself and find out how the Bab escaped the bullets of the firing squad!

**Suggested questions for story:**

- › Which religion did the Bab start?
- › Where was the Bab from?
- › What was the Bab's real name?
- › What does "Bab" mean?
- › How many followers did the Bab have at first and what were they called?
- › What did the Bab ask his followers to do?
- › Why did the Bab get put into prison?
- › What had the Bab come to announce?
- › What is the name of the book of laws that the Bab wrote?

1. What did you like about this lesson? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Which parts of the lesson did the students like? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Were the students able to answer the questions asked throughout the lesson? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

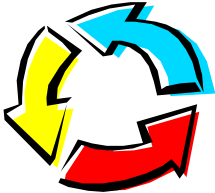
4. Did the lesson's level match the students' capabilities? \_

\_\_\_\_\_  
\_\_\_\_\_

5. What would you change or add to the lesson? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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You can submit your feedback by e-mail to [feedback@spiritual-education.org](mailto:feedback@spiritual-education.org) or by using the web-based form at [www.spiritual-education.org/feedback](http://www.spiritual-education.org/feedback).



TO THE PARENTS OF: \_\_\_\_\_

FROM: \_\_\_\_\_

DATE: \_\_\_\_\_

**WHAT DID WE DO?**



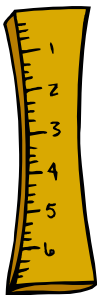
The topic for this session was:

***The History of the Major Religions: the Babi Faith***

The learning objective was:

- : To be able to articulate an understanding of the basic history of the Babi Faith
- : To become familiar with the life history of the Bab and the historical and social context of the time in which He appeared
- : To become familiar with the Bayan

**HOW DID YOUR CHILD DO?**



- Preparation: [ ] **Great!** Homework was completed.  
[ ] **Fair.** Homework only partially completed.  
[ ] **Poor.** Homework was not attempted.
- Participation: [ ] **Great!** Active participation  
[ ] **Fair.** Passive participation  
[ ] **Poor.** Not active (needs to improve)
- Interaction: [ ] **Great!** Very understanding and cooperative  
[ ] **Fair.** Occasionally helpful, occasionally disruptive  
[ ] **Poor.** Distractive to others (Needs to improve)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### WHAT'S THE HOMEWORK?

- Read the Sacred Writing below at least once every day with an adult in the following week and try to memorize it.

*The path to guidance is one of love and compassion, not of force and coercion. This hath been God's method in the past, and shall continue to be in the future!*

« *The Bab, Selections from the Writings of the Bab, p. 77* »

- Between now and the next class, find at least one person who doesn't know the story of the Bab and share it with them.

### WHAT WILL WE DO AT THE NEXT SESSION?

We will continue with:

***The History of the Major Religions – the Baha'i Faith***

We will cover the following learning objectives:

- :: To be able to articulate an understanding of the basic history of the Baha'i Faith
- :: To become familiar with the life history of Baha'u'llah and the historical and social context of the time in which He appeared
- :: To become familiar with some of the Sacred Writings of Baha'u'llah

