

# Grade 4, Set 1

*Note: This document is a work in process, but is provided here as a resource for teachers beginning to teach Grade 4 to start thinking about ways to approach teaching this grade.*

Prayer 1:

Magnified be Thy name, O my God, for that Thou hast manifested the Day which is the King of Days, the Day which Thou didst announce unto Thy chosen Ones and Thy Prophets in Thy most excellent Tablets, the Day whereon Thou didst shed the splendor of the glory of all Thy names upon all created things. Great is his blessedness whosoever hath set himself towards Thee, and entered Thy presence, and caught the accents of Thy voice.

Prayer 2:

O Thou loving Provider! These souls have hearkened to the summons of the Kingdom, and have gazed upon the glory of the Sun of Truth. They have risen upward to the refreshing skies of love; they are enamored of Thy nature, and they worship Thy beauty. Unto Thee have they turned themselves, speaking together of Thee, seeking out Thy dwelling, and thirsting for the waterbrooks of Thy heavenly realm. Thou art the Giver, the Bestower, the Ever-Loving.

—'Abdu'l-Bahá

## Lesson 1 – The Bicentenary of the Birth of Bahá'u'lláh:

A. Reciting and memorising prayers:

Learn Prayer 1 up to 'King of Days', or Prayer 2 up to 'Sun of Truth'.

Ensure the meaning of each new phrase is explained through concrete examples as it is introduced.

The children can draw a symbol for each phrase of the prayer they have learnt this week.

The first part of Prayer 1 could be illustrated with a pop-up card with a 'King of Days' pop-up insert.

Prayer 2 is easy to learn with actions.

A tune for Prayer 2 is available here:

[https://www.youtube.com/watch?v=K\\_Ffq1SFoA8](https://www.youtube.com/watch?v=K_Ffq1SFoA8)

B. Introducing the principal theme:

C. Memorising quotations:

"The promised Day of God is come! He Who is the Manifestation of the Adored One has been established upon the throne of His name, the All-Loving, and the sun of His bounty hath cast its rays upon the seeing and seen alike."

i) Presentation of quote:

ii) Concrete examples:

iii) Memorisation:

D. Songs

We will have one world, Baha'u'llah -

Unite All - <https://soundcloud.com/jtdubss/unite-all>

E. Stories

Choose a few of the vignettes from the book. 'To this selection, you may wish to add two or three stories from your own community, region or country.'

It is useful to have a copy of the map from the book to show the children some of the many places the Bicentenary of the Birth of Baha'u'llah was celebrated around the globe. It is also good for the children to have a blank map to mark the places of celebration they hear about in the vignettes.

A few colour pictures of celebrations, particularly those involving children, from the Bicentenary website or Baha'i World News Service, would also enhance the children's understanding of the 'joy that characterised festivities everywhere'.

Vignette 1 – Chhattisgarh, India

Vignette 2 – Turkey

Vignette 3 – Tanzania

Vignette 4 – Dominica

Vignette 5 – Uganda

Vignette 6 – Colombia

Vignette 7 – Santiago, Chile

Vignette 8 – Azerbaijan

Vignette 9 – East Timor & Prince Edward Island

Vignette 10 – BriBri people in Talamanca, Costa Rica

#### F. Cooperative Games

#### G. Drawing

The children could draw a picture of the world, with each celebration as a point of light.

Vignette 1 lends itself to drawing rangoli patterns with chalk collaboratively outside (if possible). Another option is to have coloured sand, rice or similar for the children to sprinkle onto a pattern they have drawn, and then painted glue on piece by piece. This artwork can then be framed onto another piece of card with 'Birth of Baha'u'llah 1817-2017' written on it.

#### H. Review

As well as reviewing the various elements of the lesson, the following quote from Grade 3 is to be reviewed at an appropriate point in the lesson:

"The time foreordained unto the peoples and the kindreds of the earth is now come. The promises of God, as recorded in the holy Scriptures, have all been fulfilled."

This can be learnt easily using appropriate actions, image cards, or any of the children's preferred memorisation methods.

Ensure the children are familiar with the meaning of the words and phrases, particularly if they have not studied Grade 3.

