

## Lesson 8

### Leviticus 11–27

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The following assignments include various learning activities, such as questions, lists, essays, charts, comparisons, contrasts, and surveys. To receive credit for this lesson, you must complete the number of assignments indicated below and submit them to your institute instructor or administrator. You may submit your work either electronically or on paper, handwritten or typed.

Each lesson should take approximately 60–90 minutes to complete, the same amount of time you would typically spend in a weekly institute class. Since reading the scripture block listed in the lesson heading is expected of all institute students prior to class, the estimated time for each assignment does not include the time you need to spend reading the scripture block.

**Complete assignments 3, 4, and any one of the other assignments:**

#### 1. Leviticus 11–14. Clean versus Unclean

- a. Study Leviticus 11:1–30 and make two lists—one list consisting of clean animals that Israel could eat and a second list consisting of unclean animals that Israel could not eat.
- b. Read the institute student manual introduction to Leviticus 11–18 (pp. 173–74) and the commentary for Leviticus 11, “Clean and Unclean Food” (p. 173). From your reading, write three or four sentences detailing the purposes of the Lord’s ancient dietary laws.
- c. Read Doctrine and Covenants 89:5–17. Make another list of what the Lord ordained for the use of man and a list of what He has restricted.
- d. Read Leviticus 11:43–47; 1 Corinthians 6:19–20; Doctrine and Covenants 89:1–4, 18–21 and write an explanation of why you think the Lord has declared some things “clean” and others “unclean.” Explain how the Word of Wisdom is part of the sanctification process. Then list one way you could be more clean in your life.

#### 2. Leviticus 16. The Day of Atonement

- a. Leviticus 16 explains the details of what is referred to as the day of atonement (see Leviticus 23:27–28). Write a definition for the primary purpose of this special day.
- b. Read Leviticus 16:1–28 as well as the student manual commentary for Leviticus 16, “The Day of Atonement and Israel’s Forgiveness” (pp. 176–77; see also Bible Dictionary, “Fasts,” 671, which describes day of atonement). Then answer the following questions:
  - Why do you think Aaron needed to make atonement for himself before making atonement for the people?
  - Why did Aaron need two goats?
  - How could both goats represent Jesus Christ and His Atonement?
  - What do Aaron’s responsibilities and the responsibilities of the man who led the scapegoat into the wilderness symbolize?
  - Read the student manual commentary by Elder James E. Talmage (1862–1933), a member of the Quorum of the Twelve Apostles (p. 177). Define the word *vicarious* as it applied to the ancient day of atonement. Include in your statement the personal factor necessary for an individual’s sins to be forgiven. Explain in writing how the Savior’s work of the Atonement was a vicarious work.

#### 3. Leviticus 17–25. Holiness to the Lord

- a. Read Leviticus 11:44–45; 19:2; 20:7, 26; 21:8. Write a sentence that could be used as a theme for the book of Leviticus. Read the Bible Dictionary entry for “Holiness” (pp. 703–4) and compare it with what is said in the Guide to the Scriptures entry for “Sanctification” (available online at [www.scriptures.lds.org/en/gs/s/20](http://www.scriptures.lds.org/en/gs/s/20)). Then answer the following questions in writing:

- What does it mean to be holy and sanctified?
  - Why could Jehovah command His followers to be holy?
  - What could we do today to avoid the same downfall?
  - How can the principles you have studied to this point in the book of Leviticus help you become holy?
- b. Read Leviticus 18:4–5 and write a brief statement of how keeping the commandments applies to these verses. Read Leviticus 19:3–4, 11–20, 28–31; 20:10, 13 and make a list of commandments from these verses. Highlight the commandments from your list that you think the world struggles with the most today. Make note of the commandment that you want to improve in the most. Write some ideas of how you plan to improve in keeping that commandment.

#### 4. Leviticus 26–27. Blessings or Cursings

Make a chart with two columns like the one below:

Blessings	Cursings

- a. Read Leviticus 26:4–13 and list on your chart the blessings that ancient Israel was promised. From Leviticus 26:3 write what was required of the children of Israel to receive these blessings. Note also how these blessings could apply to us today.
- b. Read Leviticus 26:16–32 and list on your chart the cursings that ancient Israel was promised. From Leviticus 26:14–15, 23, 27 write what would cause these cursings to come upon the children of Israel.
- c. Read Leviticus 26:23, 27–28; Helaman 12:3 and write the reasons the Lord gives for why He sometimes chastens “his people with many afflictions.”
- d. Read Joshua 8:33–34 and record a few sentences on how Joshua later used these blessings and cursings. Explain in writing how you think Joshua’s actions might have influenced those who were present.
- e. Read Doctrine and Covenants 82:3; 130:20–21; 132:5. How do these latter-day revelations correlate with the blessings and cursings listed in Leviticus?
- f. We sometimes feel that the blessings that come from keeping the commandments are reserved for the next life. Review your list of blessings and circle the blessings you feel the Lord meant for this life. Read Doctrine and Covenants 59:23 and write the blessing listed there for this life and the one listed for the next life. Write a brief statement of how these two blessings compare to those found on your list from Leviticus.