

## Grade 3 Set 3

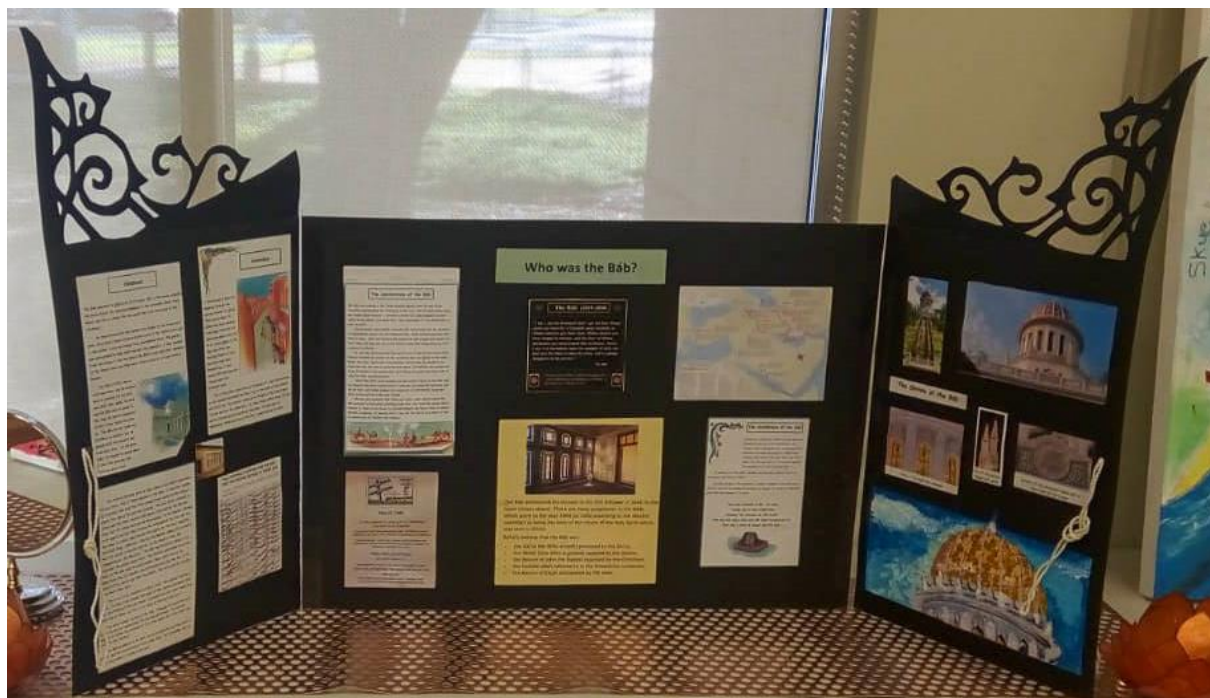
The goal for this set is to briefly introduce the concepts from each lesson, and to tell one episode from each (and have the children begin to develop the capacity to narrate these). It is not expected that the children will memorise all of the quotes from this set, and let them know that they will learn much more when they study the set in full in their own neighbourhoods. If they can get three quotes and a prayer, that will be fantastic. If you find that it would be more useful to look at three or four lessons in more depth rather than the full six and to add in more sports or collaborative games and art, that is also fine

Have blank books prepared for the children to stick their work in as they learn. These can just be several A4 sheets of paper folded and centre-stapled into an A5 booklet.

You may also wish to have maps available for the children to map the significant events on. This could also be stapled into the booklet.

The children are also expected to complete a project that presents aspects of the life of the Bab. The sample below is a simple version without captions. It may also be presented as a gate display or collage (see Bicentenary examples on the next page). The bicentenary booklets also make a good resource for the children to refer to when working on this project.







# Day 1

## First Morning:

Have something for the children to do as they arrive, e.g. give them their booklets and get them to write a beautiful 'The Báb' title or have a game running.

Start with devotions once the children have all arrived. Include singing "Say: God Sufficeth" and "Is there any Remover" <https://soundcloud.com/trueseeker/is-there-any-remover-nava?in=su-ellis/sets/grade-3-set-3> if possible.

Teach them a song, e.g. 'Reality is One' <https://soundcloud.com/jtdubss/reality-is-one?in=su-ellis/sets/grade-3-set-1> or 'Unite All' <https://soundcloud.com/jtdubss/unite-all?in=su-ellis/sets/grade-3-set-1>

Set class guidelines collaboratively – get everyone to sign it.

Play a few getting to know you games, e.g. # 20 This is Me, #24 The Bridge Line Up or #19 Decisions, Decisions.

## Lesson 11

First have a discussion about what they already know:

- 1) About the Bab (this could be recorded as a brainstorm and put on the wall, or it could be done in small groups writing what they know on post-it notes/small pieces of paper which could be added to a combined display, or you could have four large pieces of paper with one sub-topic written in the centre of each (e.g. early life, teachings, followers, history of His Mission), and the small groups could circulate and add what they know to each one)
- 2) What happened in their communities for the Bicentenary; then talk about how millions of people all over the world were celebrating the life of the Bab in just about every town and village on the planet. Ask them questions to elicit how far reaching His life and teachings have been, and whether all those who opposed the Bab and His followers were able to snuff out the light of His Faith, or whether indeed they helped its light to shine out to the whole world.
- 3) Ask if anyone has seen the film 'Dawn of the Light' and what they remember about it. How were people putting the Bab's teachings into action.

Introduce the purpose of the booklet and explain the project. Give the children time to discuss with a partner what form they would like their project to take. Show the



example above, and explain that it can be a mixture of printed pictures, their own drawings/art, poems, captions, etc.

Explain that you are all going to learn a prayer by the Bab. Ask if anyone knows any prayers by the Bab already. Prompt “Is there any Remover...” and “Say: God sufficeth...” to see if the children know them.

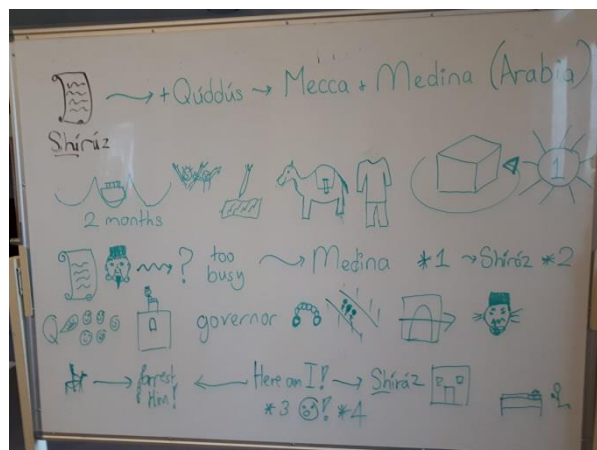
Teach the first few phrases in the prayer: “O Lord! Thou art the Remover...” and then get the children to glue this into their booklets. They could colour in the tile border with coloured pencils if they like.

Review the song.

Play a collaborative game if you need a break.

Introduce the principle theme, making sure to keep it a conversation with the children. Use the whiteboard to draw images to enhance understanding as needed.

An example from another story:



Have the quotation written on A3 paper on the wall. Introduce the new words (Countenance, splendour, obscured) as you learn the quotation through actions. The quote can be glued into their booklets.

At this point you could pause to do some artwork related to the dawn of a new day, including a radiant sun. This could be watercolour or a collage. Play some songs from the Grade 3 Set 3 playlist while the children are doing their art. <https://soundcloud.com/su-ellis/sets/grade-3-set-3>, particularly:

‘He Who Banisheth Every Sorrow’ <https://soundcloud.com/katyporray/he-who-banisheth-every-sorrow-11617?in=su-ellis/sets/grade-3-set-3> and

‘Verily I Say’ <http://bahai-song-project.de/verily-i-say/> or <https://soundcloud.com/bahai-blog/verily-i-say-nadia-roshan?in=su-ellis/sets/grade-3-set-3>

If you have time, or for those who finish their artwork earlier than others, you can get the children to write a poem about “The New Day” or “The Promised One” as a haiku or acrostic to add to their artwork.

## **Day 1 Afternoon:**

Review the prayer and quotation.

Possibly play another getting to know you game, e.g. #19 Decisions, Decisions if needed (depending on the children's energy).

Tell the story of the Declaration of the Bab (up to "... the gate of that Gate), but ensure you elicit as much of the story as possible from the children. The children should already be familiar with much of the story. Use pictures to illustrate aspects of the story and put key facts and dates either on the board or have them prepared on pieces of paper to present as you tell the story (these could be blu-tacked on the wall afterwards). The children can then use these to help them retell the story when it is their turn.

Have the children pair up (or work in threes) and have one of them tell the story as Mulla Husayn talking to young Babis in later years. The other person/people ask questions to help prompt the story. Then have them swap roles.

Introduce the review quote and relate it to the story of Mulla Husayn, prompting to elicit how he prepared himself, and what lengths he went to in his search for the truth and to find the Bab. If possible, hide the parts of the quote for the children to find and reconstruct, so they have to 'search' as well.

If you wish, you may then tell the remainder of the episode about Quddus's recognition of the Bab at this point.

Following this, give the children the set of facts cut up to try to reconstruct. Or give them a sheet of paper with the first part of each fact, and give each child one of the complete facts. They then mix and mingle to try to find the answers for all the facts.

Get the children to make stained glass windows to remind them of the Declaration of the Bab. This can be done using old OHT sheets or similar and cellophane with black paper to mark out the window panes. Alternatively, this could be done as a paper collage (see the end of the document for an example. Play some music while the children are doing their art, e.g. 'The Bab' <https://songs.ruhi.org/> or 'The Primal Point' <https://songs.ruhi.org/> or The Bab



The children could stick the pictures related to the Declaration into/onto their project if there is time.

Finish the day with devotions.



## Day 2

### Morning - Lesson 14

Begin with devotions.

Review the songs from yesterday – e.g. ‘Reality is One’

Practice the prayer and add a few new phrases.

Ask the children what they remember from yesterday.

Give the introduction to this lesson. Review the quote from yesterday (or if the children already have it well memorised, learn the quote from this lesson).

Explain the first paragraph of this episode and then teach the children ‘Ye are Even as the Fire’ which was part of the Bab’s address to the Letters of the Living

<https://soundcloud.com/su-ellis/sets/grade-3-set-3> .

Tell the story of Mulla Husayn’s delivery of the gift of the Bab to Baha’u’llah (paragraphs 2 - 4).

Get the children into pairs to retell the episode. This episode lends itself to acting out (without Baha’u’llah’s part) – Mulla Husayn, the student, Mirza Buzurg and possibly the head of the school could be part of the play.

Make a gate card (two gates opening in the centre) with a garden or sun and vista inside, or draw this on paper. Write ‘The’ and ‘Bab’ on the gates and ‘Baha’u’llah inside.

Finish with some collaborative games and song review.

## Day 2 Afternoon - Lesson 13

Devotions

Prayer review

Collaborative game

Introduction to the principal theme

Learn the quote with actions.

Teach a new song, e.g. 'Be a Lamp' <http://bahai-song-project.de/be-as-a-lamp/> or 'Remember My Days' <https://soundcloud.com/su-ellis/sets/grade-3-set-3>

Tell the second historical episode in this set – Ali Khan's change of heart (paragraphs 4-9). Show a picture of Mah-Ku from the Bicentenary booklet or the Grade 3 book.

Get the children to retell the story in two or threes.

Get the children to draw a picture of the fortress of Mah-Ku using light coloured pencils or pastels on black paper. They could add a bright light or star coming out of the fortress to represent the light the Bab brought. Play 'Remember My Days' (Steve Masua version) <https://soundcloud.com/su-ellis/sets/grade-3-set-3> or similar while they are drawing.

You could also make stained glass lamps to remind that the Bab was deprived of even a lamp when He was in Mah-Ku, and that we should shine out as lights to the world. Play the review quote song 'Intone' <https://soundcloud.com/innocentinheart>



Get the children to add elements from today's episodes to their project.

Play some collaborative games outside.

Conclude with devotions.

## Day 3

### Morning - Lesson 14

Begin with devotions.

Review the songs from the past two days.

Teach a new song: 'What Mankind has to Learn' <https://songs.ruhi.org/>

Practice the prayer and add a few new phrases.

Ask the children what they remember from yesterday.

Give the introduction to this lesson. Review the quote from Lesson 13.

Teach the new quote.

Tell the first episode in this lesson: Tahirih & the Conference of Badasht (paragraphs 1-5). (If you feel the children are already super familiar with the story, you could instead tell the story of Zaynab.

Ask the children to retell the story to each other.

Have the facts from 1-6 cut into parts and get the children to work together to reconstruct them. They may wish to write them in their booklets. Alternatively, this could be done as a running dictation, i.e. stick three of the sentences on the wall at one end of the classroom and three sentence at the other end. Work in pairs or threes. One person writes while another runs to read a sentence, memorise and run back to tell the writer. If working in threes, the second runner then goes to read a sentence at the other end of the room. Only one runner can go at a time. Runners may not write, point or gesture. If working in pairs, the partners swap roles after the first three sentences are completed.

Have the children draw something to represent the dawn of a new day, the break from the past, and the removal of veils. This can be a flat card in two parts with a line between on which is written 'The Conference of Badasht' or a folded card with before on the outside and after on the inside. The first part of the card represents veiled knowledge; the second truth and knowledge unveiled. The children could stick physical veils made of cloth or paper on the first with words or a picture representing injustice and inequality underneath – or darkness and fog, and perhaps a torn away veil on the second part with a picture or words representing truth and knowledge on the second part - this might be as simple as a bright sun in a blue sky.

Practice the review quote using collaborative actions – make it into a little drama. Then add the quote song 'Love is My Stronghold' and develop it into a dance if possible.

<https://soundcloud.com/bahai-blog/love-is-my-stronghold-jordan-raj?in=su-ellis/sets/grade-2>

## Day 3 Afternoon - Lesson 15

Devotions including some of the songs already learnt.

Review the prayer and quote.

Play a collaborative game, e.g. #23 Yes, and... Yes, but... or # 22 What are you doing.

Introduce the principal theme. Ask if any of the children have relatives who have been persecuted for their faith.

Learn 'Will You Give Your Life?' <https://songs.ruhi.org/> or 'Soon Will All that Dwell on Earth' <https://songs.ruhi.org/> (or teach this one after the story)

Learn the new quote using pictures, e.g.



Tell the first episode in this lesson about Mulla Husayn & the Black Standard (paragraphs 1-6). You can show the children the passage of the group on the map.

Pass the first four facts by whispering in groups of four. Teams of four line up about a metre apart from each other. The first person is given the first fact and it is whispered from person to person down the line to the last person in the team, who writes on a piece of paper. The last person then comes to the front of the line and receives the next fact and whispers it on, and so on. They should try to do it as quickly as possible, making as few mistakes as possible. At the end, the team compares their whispered results to the original four fact sentences.

Retell this story in a circle with each person adding a sentence or two. Make a black flag from a stick and cloth/paper and use this to pass from person to person as each person adds to the story. As the children pass the black standard, they can ask the next child 'And do you know what happened next?' and the child says 'Yes, indeed I do' and carries on with the next part of the story.

The children can draw or make and decorate a flag that reads 'The Heroic Age: 1844-1921' in their best calligraphy/writing. Or they could draw the route taken by the Black Standard, and show the lights that appeared in each village as hearts were lit up by the Bab's message.

Outdoor games

Closing devotions.



## Day 4

### Morning - Lesson 16

Devotions including some of the songs already learnt.

Review the prayer and quote.

Play a collaborative game, e.g. state or mis-state a fact from one of the previous lessons and have the children run to one end of the room if it is correct, or the other end if it is incorrect.

Introduce the principal theme.

Teach a new song, e.g.: 'Leave All Thought of Self'

<https://soundcloud.com/jtdubss/leave-all-thought-of-self?in=su-ellis/sets/grade-2> or just review some of the songs the children know less well.

Tell the first part of this historical episode (paragraphs 1-3).

You could teach the quote for this lesson with actions – or focus on the quote within the story. This quote would be good as part of a performance with each child saying part of it – and really focus on clear enunciation, strong pauses and passionate declaration. Each child should memorise their part (and by the end, they should all know it fairly well). This could also be done partly as a chorus with some movement to accompany it - each person moving to the front as their line comes up, then moving back as a group/into a line for the chorus and stepping further forward with each chorus (or # Y Slideshow style), e.g.

*I am, I am, I am the Promised One! (chorus)*

*I am the One (individual)*

*Whose name you have*

*for a thousand years invoked,*

*I am, I am, I am the Promised One! (chorus)*

*at whose mention*

*you have risen,*

*whose advent you have*

*longed to witness,*

*I am, I am, I am the Promised One! (chorus)*

and the hour of Whose Revelation

you have prayed God

to hasten.

*I am, I am, I am the Promised One! (chorus)*

Verily I say,

it is incumbent upon

the peoples of both East and West

to obey My word

and to pledge allegiance

to My person.

*I am, I am, I am the Promised One! (chorus)*

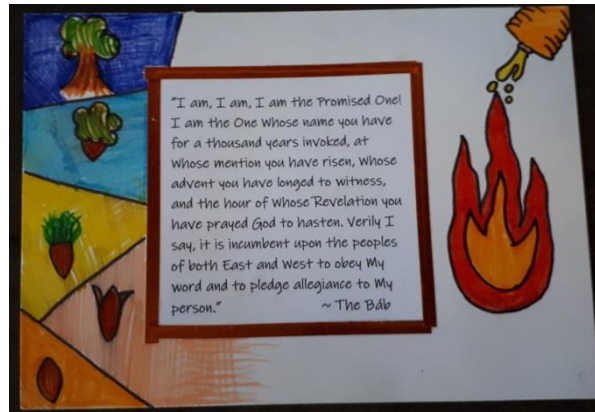
Tell the remainder of the episode, or just from the prison cell (paragraph 6 – 10). Use pictures of the prison of Tabriz, road to the barracks, the barracks wall, Sam Khan and possibly the second regiment leader.

The children can learn the facts for this lesson by tiptoe & whisper dictation (rather than running dictation).

The children should practise retelling this story with an appropriate degree of reverence. Let them retell it two or three times to different classmates.

Drawing - The children can either depict the great tree that grows out of a small seed, or the oil increasing the heat and flame of a fire (or both). They may wish to add the quote to their picture as below.

While the children are doing their art work, you could play 'Rivers of Light' by Grant Hinden Miller.



The children may wish to add elements to their project based on this lesson.

## 4<sup>th</sup> Day Afternoon

This afternoon is left relatively free to complete the project, practise any performances/ presentations and complete unfinished artwork.

If there is time, you may wish to play a few more collaborative games, practise narrating the stories, review the prayer memorisation, etc.

You could also watch 'Dawn of the Light' together.

Another option, if the project is completed is to work on a summary or collaborative artwork of the type below:



N.B. Small groups have worked together on each window pane and these have been collated into one large piece. This could also work as a collage of the Shrine of the Bab.



This Bicentenary artwork was based on Blessed is the Spot, but the same principle could be used to present episodes from the life of the Bab.

Be sure to close with devotions.