#### I. Closing Prayers

*If there is time, revisit the song for the lesson.*

## Lesson 2 – Bahá'u'lláh's Childhood:

### A. Reciting and memorising prayers:

Learn Prayer 1 up to 'Tablets', or Prayer 2 up to 'beauty'.

The children can draw a symbol for each phrase of the prayer they have learnt this week.

Prayer 2 is easy to learn with actions.

A tune for Prayer 2 is available here:

[https://www.youtube.com/watch?v=K\\_Ffq1SFoA8](https://www.youtube.com/watch?v=K_Ffq1SFoA8)

### B. Introducing the principal theme:

### C. Memorising quotations:

"This Wronged One hath frequented no school, neither hath He attended the controversies of the learned. By My life! Not of Mine own volition have I revealed Myself, but God, of His own choosing, hath manifested Me."

i) Presentation of Quote:

ii) Concrete examples:

iii) Memorisation:

### D. Songs

### E. Historical Episodes

#### Episode 1: Dream of Fishes

It is likely that the children are already reasonably familiar with this episode, so it should be possible to elicit much of it from the children, with the teacher just adding any missing elements. The children can then be assisted to narrate the episode, perhaps while their classmates act it out – some as the fish, and others with the waves (using a blue cloth, blue crepe paper strips, or similar).

#### Episode 2: The Puppet Show

If the children are also familiar with this episode, you can also ask questions to elicit both the facts and the concepts from the children. A box containing a fancy cloth and some simple puppets, or even just the image of the puppet show can be helpful in the narration. A picture of Baha'u'llah's ancestral home might also be of interest to the

children.

The children might be interested to make puppets such as the ones that would have been used in the puppet show. Different children can select different characters in the play to create. A large popsicle stick and cardboard cut out people is the simplest way to create puppets. You can also use skewers or chopsticks to make the arms move. Having some scraps of fabric or decorative origami/craft paper to create beautiful clothing for the puppets adds interest.

This episode could then be narrated and performed with the puppet show included for the children in the younger classes.

Episode 3: The Corrupt Tax Collector

Episode 4: The Avaricious Prime Minister

#### F. Facts

The children can be given a set of facts that have been cut into two or three parts. They can work in pairs or small groups to match the parts of the sentences and to put them into chronological order (starting with the general facts).

You might also like to give the children a small gapfill version that they can glue into their booklets and complete individually.

#### G. Narration & Drama

Any of the four historical episodes in this lesson lend themselves to narration by the children. If there are enough children in the class, they could be divided into four groups and allocated one episode to practise narrating in a suitable way.

#### H. Drawing

Option 1: The children could either work individually or collaboratively on an ocean of fish. Individually, they might enjoy drawing a wax-resist picture – using wax crayons to draw the fish and waves and then painting over them with blue dye or food colouring. A cardboard frame with blue cellophane and small fish cut from various papers glued onto it would also be very effective.

A large collaborative work with each child contributing several fish to a large butcher paper ocean would be another option.

Option 2: The children could draw the box with the puppets inside and write the quote from the story underneath it.

#### I. Review

As well as reviewing the various elements of the lesson, the following quote from Grade 3 is to be reviewed at an appropriate point in the lesson:

“He is, and hath from everlasting been, one and alone, without peer or equal, eternal in the

past, eternal in the future, detached from all things, ever-abiding, unchangeable, and self-subsisting.”

This can be learnt easily using appropriate actions.

The quote has been put to a simple melody here:

<https://soundcloud.com/larrymagee/02-without-peer-or-equal-sung>

Ensure the children are familiar with the meaning of the words and phrases, particularly if they have not studied Grade 3.

J. Closing Prayers

*If there is time, revisit the song for the lesson.*

## Lesson 3 – The Báb Prepared Humanity for Bahá'u'lláh

### A. Reciting and memorising prayers:

Learn Prayer 1 up to 'all created things', or Prayer 2 up to 'heavenly realm'.

The children can draw a symbol for each phrase of the prayer they have learnt this week.

Prayer 2 is easy to learn with actions.

A tune for Prayer 2 is available here:

[https://www.youtube.com/watch?v=K\\_Ffq1SFoA8](https://www.youtube.com/watch?v=K_Ffq1SFoA8)

### B. Introducing the principal theme:

### C. Memorising quotations:

In this quotation, Baha'u'llah pays tribute to the Bab and testifies to the truth of His Revelation.

"We, verily, believe in Him Who, in the person of the Báb, hath been sent down by the Will of the one true God, the King of Kings, the All-Praised."

i) Presentation of Quote:

ii) Concrete examples:

iii) Memorisation:

### D. Songs

This is the Day - <https://songs.ruhi.org/>

### E. Historical Episodes

Episode 1: Mulla-Husayn's mission to Tehran (*paragraphs 1-4*)

Pictures of Tehran, The Bab's Samovar and a loaf of sugar might be helpful in narrating this story. The teacher can use a scarf and adjust its position (e.g. around the head, around the neck, over the shoulders) to indicate the different characters in the episode.

Episode 2: Baha'u'llah's Journey to Takur (*paragraphs 5-6*)

A picture of Takur

Episode 3: Tahirih's rescue, Badasht & Mazindaran (*paragraphs 7-9*)

F. Facts

The children can be given a set of facts that have been cut into two or three parts. They can work in pairs or small groups to match the parts of the sentences and to put them into chronological order (starting with the general facts).

You might also like to give the children a small gapfill version that they can glue into their booklets and complete individually.

G. Narration & Drama

Episode 1 will perhaps be the easiest for the children to narrate, and the one with which they are most likely to be familiar. It can also be partially enacted, with children acting as Mulla Husayn, Mirza Musa and the student. The enactment can be paused at the gate of Baha'u'llah's house or as they are seated in Baha'u'llah's room (with the scroll placed on a table) and the actors can freeze as the narrator takes up the portion of the story with Baha'u'llah reading the scroll and responding. The action can restart with the student taking his leave of Mirza Musa at the gate of the house. Simple scarves can be used to costume the actors, and the children can make a scroll, a loaf of sugar and a package of tea as props.

H. Drawing

The children could draw or craft an elegant gate with a beautiful scene or sunrise through it. (Gold paper doilies from \$2 shops can make very effective gates).

The children might also like to draw the scroll of the Bab's Writings alongside the loaf of sugar and package of tea from Episode 1. They could then write the lesson quote underneath or around the picture.

I. Review

As well as reviewing the various elements of the lesson, the following quote from Grade 3 is to be reviewed at an appropriate point in the lesson:

"O my God! There is no one but Thee to **allay the anguish** of my soul, and Thou art my **highest aspiration**, O my God. My heart is **wedded to** none save Thee and such as Thou dost love. I **solemnly declare** that my life and death are both for Thee. Verily Thou art **the incomparable** and hast no partner."

If the children have not encountered this quote before in Grade 3, you will need to provide concrete examples in explanatory sentences for the challenging words and phrases.

It is also important that the quote is linked to the concepts in the lesson, and can be used to preface/lead into Lesson 4.

The quote has been put to a beautiful melody here:

<https://soundcloud.com/bahai-blog/no-one-but-thee-by-calla-palczny>

The children might like to learn to sing this quote, but if it is felt to be too difficult, you could instead play it during the art period, or another appropriate time during class..

J. Closing Prayers

*If there is time, revisit the song for the lesson.*

## Lesson 4 – Crisis & Victory: The Síyáh-Chál

### A. Reciting and memorising prayers:

Learn the final phrases of either prayer.

The children can draw a symbol for each phrase of the prayer they have learnt this week.

Prayer 2 is easy to learn with actions.

A tune for Prayer 2 is available here:

[https://www.youtube.com/watch?v=K\\_Ffq1SFoA8](https://www.youtube.com/watch?v=K_Ffq1SFoA8)

### B. Introducing the principal theme:

### C. Memorising quotations:

'One night, in a dream, these **exalted** words were heard on every side: 'Verily, We shall render Thee **victorious** by Thyself and by Thy Pen. **Grieve not** for that which hath **befallen** Thee, neither be Thou afraid, for Thou art in safety. **Erelong** will God raise up the treasures of the earth – men who will aid Thee through Thyself and through Thy Name, wherewith God hath **revived** the hearts of such as have recognized Him.'

i) Presentation of the Quote:

iii) Concrete examples:

iv) Memorisation:

This quote lends itself to helping the children work on the strength and clarity of their enunciation. It could also be worked on as a performance piece, with the children standing in a line and each stepping forward to deliver their section of the quote by heart.

### D. Songs

'God is Sufficient': 'Qul Allah'u Yakfi'.

<https://soundcloud.com/liu-sheenee/qul-allahu-yakfi-god-is>

<https://soundcloud.com/riasage/god-is-sufficient-unto-me>

This is the Day - <https://songs.ruhi.org/>

'Remember My Days' - <https://soundcloud.com/steven-masua>

'Bear and Endure' <http://bahai-song-project.de/bear-and-endure/>

#### E. Historical Episodes

If dividing the episodes in to two parts, paragraphs 1-7 can be narrated together (e.g. in the morning), and then 8-11 (e.g. in the afternoon).

If dividing the episodes into three parts, paragraphs 1-4 can be told before morning tea, 5-7 after morning tea, and 8-11 after lunch.

While narrating the episode of the Siyah-Chal, it is wonderful if you can darken the room and ask the children to sit in two rows face to face. A hallway or internal corridor often works well. As you narrate the episode, a crepe paper chain can be used to link the children's arms and legs. Sounds of chains clanking and vermin scurrying can add to the atmosphere. You can ask the children to close their eyes or use cloth blindfolds to simulate the darkness.

An image of the Shah in the Hall of Mirrors or on His throne is helpful when narrating the section of the episode where he hears the chant of the prisoners.

#### F. Facts

The children can be given a set of facts that have been cut into two or three parts. They can work in pairs or small groups to match the parts of the sentences and to put them into chronological order (starting with the general facts).

You might also like to give the children a small gapfill version that they can glue into their booklets and complete individually.

#### G. Narration & Drama

The episode of the Siyah-Chal can be enacted by the children as the companions of Baha'u'llah. The children can enter the stage area (which is darkened if possible) singing 'God is Sufficient' in English and then continue humming it during the narration. The children can either stand in a row with their heads bowed or sit facing each other. The children can take turns to tell parts of the episode by stepping forward/standing up. If the room is dark, a torch of candle can be passed to illuminate the face of the speaker only. The other children keep humming the tune – loudly between speakers, quieter during. As you get to the part where the believers are martyred, they raise their heads joyfully one by one and embrace their fellow prisoners and leave the stage into the light. The drama can be concluded with singing the Farsi version of 'God is Sufficient': 'Qul Allah'u Yakfi'.

<https://soundcloud.com/liu-sheenee/qul-allahu-yakfi-god-is>

## H. Drawing

Option 1: Draw the two rows of prisoners linked by chains singing, and the melody carrying to the royal palace. This is best done in light coloured pencil or pastel on black paper.

Option 2: Draw the Sun of Revelation arising out of the darkness of the Siyah-Chal. This could also be drawn with light colours on black paper – or could be a collage with bright/metallic gold and silver on black card.

The children might also be interested in making sun/sunrise prints on black paper. This can be easily done by cutting the shapes for the printing stamp out of corrugated card and gluing these onto another piece of card. Silver and gold paint would make the most effective prints.

The children can construct paper chains to represent those worn by the prisoners. These can then be used in the drama.

## I. Review

As well as reviewing elements from the lesson and the quote above, at an appropriate point in the lesson you are asked to help the children reviewing the following quote of the Bab from Grade 3:

"I am the **Countenance** of God Whose **splendour** can never be **obscured**, the Light of God Whose **radiance** can never **fade**."

Be sure to link this review quote to the concepts in the lesson, e.g. Despite the best efforts of the government to obscure the splendour of the Bab's Revelation through the imprisonment of Baha'u'llah and other Babis in the darkness of the Siyah-Chal, in fact its radiance of the Light of God was increased through the dawning of Baha'u'llah's Revelation in this dismal spot.

Actions work well in memorising this quote.

You could also have the quote written on the whiteboard with gaps for several key words, which can be written on cards with magnet dots on the back. The children can then be asked to come up and choose one word to fit into a gap. The next child can either move a word or put up a new word until the whole quote is complete and correct.

## J. Closing Prayers

*Sing 'God is Sufficient': 'Qul Allah'u Yakfi' as part of the closing devotions.*

Other Songs for Grade 4, Set 1:

Other Ideas for Grade 4, Set 1: