

BOOK OF MORMON



Teacher Manual
Religion 121–122

BOOK OF MORMON TEACHER MANUAL

RELIGION 121-122

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INTRODUCTION

As the instructor for this course of study, you have the privilege of helping students discover, understand, and live the saving truths in the Book of Mormon. In your preparation to teach, follow the Lord's admonition to seek guidance from the Holy Ghost, "for when a man speaketh by the power of the Holy Ghost the power of the Holy Ghost carrieth it unto the hearts of the children of men" (2 Nephi 33:1). The most important things you can do to prepare to teach are to prayerfully study the scriptures and follow the guidance of the Holy Spirit. This manual supplements your preparation. It provides introductory information for each scripture block, identifies important gospel principles in the scripture block, and suggests ways you may teach those principles to help students understand and apply them. Whether you are a full-time teacher or a volunteer, this manual will help you prepare to teach.

How This Manual Is Organized

This manual contains 56 chapters and is designed to be used during an entire school year. It includes Religion 121, which consists of 1 Nephi 1 through Alma 29, and Religion 122, which consists of Alma 30 through Moroni 10. Each lesson should be taught in approximately 50 minutes. If you are teaching a semester course over 14 weeks, this allows for two lessons per week. If you are teaching once each week, adapt the material according to your circumstances. Do not be discouraged if you have insufficient time to teach every aspect of each scripture block or all the recommended doctrines and principles. Select and teach those you feel are most important for your students.

Each chapter has three sections:

- Introduction
- Some Doctrines and Principles
- Suggestions for Teaching

Introduction

The introduction highlights general themes in the scripture block.

Some Doctrines and Principles

The section titled "Some Doctrines and Principles" contains a list of central doctrines and principles in

the assigned scripture block. For example, chapter 23, which focuses on Alma 1–4, lists the following doctrines and principles:

- Latter-day Saints must avoid priestcraft (see Alma 1).
- God will strengthen us as we resist wickedness (see Alma 2).
- Pure testimony combats pride (see Alma 4).

In addition to the doctrines and principles listed in this section, you might find other important truths that you feel should be taught. Under the direction of the Holy Ghost, carefully select any additional doctrines and principles you may desire to include. However, keep in mind that if a principle or doctrine from a scripture block is not addressed in one chapter, it may be presented in another chapter with a scripture block that teaches the topic more completely.

Suggestions for Teaching

The "Suggestions for Teaching" section offers specific ideas for each item listed under "Some Doctrines and Principles." In some chapters, the "Suggestions for Teaching" section also contains suggestions for significant ideas not listed under "Some Doctrines and Principles."

Each teaching suggestion begins with this icon: . Although some of these suggestions naturally connect to one another, you may use them independent of each other.

These suggestions act as a guide during your lesson preparation, and you may adapt them to the needs of those you teach. Remember, your responsibility is to teach as the Spirit directs, helping students understand doctrines and principles. You do not need to cover all the material. Instead, help the students understand the scripture block within the constraints of your teaching situation and according to their needs.

Throughout the manual, scripture mastery passages are highlighted with this icon: . A list of all 100 scripture mastery passages is on page 4. If students have attended seminary, they should be familiar with these doctrinally significant scriptures. As you come to one of these passages in your teaching, you might encourage students to share why it is meaningful to them. Encourage them to memorize or rememorize

these passages and gain a deeper understanding of them. Elder Richard G. Scott of the Quorum of the Twelve Apostles taught: “I suggest that you memorize scriptures that touch your heart and fill your soul with understanding. When scriptures are used as the Lord has caused them to be recorded, they have intrinsic power that is not communicated when paraphrased” (in Conference Report, Oct. 1999, 112; or *Ensign*, Nov. 1999, 87–88).

Other Teaching Helps

Book of Mormon Student Manual: Religion 121–122 (item number 32506). Each chapter in the student manual contains sections titled “Points to Ponder” and “Suggested Assignments.” The questions in the “Points to Ponder” section and the activities in the “Suggested Assignments” section can help students deepen their understanding and apply the principles of the scriptures in their lives.

Several teaching ideas in the teacher manual refer you to the student manual. Consider using the student manual in every lesson to develop ideas, questions, and assignments.

Companion DVD. Packaged with this teacher manual is a DVD. The DVD contains audio and video recordings of latter-day prophets and other General Authorities and general officers of the Church, sharing words of counsel that are quoted in the student manual and the teacher manual. In the manual, the quotations that are available on the DVD are highlighted with this icon: . The DVD is divided according to chapters in the manual. The letter in the icon refers to a track on the DVD.

Words of Latter-day Prophets, General Authorities, and General Officers of the Church. As you study talks given in general conference and articles in Church magazines, look for additional teachings that can help you and your students understand and apply the scriptures.

Other Church-Produced Publications. This manual frequently quotes from other approved Church publications, including the Bible Dictionary, the Guide to the Scriptures (scriptures.lds.org), *True to the Faith: A Gospel Reference* (item number 36863), and *For the Strength of Youth: Fulfilling Our Duty to God* (pamphlet, item number 36550).

How to Use This Manual

The scriptures are your primary resource as you prepare lessons. This manual helps you teach your students from the scriptures.

You may use this teacher manual in three principal ways:

1. You may closely follow the teaching suggestions as outlined.
2. You may use the manual as a study guide to help you identify principles and themes to develop in your lesson.
3. You may use the manual as a resource to supplement ideas that come to you as you study the scripture blocks.

Decide What to Teach

For each scripture block, choose the doctrines, principles, and events that are most important for your students to understand. Let the promptings of the Spirit and the needs of your students guide you as you decide what to teach. Study the scripture block thoroughly, making note of the doctrines, principles, events, and difficult words or phrases that you will help students understand. You may benefit from reading the scripture block more than once.

You are not obligated to teach all the suggested doctrines and principles in each chapter. In fact, you will likely find that you do not have the time to do so. Elder Richard G. Scott counseled: “Remember, your highest priority is not to get through all the material if that means that it cannot be properly absorbed. Do what you are able to do with understanding” (“To Understand and Live Truth,” address to CES religious educators, Feb. 4, 2005, 2, ldsces.org).

Decide How to Teach

As you decide which methods you will use to teach, remember the spiritual maturity of your students. Speaking to seminary and institute teachers, President J. Reuben Clark Jr. (1871–1961) of the First Presidency stated, “You do not have to sneak up behind this spiritually experienced youth and whisper religion in his ears” (*The Charted Course of the Church in Education*, rev. ed. [pamphlet, 1994], 9).

Because many of your students are spiritually mature, you can expect them to take their role as students seriously. Plan ways to help them take responsibility for their learning. The following suggestions may be helpful:

- Encourage them to read the assigned scripture block and the material in the student manual before each lesson. In addition, help them develop a habit of daily scripture study. Encourage them to study the Book of Mormon throughout their lives.
- Give them opportunities to ask and answer questions. Good questions can help them take responsibility for their learning. As they ponder the doctrines and principles in the Book of Mormon, encourage them to explain meanings, share insights, and bear testimony of the truths they learn. Create an environment in which students know they have the privilege to listen and speak. Provide opportunities for them to edify one another (see D&C 88:122).
- Avoid using lecture as the only teaching method. Instead, allow students to discover truths. Guide them to see what you and others have seen—and even to see things that you have never noticed before. Remember the comments of Elder David A. Bednar of the Quorum of the Twelve Apostles: “I have observed a common characteristic among the instructors who have had the greatest influence in my life. They have helped me to seek learning by faith. They refused to give me easy answers to hard questions. In fact, they did not give me any answers at all. Rather, they pointed the way and helped me take the steps to find my own answers. I certainly did not always appreciate this approach, but experience has enabled me to understand that an answer given by another person usually is not remembered for very long, if remembered at all. But an answer we discover or obtain through the

exercise of faith, typically, is retained for a lifetime” (“Seek Learning by Faith,” address to CES religious educators, Feb. 3, 2006, 5, ldsces.org). Rather than disseminating information through lecture only, look for teaching methods that will help students understand the scriptures as they identify doctrines and principles themselves.

- Encourage students to live according to the principles they learn. Help them engage in the type of learning described by Elder Bednar—learning that “reaches far beyond mere cognitive comprehension and the retaining and recalling of information” and that “causes us to put off the natural man (see Mosiah 3:19) [and] to change our hearts (see Mosiah 5:2)” (“Seek Learning by Faith,” 3). As you decide how to teach doctrines and principles, consider ways to encourage students to continue their learning experience outside the classroom.

Adapting the Lessons to Help Students with Disabilities

When you teach students with disabilities, adapt the lessons to meet their needs. For example, many lessons call for students to read aloud or silently and to write responses on paper. To adapt such activities to students who have trouble reading or writing, you might consider reading aloud yourself, having other students read, or using audio recordings. When activities call for written responses, you might encourage oral responses instead.

For more ideas and resources, consult the *CES Disabilities Guide*, found on the CES Web site (ldsces.org), and the section titled “Adapted Classes and Programs for Students with Disabilities” in the CES policy manual.

Scripture Mastery

Old Testament	New Testament	Book of Mormon	Doctrine and Covenants
Moses 1:39	Matthew 5:14–16	1 Nephi 3:7	D&C 1:37–38
Moses 7:18	Matthew 6:24	1 Nephi 19:23	D&C 8:2–3
Abraham 3:22–23	Matthew 16:15–19	2 Nephi 2:25	D&C 10:5
Genesis 1:26–27	Matthew 25:40	2 Nephi 2:27	D&C 14:7
Genesis 39:9	Luke 24:36–39	2 Nephi 9:28–29	D&C 18:10, 15–16
Exodus 20:3–17	John 3:5	2 Nephi 28:7–9	D&C 19:16–19
Exodus 33:11	John 7:17	2 Nephi 32:3	D&C 25:12
Leviticus 19:18	John 10:16	2 Nephi 32:8–9	D&C 58:26–27
Deuteronomy 7:3–4	John 14:15	Jacob 2:18–19	D&C 58:42–43
Joshua 1:8	John 17:3	Mosiah 2:17	D&C 59:9–10
Joshua 24:15	Acts 7:55–56	Mosiah 3:19	D&C 64:9–11
1 Samuel 16:7	Romans 1:16	Mosiah 4:30	D&C 64:23
Job 19:25–26	1 Corinthians 10:13	Alma 32:21	D&C 76:22–24
Psalms 24:3–4	1 Corinthians 15:20–22	Alma 34:32–34	D&C 82:3
Proverbs 3:5–6	1 Corinthians 15:29	Alma 37:6–7	D&C 82:10
Isaiah 1:18	1 Corinthians 15:40–42	Alma 37:35	D&C 84:33–39
Isaiah 29:13–14	Ephesians 4:11–14	Alma 41:10	D&C 88:123–24
Isaiah 53:3–5	2 Thessalonians 2:1–3	Helaman 5:12	D&C 89:18–21
Isaiah 55:8–9	2 Timothy 3:1–5	3 Nephi 11:29	D&C 121:34–36
Jeremiah 16:16	2 Timothy 3:16–17	3 Nephi 27:27	D&C 130:18–19
Ezekiel 37:15–17	Hebrews 5:4	Ether 12:6	D&C 130:20–21
Daniel 2:44–45	James 1:5–6	Ether 12:27	D&C 130:22–23
Amos 3:7	James 2:17–18	Moroni 7:16–17	D&C 131:1–4
Malachi 3:8–10	Revelation 14:6–7	Moroni 7:45	D&C 137:7–10
Malachi 4:5–6	Revelation 20:12–13	Moroni 10:4–5	Joseph Smith—History 1:15–20

CHAPTER 1

The Keystone of Our Religion

Introduction

This lesson gives you an opportunity to set the tone for the entire course. Your personal testimony and enthusiasm are important in your discussions with students about the significance of the Book of Mormon in their lives. Encourage students to thirst for the spiritual truths in this sacred volume of scripture. Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles declared: “Nothing in our history and nothing in our message cuts to the chase faster than our uncompromising declaration that the Book of Mormon is the word of God. On this issue we draw a line in the sand” (“True or False,” *New Era*, June 1995, 66).

Some Doctrines and Principles

- The Book of Mormon is another testament of Jesus Christ.
- The Book of Mormon is the keystone of our religion.
- Many witnesses have testified of the truthfulness of the Book of Mormon.
- We draw closer to the Lord as we prayerfully study the Book of Mormon.

Suggestions for Teaching

The Book of Mormon Is Another Testament of Jesus Christ

💡 Invite students to look at their copies of the Book of Mormon to find the subtitle: “Another Testament of Jesus Christ.” Or hold up a copy showing the subtitle.

- Why is another witness of Jesus Christ valuable? (See D&C 6:28; Matthew 18:16.)

To help students understand the meaning of the word *testament*, consider inviting them to read the statements by President Boyd K. Packer and President Ezra Taft Benson on page 6 in the student manual. President Benson’s statement is also available on the companion DVD .

Title Page

💡 Ask students to turn to the title page of the Book of Mormon. This page begins with the words “The Book of Mormon, an account written by the hand of Mormon upon plates taken from the plates of Nephi.” Explain that Joseph Smith translated this page from the

gold plates (see page 4 in the student manual). Invite students to silently read the first paragraph, looking for information that describes the miraculous nature of the Book of Mormon. Ask them to share what they find.

- What are two or three things you learn from the first paragraph of the title page?

Write *convince* on the board. Invite students to silently read the second paragraph on the title page, looking for the answer to this question:

- Of what did the Book of Mormon writers want to convince the world?

After a student answers this question, you may need to explain that the word *Christ* means “anointed one” in Greek. In Hebrew, *Messiah* means “anointed one.” The prophet Lehi once referred to Jesus Christ as “a Messiah, or, in other words, a Savior of the world” (1 Nephi 10:4). Therefore, when we say that Jesus is the Christ, we are testifying that He was the One who was anointed to save us.

- How has the Book of Mormon convinced you that Jesus is the Christ?

To encourage students to share their testimonies in response to this question, consider asking them to think about passages from the Book of Mormon that have strengthened their testimony of the Savior. Invite them to share their thoughts in pairs or in small groups, reading the passages to one another and explaining why they chose the passages.

At some point in this discussion, you may want to share one or two Book of Mormon passages that have strengthened your testimony that Jesus is the Christ. Share your testimony of the Book of Mormon. Tell students that during this course, you hope to help them strengthen their testimonies of the Book of Mormon and of Jesus Christ.

💡 Invite students to say the missing words as you read the following phrases:

The lost ten _____ (tribes)

The stick of _____ and the stick of _____
(Judah, Joseph)

Abraham, Isaac, and _____ (Jacob)

_____ and the coat of many colors (Joseph)

The _____ land (promised)

Ask students to identify what these phrases have in common. Help them see that the phrases are connected with the house of Israel, the Lord's covenant people.

- What are some meanings of the phrase “house of Israel”?

To ensure that class members have a basic understanding of this topic, consider using the first two bulleted items under “The Book of Mormon Affirms God's Covenant with Israel” on pages 5–6 in the student manual. Ensure that they understand that as members of the Lord's Church, they are part of the house of Israel.

Ask class members to review the second paragraph of the title page, looking for two things the Book of Mormon teaches members of the house of Israel. (“To show unto the remnant of the House of Israel what great things the Lord hath done for their fathers; and that they may know the covenants of the Lord, that they are not cast off forever.”)

- How does it help us to learn about the great things the Lord has done for His covenant people in the past?

How does Doctrine and Covenants 132:29–31 help us understand our connection to the covenant people in the past?

To help students understand how the Book of Mormon affirms the Lord's covenants with His people, you may want to ask them to open their student manuals to page 6. Ask someone to read the statement by Elder Bruce R. McConkie. Invite students to explain in their own words what Elder McConkie taught about the role of the Book of Mormon in the gathering of Israel.

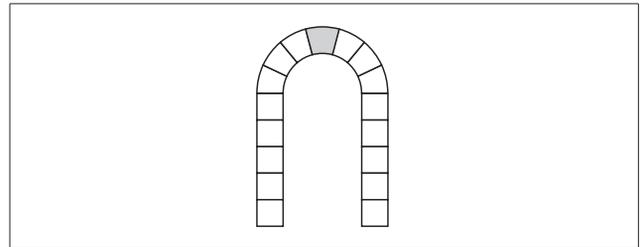
Suggest that as students study the Book of Mormon during this course, they look for teachings about the covenants the Lord has made with the house of Israel. Also invite them to ponder the significance of these covenants in their personal lives.

Ask students to read the last three lines of the title page, looking for the Lord's warning.

- What does this warning suggest about those who condemn the Book of Mormon?

The Book of Mormon Is the Keystone of Our Religion

💡 On the board, draw a simple illustration of an arch, like the one below. Identify the keystone, which is shaded in the illustration. Invite students to explain the significance of a keystone.



Ask students to turn to the introduction to the Book of Mormon. Invite one of them to read the sixth paragraph.

- Why do you think Joseph Smith compared the Book of Mormon to a keystone?
- Why is the Book of Mormon crucial to the restored gospel?
- How does our testimony of the Book of Mormon influence our testimony of other aspects of the gospel?

As part of this discussion, you may want to have students read the last two paragraphs in the introduction. You might also have them read Doctrine and Covenants 20:8–12.

- How does gaining a testimony of the Book of Mormon help people know that Joseph Smith is a true prophet and that The Church of Jesus Christ of Latter-day Saints is the true Church?

Share your feelings about how a testimony of the Book of Mormon is the keystone of a testimony of Jesus Christ and the restored gospel.

Many Witnesses Have Testified of the Truthfulness of the Book of Mormon

💡 Write *2 Nephi 27:12–14*; *Ether 5:2–4* on the board. Invite the class to silently read these verses, looking for why the Lord provided witnesses of the gold plates. Ask students to share what they have found.

Invite half of the class to silently read The Testimony of Three Witnesses, and invite the other half to silently read The Testimony of Eight Witnesses. Ask them to look for answers to the following questions:

- What did this group of witnesses see?
- How were they shown the plates?

When each group has shared their answers to these questions, ask the entire class to discuss the following question:

- What is the value of including these testimonies in the front of the Book of Mormon?

You may want to share the following testimony of David Whitmer, one of the Three Witnesses:

“It was in June, 1829—the latter part of the month. . . . We not only saw the plates of the Book of Mormon but also the brass plates, the plates of the Book of Ether, the plates containing the records of the wickedness and secret combinations of the people of the world down to the time of their being engraved, and many other plates. . . . There appeared as it were, a table with many records or plates upon it, besides the plates of the Book of Mormon, also the sword of Laban, the directors—*i.e.*, the ball which Lehi had, and the Interpreters [Urim and Thummim]. I saw them . . . , and I heard the voice of the Lord, as distinctly as I ever heard anything in my life, declaring that the records of the plates of the Book of Mormon were translated by the gift and power of God” (in George Reynolds, “History of the Book of Mormon,” *Contributor*, Aug. 1884, 403).

💡 Tell students that the Lord Himself has borne witness of the truthfulness of the Book of Mormon. Ask a student to read Doctrine and Covenants 17:6. Invite students to share comments or impressions about this verse.

Explain that since the beginning of the Restoration, millions of people have gained a witness of the Book of Mormon through the power of the Holy Ghost.

- What are some ways you share your testimony of the Book of Mormon?

Divide the class into pairs. Ask students to review the introduction to the Book of Mormon and a few of their favorite passages from the book itself, thinking about what they might say to introduce the Book of Mormon to someone. They may want to mark these passages in their scriptures. After students have had enough time to do this, ask them to share their ideas with their partners.

Ask one or two students to share their feelings about a time when they have presented the Book of Mormon to someone. Or ask them to tell about a time when someone gave a copy of the Book of Mormon to them.

We Draw Closer to the Lord as We Prayerfully Study the Book of Mormon

💡 Direct students' attention to the sixth paragraph in the introduction to the Book of Mormon. Give students time to think of stories, themes, and teachings in the Book of Mormon that have helped them “get nearer to God.” Students may write their ideas if they desire.

- What stories, themes, or teachings did you think of? In what ways do these stories, themes, or teachings help you draw closer to God?

You may want to select a few of the stories, themes, or teachings mentioned by the students and guide discussions about them. For example, you could ask:

- What can we learn from the example of the people in this story?
- Where else have you seen this theme in the Book of Mormon? Why do you think this theme is repeated so often in the book?
- How can this teaching help us live a Christ-centered life?

Invite students to tell about how their study of the Book of Mormon has helped them draw closer to the Lord.

Share your testimony of the power of the Book of Mormon. Encourage students to expand their testimonies through prayerful study during this course.

CHAPTER 2

1 Nephi 1–5

Introduction

Prophets receive revelation from Heavenly Father for His children (see Amos 3:7 ) and written scriptures preserve their prophetic words for future generations. The record in 1 Nephi illustrates a pattern that is repeated in the lives of many prophets: Lehi prayed, received a revelation that included seeing the Savior, warned his people, and was rejected by many of those he warned. Many of the people sought to take his life. (See 1 Nephi 1:5–20.) Students will benefit from seeing this pattern in Lehi's life, in the lives of other ancient prophets, and in the life of the Prophet Joseph Smith.

The first five chapters of 1 Nephi provide an opportunity for students to gain a greater appreciation for the words of prophets and the sacred scriptures that preserve them.

Some Doctrines and Principles

- The Lord calls prophets to warn His children and testify of the truth (see 1 Nephi 1:4–20; 2:2).
- The Lord extends tender mercies to those who exercise faith in Him (see 1 Nephi 1:14, 20).
- The Lord provides a way for us to keep His commandments (see 1 Nephi 2:11–20; 3:7–28; 4:1–38; 5:8).
- The scriptures preserve the word of the Lord (see 1 Nephi 5).

Suggestions for Teaching

1 Nephi 1:4–20; 2:2. The Lord Calls Prophets to Warn His Children and Testify of the Truth

 Invite students to discuss how they have dealt with warnings in their lives. The following questions may be useful for you:

- What are some examples of warnings we might receive?
- Why do we sometimes fail to heed warnings, even when we know we should heed them?

True to his prophetic calling, Lehi warned the people in Jerusalem according to the revelations he had received. To help students review Lehi's warnings to the Jews, divide the class into three groups. Give each group one of the following scripture passages to read, and invite them to answer the questions below.

1 Nephi 1:4–11

1 Nephi 1:12–17

1 Nephi 1:18–20

- In what ways were Lehi's experiences similar to experiences of other prophets?
- What parallels do you see between Lehi's vision and later experiences and the experiences of the Prophet Joseph Smith?
- What warning did Lehi declare to the people?

Invite the groups to share with the class what they have read about Lehi and the answers they found to the questions.

- What warnings has the President of the Church given recently?
- How do people's responses to the prophet today compare with people's responses to Lehi's message?
- What gives you confidence to follow the counsel of the prophet?

1 Nephi 1:14, 20. The Lord Extends Tender Mercies to Those Who Exercise Faith in Him

 Invite students to read 1 Nephi 1:20 and notice what Nephi promises to show us (see also verse 14). Suggest that students highlight the phrase “the tender mercies of the Lord” in their scriptures. Then ask them to turn to Moroni 10:3 and notice what Moroni exhorts us to remember and ponder. (In the first chapter of the Book of Mormon, Nephi promises to show us the Lord's tender mercies. In the book's final chapter, Moroni instructs the reader to “remember how merciful the Lord hath been.”)

Ask students to turn to the statement by Elder David A. Bednar on page 13 in the student manual. (This statement is also available on the companion DVD . If you use the DVD, preview the video clip so you can be prepared to pause it at appropriate times for discussion.) Invite students to read (or listen to) the first two paragraphs of the statement, looking for answers to this question:

- What are the tender mercies of the Lord?

You may want to write on the board the tender mercies Elder Bednar listed: “blessings, strength, protection,

assurances, guidance, loving-kindness, consolation, support, and spiritual gifts.” Note that these tender mercies are “very personal and individualized” and that we receive them “from and because of and through the Lord Jesus Christ.”

Invite students to read (or listen to) the third paragraph in the statement by Elder Bednar. Ask them to list other examples of tender mercies that could be added to those mentioned above.

To help students recognize tender mercies of the Lord that are recorded in the Book of Mormon, consider using one or more of the following activities:

1. If students are familiar with the account in 1 Nephi 1–5, ask them to suggest instances in those chapters that show the Lord’s tender mercies—blessings that are “personal and individualized.” As they mention different passages, write the references on the board.
2. If students are not very familiar with the account, give them a few minutes to scan 1 Nephi 1–5, looking for examples of the Lord’s tender mercies. Examples may include 1 Nephi 2:16, where Nephi tells of the Lord softening his heart in answer to prayer, and 1 Nephi 3:8, where Lehi is gladdened by the assurance that his son has been blessed of the Lord. When they suggest passages, write the references on the board. Then invite them to read the passages aloud and share their thoughts about them.
3. Ask students to think about passages throughout the Book of Mormon that show the tender mercies of the Lord. When they suggest passages, write the references on the board. Then invite them to read the passages and share their thoughts about them.
4. Point out that as taught in verse 20, the Lord’s tender mercies often take the form of deliverance. Divide the class into three groups. Assign 1 Nephi 1–7 to the first group, 1 Nephi 8–14 to the second group, and 1 Nephi 15–22 to the third group. Ask them to look in the chapter headings for instances of deliverance. List their findings on the board. Students may be surprised to find that almost every chapter in 1 Nephi describes the deliverance of a person or a group of people. Deliverance is a central theme in the Book of Mormon.

- According to 1 Nephi 1:20, who receives the Lord’s tender mercies? (“All those whom he hath chosen.”)
- What does Nephi say qualified people to be chosen?

Invite a student to read the following quotation, in which Elder Bednar describes how our faith prepares us to be chosen to receive the Lord’s tender mercies. Help students notice how our use of agency, or the power to choose, affects our readiness to receive these blessings. (You may want to write this quotation on the board before class.)

“It is *our* hearts and *our* aspirations and *our* obedience which definitively determine whether we are counted as one of God’s chosen. . . .

“ . . . The fundamental purposes for the gift of agency were to love one another and to choose God. Thus we become God’s chosen and invite His tender mercies as we use our agency to choose God” (in Conference Report, Apr. 2005, 107; or *Ensign*, May 2005, 101; italics in original).

- What do you think it means to “choose God”?
- In what ways have you used your agency to love others and choose God?
- How do you think our love for one another is related to our agency?
- When have you recognized the Lord’s tender mercies or deliverance in your life or in the life of someone you know? (You may want to divide students into pairs to talk about these experiences. After they have had time to share, you could ask a few of them to tell about something they learned from their partners.)

1 Nephi 2:11–20; 3:7–28; 4:1–38; 5:8. The Lord Provides a Way for Us to Keep His Commandments

💡 Invite students to read 1 Nephi 3:1–5.

- In these verses, what command is given to Lehi and his sons?
- Why do you think Laman and Lemuel would say that this command was “a hard thing”?

As part of this discussion, you might mention that The distance from Jerusalem to the Red Sea is approximately

180 miles. Lehi and his family had “traveled three days” beyond this point (see 1 Nephi 2:5–6). This meant at least a 12- to 14-day trip one way from Jerusalem to their temporary home in the valley of Lemuel. (See the map on page 410 in the student manual.)

Ask a student to read or recite 1 Nephi 3:7 . (You may want to have students pair up and help each other memorize the verse if they have not memorized it already.)

- How do you think Nephi knew that God would prepare a way?

If you feel it would be helpful for students to see the difference between the attitude of Nephi and Sam and the attitude of Laman and Lemuel, invite half of the class to silently study 1 Nephi 2:11–14. Invite them to look for clues about why Laman and Lemuel would respond negatively to the Lord’s command. Invite the rest of the class to read verses 16–20 and determine why Nephi and Sam were more ready to obey the Lord. Ask students to share their conclusions.

Briefly review with students the first two attempts to obtain the brass plates (see 1 Nephi 3:10–21 and 1 Nephi 3:22–28). Help the students contrast Laman and Lemuel’s responses to the results with Nephi and Sam’s responses.

You may want to point out that one reason Nephi had faith in God’s ability to provide a way was that he believed the stories in the scriptures. Read 1 Nephi 4:2 with students.

- How is the story mentioned in this verse an example of the principle in 1 Nephi 3:7?
- How did this story relate to the circumstances Lehi’s family faced?

Assign students to review 1 Nephi 3:28–4:38 and discover examples of how God helped Nephi accomplish the things He had commanded, even when those tasks seemed impossible. Have them share examples from their findings. (Examples may include 1 Nephi 3:29; 4:6–7, 10–11, 20, 31.)

- What experiences have shown you the truth of 1 Nephi 3:7? How have these experiences influenced your faith in the Lord?

1 Nephi 5. The Scriptures Preserve the Word of the Lord

 Have students look at 1 Nephi 5:10–16 and list on the board what the brass plates contained.

- According to 1 Nephi 5:17, how did the study of these scriptures affect Lehi?
- Why do you think that studying the contents of the brass plates mentioned in verses 10–16 would bring about the blessings described in verse 17?
- How did Lehi and Nephi show that they valued the scriptures?
- What can we do to show that we value the scriptures?

 Explain that more than 300 years after Lehi and his family left Jerusalem, his descendants discovered a group of people whose ancestors had also fled Jerusalem. These people, who now lived in a city they called Zarahemla, had not carried written scriptures with them. Invite students to read Omni 1:14–17.

- What happened to this people’s faith and language because they did not have a scriptural record? Why do you think the lack of the scriptures had this effect on them?
- How did they feel when they learned that Mosiah and his people had a scriptural record?

Explain that the people of Zarahemla and the Nephites united under the leadership of Mosiah. After Mosiah died, his son Benjamin served as the people’s king.

Invite students to read Mosiah 1:1–5. These verses include words of King Benjamin to his sons.

- How did King Benjamin and his people benefit because the brass plates had been preserved?
- What can we do to preserve the scriptures for ourselves and our families?

 Invite students to share what they feel when they faithfully study the Book of Mormon. You could also invite them to write a short letter to a family member or future son or daughter describing the value the Book of Mormon has in their lives. Suggest that they describe in the letter what they feel when they study it.

Encourage students to study the Book of Mormon daily and to read or reread the entire Book of Mormon as part of this course.

CHAPTER 3

1 Nephi 6–11

Introduction

In 1 Nephi chapter 6, Nephi declares that “the fulness of [his] intent” is to persuade people to come unto Christ and “be saved” (verse 4). In 1 Nephi 8 and 11, his record of the vision of the tree of life reinforces this declaration. As you guide a discussion of the vision, you can help students see how the elements of the vision apply to them individually. You can also help them learn from Nephi’s personal preparation to receive revelation.

Some Doctrines and Principles

- The Book of Mormon was written to persuade people to come unto Jesus Christ (see 1 Nephi 6).
- Marriage in the covenant is designed to raise up children to the Lord (see 1 Nephi 7:1–5).
- To receive eternal life, we must come unto Jesus Christ (see 1 Nephi 8; 11).
- By the power of the Holy Ghost, God reveals truth to all those who diligently seek Him (see 1 Nephi 10:17–22; 11:1–8).

Suggestions for Teaching

1 Nephi 6. The Book of Mormon Was Written to Persuade People to Come unto Jesus Christ

💡 Display a few appropriate books that are familiar to the students. For each book, ask:

- What do you think the author’s intent was in writing this book?

Write on the board *1 Nephi 6*. Then hold up a copy of the Book of Mormon and ask:

- What was Nephi’s intent in writing his record?

Invite students to read 1 Nephi 6. Ask them to state Nephi’s purpose in their own words. (You may need to explain the phrase “the God of Abraham, and the God of Isaac, and the God of Jacob.” See President Ezra Taft Benson’s statement on page 19 in the student manual.)

- What has the Book of Mormon taught you about Jesus Christ?

To give students a sense of how much the Book of Mormon teaches about the Savior, have them turn to the index of the Book of Mormon or triple combination and note all the headings under “Jesus Christ.”

Encourage students to share with their family and friends how the Book of Mormon has strengthened their faith in Jesus Christ.

1 Nephi 7:1–5. Marriage in the Covenant Is Designed to Raise Up Children to the Lord

💡 On the board or a handout, list the following questions:

- What did the Lord say Lehi’s sons should do before going into the wilderness toward the land of promise? (See 1 Nephi 7:1.)
- What reason is given in 1 Nephi 7:1 for this commandment?
- What words or phrases in verses 1 Nephi 7:1–2 indicate that the Lord feels strongly about marriage?
- How do you think the earlier trip to Jerusalem had helped Lehi’s sons prepare to “raise up [children] unto the Lord”? (See 1 Nephi 5:21–22.)

Ask students to find the answers in the verses indicated. After allowing some time for students to search the scriptures, ask them to share their answers. Then ask them to discuss the following questions:

- What would help a husband and wife be more likely to “raise up [children] unto the Lord”?
- How would a temple marriage contribute to the raising of children “unto the Lord”?
- What can you do now to prepare for that kind of marriage?

Read or ask a student to read the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles:

“When you have the required age and maturity, obtain all of the ordinances of the temple you can receive. If for the present that does not include sealing in the temple to a righteous companion, live for it. Pray for it. Exercise faith that you will obtain it. Never do anything that would make you unworthy of it. If you have lost the vision of eternal marriage, rekindle it” (in Conference Report, Apr. 2001, 6; or *Ensign*, May 2001, 7).

- How do people exercise faith that they will obtain eternal marriage?

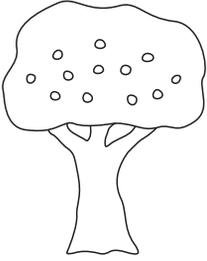
Explain that the Lord made the marriage covenant a prerequisite before Lehi's sons could go to the promised land. He also has made it a requirement for exaltation in the highest degree of the celestial kingdom (see D&C 131:1–3).

Testify of the great plan of happiness and the essential part eternal marriage plays in the plan.

1 Nephi 8; 11. To Receive Eternal Life, We Must Come unto Jesus Christ

💡 Draw a picture of a fruit tree on the board.

Next to the tree, list the following sets of scripture references:

	<p>Group 1</p> <p>1 Nephi 8:10–12; 11:8–25; 15:36; D&C 14:7</p>
	<p>Group 2</p> <p>1 Nephi 8:21–28, 31–34; 11:35–36; 12:16–18; 15:26–28</p>
	<p>Group 3</p> <p>1 Nephi 8:19–20, 30; 11:25; 15:23–24</p>

Divide the class into three groups. Assign each group a set of scripture references from the board.

Give each group the questions below that correspond to their assigned verses. (You may prepare a handout or make photocopies of these pages.) Ask them to read their verses, discuss the questions as a group, and prepare a short discussion for the other class members. In their discussions with their groups and with the class, they should help one another discover the meanings of the symbols in the vision of the tree of life and see the modern-day applications of these symbols. They may use the questions you give them, and they may also prepare their own questions. Allow time for each group to read and discuss the passages and

prepare their class discussion. Ask each group to select a spokesperson to lead the class discussion.

As you help the first group, note that the statement by Elder Neal A. Maxwell is available on the companion DVD .

Group 1

1 Nephi 8:10–12; 11:8–25; 15:36; D&C 14:7 (the tree and the fruit)

- In your opinion, why is the tree an appropriate symbol of the love of God?
- When Nephi asked to know the interpretation of the tree, the Spirit showed him the Savior's birth and ministry. How do the life and mission of the Savior reveal God's love for us? (To see the connection between the tree of life, the love of God, and the Atonement of Jesus Christ, read the statement by Elder Neal A. Maxwell on page 22 in the student manual.)

Elder David A. Bednar taught that “the fruit on the tree is a symbol for the blessings of the Savior's Atonement” (“A Reservoir of Living Water,” Church Educational System fireside for young adults, February 4, 2007, 6, ldsces.org). By examining 1 Nephi 15:36 and Doctrine and Covenants 14:7 , we can see a connection between the fruit of the tree and eternal life.

- In your opinion, why is the fruit an appropriate symbol for the blessings of the Atonement?

Group 2

1 Nephi 8:21–28, 31–34; 11:35–36; 12:16–18; 15:26–28 (the mist of darkness and the great and spacious building)

- What might be some “mists of darkness” today? How do these mists lead people into “forbidden paths”?
- How might these influences prevent people from coming to the Savior?
- Why would the people in the “great and spacious building” be able to convince some people to leave the tree of life? What are some modern-day examples of the building?
- In 1 Nephi 8, how are the people in verses 30 and 33 different from the people in verses 24–25 and 28?

Group 3

1 Nephi 8:19–20, 30; 11:25; 15:23–24 (the rod of iron and the strait and narrow path)

- How did some people make it through the mist of darkness to the tree of life?
- How does the word of God keep us from danger? How does the word of God lead us to the Savior?
- Where can we find the word of God?

1 Nephi 10:17–22; 11:1–8. By the Power of the Holy Ghost, God Reveals Truth to All Those Who Diligently Seek Him

💡 On the board write *Revelation comes by the power of the Holy Ghost*.

Help students understand that, like Nephi, they can have spiritual experiences in which divine truths are revealed to them. Those sacred experiences will be unique to them and specific to their circumstances. To give them an idea of the blessings they can receive, share the following statements by the Prophet Joseph Smith:

“No man can receive the Holy Ghost without receiving revelations. The Holy Ghost is a revelator” (in *History of the Church*, 6:58).

“Having a knowledge of God, we begin to know how to approach Him, and how to ask so as to receive an answer.

“When we understand the character of God, and know how to come to Him, he begins to unfold the heavens to us, and to tell us all about it. When we are ready to come to him, he is ready to come to us” (in *History of the Church*, 6:308).

Invite students to study 1 Nephi 10:17–22; 11:1–8, looking for principles that can help them learn by the power of the Holy Ghost. (You may want to divide students into pairs so they will all have an opportunity to share their insights.)

After sufficient time, use the following questions to help students share their findings with the entire class:

- What did Nephi want to learn?

- According to 1 Nephi 10:17, how did Nephi prepare himself to receive an answer?
- How can Nephi’s record of his experience help us know how to obtain personal revelation?

Write the following questions on the board:

- How does the Holy Ghost reveal truth? (See D&C 8:2–3.)
- What can keep us from receiving the guidance of the Holy Ghost?

Invite a student to read the statement by Elder David A. Bednar on page 25 in the student manual (also available on the companion DVD ). Before the student reads the statement, invite all students to listen for answers to the questions on the board. After the statement has been read, invite students to share their answers.

Encourage students to think about their personal lives and identify a particular principle that will help them be more open to personal revelation. Invite them to write about this principle in a journal or in their scriptures.

Share your testimony about how the Spirit will help us as we seek diligently to learn the truth.

1 Nephi 11:16–34. The Condescension of Jesus Christ Demonstrates God’s Love

💡 Ask students to locate the word *condescension* in 1 Nephi 11:16 and 26. You may invite them to mark this word. Explain that the word may be defined as a voluntary descent from rank or dignity (see Noah Webster, *An American Dictionary of the English Language*, 1828).

- How does this word describe the Savior’s mission?

Invite students to read 1 Nephi 11:26–34. As the verses are read, invite students to mark or list the events that show the Savior’s condescension. After the verses have been read, invite them to share the events they noticed. Ask them to share why they marked or listed those events.

- How can the Savior's mortal ministry help us understand God's love?

Share your testimony about how the Savior demonstrates the love of our Heavenly Father. Encourage students to share their appreciation of God's perfect love with their family members and friends.

CHAPTER 4

1 Nephi 12–15

Introduction

After Nephi learned the interpretation of the vision of the tree of life, he received a panoramic vision of the future. He saw the land of promise where his family would settle. He saw periods of contention, war, and sinfulness and periods of righteousness and peace among his descendants and the descendants of Laman and Lemuel. He saw the Savior's ministry in the Americas. He also saw the Great Apostasy, the Restoration of the gospel, Satan's continuing battle against truth, and the central role of Jesus Christ as the Savior of the world. As students discuss Nephi's vision and read about the final triumph of God's kingdom over Satan, they can find comfort in the knowledge that the Lord will remember His covenants with His Saints. You can assure them that despite threats from the devil and those in his kingdom, God is in control and will strengthen His faithful followers as they participate in His work.

Some Doctrines and Principles

- The devil founded a “great and abominable church” to “pervert the right ways of the Lord” (see 1 Nephi 13:1–9, 26–29; 14:9–13).
- The Lord has restored plain and precious truths to help us come unto Him (see 1 Nephi 13:20–42).
- Prayer leads to revelation (see 1 Nephi 15:1–11).
- The Lord remembers His covenants with the house of Israel (see 1 Nephi 15:12–20).

Suggestions for Teaching

1 Nephi 13:1–9, 26–29; 14:9–13. The Devil Founded a “Great and Abominable Church” to “Pervert the Right Ways of the Lord”

💡 Explain that Nephi received a vision in which he saw the future of his people and the people of Laman and Lemuel. In this vision he saw “the formation of a great church” (1 Nephi 13:4). Have students read 1 Nephi 13:5–9, 26–29, looking for characteristics of this church. List these characteristics on the board (or ask a student to do so).

Explain that the phrases “great and abominable church” and “church of the devil” do not really refer to a church. To help students understand this, invite them to read the statement by Elder Bruce R. McConkie on page 27 in the student manual.

- Why do you think it is important to know that Satan organizes his forces to lead us away from God?
- The angel told Nephi that there are only two churches (see 1 Nephi 14:10). In what ways is this a true statement? How can we ensure that we belong to the church of the Lamb of God?

1 Nephi 13:20–42. The Lord Has Restored Plain and Precious Truths to Help Us Come unto Him

💡 Ask students to imagine going to the doctor because of an illness. During the course of the examination, the doctor determines the illness and writes a prescription. But the pharmacist changes the prescription.

- How do you think this change would impact your illness?

Ask students to read 1 Nephi 13:20–29. Then ask the following questions:

- How is this account like the example of a pharmacist changing a doctor's prescription?
- Verse 23 is about the Bible. What words in this verse refer to the Bible?
- According to verses 23–25, what did the Bible contain when it originally came forth?
- Who made the most serious changes to the Bible text? What did they remove? What were their motives? (See verses 26–29; see also the statement by the Prophet Joseph Smith on page 624 in the Bible Dictionary.)

Invite students to read 1 Nephi 13:34–39.

- According to these verses, what needed to be restored?
- In addition to the Book of Mormon, what “other books” might verse 39 refer to?
- How have the truths of the Book of Mormon and other latter-day scriptures influenced your testimony?

Invite students to turn to pages 29–30 in the student manual. Ask them to read the statement by President James E. Faust and the explanation from the Guide to the Scriptures concerning where we find the plain and precious truths restored in the latter days. (The statement by President Faust is also available on the companion DVD (A).)

Invite a student to read 1 Nephi 13:40–41.

- How does the Book of Mormon establish the truth of the Bible? (See also Mormon 7:8–9.)
- What do you think it means to say that the Book of Mormon and the Bible have been “established in one”?
- How can we use the Book of Mormon to testify of truths in the Bible?

1 Nephi 14. God’s Kingdom Will Triumph in the Last Days

💡 Ask students what they think a prophet from the past, seeing our day in vision, would say about the spiritual conditions of our day. Briefly list their responses on the board.

Invite students to scan 1 Nephi 14 to see how their responses compare to Nephi’s vision of the latter days. You may need to help them see that Nephi described spiritual strength as well spiritual destruction and captivity (see, for example, verses 7, 14, and 17).

Earlier in the vision, Nephi had seen the destruction of his descendants. However, at this point in the vision he saw the triumph of the kingdom of God. Have students read 1 Nephi 14:10–17.

- According to Nephi’s vision, where was the Church of the Lamb to be found in the last days? How large would it be in comparison with the world as a whole? (See verse 12.)
- How would the wicked and the worldly respond to the Church of the Lamb? (See verse 13.)
- What two things will the Church of the Lamb be armed with for protection? (See verse 14.)
- Why is it important for us to know that the work of God will ultimately triumph?
- How might this knowledge have helped Nephi as he coped with trials and tragedies in his life?

1 Nephi 15:1–11. Prayer Leads to Revelation

💡 Invite students to read 1 Nephi 15:1–3 and explain why they think Laman and Lemuel did not understand the teachings of their father. List students’ responses on the board.

Invite a student to read 1 Nephi 15:6–9. Ask all the students to think of ways some people today are similar to Laman and Lemuel in their approach to God.

You may want to point out that many people go through life without seeking to qualify for the voice of inspiration. Many of these people are not wicked or rebellious, but they simply neglect to learn and do the Lord’s will.

Share the statements by the Prophet Joseph Smith on page 31 in the student manual. Then ask students the following questions:

- In what ways did Nephi exemplify these principles?
- What was the result of Nephi’s desire to know the things of God?
- What has the Lord promised regarding our ability to gain a knowledge of His ways? (As students discuss this question, you may want to have them read some or all of the following scriptures: James 1:5 ; 1 Nephi 10:19; D&C 88:63–64; 121:26–33.)
- As we seek to know the will of God, what are some specific ways we can be more like Nephi and less like Laman and Lemuel?

Read 1 Nephi 15:10–11 with the students. Have them identify the four things Nephi said Laman and Lemuel had to do to gain spiritual understanding from the Lord. (To not harden their hearts, to ask in faith, to believe they will receive, and to diligently keep the commandments.)

- How can doing these four things help us to receive answers to prayers?

1 Nephi 15:12–20. The Lord Remembers His Covenants with the House of Israel

A recurring theme in the Book of Mormon is that the Lord remembers His covenants with the house of Israel. Ultimately Israel will be gathered and redeemed by the Savior. Suggest that students watch for this truth throughout the Book of Mormon. You may want to mention that the imagery of the olive tree in 1 Nephi 15 appears again in the allegory of the olive tree in Jacob 5.

💡 In 1 Nephi 15:7, what elements of Lehi’s teachings do Laman and Lemuel fail to understand?

Write *olive tree* on the board. Have students read 1 Nephi 15:12 and look for what the olive tree represents.

- What does the olive tree represent? (On the board, write *olive tree = house of Israel*.)
- How were Lehi’s descendants “broken off from the house of Israel”?

Have a student read 1 Nephi 15:13.

- According to Nephi, when would the gospel be taken to the descendants of Lehi? Who would take the gospel to them?

Write *Gentiles* on the board. Explain that this word has multiple meanings. It can refer to people of non-Israelite lineage, to people of non-Jewish lineage, or to nations that are without the gospel (see Bible Dictionary, “Gentile”; Guide to the Scriptures, “Gentiles,” scriptures.lds.org; see also D&C 109:60–62). Refer students back to 1 Nephi 15:13. In this verse, the word refers to Latter-day Saints, people who, at the time of the Restoration, lived in a Gentile nation. Share the statements by Elder Bruce R. McConkie on page 31 in the student manual.

Direct students’ attention to the phrase “grafting in of the natural branches.”

- What does it mean to graft in a branch?

If necessary, explain that to graft a tree branch is to insert a branch of one tree into another tree. The grafted branch receives nourishment from the tree and becomes a permanent part of the tree.

State that 1 Nephi 15:14 explains how the descendants of Lehi would be grafted into the olive tree, or the house of Israel. Invite students to read 1 Nephi 15:14–16. Ask them to summarize these verses in their own words. You may want to ask questions such as the following:

- How do people become “grafted in,” or gathered, as they “come to the knowledge of their Redeemer”?
- Why do you think it is important for us to understand “the very points of his doctrine”?

- How do we receive nourishment through our membership in the Church?

Invite students to tell about when they were “grafted” into the Church or when they have helped someone else receive that blessing.

1 Nephi 15:24. The Word of God Strengthens Us against the Fiery Darts of the Devil

💡 Refer students to 1 Nephi 15:24 and have them underline the phrase “fiery darts.” Then invite them to compare and cross-reference this verse with Ephesians 6:16 and Doctrine and Covenants 27:17.

- What are some “fiery darts” we face in the world today?
- What does 1 Nephi 15:24 warn will be the results of succumbing to Satan’s fiery darts?
- In what ways can the word of God help us withstand the fiery darts of the adversary?

You might summarize this principle with the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles (also available on the companion DVD 

“Real disciples [withstand] the fiery darts of the adversary by holding aloft the quenching shield of faith with one hand, while holding to the iron rod with the other (see Ephesians 6:16; 1 Nephi 15:24; D&C 27:17). There should be no mistaking; it will take both hands!” (in Conference Report, Apr. 1987, 87; or *Ensign*, May 1987, 70).

Invite students to share how their faith and their understanding of scriptures have helped them resist temptations.

Bear your testimony of the importance of the scriptures and how they help us withstand Satan’s fiery darts.

CHAPTER 5

1 Nephi 16–18

Introduction

The Lord assisted Lehi’s family throughout their journey in the wilderness and across the ocean. As students study this account of the journey, they will find examples of great faith and tragic rebellion. They will see that God strengthened the righteous and softened the hearts of the wicked. You can help students understand that the challenges and blessings in their lives are similar to the challenges and blessings that Lehi’s family experienced. You can encourage them to follow the promptings of the Holy Ghost, the scriptures, righteous parents, and priesthood leaders.

Some Doctrines and Principles

- The Lord guides His faithful servants (see 1 Nephi 16; 18:12–15, 21–22).
- The Lord blesses and strengthens those who keep His commandments (see 1 Nephi 17; 18:8–25).
- We must prepare ourselves to follow the promptings of the Spirit (see 1 Nephi 17:7–11, 44–47; 18:1–4).

Suggestions for Teaching

1 Nephi 16; 18:12–15, 21–22. The Lord Guides His Faithful Servants

💡 Hold up a compass (or show an illustration of one).

Ask a student to explain briefly what a compass does. Have a student read 1 Nephi 16:10 and Alma 37:38.



- In what ways was the Liahona like the compasses people use today? In what ways was the Liahona different from modern-day compasses?

Invite students to read 1 Nephi 16:10, 16, 28–29 and identify as many functions of the Liahona as they can. Encourage them to mark their findings in their scriptures. When they have examined the verses, ask them to share what they have found. Briefly list their ideas on the board. Their ideas may include the following:

1 Nephi 16:10	“One [spindle] pointed the way whither we should go.”
1 Nephi 16:16	“The ball . . . led us in the more fertile parts of the wilderness.”
1 Nephi 16:28	“The pointers . . . did work according to the faith and diligence and heed which we did give unto them.”
1 Nephi 16:29	The ball showed a “new writing, which was plain to be read, which did give us understanding concerning the ways of the Lord.”
1 Nephi 16:29	The new writing “was written and changed from time to time, according to the faith and diligence which we gave unto it.”
1 Nephi 16:30–31	The ball gave them directions so they could obtain food.

- What are some guides in our lives that are like the Liahona?

Answers to this question may include the Holy Ghost (see the statement by Elder David A. Bednar on pages 34–35 in the student manual), the scriptures (see Alma 37:38–47), the teachings of living prophets, and patriarchal blessings. You may want to point out that the Church magazine called the *Ensign* in English is appropriately called the *Liahona* in most languages. In some ways it is like Lehi’s Liahona—its contents help us know the Lord’s will for us at this specific time.

As students mention guides that are like the Liahona, ask questions such as the following:

- In what ways are these guides like the Liahona?
- In what ways do these guides point the way we should go?
- What might cause us to miss important messages from these guides?
- The Liahona led the people “in the more fertile parts of the wilderness.” How might this apply in our lives?

- Consider the last sentence in 1 Nephi 16:29. How are these guides “small means”? What are some “great things” that can happen because of these “small means”?

Invite one or two students to tell about a time when they were blessed as they followed one of these guides.

💡 Invite the students to silently read 1 Nephi 16:15–32 and note differences between Nephi, Laman and Lemuel, and Lehi. You might suggest that they write their answers. After they have finished reading, guide a brief discussion about what they have read. Consider asking some or all of the following questions:

- How did Laman and Lemuel respond when Nephi broke his bow? How did Lehi respond? How did Nephi respond?
- Why do you think these men responded differently from one another?
- What are your thoughts as you see that even Lehi murmured? What impresses you about the way Nephi approached his father after making a new bow?
- In what ways did Nephi’s response to this trial influence his family? How have you been influenced when you have seen others respond faithfully to trials? How might your responses to trials influence those around you?

💡 Share the statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles on pages 35–36 in the student manual.

Explain that some trials come as a result of disobedience. However, the story of Nephi’s broken bow shows that many trials are simply part of mortality.

- What experiences have you had that could be likened to the experience with Nephi’s broken bow?
- How are we blessed when we respond to trials as Nephi did?

Ask students to think about different ways they have responded to trials. Then invite them to ponder the following questions without answering aloud:

- In your responses to trials, have you ever been like Laman and Lemuel? like Lehi? like Nephi? If you have acted differently in different situations, why? What could you do to improve the way you respond to trials?

1 Nephi 17; 18:8–25. The Lord Blesses and Strengthens Those Who Keep His Commandments

💡 Explain that in addition to guiding Lehi’s family with the Liahona, the Lord helped them in other ways. Write the following scripture passages on the board:

1 Nephi 17:1–14
1 Nephi 17:45–55
1 Nephi 18:10–25

Divide the class into three groups. Have each group read one of the scripture passages, looking for ways in which the Lord showed forth His “tender mercies” (see 1 Nephi 1:20). Then invite them to share what they found. You may want to write students’ observations on the board.

💡 In an effort to convince his brothers that God wanted the family to travel to the land of promise, Nephi compared their circumstances to the children of Israel who left Egypt and journeyed to a promised land. Invite the students to scan 1 Nephi 17:23–44 and identify how the children of Israel were similar to Lehi’s family.

- How do you think Lehi’s family might have benefited from remembering the experience of the children of Israel?
- In what ways do you benefit from learning about the journeys of Lehi’s family and the ancient Israelites?

To help students see that the Lord will protect and strengthen the righteous, invite one student to read 1 Nephi 17:48, 52–55 aloud. Ask the others to listen for ways God helped Nephi.

- What eventually softened the hearts of Laman and Lemuel?

Have a student read 1 Nephi 18:16, 21.

- In what ways can you follow Nephi’s example to receive the promised blessings of the Lord?

Explain that the scriptures often contain if-then statements. The Lord tells us that *if* we will do a certain thing, *then* He will bless us in a certain way.

- What if-then relationship do you see in 1 Nephi 17:13? (You may want to explain that this is one of the major themes in the Book of Mormon—that if the people will obey the commandments, then the Lord will bless them with prosperity in a land of promise. See also, for example, 1 Nephi 2:20; 4:14; 2 Nephi 1:9; Omni 1:6; Mosiah 1:7; Alma 48:25.)

💡 Have the students read 1 Nephi 18:8–20 silently.

- In what ways did Nephi suffer because of the disobedience of others?
- How did everyone in the group eventually suffer because of the rebellion?
- What can we learn from these examples?

Testify that disobedience always brings suffering, even though the suffering does not always come as immediately or as obviously as it did for Lehi’s family. As appropriate, invite students to share their thoughts on this subject. Share your testimony about the Lord blessing us as we obey His commands.

1 Nephi 17:7–11, 44–47; 18:1–4. We Must Prepare Ourselves to Follow the Promptings of the Spirit

💡 If you have a cell phone, display it. Ask students if they have tried to use a cell phone in areas with poor reception. Such areas are sometimes called dead spots. Have the students read 1 Nephi 17:45 silently and think about what caused spiritual “dead spots” for Laman and Lemuel.

- What do you think it means to be “past feeling”?
- What choices had Laman and Lemuel made that had led them to become “past feeling”?

As part of this discussion, you may want to use the statements by President James E. Faust (A), President Boyd K. Packer (B), and Elder Joseph B. Wirthlin (C) on the companion DVD. Or you can have students read those statements on page 39 in the student manual. President Packer explains that we *feel* the promptings of the Holy Ghost more than we hear

them. President Faust and Elder Wirthlin warn against attitudes and behaviors that lead us to experience spiritual “dead spots.”

- According to President Faust and Elder Wirthlin, what are some attitudes and actions that can weaken our ability to recognize the Spirit?

Invite students to read 1 Nephi 17:7–11, looking for things Nephi did to enhance his ability to communicate with Heavenly Father.

- What did Nephi do that helped him communicate with God? (Answers may include that he immediately obeyed the voice of the Lord, that he prayed in private, and that he worked hard in response to the answers to his prayers.)

Invite students to search 1 Nephi 18:1–4 and liken Nephi’s preparation to build the ship to their own preparation to meet challenges and trials.

- The Lord showed Nephi how to build the ship “from time to time.” Why do you think it was helpful for Nephi to learn a little bit at a time rather than receiving everything all at once?
- Why was it important for Nephi to follow the Lord’s instructions before the Lord would teach him more?

Invite a student to read 2 Nephi 28:30 aloud. Ask students how the principles of this verse apply to the account of Nephi’s life that we are now studying. Emphasize that the Lord rarely gives us all the information at once. As we proceed in faith, He unveils truths to us little by little.

- In what ways did Nephi demonstrate trust in the Lord?
- What can we do to follow Nephi’s example and build a life that, like Nephi’s ship, is “exceedingly fine” in the eyes of the Lord?

Share your testimony about the guidance we can receive from the Holy Ghost. Encourage students to follow Nephi’s example as they communicate with Heavenly Father.

CHAPTER 6

1 Nephi 19–22

Introduction

As you teach this lesson, you will lead a discussion about 1 Nephi 19–20, in which Nephi quotes the prophet Isaiah. You do not need to be an expert on the words of Isaiah to be able to teach them. As you prayerfully study the scriptures and use the help provided in this lesson and the student manual, you will be able to teach with power and enthusiasm (see “Introduction to the Writings of Isaiah,” on pages 43–45 in the student manual).

Nephi read the words of Isaiah to “more fully persuade [his people] to believe in the Lord their Redeemer” (1 Nephi 19:23). In sharing Isaiah’s prophecies, Nephi taught that although calamities will come to the world in the last days, “the righteous need not fear” because the Lord “will preserve [them] by his power” (1 Nephi 22:17). Look for ways to share this teaching and others that will bring comfort and strength to your students. Guided by the Spirit, you can help students see how Isaiah testified of the Savior and His dealings with the house of Israel, both anciently and today.

Some Doctrines and Principles

- Nephi’s purpose in keeping his record was to persuade others to remember their Redeemer (see 1 Nephi 19).
- We should liken the scriptures to ourselves for our profit and learning (see 1 Nephi 19:23–24).
- The Lord refines His people in the furnace of affliction (see 1 Nephi 20).
- The Lord promised to restore the gospel and gather Israel in the latter days (see 1 Nephi 21:18–25; 22:7–22).

Suggestions for Teaching

1 Nephi 19. Nephi’s Purpose in Keeping His Record Was to Persuade Others to Remember Their Redeemer

💡 Instruct students to silently read 1 Nephi 19:1–5 and look for answers to the following questions. You may want to write the questions on the board.

- How many sets of plates did Nephi make?
- In what ways were the sets of plates different from each other?

- Which set of plates does 1 Nephi come from? How do we know?

Invite a student to read 1 Nephi 19:6.

- After explaining the small plates and their contents, what did Nephi say he was going to write about?

💡 Instruct half of the class to read 1 Nephi 19:7–9 silently and the other half to read 1 Nephi 19:10–12 silently. Have students identify what they feel are the most meaningful phrases about the Savior in their assigned passages. Then ask why they have selected those phrases. Share your testimony of the Savior’s mission as found in these verses.

Ask a student to read 1 Nephi 19:18.

- What was Nephi’s purpose in writing these teachings?
- What do you think it means to remember the Lord? How do the scriptures help you remember Him?

As part of this discussion, you may want to share the following statement by President Henry B. Eyring of the First Presidency:

“We keep our covenant to remember Him every time we gather our families to read the scriptures. They testify of the Lord Jesus Christ, for that is the message and always has been of prophets. Even if children do not remember the words, they will remember the true Author, who is Jesus Christ” (in Conference Report, April 1998, 87; or *Ensign*, May 1998, 67).

1 Nephi 19:23–24. We Should Liken the Scriptures to Ourselves for Our Profit and Learning

💡 Invite students to name people from the scriptures whose examples have helped them.

- Why do you think it is valuable to compare ourselves and our circumstances with people and teachings in the scriptures?

Invite a student to read 1 Nephi 19:23–24. You may want to point out that verse 23 is a scripture mastery passage 📖.

- What are some ways we can “liken the scriptures” to ourselves?

Summarize students' responses on the board. You might refer to the questions included on page 43 in the student manual.

Share the following statement by Elder L. Lionel Kendrick of the Seventy:

“We must read [the scriptures] as if the Lord were speaking directly to us in a personal manner” (in Conference Report, April 1993, 16; or *Ensign*, May 1993, 15).

Encourage students to remember some of the ideas on the board and use these ideas as they study the scriptures.

1 Nephi 20. The Lord Refines His People in the Furnace of Affliction

💡 Write on the board “*Whom the Lord loveth he chasteneth*” (*Hebrews 12:6*).

- What does it mean to chasten? (To correct with punishment or suffering.)
- In what ways is chastening evidence of the Lord’s love for us?

Write the following on the board:

<p>1 Nephi 20:1–8 Evidence that the house of Israel had not been faithful to the Lord</p>	<p>1 Nephi 20:9–17 Evidence that the Lord still loved them and wanted them to be faithful to Him</p>
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Divide the class into two groups. Instruct one group to read 1 Nephi 20:1–8, looking for evidence that members of the house of Israel had not been faithful to the Lord at the time of this revelation. Instruct the other group to read 1 Nephi 20:9–17, looking for evidence that the Lord still loved them and wanted them to be faithful to Him.

Invite students from each group to share what they have found. Discuss students’ responses, noting ways these verses can apply in our day.

Invite students to read 1 Nephi 20:10.

- What are some possible meanings of the phrase “furnace of affliction”?
- How can the furnace of affliction help us be faithful to the Lord?

Allow time for students to respond, and then read Doctrine and Covenants 105:5–6 with the class.

Invite students to contemplate the contrast between 1 Nephi 20:10 and 1 Nephi 20:18–19. Then ask them to write their own conclusion to this statement: “I feel that the message of 1 Nephi 20 to us today is: _____.” Ask students to share their responses.

1 Nephi 21:1–17. The Lord Will Never Forget Us

1 Nephi 21 contains passages that reflect Nephi’s desire to “more fully persuade [us] to believe in the Lord [our Redeemer]” (1 Nephi 19:23).

💡 Read 1 Nephi 21:6–13 with the students, asking them to look for symbols that represent the Savior’s love for us.

- Verse 9 includes a reference to the Savior freeing prisoners. How might this apply to both the living and the dead?
- In what ways does the Lord comfort His people? How does He show “mercy upon his afflicted”? (verse 13).

💡 Invite students to read 1 Nephi 21:14–17.

- Why do you think people sometimes feel that the Lord has forgotten them? How might you use this passage to help someone who feels alone or frightened?
- What does it mean to you to be graven on the palms of the Savior’s hands?

As students ponder or discuss this question, you may want to share the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

“Christ will not forget the children he has redeemed or the covenant he has made with them for salvation in Zion. The painful reminders of that watch care and covenant are the marks of the

Roman nails graven upon the palms of his hands”
(*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 84).

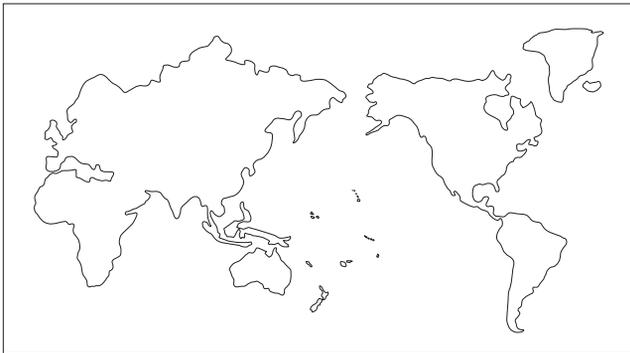
- What experiences have helped you know that the Lord has not forgotten you?

Share your testimony about the Savior’s love.

1 Nephi 21:18–25; 22:7–22. The Lord Promised to Restore the Gospel and Gather Israel in the Latter Days

💡 Point out that 1 Nephi 22 contains Nephi’s explanation of Isaiah’s words in 1 Nephi 20–21.

Draw a simple map of the world on the board, or show an overhead transparency of a map of the world. (If you choose to draw the map on the board, you may want to do so before class.)



Read 1 Nephi 22:1–2 with students.

- How does this verse reinforce the doctrine revealed in Amos 3:7  and 2 Peter 1:20–21?

Read 1 Nephi 22:3–4 with students.

- What is Nephi describing in these verses?

Make sure students understand that these verses are about the members of the house of Israel being scattered throughout the world. To emphasize this idea, using the map of the world from the diagram above, you could draw several lines from the area of Israel northward in different directions. These lines could illustrate the scattering of the ten lost tribes taken north in about 722 B.C. (see 2 Kings 18:9–11). Then draw a line from Israel to the Americas. This could illustrate

the migration of Lehi’s family. Then draw another line to the Americas, representing Mulek and his people (see Omni 1:14–16). Then draw a line from Central or South America to the north and another line to the west to the Polynesian islands. These lines could represent the possible migrations of Hagoth (see Alma 63:5–9). Help students understand that this represents a very small part of the scattering of Israel. Invite students to read 1 Nephi 22:3, 5 and identify to which nations the house of Israel was scattered.

- What reason does Nephi give in 1 Nephi 22:5 for Israel being scattered?

Invite students to silently read 1 Nephi 21:22–25.

Ask them to briefly share their understanding of this prophecy. Then read 1 Nephi 22:6–8 with students.

- What is Nephi’s interpretation of the prophecy in 1 Nephi 21:22–25? (Nephi saw the explanation as given in 1 Nephi 22:6–8 as part of the fulfillment of the prophecy in 1 Nephi 21:22–25.)
- What is the “mighty nation” referred to in 1 Nephi 22:7? (You might point to the United States of America on the map.) What is the “marvelous work” referred to in verses 7–8?

💡 Share the following statement by President Gordon B. Hinckley (1910–2008), the 15th President of the Church:

“How thankful I am for the wonders of the restored gospel of Jesus Christ. It is indeed a marvelous work and a wonder, which has been brought to pass by the power of the Almighty in behalf of His sons and daughters. We of this season in His work can serve in a work of salvation in behalf of the whole human family, including all the generations of the sons and daughters of God who have lived upon the earth in past centuries. The work is true” (*Teachings of Gordon B. Hinckley* [1997], 242).

Read 1 Nephi 22:9–10 with the students.

- In what ways will this “marvelous work” bless “all the kindreds of the earth”? (As students discuss this question, you might draw arrows on the map, going

out from the United States of America, signifying that the gospel was restored in the United States and has spread throughout the earth.)

- In verse 10, what does Nephi say the Lord will do? (To help students discover a possible origin of the phrase “make bare his arm,” refer them to page 47 in the student manual.)

Nephi explained how the Lord will “make bare his arm,” or show His power, “in the eyes of the nations.” Divide students into three groups for the following activity. Ask each group to search their assigned verses to discover how the Lord’s power will be manifest to the nations. Also ask them to discuss examples they have seen of the principles in these verses.

Group 1

1 Nephi 22:11–12, 24–25 (restoring covenants, bringing Israel out of spiritual darkness, helping them know that Jesus Christ is their Savior, numbering His sheep and gathering them into one fold)

Group 2

1 Nephi 22:14–15, 22–23 (destroying the proud and wicked who fight against Zion)

Group 3

1 Nephi 22:16–21 (preserving His covenant people)

Ask the groups to share their findings with one another in a class discussion. Then continue with the following questions:

- How do the teachings in these verses help you as you think about the future?
- In what ways does personal righteousness defend you against many of the difficulties in the world?

Share your testimony of the blessings we receive as we are gathered into the house of Israel in the latter days and keep our covenants.

CHAPTER 7

2 Nephi 1–3

Introduction

This scripture block contains some of Lehi's final counsel to his children before he died. The principles Lehi taught are vital to us today. He taught of the blessings God promises the obedient. He testified of the Creation, the Fall of Adam and Eve, and the Atonement of Jesus Christ in a way that can help us see how they relate to each other. He also included a prophecy given by Joseph in Egypt, bearing testimony of the calling and ministry of the Prophet Joseph Smith. As you discuss these teachings, you can help students see how they relate to their lives.

Some Doctrines and Principles

- The righteous in the land of promise receive blessings (see 2 Nephi 1:5–12).
- The Creation, the Fall, and the Atonement are essential in Heavenly Father's plan of redemption (see 2 Nephi 2).
- The Restoration of the gospel fulfilled ancient prophecy (see 2 Nephi 3).

Suggestions for Teaching

2 Nephi 1:5–12. The Righteous in the Land of Promise Receive Blessings

💡 Write on the board *Land of Promise*. Begin your discussion by asking some of the following questions:

- What comes to your mind when you hear the phrase “land of promise”?

Invite a student to read Hebrews 11:8–9.

- Where was the land of promise for Abraham?

Invite a student to read 2 Nephi 1:5.

- On what continent is the land of promise in this prophecy?

Help students understand the Lord has designated different lands of promise for His people based on their circumstances and needs.

Explain that Lehi told his children of the blessings and cursings that were associated with their land of promise. On the board, make a chart with two columns. Label one column *Blessings* and the other column *Cursings*. Invite students to study 2 Nephi 1:7–12, looking for blessings and cursings to complete

the chart. After a few minutes, invite them to share what they have learned. Write their insights on the board briefly. Students' answers may be similar to those in the following chart:

Blessings (2 Nephi 1:7–9)	Cursings (2 Nephi 1:10–12)
land of liberty (verse 7)	judgments of God to rest upon them (verse 10)
never brought down into captivity (verse 7)	bring other nations that will have power to take away lands of their possessions (verse 11)
kept from knowledge of other nations for a while (verse 8)	scattered and smitten (verse 11)
prosper upon the face of the land (verse 9)	bloodshed (verse 12)
none to take away the land of their inheritance (verse 9)	
dwell safely forever (verse 9)	

Explain that in the latter days, it was necessary for a nation to be established that would allow for the blessings of the gospel to be restored. Once the gospel had been established there, the kingdom of God could expand throughout the world. Discuss with students the blessings relating to the land of promise that can also apply to other countries where Church members live.

Share your feelings about how the gospel has blessed you personally and your country generally.

2 Nephi 2. The Creation, the Fall, and the Atonement Are Essential in Heavenly Father's Plan of Redemption

💡 Explain that through Lehi's teachings in chapter 2, we can learn about the relationship between the Creation, the Fall, and the Atonement.

Write on the board *Creation—Fall—Atonement*. Share the following statement by Elder Russell M.

Nelson of the Quorum of the Twelve Apostles (also available on the companion DVD **(A)**). Look for how the Creation, the Fall, and the Atonement relate to each other.

“The plan required the Creation, and that in turn required both the Fall and the Atonement. These are the three fundamental components of the plan. The creation of a paradisiacal planet came from God. Mortality and death came into the world through the Fall of Adam. Immortality and the possibility of eternal life were provided by the Atonement of Jesus Christ. The Creation, the Fall, and the Atonement were planned long before the actual work of the Creation began” (in Conference Report, Apr. 2000, 105; or *Ensign*, May 2000, 84).

Write the following scripture references on the board:

2 Nephi 2:11-16
 2 Nephi 2:17-25
 2 Nephi 2:6-10, 26-29

Ask students to read each of these passages and tell which aspect of the plan of salvation it discusses. Then lead a discussion about each aspect of the plan, using some of the following suggestions:

THE CREATION (2 Nephi 2:11-16)

- What are the purposes of the Creation, as expressed in this passage?
- Why was the Creation a necessary step before the Fall and the Atonement?
- What are some examples of “opposition in all things”? Why do we need opposition?

THE FALL (2 Nephi 2:17-25)

- What conditions existed before the Fall? What conditions existed after the Fall?

As you conduct this discussion, you may want to list these conditions on the board in two columns. Some examples are shown in the following chart:

Before the Fall	After the Fall
Adam and Eve would not have had children.	They had children.
Adam and Eve would not have known joy or misery.	They could experience both joy and misery.
They would not have done good or evil.	They could do good, and they could also sin.
They would have remained in the Garden of Eden forever.	They were cast out of the Lord’s presence and out of the Garden of Eden. They became fallen and mortal—subject to physical death (see also Moses 6:48).

- Why was the Fall necessary in the plan of happiness? (See Moses 5:11-12.)

Many people feel that the Fall of Adam and Eve was a terrible mistake. Share with the students the following explanation given by Elder Bruce C. Hafen of the Seventy (also available on the companion DVD **(B)**):

“The Fall was not a disaster. It wasn’t a mistake or an accident. It was a deliberate part of the plan of salvation. We are God’s spirit ‘offspring,’ sent to earth ‘innocent’ of Adam’s transgression. Yet our Father’s plan subjects us to temptation and misery in this fallen world as the price to comprehend authentic joy. Without tasting the bitter, we actually *cannot* understand the sweet. We require mortality’s discipline and refinement as the ‘next step in [our] development’ toward becoming like our Father. But growth means growing pains. It also means learning from our mistakes in a continual process made possible by the Savior’s grace, which He extends both during and ‘*after all we can do*’ ” (in Conference Report, Apr. 2004, 100; or *Ensign*, May 2004, 97; in this statement, Elder Hafen quotes the following sources: Acts 17:28; D&C 93:38; Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 207; 2 Nephi 25:23 with italics added).

Invite students to take a moment and memorize 2 Nephi 2:25 . Ask for volunteers to recite it to the class.

THE ATONEMENT (2 Nephi 2:6–10, 26–29)

- According to these verses, why was the Atonement necessary?
- According to 2 Nephi 2:7, what must we do to fully take advantage of the sacrifice Jesus Christ offered us? (For an explanation of the phrase “a broken heart and a contrite spirit,” see the information about 3 Nephi 9:19–20 on pages 296–97 in the student manual.)
- What can we do to “make these things known unto the inhabitants of the earth”? (2 Nephi 2:8).

Ask a student to recite or read the third article of faith. Remind students that the Atonement of Christ overcomes the effects of the Fall of Adam for all people. We will all be resurrected—saved from physical death. We will also be saved from the spiritual death brought about by the Fall—we will return to God’s presence to be judged. (See Helaman 14:15–17.) In order to receive all the blessings of the Atonement—in order to receive exaltation—we must be concerned with our individual “fall” due to our personal sins. We must qualify for all the blessings of the Atonement “by obedience to the laws and ordinances of the Gospel” (Articles of Faith 1:3).

If hymnbooks are available, consider inviting students to sing or read “I Stand All Amazed” (*Hymns*, no. 193).

Conclude by sharing your testimony about Heavenly Father’s love for us in providing His plan for our salvation.

2 Nephi 2:26–27. We Have the Freedom to Choose Liberty and Eternal Life or Captivity and Death

 Invite students to read 2 Nephi 2:26–27 silently.

- What do you think it means to “act for [our]selves and not to be acted upon”?
- Why is agency such a critical element in the plan of salvation?
- According to verse 27 , what are we free to choose?

Invite students to describe a person (without revealing the person’s identity) who has become captive because

of unrighteous choices. Then invite students to describe someone who demonstrates liberty through righteous choices.

Share your testimony of the blessings that come from using agency righteously.

2 Nephi 3. The Restoration of the Gospel Fulfilled Ancient Prophecy

 The Restoration of the gospel through the Prophet Joseph Smith fulfilled a prophecy by the Old Testament prophet Joseph, son of Jacob. Have students read 2 Nephi 3:6–18, taking turns reading verses. Invite them to identify the four Josephs mentioned.

Divide students into small groups. Invite students to identify the different prophecies mentioned in verses 6–18 regarding the Prophet Joseph Smith. When they have finished, you may want to invite them to compare their lists with the list on pages 56–57 in the student manual.

Read the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles:

“The Lord foreordained . . . Joseph Smith, Sr., who is spoken of in the holy scriptures, to be one of the earthly parents of the Prophet. Joseph of Egypt prophesied that the latter-day seer whom God would raise up to do his work would be ‘called Joseph’ (Joseph Smith Translation, Genesis 50:33), and his name would ‘be after the name of his father’ (2 Nephi 3:15). The heavenly messenger Moroni admonished young Joseph to go to his father following a glorious night of sacred instruction. In Joseph’s words, this messenger ‘commanded me to go to my father and tell him of the vision and commandments which I had received. I obeyed; I returned to my father in the field, and rehearsed the whole matter to him. He replied to me that it was of God, and told me to go and do as commanded by the messenger’ (Joseph Smith—History 1:49–50)” (in Conference Report, Oct. 1991, 4; or *Ensign*, Nov. 1991, 5–6).

- How do the prophecies in 2 Nephi 3 influence your testimony of the Restoration and the Prophet Joseph Smith? (See also Joseph Smith Translation, Genesis 50:24–38, in the Bible appendix.)

Ask a student to read 2 Nephi 3:12. Then ask how this prophecy has been fulfilled. To further answer this question, share the statement by President Boyd K. Packer on page 57 in the student manual.

Ask students to read 2 Nephi 3:15, 18, 24. To help them better understand the important role of the Prophet Joseph Smith, you could share the insights about him on pages 55–56 in the student manual.

Invite students to share their testimonies of the Restoration of the gospel through the Prophet Joseph Smith.

CHAPTER 8

2 Nephi 4–8

Introduction

President Howard W. Hunter reminded us that “life has a fair number of challenges” (“An Anchor to the Souls of Men,” *Ensign*, Oct. 1993, 70). Some of the greatest challenges in life, as well as the greatest joys, come from our families. In 2 Nephi 4–5 we read about how Lehi’s family dealt with extraordinary challenges—some family members made wise decisions that led to joy, while others continued down the path to sorrow. We read the heartfelt “psalm of Nephi,” in which we see how the Lord can help us overcome personal weaknesses and disappointments (see 2 Nephi 4:15–35). We also see what Nephi and his people did to live “after the manner of happiness” (2 Nephi 5:27). As we apply the principles in these chapters, we too can live so that our efforts lead us to happiness. In 2 Nephi 6–8 we read part of a sermon by Nephi’s brother Jacob, testifying of the Atonement of Jesus Christ and the gathering of Israel.

Some Doctrines and Principles

- Trusting in the Lord gives us reason to rejoice (see 2 Nephi 4:15–35).
- The Lord warns us to separate ourselves from wickedness (see 2 Nephi 5:5–7).
- Israel will be restored when they believe in the Messiah (see 2 Nephi 6–8).

Suggestions for Teaching

2 Nephi 4:3–9. Lehi Counsels and Blesses the Children of Laman and Lemuel

💡 Display a multigenerational picture from your family (with at least a child, a parent, and a grandparent).

Ask students about the influence loving parents, grandparents, and other family members can have on children. Ask questions such as the following:

- How can parents influence children for good? How can grandparents influence children for good?
- How have your family members influenced your life for good?

Explain that 2 Nephi 4 begins with Lehi counseling some of his grandchildren. Invite a student to read 2 Nephi 4:3–9. Consider asking the following questions to lead a discussion:

- What does Lehi teach his grandchildren in verse 4?
- What principle of parenting does Lehi teach in verse 5? What are some things parents can do to bring up their children in the way they should go?
- What promise does Lehi give to the children of Laman and Lemuel in verses 7 and 9?

As part of this discussion, you may want to have a student read President Henry B. Eyring’s experience on pages 58–59 in the student manual.

2 Nephi 4:15–35. Trusting in the Lord Gives Us Reason to Rejoice

💡 Ask students to briefly talk about someone they trust and explain why they trust that person.

- What are some of the results of this trust?

Have students read 2 Nephi 4:19–20 to see whom Nephi trusted. Explain that they will see some of the results of Nephi’s trust as they discuss other verses in 2 Nephi 4.

💡 Show the students an object that you treasure. Briefly tell them about the object.

- How can you tell that I treasure this object? (They might mention the words you used to describe it, the way you handle it, or the way you look at it.)

Ask students to read 2 Nephi 4:15–16. Invite them to look for what Nephi treasured. Then conduct a discussion, asking some or all of the following questions:

- What did Nephi treasure? (The scriptures and “the things of the Lord.”) How can you tell that he treasured these things? (Answers may include that he delighted in them, pondered them continually, and wrote them for his children.)
- What can we do to treasure the scriptures and the things of the Lord?
- How do you think Nephi’s love of the scriptures influenced his trust in God?
- In what ways has your love of the scriptures influenced your trust in God?

💡 2 Nephi 4:15–35 is sometimes called the psalm of Nephi. You may want to invite students to turn to page 59 in the student manual to learn the definition of the word *psalm* and then to share what they have learned.

Explain that through a careful reading of the psalm of Nephi, we can see what Nephi did to deal with his weaknesses and disappointments. Nephi's words can guide us as we work through our own weaknesses and disappointments.

Write the following on the board, leaving off the statements in parentheses:

2 Nephi 4

15–16 (*I delight in the Lord's words.*)

17–19 *Nevertheless . . . (my sins bring me sorrow.)*

19–25 *Nevertheless . . . (I know God has blessed me, guided me, and filled me with His love.)*

26–27 *O then, . . . why . . . (do I continue to sin?)*

In verses 15–27, Nephi expresses highs and lows in his spiritual feelings. Have students take turns reading from these verses. For each set of verses, ask students to suggest statements that summarize Nephi's feelings. Possible statements are included above in parentheses.

Ask students to read 2 Nephi 4:29–35 to discover how Nephi found the strength to face his difficulties.

- Nephi stated that he had trusted in the Lord and that he would trust in the Lord forever (see verse 34). How can learning to trust in the Lord now help us develop greater faith?

Invite students to share how they have trusted in the Lord in the past and how they have been blessed as a result.

2 Nephi 5:5–7. The Lord Warns Us to Separate Ourselves from Wickedness

💡 If the picture *Lehi's Family Leaving Jerusalem* (item number 62238; Gospel Art Picture Kit 301) is available, show it to your students. Explain what is happening in the picture.



Scott Snow, © 1981 IRI

- Why did Lehi's family need to leave Jerusalem?

Ask students to name other individuals or groups of people in the scriptures whom the Lord commanded to leave places of wickedness. Students might name some of the following: Abraham (see Abraham 1–2), Moses (see Exodus 3), and the first King Mosiah (see Omni 1:12).

Explain that soon after Lehi died, the Lord commanded Nephi and his people to separate themselves again—this time from the wicked members of their group. Invite a student to read 2 Nephi 5:1–7.

- As we read these verses, what details do we learn about Nephi's departure?

Ask a student to write the other students' responses on the board. Answers might be similar to the following list:

The Lord warned Nephi.

Nephi was to flee into the wilderness.

He took all who would go with him.

Those who went believed in the warnings and revelations of God.

They journeyed many days until they found a new place to live.

Explain that Nephi's life would have been in danger if he had not heeded the Lord's warning to flee. If we do

not heed the Lord’s warnings, our mortal lives may not be threatened, but our spiritual lives will be in danger.

Ask students to look at the statements on the board.

- How might these statements relate to our efforts to flee from wickedness?

You may want to list answers on the board. Some possible answers are shown below:

The Lord warned Nephi. The Lord often warns us of dangers.

Nephi was to flee into the wilderness. We have been warned to flee wickedness.

He took all who would go with him. We have been counseled to associate with good friends who believe as we do.

Those who went believed in the warnings and revelations of God. We have been counseled to hearken to the words of our parents, our leaders, and the prophet.

They journeyed many days until they found a new place to live. It sometimes takes significant effort for us to do what we have been prompted to do.

Ask students to consider challenges they may face with one or more of the following: friends, parties, free time, work, school, television, movies, the Internet, music, books, and magazines.

- How can the principle of fleeing wickedness apply to these challenges?
- What did the followers of Laman and Lemuel lose when Nephi separated himself from them? (Answers may include priesthood, saving ordinances, revelation, scriptures, and a prophet.)
- What do people today lose when they separate themselves from the prophet?
- According to Helaman 13:14, what would be another disadvantage for the wicked when all of the righteous leave a community?

As a summary, you may want to have the students refer to the statement by Elder Richard G. Scott on pages 60–61 in the student manual.

2 Nephi 5:7–18, 26–27. Nephi’s People Lived after the Manner of Happiness

💡 Invite students to read 2 Nephi 5:7–18, 26–27. Ask them to look for things the Nephites did or had that contributed to their happiness. After giving the students a few minutes to read, ask them to share what they have found.

Ask a student to read the statement by President Gordon B. Hinckley on pages 61–62 in the student manual.

- What principles of happiness do you see in this statement?
- What application can you see in your life?

2 Nephi 6–8. Israel Will Be Restored When They Believe in the Messiah

These chapters contain part of a sermon by Nephi’s brother Jacob, including some prophecies of Isaiah. Help students understand that these teachings apply to “all the house of Israel” (2 Nephi 6:5).

💡 Show students a set of bookends. Ask what purpose bookends serve. (They support books and other items placed between them.) Explain that teachers often use “bookends” to teach a lesson. These bookends are the lesson’s introduction and summary. In 2 Nephi 6–8, Jacob teaches from the writings of Isaiah. He includes bookends for these teachings, helping us understand what he wants us to learn.

Jacob’s introductory bookend can be found in 2 Nephi 6. Ask a student to read 2 Nephi 6:4–5.

- What periods of time did Jacob say he would teach about?
- According to Jacob, why were the teachings of Isaiah important for the people?

Jacob’s summary bookend is in 2 Nephi 9:1–3. Read these verses with students. Invite students to look for reasons why Jacob shared the writings of Isaiah.

- How might an understanding of these bookends help us as we read 2 Nephi 6–8?

💡 On the board, write *Jewish History and Destiny* and *Principles of the Gathering of Israel*. Explain that Jacob’s teachings can be organized into these two categories.

Jewish History and Destiny

Write the following dates and events, some of which are taken from the chronology on pages 635–45 in the Bible Dictionary, on the board under the heading *Jewish History and Destiny*. (You may want to write these on the board or on a poster before class.) Do not write the Book of Mormon references in the parentheses yet.

Invite students to read 2 Nephi 6:6–11 and identify which verses go with which event. Some verses may be used with more than one statement. As students suggest references, ask one of the students to add them to the list.

Jewish History and Destiny

587 B.C.—*Capture of Jerusalem (verse 8)*

537 B.C.—*Decree of Cyrus for the return of the Jews (verse 9)*

A.D. 30–33—*Mortal ministry of Jesus Christ (verse 9)*

A.D. 33—*Crucifixion of Jesus Christ (verse 9)*

A.D. 70—*Siege and capture of Jerusalem, leading to another scattering of the Jews (verses 10–11)*

- Ask students to look at 2 Nephi 6:11 again. What will lead to the gathering of the house of Israel? (When they come to the knowledge of their Redeemer, they will be gathered to the lands of their inheritance. For explanations on what it means for members of the house of Israel to come to a knowledge of their Redeemer, see 1 Nephi 15:14–16; 2 Nephi 30:7.)

Have a student read the chapter heading for 2 Nephi 7. Point out that this chapter contains Isaiah’s prophecy about the mortal ministry and Atonement of Jesus Christ.

Invite students to read 2 Nephi 7:2, 4–8 silently. Ask them to look for phrases in this prophecy that foreshadowed what the Messiah would say, do, or experience. Discuss how this prophecy was fulfilled during the Savior’s ministry.

Invite students to express their feelings about what these verses teach about the Savior.

Read 2 Nephi 8:17–23 with students. Explain that these verses talk about future events.

- According to verse 18, what would the Jews be living without? (Without anyone to guide them.)
- In verses 21–23, what does the Lord promise to do for His people? (He promises to take their suffering—“the cup of trembling, the dregs of the cup of [His] fury”—and put it on their persecutors.)

Principles of the Gathering of Israel

To help students see that 2 Nephi 8 is about the gathering of Israel, invite them to read the chapter heading. Then divide them into two groups. Assign one group to read 2 Nephi 8:1–2, 7–8, 12, 24–25, looking for answers to this question:

- How can the Lord’s counsel in these verses help us be among those who are gathered in the last days?

Assign the other group to read 2 Nephi 8:3–6, 11, looking for answers to this question:

- How can remembering these promised blessings help us remain faithful during times of temptation?

After four or five minutes, ask students what they have learned.

- What is the relationship between missionary work and the gathering of Israel? (Help students understand that they are part of the gathering of Israel as they invite their friends and loved ones to learn more about the gospel.)

Share the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles:

“Why was Israel scattered? . . . Our Israelite forebears were scattered because they rejected the gospel, defiled the priesthood, forsook the church, and departed from the kingdom. They were scattered because they turned from the Lord, worshipped false gods, and walked in all the ways of the heathen nations. They were scattered because they forsook the Abrahamic covenant, trampled under their feet the holy ordinances, and rejected the Lord Jehovah, who is the Lord Jesus,

of whom all their prophets testified. Israel was scattered for apostasy. The Lord in his wrath, because of their wickedness and rebellion, scattered them among the heathen in all the nations of the earth.

“What, then, is involved in the gathering of Israel? The gathering of Israel consists in believing and accepting and living in harmony with all that the Lord once offered his ancient chosen people. It consists of having faith in the Lord Jesus Christ, of repenting, of being baptized and receiving the gift of the Holy Ghost, and of keeping the commandments of God. It consists of believing

the gospel, joining the Church, and coming into the kingdom. It consists of receiving the holy priesthood, being endowed in holy places with power from on high, and receiving all the blessings of Abraham, Isaac, and Jacob, through the ordinance of celestial marriage” (*A New Witness for the Articles of Faith* [1985], 515).

Bear testimony of the gathering of Israel, of our opportunity to be gathered to the Savior as members of His Church, and of our opportunity to help others gather as well.

CHAPTER 9

2 Nephi 9–10

Introduction

As Nephi compiled his record, he included two of his brother Jacob's sermons. In the first sermon, which spans 2 Nephi 6–9, Jacob testified of the power of the Savior's Atonement to ransom us from the spiritual and physical effects of the Fall. In the second sermon, found in 2 Nephi 10, Jacob again shared a message of redemption. After prophesying of the scattering of the Jews, he offered a message of hope for all people through the Savior's grace. He encouraged us to "remember [Jesus Christ], and lay aside our sins, and not hang down our heads, for we are not cast off" (2 Nephi 10:20).

Some Doctrines and Principles

- The Atonement ransomed all people from the Fall and prepared the way for the righteous to inherit the kingdom of God (see 2 Nephi 9:5–21, 41, 46).
- Our attitudes and actions determine whether we receive the full blessings of the Atonement (see 2 Nephi 9:21–54).
- When members of the house of Israel believe in Jesus Christ, they are gathered in as His covenant people (see 2 Nephi 10).

Suggestions for Teaching

2 Nephi 9:5–21, 41, 46. **The Atonement Ransomed All People from the Fall and Prepared the Way for the Righteous to Inherit the Kingdom of God**

🔊 Before class, prepare the board display in this section.

Explain that 2 Nephi 9 is one of the most descriptive chapters on the Atonement in all the scriptures. By studying this chapter, students can gain a deeper knowledge of the doctrine of the Atonement.

Divide the class into four groups. Assign each group one of the four scripture blocks on the board. They may read the verses silently or aloud to one another. Then they should discuss answers to their assigned questions. Have each group appoint a spokesperson to present their answers to the class. Invite the students to mark passages in their scriptures that are important to them as they listen to the answers from each group. (This activity may take several minutes to complete.)

Group 1

2 Nephi 9:7–13, 19; *see also* Alma 42:9; Helaman 14:15–18

- If there were no Atonement, what would happen to our bodies? What would happen to our spirits?
- What is physical death? What is spiritual death?
- How does the Atonement help us overcome physical death and spiritual death?
- Why do you think Jacob called physical and spiritual death an "awful monster"?

Group 2

2 Nephi 9:12–16, 41, 46

- As you read and ponder these verses, what do you learn about the Judgment?
- Who will make the final judgment on us? (*See also* John 5:22.)
- How will the wicked respond when they are judged?

Group 3

2 Nephi 9:5–7

- How are death and resurrection essential elements of God's plan?
- What is the "first judgment" mentioned in 2 Nephi 9:7? How does the Atonement overcome its effects?

Group 4

2 Nephi 9:16–21

- What does it mean to you to endure the crosses of the world?
- What are some of the blessings promised to the righteous through the Atonement?
- Jacob taught that Jesus Christ suffered the pains of all people. How does this truth affect your feelings about the Savior? How has this truth influenced your life?

At the conclusion of this exercise, you may want to invite students to share their feelings about what Jacob

taught. You may summarize students' feelings as you share your testimony of these teachings.

To help students focus on the Atonement of Jesus Christ, you might consider inviting them to share their favorite lines from their favorite sacrament hymns.

2 Nephi 9:21–54. Our Attitudes and Actions Determine Whether We Receive the Full Blessings of the Atonement

Jacob's teachings in 2 Nephi 9 help us understand how our attitudes and actions affect our ability to receive all the blessings of the Atonement. Some attitudes and actions help us come unto Christ, while others prevent us from coming unto Him.

💡 To help students discover these attitudes and actions, give each of them a piece of paper. Ask them to fold their papers in half. On one half of the paper, have them write *Distancing Ourselves from Christ*. On the other half, have them write *Coming unto Christ*. Invite them to read 2 Nephi 9:21–54 and list the attitudes and actions from those verses that fall into these two categories. You may want to ask students to work in pairs. You may also want to encourage them to mark their findings in their scriptures in addition to writing them on their papers.

After several minutes, invite students to share their findings. To help them ponder and apply their discoveries, ask some or all of the following questions. You may also prepare your own questions about these same verses or about other verses in the reading assignment.

- How do the principles and ordinances in verses 23–24 relate to our ability to receive the blessings of the Atonement?
- In verse 27, what do you think it means to waste the days of our probation? (You might want to point out that our mortal life is sometimes called “the days of our probation”—in other words, a time to be tested.) Why is the Lord displeased with us if we waste our days?
- How can we apply the counsel in verses 28–29 📖 as we seek to learn and gain an education? How can we apply the counsel in verse 30 as we seek to support ourselves and our families? In connection

with these verses, see verses 42–43. Why do we need to see ourselves as “fools before God”?

- What do you think it means to be deaf or blind, as expressed in verses 31–32? What can we do to open our spiritual ears and eyes?
- Jacob spoke against those who worship idols (see verse 37). What are some modern examples of idol worship? Why do you think the devil “delighteth” in idol worship?
- What do you think it means to be “carnally-minded”? (2 Nephi 9:39). How does this attitude prevent us from coming unto Christ? What do you think it means to be “spiritually-minded”? How does this attitude help us come unto Him? (You may want to give students time to memorize the second sentence of 2 Nephi 9:39. Then invite one or more students to recite the sentence.)
- In verses 50–51, Jacob speaks of quenching our thirst and satisfying our hunger. How do these words relate to our efforts to come unto Christ?
- In what ways can these verses influence us in making important decisions?

Invite each student to examine his or her lists and determine something he or she will do to more fully partake of the blessings of the Atonement.

2 Nephi 10. When Members of the House of Israel Believe in Jesus Christ, They Are Gathered In as His Covenant People

Having taught about personal, individual redemption (see 2 Nephi 9), Jacob concluded his sermon. He told the people that he would “declare unto [them] the remainder of [his] words” the next day (2 Nephi 9:54). When he taught the people again, he returned to the subject he had taught at the beginning of his first sermon: the redemption of the house of Israel. He spoke of the future of the Jews in Jerusalem, of his people, and of the Gentiles who would live in the Americas. This chapter also helps introduce the writings of Isaiah contained in 2 Nephi 12–24.

💡 Invite a student to read 2 Nephi 10:3–6. These verses contain Jacob's prophecy concerning those in the land of Jerusalem.

- According to these verses, what would lead to the scattering of Israel after the Savior's ministry?

Invite another student to read 2 Nephi 10:7–8.

- What must happen among the members of the house of Israel before they will be able to return to the lands of their inheritance?
- What role do full-time missionaries play in gathering Israel?
- What can we do to help gather Israel?

As students discuss these questions, you may want to have them read the statements by Elder Bruce R. McConkie on pages 70–71 in the student manual and the statement by Elder Russell M. Nelson on page 71 in the student manual. The statement by Elder Nelson is also available on the companion DVD .

Jacob continued to describe many events that would surround the latter-day gathering of Israel. Write the following references on the board. Ask students to copy the list on a sheet of paper.

2 Nephi 10

verse 8
verse 9
verses 10–12
verses 13–16
verse 17
verses 18–19
verses 20–22

Ask students to read each reference individually and summarize Jacob’s teachings in their own words. (Some

students may ask about Jacob’s prophecy in verses 10–12 that there will be no kings. They may think that the prophecy is inconsistent with later records in the Book of Mormon, which include kings such as Mosiah, his son Benjamin, and Benjamin’s son Mosiah. Point out that the Nephite kings were Israelites, not Gentiles. Jacob’s prophecy referred to the Gentiles of the last days, not to the kings of their days.)

After a few minutes, ask students to share what they have found in each reference. Students may have discovered more than one idea relating to each passage.

Have a student read 2 Nephi 10:22–25.

- What truths in these verses can help us “cheer up [our] hearts”? (verse 23). Why are these truths meaningful to you?
- When Jacob commanded the people to “reconcile [them]selves to the will of God” (verse 24), he was encouraging them to make their will consistent with God’s will. What are some things we might need to do today to reconcile ourselves to the will of God?
- Why is it important to remember that even after we have worked diligently to reconcile ourselves to the will of God, we are saved only through His grace?

Testify of the Atonement of Jesus Christ and of the other principles students have discussed in this lesson. Share your feelings about how these truths have blessed your life.

CHAPTER 10

2 Nephi 11–16

Introduction

Nephi and his brother Jacob quoted Isaiah extensively, and they both declared that we should liken Isaiah's teachings to ourselves (see 1 Nephi 19:23; 2 Nephi 6:5). Although Isaiah lived long ago and often spoke about people, places, and things that are unfamiliar to us, his teachings are relevant to our lives today. As you and your students search his words, you will find that his warnings, words of encouragement, and declarations about the Savior are as timely now as they were when he wrote them.

Each of the Isaiah chapters has its own message. However, some themes stretch through more than one chapter. This lesson, covering 2 Nephi 11–16, refers to the great judgments that will befall the wicked in the last days and the Lord's promise to remember His people in those days. The next lesson covers 2 Nephi 17–24, which contain Isaiah's prophecies of how the promise to preserve the humble and obedient followers of Jesus Christ will be fulfilled. Chapter 12 covers 2 Nephi 25–27, which include Nephi's own commentary and help bring clarity and understanding to the Isaiah writings, removing many stumbling blocks readers may face. Nephi also testifies that the coming forth of the Book of Mormon helps fulfill specific prophecies of Isaiah.

Do not be overly concerned about the meanings of symbolic language. Instead, help students see how Isaiah's message applies in their lives.

Some Doctrines and Principles

- All things that God has given us typify Jesus Christ (see 2 Nephi 11:4–8).
- God will bring judgment and peace in the last days (see 2 Nephi 12–14).
- Isaiah prophesied that the Lord would lift an ensign to gather Israel (see 2 Nephi 12:1–3; 15:13–30).

Suggestions for Teaching

2 Nephi 11:1–3. Nephi, Jacob, and Isaiah Serve as Three Witnesses of Christ in the Book of Mormon

💡 Hold up a copy of the Book of Mormon. Ask students if they can identify the three main writers in the

small plates of Nephi. Help them understand that the writings of Nephi, Jacob, and Isaiah constitute 135 of the 143 pages in the small plates (from the book of 1 Nephi through the book of Omni).

Read 2 Nephi 11:1–3 with students to discover an experience that Nephi, Jacob, and Isaiah had in common.

- Why might it be important to have the testimonies of these three prophets near the beginning of the Book of Mormon?
- According to 2 Nephi 11:3, how does God establish His word? Why do you think it is important to have multiple witnesses of God's word?
- Nephi said that in addition to providing witnesses, the Lord "proveth all his words" (2 Nephi 11:3). How has the Lord helped you see the truthfulness of His words?
- When else has the Lord provided three witnesses?

To help the students connect Nephi, Jacob, and Isaiah—three witnesses *in* the Book of Mormon—to Oliver Cowdery, David Whitmer, and Martin Harris—the Three Witnesses *of* the Book of Mormon—invite a student to read the section heading to Doctrine and Covenants 17. Invite another student to read Doctrine and Covenants 17:1–4. Encourage students to cross-reference 2 Nephi 11:1–3 with Doctrine and Covenants 17:1–4.

Invite a student to read the statement by Elder Jeffrey R. Holland on pages 72–73 in the student manual.

Encourage students to listen for reasons that it is important to have the writings of Nephi, Jacob, and Isaiah near the beginning of the Book of Mormon.

- According to Elder Holland, why is it important to have these writings of Nephi, Jacob, and Isaiah? (To establish the Book of Mormon as another testament of Jesus Christ and to lay the foundation for teaching the doctrine of Christ in the Book of Mormon.)
- How can the Book of Mormon strengthen people's testimony of Jesus Christ? How has it strengthened yours?

2 Nephi 11:4–8. All Things That God Has Given Us Typify Jesus Christ

🔦 Invite students to read 2 Nephi 11:4 silently. Suggest that they mark the word *typifying*. Ask if they know the meaning of the word. You may want to have them read Moses 6:63 and the explanation of the word *typify* on page 73 in the student manual. Ask them to underline key words in that explanation, such as *represent*, *reminder*, *emblem*, and *instruct*.

- Why do you think the Lord uses types, or symbols, to teach His people?
- Why is it helpful for us to be aware of this teaching method?
- What types of Jesus Christ have you seen in the scriptures? in your life? in the world around you?

Have students silently read 2 Nephi 11:4–7. Encourage them to underline important truths about Jesus Christ that they can learn from Nephi’s testimony. Ask students to divide into pairs. Invite them to compare what they marked about the Savior. Then ask each pair of students to discuss the following questions:

- Which of these statements about Jesus Christ are the most important to you? Why?

🔦 Read 2 Nephi 11:8 with the class. Explain that this verse serves as a preview of Isaiah’s words.

- According to this verse, why did Nephi share the words of Isaiah with us?

Explain that 2 Nephi 12–24 and 27 contain words of Isaiah. Nephi’s testimony of the Savior in 2 Nephi 11 prepares us to look for types of Jesus Christ in Isaiah’s teachings. Nephi’s testimony also prepares us to understand Isaiah’s teachings concerning the Lord’s work in the latter days.

Bear your testimony of Isaiah’s teachings in the Book of Mormon. Encourage students to look for ways these teachings can change their lives and help them prepare for the great events of the last days.

2 Nephi 12–14. God Will Bring Judgment and Peace in the Last Days

🔦 Before class, prepare the following chart on the board or in a handout. Include the scripture references, the names given to each group in the scriptures (in quotation marks), and the italicized description of each group, but do not include the answers (the numbered lists). Instead, leave space to write in each column.

JUDGMENT AND PEACE

2 Nephi 12:5; 13:1–15	2 Nephi 13:16–26	2 Nephi 14:2–6
<p>“House of Jacob”</p> <p>The house of Israel, including Judah and Jerusalem (see 2 Nephi 13 chapter heading)</p> <ol style="list-style-type: none"> 1. Famine (13:1) 2. Removal of leaders and honorable men (13:2–4) 3. Disrespect for one another (13:5) 4. Jerusalem will be ruined (13:8) 5. Judah will fall (13:8) 6. The wicked and the righteous will be rewarded for their actions (13:9–11) 7. The Lord will judge them (13:13–15) 	<p>“Daughters of Zion”</p> <p>Members of the Church who become prideful and worldly</p> <ol style="list-style-type: none"> 1. “The Lord will discover their secret parts” (13:17; guide students to Isaiah 3:17, footnote a, which explains that this is a Hebrew expression meaning “put them to shame”) 2. The Lord will take away the things with which they have adorned themselves (13:18–24) 3. Men will be killed in war (13:25) 4. The people will become desolate (13:26) 	<p>“Them that are escaped”</p> <p>Righteous members of the house of Israel in the millennial day</p> <ol style="list-style-type: none"> 1. They will be beautiful and glorious (14:2) 2. The fruit of the earth will be excellent for their sake (14:2) 3. They will be called holy (14:3) 4. The Lord will have washed away their filth (14:4) 5. The Lord will bless them with protection and refuge (14:5–6)

Explain that the class is going to examine the consequences of the actions of three groups of people. Although these groups are described in symbolic language, they can be identified in a general sense from the descriptions Isaiah provides and from Nephi's commentary in 2 Nephi 25–26 and 28–30. When Isaiah speaks to the house of Jacob in 2 Nephi 12–13, he is speaking to all the house of Israel, in his day and in the latter days. In his prophecy about the daughters of Zion, he refers to members of the Church who become prideful and worldly. When he speaks of “them that are escaped” (2 Nephi 14:2), he refers to members of the house of Israel who, through the Atonement of Jesus Christ and their own righteousness, will escape the judgments that come upon the wicked.

Divide the class in half. Ask one half to examine 2 Nephi 12:5 and 13:1–15, and ask the other half to examine 2 Nephi 13:16–26. Invite the first group to identify the judgments that will befall the house of Jacob, and invite the second group to identify the judgments that will befall the daughters of Zion. (The students in the “Daughters of Zion” group may benefit from referring to the corresponding footnotes in Isaiah 3:16–26 of the Latter-day Saint edition of the King James Version of the Bible.) Point out that the daughters of Zion are part of the house of Jacob, but they are mentioned specifically in these verses. After sufficient time, ask each group to list their discoveries under the appropriate heading. (The third column will be filled in later.) Possible answers are provided in the chart on page 38.

After students have examined 2 Nephi 13, invite a student to read 2 Nephi 14:2–6 aloud. (Students might ask if 2 Nephi 14:1 is a prophecy about plural marriage. Explain that the ratio of seven women to one man is a result of the war described in 2 Nephi 13:25, not a reinstatement of the practice of plural marriage.) As a class, identify the blessings that will be enjoyed by the people mentioned in 2 Nephi 14:2–6. Ask students to list these blessings in the third column of the chart, as shown on page 38.

💡 To help students liken these prophecies to themselves, ask some or all of the following questions:

- Isaiah said that one reason the house of Jacob would suffer such terrible consequences was that their land was “full of idols” (2 Nephi 12:8). What are some forms of idolatry today? (For some examples, see Romans 1:25; Helaman 6:31.)
- Isaiah prophesied of the blessings that would come to “them that are escaped of Israel” (2 Nephi 14:2) and to those whose filth has been washed away by the Lord (see 2 Nephi 14:4). In what ways is overcoming temptation like an escape? In what ways does the Lord help us escape?
- Nephi said that the words of Isaiah could help his people “lift up their hearts and rejoice for all men” (2 Nephi 11:8). What do you see in 2 Nephi 12–14 that can lead us to rejoice?
- Isaiah prophesied of daughters of Zion who would allow themselves to be overcome by the world. How can we guard against worldly attitudes in our lives?
- What are some blessings in the Millennium that we can also enjoy now?
- How can the words of Isaiah help us as we make important decisions in our lives? How can the words of Isaiah help us live in the perilous times of the last days?

Bear testimony about how Isaiah's message helps us prepare for the Second Coming of Jesus Christ. Help students understand that there is no need to fear the events of the last days (see 1 Nephi 22:17). There is safety and peace in keeping the commandments and hearkening to the voice of the Lord.

2 Nephi 12:1–3; 15:13–30. Isaiah Prophesied That the Lord Would Lift an Ensign to Gather Israel

💡 Invite a student to read 2 Nephi 15:13. Explain that the children of Israel became physically captive to other nations when they rejected the Lord.

- How was Israel's spiritual state like captivity?
- How do our sins make us captive? How can we be released from this captivity?

After describing some of the consequences of Israel's apostasy, Isaiah gives specific warnings. Read 2 Nephi 15:18–23 to the class. Explain that in this passage, Isaiah repeats the word *wo*, which refers to sorrow and suffering. Each time you read the word *wo*, stop briefly.

Encourage students to mark that word and the key phrases that describe conditions that will bring sorrow and suffering.

- What are some of the actions and attitudes mentioned in 2 Nephi 15:20–25 for which the Lord is angry with His people?
- What can we do to avoid becoming like the people described in verses 20–23?

Isaiah prophesied that the Lord would lift an ensign to gather Israel. On the board, write the following definition, taken from *An American Dictionary of the English Language*, which was compiled by Noah Webster and published in 1828:

Ensign: “a signal to assemble or to give notice”

Invite a student to read 2 Nephi 15:26.

- How does this ensign relate to the house of Israel?

You might want to have students read the statement by President Joseph Fielding Smith on page 78 in the student manual.

Isaiah prophesied that people would “come with speed swiftly” in response to the ensign. Invite a student to read 2 Nephi 15:27–29, which is Isaiah’s description of how that would happen. To help students understand this prophecy, have them read the explanation by Elder LeGrand Richards on pages 78–79 in the student manual.

- How have you seen the fulfillment of this prophecy in your life? in the lives of family members and friends?
- What can we do to help the prophecy continue to be fulfilled?

Invite a student to read 2 Nephi 12:2–3.

- In what ways do you feel these verses relate to the prophecy that the Lord would lift an ensign to gather Israel? (To help students answer this question, you may want to have them read the statement by Elder LeGrand Richards on page 74 in the student manual—also available on the companion DVD .

Read the following statement by President Gordon B. Hinckley (1910–2008), the 15th President of the Church (also available on the companion DVD ):

“Ever since the Salt Lake Temple was dedicated, we have interpreted that scripture from Isaiah . . . as applying to this sacred house of the Lord. And of this place, since the day of its dedication, an ever-increasing number from across the world have said in effect, ‘Come ye, and let us go up to the mountain of the Lord, to the house of the God of Jacob, that He might teach us of His ways, that we might walk in His paths.’

“I believe and testify that it is the mission of this Church to stand as an ensign to the nations and a light to the world. We have had placed upon us a great, all-encompassing mandate from which we cannot shrink nor turn aside. We accept that mandate and are determined to fulfill it, and with the help of God we shall do it” (in Conference Report, Oct. 2003, 86; or *Ensign*, Nov. 2003, 82–83).

- How do latter-day temples fulfill the prophecy in 2 Nephi 12:2–3?
- How do temples help the Church “stand as an ensign to the nations”?

2 Nephi 16. Isaiah Is Called to Serve as a Prophet

 Invite students to read the chapter heading for 2 Nephi 16. Ask them to identify the events in this chapter. You may want to write the following on the board:

Isaiah sees the Lord.	verses 1–4
Isaiah’s sins are forgiven.	verses 5–7
Isaiah is called to warn, cry repentance, and prophesy.	verses 8–13

Ask a student to read 2 Nephi 16:8 aloud. Then invite students to read Abraham 3:27 silently.

- What significance do you find in the fact that Isaiah’s words were the same as the Savior’s words in the premortal council?

To emphasize the importance of Isaiah’s call and his stature among other prophets, share the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

“Isaiah is by every standard *the* messianic prophet of the Old Testament and as such is the most penetrating prophetic voice in that record. He, more than any other witness in the Old World, saw and wrote and prophesied of the Savior’s coming both in the meridian of time and again in the latter days. He is quoted more often in the New Testament, Book of Mormon, Doctrine and Covenants, and contemporary documents such as the Dead Sea Scrolls than any other Old World prophet. . . .

“It would seem even from Isaiah’s name (‘Jehovah saves’ or ‘The Lord is salvation’) that he was prepared at birth—or, more accurately, from before birth—to testify of the Messiah, bearing witness of the divinity of Christ in anticipation of both his first and second comings” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 75–76, 77–78).

- What did Elder Holland teach about the significance of Isaiah’s life and ministry?
- What was Isaiah foreordained to do?

Bear your testimony of Isaiah’s calling as a prophet of God.

CHAPTER 11

2 Nephi 17–24

Introduction

Through a series of remarkable revelations, Isaiah learned about the Savior's birth and Second Coming, the conditions on the earth in the last days, the peace and joy that will come in the Millennium, and the ultimate failure of the adversary. These revelations, written according to "the manner of prophesying among the Jews" (2 Nephi 25:1), also told of coming events in Isaiah's day. Although the revelations help us understand conditions in Isaiah's day, you can help students focus on their latter-day significance. We can read them with full confidence that they contain messages for us in the last days—messages of warning, peace, and hope.

Some Doctrines and Principles

- Jesus Christ was born to reign as the Prince of Peace (see 2 Nephi 17–18; 19:1–7).
- The wicked will be destroyed at the Second Coming (see 2 Nephi 19:8–21; 20).
- Satan's opposition to God will ultimately fail (see 2 Nephi 24).

Suggestions for Teaching

2 Nephi 17–24. Isaiah Prophesied about the Savior's Birth and Second Coming

💡 Invite students to open their scriptures to 2 Nephi 17. Explain that 2 Nephi 17–24 contain prophecies that the Lord gave through Isaiah. These prophecies applied to Isaiah's time and to the latter days. To help students understand this concept, invite them to read the following on pages 81–82 in the student manual: the introduction to chapter 11, the overview and background of 2 Nephi 17–24, and the statement by Elder Dallin H. Oaks.

To help students understand the latter-day implications of Isaiah's prophecies, ask them to read the chapter headings for 2 Nephi 17–24 (you may want to inform students that Elder Bruce R. McConkie of the Quorum of the Twelve Apostles wrote the chapter headings in the Book of Mormon). Encourage them to underline items related to prophecies about Jesus Christ's birth and Second Coming. Ask students to find at least one idea in each chapter heading and share their discoveries. Their responses might include the following:

1. Jesus Christ will be born (chapter 17).
2. He will be a stumbling block for the wicked (chapter 18).
3. He will be the Prince of Peace (chapter 19).
4. The wicked will be destroyed at the Second Coming (chapters 20 and 23).
5. The Lord will raise up an ensign to gather Israel (chapter 21).
6. In the Millennium all people will praise the Lord (chapter 22).
7. Gathered Israel will enjoy rest and peace during the Millennium (chapter 24).

Bear your testimony of the Savior's birth and Second Coming and about His great work in the latter days.

2 Nephi 17–18; 19:1–7. Jesus Christ Was Born to Reign as the Prince of Peace

💡 Ask students to list as many descriptive titles of Jesus Christ as they can. Write their responses on the board. You may want to encourage them to scan pages 240–58 in the Topical Guide to see the many titles and roles of Jesus Christ. After students have shared their responses, invite them to read 2 Nephi 17:14. Add the title *Immanuel* to the list on the board, or circle it if it is already there. Ask students if they know the meaning of this title. If no one knows the meaning, invite them to read the definition of the word *Immanuel* in the Bible Dictionary or on page 83 in the student manual.

- What is the meaning of the title *Immanuel*?

This prophecy's ultimate significance is found in the New Testament, in Matthew 1:18–25. Ask students to read this passage.

- How was Isaiah's prophecy about Immanuel fulfilled?
- When have you seen the reality of the Lord as Immanuel, or "God with us," in your life?

💡 2 Nephi 19:6–7 is one of the most well-known prophecies about the Savior. Read this passage to the class. Point out that verse 6 contains five titles for Jesus Christ.

Write the five titles on the board. Divide the class into five groups. Assign each group to carefully consider

one of the titles. Ask them to discuss examples of how Jesus Christ fulfilled these roles during his earthly ministry, how He fulfills these roles now, and how He will continue to fulfill these roles during the Millennium. Ask each group to appoint a spokesperson to summarize their conclusions for the whole class.

- How can our knowledge that Jesus Christ performs these roles affect how we live?

If time allows, ask students to memorize verse 6.

Tell students about the love you feel for the Savior and the blessings you receive each day because of Him. You might also invite students to share their feelings on this subject.

2 Nephi 19:8–21; 20. The Wicked Will Be Destroyed at the Second Coming

💡 Invite students to read (or reread) the chapter heading for 2 Nephi 20. This chapter includes Isaiah’s prophecy that Assyria would be destroyed—a prophecy that has already been fulfilled (see Bible Dictionary, “Assyria and Babylonia,” 615–16). However, when Isaiah prophesied about the destruction of Assyria, he was also prophesying about the destruction of the wicked in the last days. Remind students of the importance of types in understanding ancient prophecies (see chapter 10 in this manual).

Explain that in Isaiah’s day, the house of Israel was divided into two kingdoms. The tribes of Judah and Benjamin, headquartered in the city of Jerusalem, formed a kingdom that was known as Judah. Isaiah was part of that kingdom. The other ten tribes formed a kingdom to the north, headquartered in the city of Shechem, which was in Samaria. They became known as the kingdom of Israel. They were also known as Ephraim, which was the dominant group among them. At the same time, the kingdom of Assyria was increasing in power. (See Bible Dictionary, pages 637–39 for a chart showing some of the history of the kingdoms of Judah and Israel.)

Put the following headings and scripture references on the board, but do not include the numbered answers in each column.

Kingdom of Israel 2 Nephi 19:8–10, 13, 17–20; 20:1–2	Assyria 2 Nephi 20:5–15
1. Pride (19:9–10)	1. <i>Desire to destroy others</i> (20:7)
2. Not seeking the Lord (19:13)	2. Idolatry (20:11)
3. Hypocrisy and evil actions (19:17)	3. Pride—“high looks” and boasting (20:12–14)
4. Selfishness and greed (19:19–20)	4. Failure to acknowledge God’s power (20:15)
5. Turning away the poor and the needy (20:2)	

Divide the class into two groups. Ask one group to examine the verses in the first column and look for the sins of the kingdom of Israel. Ask the other group to examine the verses in the second column and look for the sins of the Assyrians. After sufficient time, invite students to write their answers on the board. Possible answers are shown above.

Explain that after more than 200 years of wickedness, the ten tribes in the kingdom of Israel were conquered by the Assyrians, who took many of the people captive into Assyria. Those ten tribes became known as the lost ten tribes.

The Assyrians also suffered consequences of their wickedness. Although they were a mighty people, they were never able to build a stable government, and they were eventually conquered by the Medes and Babylonians.

Refer back to the chart on the board. Ask the following questions to help students understand the latter-day meaning of Isaiah’s prophetic warnings:

- In what ways are these offenses evident today?
- How can we withstand these evil tendencies?

Help students understand what the consequences of these offenses will be in the last days by assigning six students to read the following verses: 2 Nephi 20:16, 17, 23, 26, 33, 34. Invite students to follow along in their scriptures and make note of words that describe the prophesied judgments.

- What types of destruction has the Lord decreed for the wicked in the last days? (Famine, burning, scourges, destruction, terror, being hewn or cut down, the fall of kingdoms.)

Invite a student to read 2 Nephi 20:20–22. Then direct students’ attention to the phrase “stay upon” in verse 20.

Explain that in this passage, the word *stay* means to fix on something as a foundation or to place reliance or confidence in something or someone. Have the same student read verses 20–22 again, substituting one of these definitions for the phrase “stay upon.”

- How does this clarification help you understand these verses?
- What did Isaiah teach about avoiding evil and escaping the coming judgments?
- What has the Lord provided in our day to help us “stay upon” Him?

2 Nephi 21. The Stem, Rod, and Root of Jesse

For helpful commentary on this chapter, see Doctrine and Covenants 113 and pages 88–89 in the student manual.

2 Nephi 22. The Millennium Will Be a Thousand-Year Period of Peace and Joy

💡 Ask students to read (or reread) the chapter heading for 2 Nephi 22, which explains that the chapter is about the Millennium. The chapter includes two expressions of gratitude. Have students read 2 Nephi 22 silently.

- According to verses 4–6, what will the righteous say at the time of the Millennium?

Point out that even after the cataclysmic events that will precede the Second Coming (see D&C 45:33, 39–42; 88:87–91; 133:49), people will praise the Lord for His goodness and loving-kindness (see 2 Nephi 22:1–2; D&C 133:40–52).

- According to verses 1–2, what does the Lord do that will lead people to praise Him during the Millennium?

Bear your testimony of the reality of the approaching Millennium and how we can look forward to that time with joy.

2 Nephi 24. Satan’s Opposition to God Will Ultimately Fail

💡 Put the following chart on the board, but do not yet write the statements in the second column:

2 Nephi 24	The Lord will:
verse 1	Have mercy on His people.
verse 2	Bring His people to their lands of promise.
verse 3	Give His people rest from sorrow, fear, and bondage.
verse 5	Put an end to the power of the wicked.

Have students read 2 Nephi 24:1–8 silently, looking for things the Lord will do for His people in the last days. After sufficient time, discuss the verses, asking students to share what they have found. Write students’ observations on the board. Possible answers are shown above.

Invite students to read 2 Nephi 24:12–20, looking for Lucifer’s final destiny.

- According to Isaiah’s prophecy, what will happen to Satan?
- What attitudes led to Satan being cast out of the premortal world?

Share your gratitude for the knowledge that the Lord will triumph and that Satan’s efforts will fail. You might also invite students to share their testimonies.

CHAPTER 12

2 Nephi 25–27

Introduction

After quoting some of Isaiah's writings (see 2 Nephi 12–24), Nephi provided his own inspired commentary. Nephi's insights about Isaiah's prophecies can be summarized in three categories. First, he affirmed the role of Jesus Christ as the sole source of salvation. Second, he warned readers in the last days of great evils: pride, priestcraft, and secret combinations. Third, he quoted an additional prophecy from Isaiah, highlighting the Restoration of the gospel of Jesus Christ and the coming forth of the Book of Mormon. As students discuss Nephi's teachings, they will be able to see how the Book of Mormon testifies of the Savior's mission and provides a remedy for the evils of the last days.

Some Doctrines and Principles

- Salvation comes only through Jesus Christ (see 2 Nephi 25:19–30).
- Pride, secret combinations, and priestcrafts will be stumbling blocks for many in the last days (see 2 Nephi 26:20–31).
- In the last days the Lord will perform “a marvelous work and a wonder” (see 2 Nephi 27).

Suggestions for Teaching

2 Nephi 25:1–8. The Spirit of Prophecy Makes Gospel Truths Plain

- 💡 Invite students to read 2 Nephi 25:1–8 silently, looking for ideas that can help people understand Isaiah's prophecies. After sufficient time, ask students to share what they have found. You may want to write their answers on the board. Answers may include the following:

1. Understanding the manner of prophesying among the Jews in Isaiah's time (see verse 1).
2. Having the spirit of prophecy (see verse 4).
3. Being taught after the manner of the Jews in Isaiah's time (see verse 5).
4. Knowing the regions around Jerusalem in Isaiah's time (see verse 6).
5. Living in a time when Isaiah's prophecies are fulfilled (see verse 8).

Point out that all Church members may not gain a thorough understanding of items 1, 3, and 4 in the list above. However, everyone can receive the spirit of prophecy, and because we live in the latter days, we can look for the gradual fulfillment of Isaiah's prophecies. Although we may not see all of them come to pass, we can know that the events Isaiah foretold are happening around us.

Invite one student to read 2 Nephi 25:4, and then invite another student to read Revelation 19:10.

- How is the spirit of prophecy defined in Revelation 19:10?

If you have written the students' list on the board, add *Having a testimony of Jesus*. Suggest that students write *Revelation 19:10* in the margin of their scriptures, next to 2 Nephi 25:4.

- Why do you think the prophecies of Isaiah are more understandable to those who have a testimony of Jesus Christ?

Encourage students to look for references to the Savior and His atoning sacrifice as they study the prophecies of Isaiah.

2 Nephi 25:19–30. Salvation Comes Only through Jesus Christ

- 💡 Have students scan 2 Nephi 25:19–30 and note the number of times the word *Christ* appears. Ask if someone in the class knows the meaning of this word. If no one knows, invite students to look up the entry titled “Christ” in the Bible Dictionary and read the definition.

- How does the title *Christ* reflect the mission of the Savior?

Share the following statement, in which Elder Gary J. Coleman of the Seventy testifies of the central importance of the Savior in our lives:

“The great plan of God provided a Savior for us. All accountable persons sin and must pass through the experience of death at the end of our mortality. Therefore, God sent Jesus Christ to fulfill

the plan by helping us overcome sin and death. Jesus is our Savior and Redeemer. Through His atoning sacrifice for each of us, He helps us overcome sin through repentance and baptism. Through His Resurrection, He makes it possible for everyone to overcome death and the grave. We have faith to follow Jesus and become more like Him. Oh, how we love our Friend, the Lord Jesus Christ, the only ‘name . . . under heaven . . . whereby [we] can be saved.’ [2 Nephi 25:20.] I know that Jesus saves us from the effects of sin and death” (in Conference Report, Apr. 2000, 35; or *Ensign*, May 2000, 29).

Invite students to study 2 Nephi 25:23–30 silently, looking for Nephi’s declarations and teachings about the Savior. After sufficient time, invite students to pair up and compare their discoveries from these verses. Ask each student to choose one of Nephi’s points and share why that particular point is important.

When the pairs of students have finished their discussion, direct their attention to verse 26.

- Nephi taught that we are saved by grace “after all we can do.” What does “all we can do” include? (See, for example, Mosiah 4:29–30; Alma 24:11; D&C 58:26–27 )
- How did Nephi and others help their children focus on Jesus Christ?
- In what ways can we “talk of Christ, . . . rejoice in Christ, . . . [and] preach of Christ”?
- In what ways can we learn of the Savior and apply the principles of the Atonement in our lives?

Invite students to tell about how their lives have been blessed as they have recognized the Savior as the source of salvation. You may choose to bear your testimony as well.

2 Nephi 26:20–31. Pride, Secret Combinations, and Priestcrafts Will Be Stumbling Blocks for Many in the Last Days

Put the following chart on the board, but do not include the words and phrases below the verse numbers:

Wickedness in the Last Days—2 Nephi 26		
verses 20–21	verse 22	verses 29–30
pride, envy, strife, malice	secret combinations	priestcrafts

Divide the class into three groups. Assign one of these passages to each group. Invite each group to examine their verse or verses to find sins that Nephi said would be prevalent in the last days. When the groups have discovered the sins Nephi described, write their answers on the board as shown above.

To help students understand the meaning of the word *priestcraft*, suggest that they review Nephi’s definition in 2 Nephi 26:29–31. They may also read the statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles on page 97 in the student manual (also available on the companion DVD )

Instruct all three groups to examine their verses again to identify actions and attitudes that result from each transgression. After sufficient time, have a student from each group write on the board what their group has identified.

- Why do you feel that these transgressions are abominable to the Lord?
- What can we do to combat the evils presented in this prophecy? What counsel have latter-day prophets given that can help us stay faithful?

2 Nephi 27. In the Last Days the Lord Will Perform “a Marvelous Work and a Wonder”

 Before class, prepare the following chart on the board or in a handout. Do not include the information listed in the third column.

Isaiah 29	2 Nephi 26–27	Additional Truths in the Book of Mormon
1–3	none	
none	27:1	The prophecy would be fulfilled in the last days.
4–5	26:15–18	The words that would come “out of the dust” would be written by the descendants of Nephi and the descendants of his brothers.
6–10	27:2–14	The book would be delivered to one man (Joseph Smith), who would then deliver the book to another man (Martin Harris). Three witnesses would be allowed to see the book. Others would also bear witness of the book.
11–12	27:15–23	Additional details are given about taking these words to the learned (see also Joseph Smith—History 1:63–65).
13–24	27:24–35	2 Nephi 27:24–25 clarifies who is speaking.

Instruct students to read the chapter heading for 2 Nephi 27. Explain that this chapter contains one of the most significant prophecies about the latter-day Restoration—a prophecy about the coming forth of the Book of Mormon. Also explain that 2 Nephi 26 and 27 include many important details that are not found in the biblical record of Isaiah’s prophecy. These additional details could be either a restoration of Isaiah’s text or Nephi’s inspired commentary on what Isaiah taught. To help the students see these additional details, direct their attention to the chart. Invite them to compare the verses in Isaiah 29 with the corresponding verses in 2 Nephi 26 and 27.

As students compare the verses, encourage them to identify truths about the coming forth of the Book of Mormon that are found in 2 Nephi 26 and 27 but not in Isaiah 29. Suggest that they highlight these truths in their copies of the Book of Mormon. After sufficient time, have students discuss their findings. You may want to write their discoveries on the board. Possible responses are shown in the third column of the chart.

- How does this ancient prophecy strengthen your testimony of the Book of Mormon and the Restoration of the Lord’s Church?

💡 Invite a student to read 2 Nephi 27:25–26.

- What did Isaiah say the Lord would do for His people in the last days?
- In what ways is the Book of Mormon part of the “marvelous work and a wonder” that is taking place throughout the world?

To help students answer this question, invite them to read the following verses: 2 Nephi 27:29–30, 33–35; 28:2. Ask them to mark the blessings that will result from the coming forth of the Book of Mormon.

- In what ways can you see these promises and blessings being fulfilled today?
- How can we be more involved in helping others receive these blessings?

Explain that in the students’ reading assignment in preparation for the next class, Nephi continues to prophesy concerning the Book of Mormon, including the way some people in the world will respond to the book. Share your testimony of the coming forth of the Book of Mormon.

CHAPTER 13

2 Nephi 28–30

Introduction

In 2 Nephi 28–30, Nephi describes some of the challenging conditions of the latter days. As you teach from his words in 2 Nephi 28, you can help students recognize “vain and foolish doctrines”—worldly influences and attitudes that can impact their faith. As you teach from Nephi’s prophecy in 2 Nephi 29 and note its connection to Isaiah’s prophecy in 2 Nephi 27, students can discover ways to help others accept the Book of Mormon as a second witness of Jesus Christ. Finally, 2 Nephi 30 gives you and students an opportunity to discuss conditions that will exist during the Millennium. Help students see the rewards that await the Lord’s covenant people.

Some Doctrines and Principles

- In the last days, many people will be deceived by false doctrines (see 2 Nephi 28).
- The Book of Mormon joins the Bible in bearing witness that the Lord is God (see 2 Nephi 29).
- Obedience, repentance, and faith in Jesus Christ qualify us to become the Lord’s covenant people (see 2 Nephi 30:1–8).

Suggestions for Teaching

2 Nephi 28. In the Last Days, Many People Will Be Deceived by False Doctrines

💡 Invite students to carefully consider the connection between false doctrine and pride as they study 2 Nephi 28.

Put the following chart on the board:

2 Nephi 28:1–8	2 Nephi 28:9–16
2 Nephi 28:17–24	2 Nephi 28:25–32

Divide the class into four groups. Assign each group to study and discuss one of the scripture blocks listed on the board. Ask the groups to identify the false doctrines that Nephi prophesied would be prevalent in the last days. After sufficient time, instruct the groups to list on the board the false teachings identified in their scripture block. The following questions may help you guide a discussion:

- What is wrong with each of these teachings?
- What do you think makes these teachings enticing to so many people? What can we do to withstand the temptations in such teachings?

Explain that Nephi warned about pride in the latter days. Ask students to scan verses 7–16, looking for the word *pride* and for other words and phrases that describe pride.

- What words and phrases did you find? What do these words and phrases teach about pride? Why is pride such a dangerous sin?
- How can we be “humble followers of Christ”? (2 Nephi 28:14).
- What do verses 20–22 suggest about Satan’s methods?

Share your testimony about how the Book of Mormon can help us be strong against the false teachings we encounter in the latter days.

2 Nephi 29. The Book of Mormon Joins the Bible in Bearing Witness That the Lord Is God

💡 Invite students to review 2 Nephi 27, including the chapter heading. Ask a student to read 2 Nephi 29:1–2.

- What similarities do you see between 2 Nephi 27 and 2 Nephi 29?

Make sure students recognize that in 2 Nephi 29, Nephi continues to develop themes taught by Isaiah in 2 Nephi 27.

- How is the Book of Mormon a “marvelous work” (2 Nephi 29:1) in the world today?
- What do you think it means for the Lord to “recover [His] people”? (2 Nephi 29:1). In what ways is the Lord using the Book of Mormon to accomplish this?
- In what ways do the words of the Book of Mormon “hiss forth unto the ends of the earth”? (2 Nephi 29:2).

(You may want to refer students to the statements by President Ezra Taft Benson and President Gordon B. Hinckley on pages 104–5 in the student manual. The statement by President Benson is also available on the companion DVD )

Explain that despite the “marvelous” circumstances and purposes of the Book of Mormon, many people in the world will not accept it. Invite a student to read 2 Nephi 29:3.

Explain that the rest of this chapter is the word of the Lord to people who say that the Bible contains all God’s words. Invite students to read 2 Nephi 29:7–14 individually or in pairs, noting in their scriptures what the coming forth of the Book of Mormon shows the world. After sufficient time, ask students to share what they have identified. Their responses might include the following:

1. God remembers His children in all nations and sends His word to all people (see verse 7).
 2. People should not murmur when they receive more of the word of the Lord (see verse 8).
 3. The Lord speaks the same words to all nations (see verse 8).
 4. The Lord is always the same, and He speaks according to His pleasure (see verse 9).
 5. People should not assume that the Bible contains all of the Lord’s words or that the Lord has not caused more words to be written (see verse 10; see also Bible Dictionary, “Lost Books”).
 6. The Lord commands all people in all nations to record His words (see verse 11).
 7. The Lord will judge the nations out of the books He has caused to be written (see verses 11–12).
 8. Three scriptural witnesses in the last days will be the Bible, the Book of Mormon, and the record of the lost tribes of Israel (see verse 13; note that other witnesses include the Doctrine and Covenants, the Pearl of Great Price, and the teachings of latter-day prophets).
 9. The scriptures from all nations will combine to show that the Lord is God (see verse 14).
- What impresses you about the Lord’s response in these verses? When have you seen the truth of His words?

- How might we use 2 Nephi 29 to resolve people’s concerns about the Book of Mormon?

If appropriate, invite returned missionaries in the class to tell about their experiences as they have shared the Book of Mormon with investigators. Explain that they may tell about experiences when people readily accepted the book and when people rejected it or had difficulty accepting it. Ask these returned missionaries what they learned from these experiences. You may also want to tell about an experience you have had and share what you have learned.

2 Nephi 30:1–8. Obedience, Repentance, and Faith in Jesus Christ Qualify Us to Become the Lord’s Covenant People

 Have students read 2 Nephi 30:1–2 silently.

- According to Nephi, what must a person do to become part of the Lord’s covenant people?
- Why do you think repentance is necessary as we make covenants with the Lord? Why do you think it is necessary to believe in Jesus Christ?

Invite six students to read 2 Nephi 30:3–8 aloud, one verse per student. Ask students to identify the knowledge that will be restored to Nephi’s posterity and the Jews in the last days. (You may want to point out that in 2 Nephi 30:1–8, Nephi mentions the same groups of people that Moroni mentions on the title page of the Book of Mormon: the Gentiles, the Jews, and the Lamanites.)

- How do you think this knowledge will help scattered Israel gather into the covenant again?
- According to verse 8, where are the Lord’s people?
- What can we do to help others make and keep covenants with the Lord?

2 Nephi 30:9–18. During the Millennium, Satan Will Not Have Power over the Hearts of the People

 Nephi prophesied that prior to the millennial reign of the Savior on the earth, there will be a great division among the people. Have a student read 2 Nephi 30:9–10. You may also want to have students read Doctrine and Covenants 63:54.

- What current evidence do you see of this increasing division between wickedness and righteousness?

Explain that in 2 Nephi 30:12–15, Nephi repeats one of Isaiah’s prophecies about the Millennium (see 2 Nephi 21:6–9). Then he goes beyond Isaiah’s prophecy and includes more details. Invite a student to read verses 16–18. Direct students’ attention to the promise that “Satan shall have power over the hearts of the children of men no more, for a long time.” Then ask a student to read 1 Nephi 22:26.

- Why will Satan have no power over people’s hearts?

Read the following statement by President Spencer W. Kimball (1895–1985), the 12th President of the Church:

“When Satan is bound in a single home—when Satan is bound in a single life—the Millennium has already begun in that home, in that life”
(The Teachings of Spencer W. Kimball, ed. Edward L. Kimball [1982], 172).

Bear your testimony of the principle President Kimball taught. Invite students to silently ponder what they can do to begin to receive the blessings of the Millennium.

CHAPTER 14

2 Nephi 31–33

Introduction

Delivering a final message to the people, Nephi taught the doctrine of Christ “according to the plainness of [his] prophesying” (2 Nephi 31:2). He taught that we must follow the example of Jesus Christ, repent of our sins, be baptized, receive the Holy Ghost, and endure to the end. This “doctrine of Christ” was revealed by the voice of Jesus Christ and confirmed by the voice of the Father (see 2 Nephi 31:12, 15). Nephi declared that as we follow the doctrine of Christ, we will receive eternal life (see 2 Nephi 31:20).

Continuing his message, Nephi encouraged us to “feast upon the words of Christ” (2 Nephi 32:3), “receive the Holy Ghost” (2 Nephi 32:5), and “pray always” (2 Nephi 32:9). As you teach from Nephi’s message, you can assure students that if they live by the promptings of the Holy Ghost, the Holy Ghost will “show unto [them] all things what [they] should do” (2 Nephi 32:5).

Nephi concluded his message with a plea that we believe in Jesus Christ. He taught that when we believe in Christ, we are prepared to receive His words in the scriptures (see 2 Nephi 33:10). You can help students see how their faith in the Lord Jesus Christ enhances their understanding of and appreciation for His words as delivered by latter-day prophets.

Some Doctrines and Principles

- The doctrine of Christ leads to eternal life (see 2 Nephi 31).
- The words of Christ and the Holy Ghost teach us what we should do (see 2 Nephi 32; 33:1–5).
- Those who believe in Jesus Christ will also believe the words of Nephi (see 2 Nephi 33:3–15).

Suggestions for Teaching

2 Nephi 31. The Doctrine of Christ Leads to Eternal Life

💡 Write *The Doctrine of Christ* on the board. Point out that Nephi uses this phrase in 2 Nephi 31:2, 21.

Share the following statement, in which Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles explains the simplicity and directness of the “doctrine of Christ” as taught in the Book of Mormon:

“The ‘doctrine of Christ’ as taught by Nephi in his grand, summational discourse focuses on faith in the Lord Jesus Christ, repentance, baptism by immersion, receiving the gift of the Holy Ghost, and enduring to the end. . . . As used in the Book of Mormon, ‘the doctrine of Christ’ is simple and direct. It focuses on the first principles of the gospel exclusively, including an expression of encouragement to endure, to persist, to press on. Indeed, it is in the clarity and simplicity of ‘the doctrine of Christ’ that its impact is found. . . .

“. . . The doctrine of Christ is not complicated. It is profoundly, beautifully, single-mindedly clear and complete” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 49–50, 56).

Explain that Nephi teaches the doctrine of Christ in 2 Nephi 31.

Ask students to study 2 Nephi 31:5–9 and identify reasons why Jesus Christ was baptized. Write students’ responses on the board. They may include that He was baptized to fulfill all righteousness, to humble Himself before the Father, to covenant to be obedient, to gain admission to the celestial kingdom, and to set an example for us to follow.

Invite students to read 2 Nephi 31:10–18 silently. Ask them to search these verses to see what they can learn about faith, repentance, baptism, the gift of the Holy Ghost, and enduring to the end. Explain that they should look for the meaning of Nephi’s teachings as well as for specific words. For example, they should look for examples of faith in addition to the word *faith*.

When students have had enough time to read and ponder, help them discuss what they have learned. To help them understand the foundational nature of the principles and ordinances mentioned in these verses, discuss the principles and ordinances one at a time.

Make sure students understand that each principle and ordinance is necessary for us to be fully blessed by the Atonement. These principles and ordinances are the

foundation of Jesus Christ’s doctrine because they are necessary for us to be able to come unto Him.

Use some or all of the following questions to guide the students’ discussion:

- In addition to the reasons given for Jesus’s baptism, what are some other reasons why we need to be baptized? (To receive the Holy Ghost [see verses 12–14], to receive remission of our sins [see verse 17], and to become members of the Church [see D&C 20:37].)
- As you searched these verses, what did you learn about faith? about repentance? about baptism? about the gift of the Holy Ghost? about enduring to the end?
- How are each of the first principles and ordinances related to the Atonement of Jesus Christ?
- How does each point in the doctrine of Christ lead to the following point? For example, how does faith lead to repentance? How does the Holy Ghost help us endure to the end?
- In what ways do all these principles and ordinances relate to one another?

Help students see that repentance and baptism are not the entrance to the celestial kingdom. They are the entrance to the path that leads to eternal life. Invite students to search 2 Nephi 31:19–20 and identify principles we must follow to obtain eternal life. Encourage students to highlight these principles in their scriptures.

- In addition to repenting and being baptized, what must we do to obtain eternal life?
- What does the word *steadfastness* mean? How does this word describe our progress along the path to eternal life?
- Why do you think loving all people is a requirement for eternal life?
- How does 2 Nephi 31:16 help explain what it means to endure to the end?
- You may want to encourage students to memorize 2 Nephi 31:20.

Give students a moment to think about the following question. Suggest that they privately write their answers to the question.

- In what ways could you follow the Savior more fully?

2 Nephi 31:19–20; 32:2–3. Feast on the Words of Christ

💡 Ask students to read 2 Nephi 31:19–20; 32:2–3.

- What does it mean to you to press forward? What does it mean to you to feast on the words of Christ? Where can we find the words of Christ?

Share the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“We need to ‘come unto Christ, and be perfected in him.’ (Moroni 10:32.) We need to come ‘with a broken heart and a contrite spirit’ (3 Nephi 12:19), hungering and thirsting after righteousness (see 3 Nephi 12:6). We need to come ‘feasting upon the word of Christ’ (2 Nephi 31:20), as we receive it through His scriptures, His anointed, and His Holy Spirit” (*A Witness and a Warning* [1988], 51).

- In what ways does feasting on the words of Jesus Christ help us have a “perfect brightness of hope, and a love of God and of all men”?
- How can our love of the scriptures help us endure to the end?

Elder Robert D. Hales of the Quorum of the Twelve Apostles explained how we can feast upon the words of Christ:

“If you and I are to feast upon the words of Christ, we must study the scriptures and absorb His words through pondering them and making them a part of every thought and action” (in Conference Report, Oct. 1998, 16; or *Ensign*, Nov. 1998, 15).

- What have you done to make your daily scripture study a meaningful experience?
- How have the scriptures become a feast for you?

2 Nephi 32; 33:1–5. The Words of Christ and the Holy Ghost Teach Us What We Should Do

💡 Ask the students to read 2 Nephi 32:3, 5. Point out that in these verses, Nephi testifies of two great sources of spiritual knowledge: the words of Christ and the Holy

Ghost. (You may also want to remind students that 2 Nephi 32:3 is a scripture mastery verse )

- Where can we read or hear the words of Christ? How do the words of Christ help us know what we should do?
- How does the Holy Ghost help us know what we should do?
- How do the words of Christ and the guidance of the Holy Ghost relate to one another?

Write the following scripture references on the board:

1 Nephi 11:1–6

D&C 76:15–21

D&C 138:1–11

Joseph Smith—History 1:11–17

Explain that these are a few of the many examples of how the words of Christ and the guidance of the Holy Ghost relate to one another. Give students time to study these verses silently.

- What were these prophets doing that led to receiving additional revelation from the Lord? (Emphasize that in addition to feasting on the scriptures, they were meditating on the word. See 1 Nephi 11:1; D&C 76:15–19; 138:1, 11; Joseph Smith—History 1:12–13.)
- How did the words of Christ and the promptings of the Holy Ghost combine in these revelations?
- Why do you think that feasting on the words of Christ helps us receive the promptings of the Holy Ghost?

Ask a student to read 2 Nephi 33:2. Emphasize that when people harden their hearts, the Holy Ghost “hath no place in them.” Then ask students to divide into pairs. Invite each pair to read and discuss 2 Nephi 32:4–9 and 33:1–3. In their discussion, encourage them to talk about how they can prepare their hearts so the Holy Ghost will have a place in them. After sufficient time, ask some or all of the following questions to assess students’ understanding:

- Why do we sometimes struggle to experience and understand spiritual things?

- As we follow the teachings in these verses, what does Nephi promise?
- What words in 2 Nephi 32:8 suggest the seriousness of neglecting to pray?
- Why is it important that we pray before we “perform any thing unto the Lord”? (2 Nephi 32:9). How have you been blessed as you have followed this counsel?
- Nephi said that the Holy Ghost carries messages “unto the hearts of the children of men” (2 Nephi 33:1). What does this mean to you? (You may want to have students read the statement by Elder David A. Bednar on page 111 in the student manual.)

2 Nephi 33:3–15. Those Who Believe in Jesus Christ Will Also Believe the Words of Nephi

 Ask students to read 2 Nephi 33:4–5 and list the reasons Nephi gave for why his words would be a source of strength to those who would read them. The list should include the following reasons:

1. Nephi’s words persuade people to do good.
2. They teach Lehi’s descendants about their ancestors.
3. They speak of Jesus Christ and persuade people to believe in Him.
4. They encourage people to endure to the end.
5. They speak harshly against sin.

To help students understand Nephi’s role—and the role of all prophets—to persuade people to believe in Christ, ask the following questions:

- What kinds of information did Nephi record to persuade people to believe in Christ?
- How has studying Nephi’s words helped you want to grow nearer to Christ?
- What do modern prophets do to persuade us to believe in Christ? (Invite students to review counsel from the most recent general conference.)

Conclude by bearing your testimony about the words of Nephi. Invite students to share their testimonies as well.

CHAPTER 15

Jacob 1–4

Introduction

“Having first obtained [his] errand from the Lord” (Jacob 1:17), Jacob warned the Nephites concerning great wickedness prevalent among them: pride, the improper use of wealth, and violations of the law of chastity. After warning of these sins, Jacob pled with his people to “be reconciled unto [the Father] through the atonement of Christ, his Only Begotten Son” (Jacob 4:11).

In the world today, many people fall to the same temptations Jacob urged the Nephites to avoid. As students understand and apply Jacob’s teachings, they will receive strength to withstand temptation. As they feel the Spirit testify of these teachings, they will be more prepared to live according to the Lord’s standards.

Some Doctrines and Principles

- Church leaders have a divine responsibility to warn against sin (see Jacob 1:17–19; 2:1–11).
- We should seek the kingdom of God before we seek riches (see Jacob 2:12–21).
- The Lord delights in chastity (see Jacob 2:22–35; 3:1–14).
- “Why not speak of the atonement of Christ?” (Jacob 4:1–15).

Suggestions for Teaching

Jacob 1:17–19; 2:1–11. Church Leaders Have a Divine Responsibility to Warn against Sin

💡 Share the following statement by President Harold B. Lee (1899–1973), the 11th President of the Church (also available on the companion DVD 

“I remember a remark [Elder] Charles A. Callis [of the Quorum of the Twelve] made to me one day. . . . He remarked, ‘You know, I think that probably the most important thing we as General Authorities ought to be preaching is not only repentance from sin, but even more important than that, to teach the young people particularly, and the entire Church generally, the awfulness of sin and the terror that follows him who has so indulged’” (in Conference Report, Apr. 1956, 108).

Explain that today you will discuss parts of a sermon in which Jacob called the Nephites to repentance. Read Jacob 2:3–9 with the students. Have them look for words or phrases that describe how Jacob felt about his responsibility that day.

- What grieved Jacob’s soul?
- Why did Jacob feel it was important for him to speak to the Nephites concerning their sins?

Have students read Jacob 1:17–19; 2:2–3, 9–11 silently. You may also want to invite them to read Jacob’s words in 2 Nephi 9:48. As they read, encourage them to look for reasons why Jacob taught repentance to his people, despite the burden this duty brought on him. Instruct students to mark what they find, and have them divide into pairs and share their findings. When everyone has had the opportunity to share with someone else, invite a few students to share with the whole class. Answers might include the following:

1. The Lord had commanded him to do so (see Jacob 1:17; 2:10–11).
 2. It was part of magnifying his office (see Jacob 1:18–19; 2:2).
 3. He did not want to be held responsible for the sins of the people (see Jacob 1:19; 2:2).
 4. He felt a great anxiety for the welfare of the people’s souls (see Jacob 2:3).
- What impresses you about Jacob’s reasons for preaching repentance? Why?

Remind students that priesthood leaders represent the Savior when they call people to repentance. Invite students to think about how they respond when they hear one of their local or general Church leaders warn against sin and its consequences.

Jacob 2:12–21. We Should Seek the Kingdom of God Before We Seek Riches

💡 Write a large sum of money on the board.

- What would you do if you had this much money to spend in one day?

Invite some students to write their responses.

Explain that prophets have consistently warned about the dangers of seeking wealth at the expense of righteousness. Jacob gave such a warning in his sermon to the Nephites. Have students read Jacob 2:12–16.

- What are some spiritual dangers that threaten us if we seek wealth more than we seek righteousness?
- Why do you think pride and misuse of wealth can lead us to treat other people unkindly? How can pride destroy people's souls?

As part of this discussion, you may want to read the statement by President David O. McKay on page 117 in the student manual.

Have students read Jacob 2:17–20 and compile a list of guidelines to govern our attitude toward riches (note that Jacob 2:18–19 is a scripture mastery passage ). After students do this, ask them to share their lists. You might want to write their answers on the board. Their lists may include statements such as the following:

We should think of others as our equals (see verse 17).

We should give generously of our material blessings (see verse 17).

We should seek the kingdom of God before we seek wealth (see verse 18).

We should obtain a hope in Christ before we seek wealth (see verse 19).

We should do good with our wealth (see verse 19).

We should not persecute others if they have less than we do (see verse 20; see also verse 13).

Remind students of the question you asked at the beginning of this teaching suggestion: What would you do if you had a large amount of money to spend in one day? Have students refer to the answer they wrote and consider if they would change it based on Jacob's teachings. Invite each student to write a short paragraph that summarizes his or her personal attitude toward material wealth.

Point out that we will probably never receive a large amount of money to spend in one day. Instead, the Lord asks us to be generous with what we have, whether

it is much or little. Suggest that students ponder how they can follow Jacob's counsel even if the Lord never blesses them with abundant riches.

Ask students to examine Jacob 2:20–21.

- How might this doctrine influence our use of money and other material possessions? How might this doctrine influence the way we treat other people?

Jacob 2:22–35; 3:1–14. The Lord Delights in Chastity

 On the board, write *Beginning to labor in sin* and *Beginning to wax in iniquity*.

Invite a student to read Jacob 2:5 and 2:23. To help students understand what Jacob meant when he said that some people were beginning to “labor in sin” and “wax in iniquity,” share the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. Help students understand what Elder Oaks teaches about the progressive nature of sins of immorality.

“In the second chapter of the book that bears his name, Jacob condemns men for their ‘whoredoms’ (verses 23, 28). . . . What were these grossly wicked ‘whoredoms’? No doubt some men were already guilty of evil acts. But the main focus of Jacob’s great sermon was not with evil acts *completed*, but with evil acts *contemplated*.

“Jacob began his sermon by telling the men that ‘as yet, [they had] been obedient unto the word of the Lord’ (Jacob 2:4). However, he then told them he knew their thoughts, that they were ‘beginning to labor in sin, which sin appeareth very abominable . . . unto God’ (v. 5). ‘I must testify unto you concerning the wickedness of your hearts’ (v. 6), he added. Jacob was speaking as Jesus spoke when He said, ‘Whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart’ (Matthew 5:28; see also 3 Nephi 12:28; D&C 59:6; 63:16)” (in Conference Report, Apr. 2005, 92; or *Ensign*, May 2005, 87–88; italics in original).

Help class members understand that unrighteous thoughts precede unrighteous actions. Sins of immorality rarely occur unless individuals allow themselves to gradually increase in unrighteousness.

Invite students to read Jacob 2:23–27.

- How did the Nephites try to justify their sinfulness?
- Why do you think we sometimes try to justify sin?

Invite a class member to briefly explain the law of chastity.

Explain that although we might not be tempted to commit the same sins that these Nephite men were tempted to commit, Satan may try to tempt us in similar ways, trying to convince us to justify sinful thoughts and actions. To help students understand the law of chastity and how it applies in their lives, share the following quotations. (You might put these on a poster, an overhead transparency, or a handout ahead of time. The statement by Elder Richard G. Scott is also available on the companion DVD )

“God has commanded that the sacred powers of procreation are to be employed only between a man and woman, lawfully wedded as husband and wife” (“The Family: A Proclamation to the World,” *Ensign*, Nov. 1995, 102).

“Before marriage, do not do anything to arouse the powerful emotions that must be expressed only in marriage. Do not participate in passionate kissing, lie on top of another person, or touch the private, sacred parts of another person’s body, with or without clothing. Do not allow anyone to do that with you. Do not arouse those emotions in your own body” (*For the Strength of Youth* [2001], 27).

“Satan tempts one to believe that there are allowable levels of physical contact between consenting individuals who seek the powerful stimulation of emotions they produce, and if kept within bounds, no harm will result. As a witness of Jesus Christ, I testify that is absolutely false.

Satan particularly seeks to tempt one who has lived a pure, clean life to experiment through magazines, videocassettes, or movies with powerful images of a [person’s] body. He wants to stimulate appetite to cause experimentation that quickly results in intimacies and defilement” (Richard G. Scott, in Conference Report, Oct. 1994, 51; or *Ensign*, Nov. 1994, 38).

After students have read the statement by Elder Scott, you may want to have them read Elder Scott’s statement on page 119 in the student manual. This statement is also available on the companion DVD .

- According to Elder Richard G. Scott’s teachings, how does Satan tempt us to be unchaste today?
- In what ways does pornography threaten personal chastity?

Invite a student to read Jacob 2:28.

- Why do you think the Lord delights in chastity?

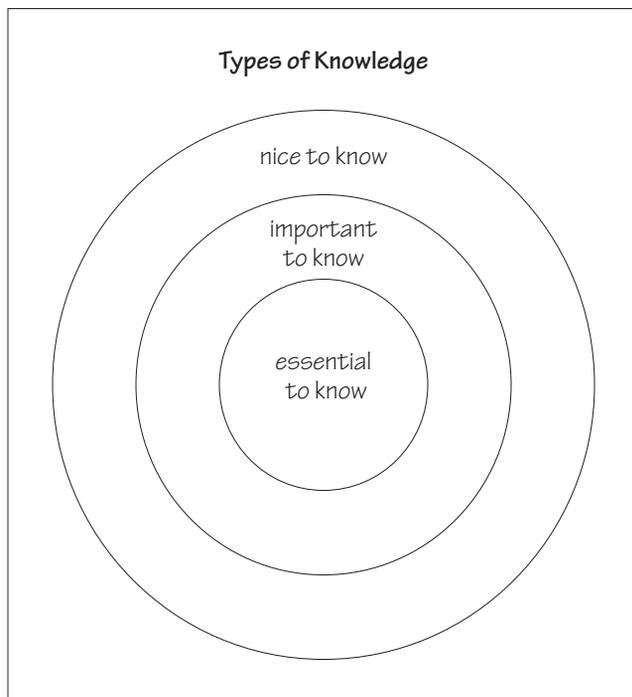
Read Jacob 2:31–35 and 3:10 to the class. As you read, have students look for and mark some of the consequences of breaking the law of chastity. Invite students to share what they have marked. Help students understand that in addition to harming the individuals who commit the sins, sexual immorality often has devastating effects on family members.

- In what ways might a person’s immoral behavior impact his or her family? (Depending on the family situations of students, you may want to ask specifically how a person’s sexual immorality can affect his or her spouse, children, parents, brothers and sisters, or future spouse and children.)

Give students a few minutes to write their personal reasons for living the law of chastity. Invite students to recommit to the Lord that they will continue to live worthy of the blessings that come from this commandment. Testify of the sacred nature of the law of chastity and the joy that comes from living it.

Jacob 4:1–15. “Why Not Speak of the Atonement of Christ?”

💡 Draw the following illustration on the board:



Ask students to list examples of information that is “nice to know.” (Answers may include things like scores of sporting events, funny stories, or interesting but trivial facts.) Then ask them to list examples of information that is “important to know.” (Answers may include things like mathematical formulas, key historical facts, or influential current events.)

Point out that as we strive for exaltation in the celestial kingdom, some information is “essential to know.” Invite students to silently read Jacob 4:4–12. As they read, have them mark doctrines that are “essential to know.” After sufficient time, invite them to share some of the doctrines they have marked. Ask them why they feel those doctrines are essential.

- What do verses 8 and 10 teach about how we can learn the things that are essential for us to know?

If necessary, help students see how the information they have shared relates to the Atonement of Jesus Christ. Refer to the illustration on the board as you discuss the following questions:

- Why do you think knowledge about the Atonement is essential?
- What might be some consequences of failing to see that it is essential to know about the life and mission of Jesus Christ?

Jacob told of people who failed to place knowledge of Jesus Christ at the center of their lives. Read Jacob 4:14.

- What do you think it means to look “beyond the mark”?

To add further insight about this phrase, you may want to invite a student to read the statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles on page 121 in the student manual.

- In what ways do people become blind when they look beyond the mark?
- According to Jacob, what was the “mark” that the Jews failed to see? (See Jacob 4:15.)

Attach a picture of Jesus Christ next to the illustration on the board. Affirm that the Savior and His atoning sacrifice are at the heart of Heavenly Father’s great plan of happiness. Ask students to read Jacob 4:15–16 and look for the consequences of looking past Jesus Christ and the central doctrines of His gospel.

Complete the lesson by reading Jacob 4:12.

- What are some ways we can “speak of the atonement of Christ”? What do you think it means to “attain to a perfect knowledge of [Christ]”?
- How have you been blessed as you have focused on the Savior and the power of His Atonement?

If you have not already done so, share your testimony of the Atonement of Jesus Christ.

CHAPTER 16

Jacob 5–7

Introduction

Jacob recorded Zenos’s allegory of the olive trees, illustrating the Lord’s constant effort to save the house of Israel (see Jacob 5). As you teach this allegory, you can emphasize that the Lord “stretches forth his hands . . . all the day long” for our salvation (Jacob 6:4).

At the conclusion of his record, Jacob tells of his encounter with Sherem, an anti-Christ. As your students see how Jacob withstood Sherem’s attacks and exposed Sherem’s fraud, they can learn to discern truth from error and fortify themselves against false ideas.

Some Doctrines and Principles

- The Lord never ceases His redemptive labor (see Jacob 5; 6:4–8).
- “Blessed are they who have labored diligently in his vineyard” (see Jacob 5:75; 6:1–3).
- The words of prophets and the guidance of the Holy Ghost help us withstand false teachings (see Jacob 7).

Suggestions for Teaching

Jacob 5; 6:4–8. The Lord Never Ceases His Redemptive Labor

To teach Jacob 5 effectively, you should be familiar with the following scripture blocks that describe the actions of the Lord in four visits to His vineyard: verses 3–14, 15–28, 29–49, and 50–77. Carefully select the verses you will discuss. As you prepare, do your best to anticipate questions students may have. For help, refer to the chart and commentary on pages 122–23 in the student manual. Remember that allegories, like parables, can have multiple meanings. Consequently, students may see meanings in addition to those you present in the lesson.

💡 Explain that in this lesson, students will examine and discuss the prophet Zenos’s allegory of the olive trees. Invite students to read Jacob 4:12–18 silently.

- According to these verses, why did Jacob share this allegory with the people? What mystery did Jacob say he would unfold?

As you teach Jacob 5, help students see God’s unceasing efforts to redeem His children. Share the statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles on page 122 in the student manual.

- According to Elder Holland, what is the meaning of the allegory?
- What does Elder Holland help us understand about the work of redemption from the allegory’s many references to digging, dunging, nourishing, pruning, and grafting?

Invite students to scan Jacob 5:3–9 and identify symbols in the allegory. To help them understand the meanings of the symbols, refer them to the chart on page 123 in the student manual. You may want to use the chart as a handout or overhead that the students can refer to throughout the lesson.

Divide students into four groups. Explain that each group will study verses that describe actions the Lord took while visiting His vineyard. Ask students to identify the Lord’s efforts to save His vineyard and to look for gospel principles they learn from these efforts. Write the following on the board, leaving room for students to write their answers:

Group 1

Jacob 5:3–14

Group 2

Jacob 5:15–28

Group 3

Jacob 5:29–49

Group 4

Jacob 5:50–77

After the groups have had time to examine their assigned verses, ask one person from each group to write the group’s findings on the board.

Time permitting, you might continue the discussion with one or both of the following questions:

- The master of the vineyard repeatedly worked with his servant to prune, dig about, and nourish his tree. What does this suggest about Jesus Christ's involvement in the lives of His people?
- In verses 41 and 47, what do the master's words tell us about the Lord's feelings for His people?

You might point out other verses that illustrate the Lord's love for us, such as the following:

"I will prune it, and dig about it, and nourish it, that . . . it perish not" (Jacob 5:4).

"It grieveth me that I should lose this tree" (Jacob 5:7).

"What shall we do unto the tree, that I may preserve again good fruit thereof unto mine own self?" (Jacob 5:33).

"I may have joy again in the fruit of my vineyard" (Jacob 5:60).

You might point out that verses 70–74 teach principles of missionary work in the last days:

1. In comparison to the world's population, the missionary force is small (see verse 70).
2. We are engaged in the Lord's work, and He will labor with us (see verse 71).
3. Workers in the Lord's kingdom are successful only as they learn to obey the commandments of the Lord in all things (see verse 72).
4. As missionaries go forward, they find many valiant people throughout the world (see verse 73).

Invite a student to read Jacob 6:4–8.

- After teaching Zenos's allegory, what gospel principles did Jacob emphasize?
- How can knowing that the Lord is stretching "forth his hands . . . all the day long" (Jacob 6:4) for you deepen your appreciation for Him?

💡 As an alternative to the preceding teaching idea, you might show the video presentation "The Olive

Tree Allegory" (run time: 14:33), segment 7 on *Book of Mormon DVD Presentations*. As you preview this presentation, refer to the teacher outline in the *Book of Mormon Video Guide* (item number 34810; also available at www.ldsces.org).

Jacob 5:75; 6:1–3. "Blessed Are They Who Have Labored Diligently in His Vineyard"

💡 Have students read Jacob 5:75 and 6:1–3 silently. Suggest that they consider the blessings that can come to the Lord's servants.

- What do these verses teach about the servants who assist in the Lord's vineyard?
- Who are the Lord's servants today? How do they "nourish" and "graft"?

Read the following statement by President Joseph Fielding Smith (1876–1972), the 10th President of the Church:

"[Zenos's] remarkable parable portrays how [the] branches of the olive tree (Israelites) were carried to all parts of the earth (the Lord's vineyard) and grafted into the wild olive trees (the Gentile nations). Thus they are fulfilling the promise that the Lord had made.

"Today Latter-day Saints are going to all parts of the world as servants in the vineyard to gather this fruit and lay it in store for the time of the coming of the Master" (*Answers to Gospel Questions*, 5 vols. [1957–66], 4:142).

- In what ways can we serve the Lord in this final gathering?

Jacob 7. The Words of Prophets and the Guidance of the Holy Ghost Help Us Withstand False Teachings

💡 Before class, write the following on the board or prepare it as a handout for each student.

Sherem and His Teachings

(Jacob 7:1–7)

- How did Jacob describe Sherem?
- What was Sherem’s primary objective?
- How successful was Sherem?
- What were the tactics or tools Sherem used in leading the people astray?
- How are these tactics similar to those used in our day?

Jacob Exposes Sherem’s False Teachings

(Jacob 7:5, 8–14)

- As you study this account, what do you see about Jacob that helped him recognize the falseness of Sherem’s teachings, even when so many other people were deceived?
- How was Jacob able to confound Sherem?

Invite students to search Jacob 7:1–14 for answers to the questions. When they have had time to study the passage, ask them how they would answer the questions.

Invite students to turn to the statement by President Ezra Taft Benson on page 127 in the student manual. Ask a student to read it. This statement is also available on the companion DVD .

- Why do you think we need to recognize “the evil designs, strategies, and doctrines of the devil in our day”?

Invite students to turn to President Ezra Taft Benson’s statement about avoiding being deceived on page 128 in the student manual. Ask a student to read it. As the student reads about the three guides that President Benson encouraged us to follow, you may want to list the guides on the board:

1. The standard works (the scriptures)
2. Latter-day Presidents of the Church, particularly the living President
3. The Holy Ghost

- In what ways did Jacob rely on the Holy Ghost during his encounter with Sherem?
- According to Jacob 7:10–11, how did Jacob use the scriptures with Sherem?

Ask a student to read Jacob 7:23. Then ask another student to read Joseph Smith—Matthew 1:37.

- How will searching the scriptures help us not be deceived?
- What can we do to protect ourselves from false teachings in our day?

Bear your testimony of the Lord’s love and watchcare over His children. Emphasize that as we depend on Him, His servants, the scriptures, and the Holy Ghost, we can stay close to Him and avoid being deceived.

CHAPTER 17

Enos—Words of Mormon

Introduction

Your students are probably already familiar with the account of Enos praying all day and all night. You can help them deepen their understanding of this story. As they read and discuss it, they can learn about efforts and attitudes that can make their prayers more meaningful. They can also see how the blessings of the Atonement affect their lives.

The books of Jarom, Omni, and Words of Mormon document how some of the Nephites struggled because they chose not to follow the teachings of the prophets. As you teach, you can help students see how trusting the Lord and His prophets provides peace even in times of trial and adversity.

Some Doctrines and Principles

- As we receive forgiveness for our sins through faith in Christ and the healing power of His Atonement, we desire to help others receive salvation (see Enos 1:5–27).
- Sometimes leaders must warn with sharpness to motivate people to repent (see Enos 1:22–23; Jarom 1:10–12; Words of Mormon 1:15–18).
- Faithful Saints will be sustained and led in times of trial and adversity as they hearken to prophets (see Omni 1:12–19).
- The Lord knows all things that are to come (see Words of Mormon 1:1–9).

Suggestions for Teaching

Enos 1:2–15. Prayer Is Spiritual Communication with God

💡 Ask the class to tell you everything they know about Enos. Answers might include the following:

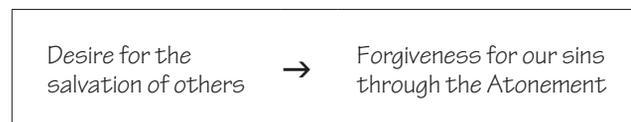
1. He was the son of Jacob, the grandson of Lehi, and the nephew of Nephi.
2. He was a righteous man.
3. He prayed all day and night.
4. The voice of the Lord assured him that his sins were forgiven.
5. He prayed for the welfare of others.

Divide the class into pairs. Have the pairs read Enos 1:1–5 and work together to find actions and attitudes that make prayer meaningful. After a few minutes, ask students to share what they have found.

Write students' answers on the board. Invite students to privately write principles from this discussion that will help them improve their personal prayers. For further insights, you might refer to the statements by Elder Robert D. Hales and Elder Neal A. Maxwell on pages 130–31 in the student manual.

Enos 1:5–27. As We Receive Forgiveness for Our Sins through Faith in Christ and the Healing Power of His Atonement, We Desire to Help Others Receive Salvation

💡 Draw the following diagram on the board:



Invite a student to read Enos 1:5–8.

- What feeling let Enos know he had experienced the cleansing power of the Atonement?
- How can we feel the same power in our life?

Have a student read Enos 1:9–12.

- Once Enos felt forgiven through the Atonement, whom did he think of next?
- Why do you think he would begin to think of others?
- How might this pattern help us?

Explain that when we have been cleansed and changed through the Atonement, we are better prepared to serve others.

Invite students to share examples of individuals whose lives demonstrate a desire for the spiritual welfare of others. Challenge students to seek personal blessings through the power of the Atonement and then to help others receive those blessings as well.

Enos 1:22–23; Jarom 1:10–12; Words of Mormon 1:15–18. Sometimes Leaders Must Warn with Sharpness to Motivate People to Repent

💡 Show a few illustrations depicting warnings or cautions. (These may include traffic signs, poison warnings, and so on.)

- Why do we have these warnings?
- What might be the consequences of not heeding a warning?

Ask students to read Enos 1:22–23.

- What do you think it means to be “stiffnecked”? If we see this attitude in ourselves, what can we do to change?

Ask students to read Jarom 1:10–12.

- Why do you think some leaders and teachers are able to remain diligent and long-suffering, even when people reject their message?

Ask students to read Words of Mormon 1:15–18.

- What does it mean to speak the words of God with power and authority? Why is it sometimes necessary to speak with sharpness?
- What are some clear warnings our leaders have given us?
- How can we see sharp warnings as expressions of love?

Encourage students to heed warnings that come from prophets, local priesthood leaders, and parents, who desire their well-being.

Omni 1:12–19. Faithful Saints Will Be Sustained and Led in Times of Trial and Adversity as They Harken to Prophets

💡 Before class, prepare the following exercise on the board or on a handout for each student:

1. What land did Mosiah and his people find? ____	A. CORRUPTED
2. What did Mosiah have that caused the people of Zarahemla, who were descendants of Mulek, to rejoice? ____	B. JERUSALEM
3. Where had the people of Zarahemla come from? ____	C. MOSIAH
4. What had happened to the language of the people of Zarahemla? ____	D. PLATES OF BRASS
5. Who became king of both the Nephites and the people of Zarahemla? ____	E. ZARAHEMLA

Ask students to read Omni 1:12–19 silently. Invite them to complete the exercise on the board or on their handouts as they read, matching the questions with the corresponding letters. After sufficient time, briefly review the correct answers. (1–E, 2–D, 3–B, 4–A, 5–C.)

- How were the faithful Saints who followed Mosiah into the wilderness sustained and led from danger?
- How did the arrival of Mosiah’s people save the people of Zarahemla from spiritual blindness?
- 1 Nephi 4:13 contains the Lord’s explanation of why Nephi needed to kill Laban and get the brass plates. How does this verse relate to Omni 1:14–17? (Because the people of Zarahemla had not brought records with them, their language had become corrupted and they had lost their belief in God. They were a nation that was dwindling and perishing in unbelief. They rejoiced when they saw that the people of Mosiah had a record of the Jews on the brass plates.)

Explain that being obedient to the prophet’s counsel does not guarantee freedom from all difficulties of life. However, by following the prophet, we can have the assurance that we are on the safest path and that we will be sustained through trials.

Read Doctrine and Covenants 21:4–6 with the class.

- Why can we have faith in the prophet's counsel?
- In what ways has counsel from the prophet helped you through difficult times?

Omni 1:25–26. “Offer Your Whole Souls as an Offering unto Him”

💡 Have students look in the chapter heading of Omni 1 to determine how many authors contributed to this book. Point out that Amaleki, the fifth author, was the last to contribute to the small plates of Nephi and wrote more than half of the book of Omni (see Omni 1:12–30).

Invite students to read Omni 1:25–26 silently. Instruct them to underline (or list on a separate piece of paper) specific items of exhortation and counsel that Amaleki gave. After sufficient time, invite students to share what they found.

- What significance do you find in the repeated invitation to “come”?
- What do you feel is the relationship between coming unto Christ and offering our “whole souls as an offering unto him”?

Share the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“God loves us. He is watching us. He wants us to succeed. We will know some day that He has not left one thing undone for the eternal welfare of each of us. . . . This is our day to show what we can do—what life and sacrifice we can daily, hourly, instantly make for God. If we give our all, we will get His all from the greatest of all” (“Jesus Christ—Gifts and Expectations,” *Ensign*, Dec. 1988, 6).

Why must we offer our “whole souls” to receive the blessings of salvation?

Ask students to silently consider what they can sacrifice this week to come unto God more completely. Testify of the blessings that come from accepting the Lord's invitation to come unto Him.

Words of Mormon 1:1–9. The Lord Knows All Things That Are to Come

💡 Invite students to find the dates that correspond to the book of Omni and the Words of Mormon and note the difference between when the book of Omni was written and when Words of Mormon was written. Explain that Words of Mormon contains some of Mormon's comments about his compilation of the sacred records of his people.

Ask several students to read Words of Mormon 1:1–9, one or two verses per student.

- What did Mormon feel impressed to do with the small plates he found? Why?
- What event in Church history illustrates why the Lord inspired Mormon to add this record at this point?

Ask a student to read the introduction to Doctrine and Covenants 10.

- How were Joseph Smith and the Book of Mormon protected by Mormon's inclusion of the small plates of Nephi? How have we been blessed because of Mormon's inclusion of these plates?

Encourage students to highlight the phrase “the Lord knoweth all things which are to come” in Words of Mormon 1:7.

- How does it help you to know that the Lord knows all things? How can this understanding influence our faith in the Lord and His plan for each of us?

Refer students to the statement by Elder Neal A. Maxwell on page 135 in the student manual.

Invite students to share experiences that have helped them recognize Heavenly Father's awareness of their future needs. You may also want to share your own feelings about how you have seen the foreknowledge of God working in your life.

CHAPTER 18

Mosiah 1–3

Introduction

For many years, the people of Zarahemla, who became known as Nephites, were led by a righteous king named Benjamin. As King Benjamin grew old, he instructed his son Mosiah to call the people together. He said that in his final sermon, he would appoint a new king. He would also give the people “a name that never [would] be blotted out, except it be through transgression” (Mosiah 1:12). Early in his sermon, King Benjamin proclaimed that his son Mosiah would be king over the people. Throughout the sermon, he bore witness of the Savior, preparing the people to receive the name he would give them.

The following material focuses on King Benjamin’s witness of the Savior as recorded in Mosiah 2–3. It provides an opportunity for you to remind students of the blessings of salvation that come through Jesus Christ and the Atonement. You can help them see how the Atonement overcomes the effects of the Fall and compensates for mortal weakness and how humility and gratitude are essential as we strive to keep our covenants with God. The next time you meet with students, you will discuss Mosiah 4–6, in which King Benjamin gives his people the name as he promised.

Some Doctrines and Principles

- We are accountable before God for the way we serve others (see Mosiah 2:1–18).
- We are eternally indebted to God (see Mosiah 2:19–41).
- Salvation comes only through Jesus Christ (see Mosiah 3).

Suggestions for Teaching

Words of Mormon 1:12–18; Mosiah 1. King Benjamin Was a Righteous Leader

🔦 Hold up a picture of King Benjamin on his tower. (You may use *Gospel Art Book* [2009], no. 74, or the picture on page 67.) Ask students to identify the event in the picture.

Point out that Words of Mormon 1:12–18 and Mosiah 1 provide background information for King Benjamin’s address. To share that background information, ask that each student write the numbers 1 through 5 on a

piece of paper. Then read the five statements below, without the information in parentheses. Ask students to write *True* or *False* for each statement. After students have written their answers, ask them to read the corresponding scriptures and discuss whether each statement is true or false.

1. King Benjamin fought with the sword of Laban against the Lamanites. (True; see Words of Mormon 1:13; see also Omni 1:24.)
2. Throughout King Benjamin’s reign, all the people loved him and accepted his counsel. (False; see Words of Mormon 1:16; however, see also Mosiah 1:1.)
3. King Benjamin single-handedly established righteousness among the Nephites. (False; see Words of Mormon 1:17–18.)
4. King Benjamin taught his sons the language of his fathers so they could search the scriptures and know the mysteries of God. (True; see Mosiah 1:2–4.)
5. King Benjamin called the people together to hear him speak for political and spiritual reasons. (True; see Mosiah 1:10–11.)

Explain that when we know how King Benjamin established peace and righteousness, we gain a greater appreciation for the depth of his teachings and testimony.

Mosiah 2:1–18. We Are Accountable before God for the Way We Serve Others

🔦 Explain that the Nephites gathered outside the temple in Zarahemla to hear King Benjamin speak. They pitched their tents with the doors facing the temple so they could hear Benjamin’s words. The king asked that a tower be built so more people could hear him. He also asked that his words be written for the people who were still too far away to hear. (See Mosiah 2:1–8.)

On the board, write *We are accountable before God for the way we serve others.*

Read Mosiah 2:9–18 with the students. You may want to give special attention to Mosiah 2:17 📖. Ask students to look for evidence that King Benjamin believed that we are accountable for our service to others.

- What reasons did King Benjamin give for his service?
- In what ways have you felt that your acts of service to others have also been service to the Lord?

Share the following statement by President Marion G. Romney (1897–1988) of the First Presidency (also available on the companion DVD ):

“By serving and lifting others . . . we experience the only true and lasting happiness. Service is not something we endure on this earth so we can earn the right to live in the celestial kingdom. Service is the very fiber of which an exalted life in the celestial kingdom is made.

“Knowing that service is what gives our Father in Heaven fulfillment, and knowing that we want to be where He is and as He is, why must we be commanded to serve one another? Oh, for the glorious day when these things all come naturally because of the purity of our hearts. In that day there will be no need for a commandment because we will have experienced for ourselves that we are truly happy only when we are engaged in unselfish service” (in Conference Report, Oct. 1982, 135; or *Ensign*, Nov. 1982, 93).

- Think about a time when you followed a prompting to serve someone. How did you feel when you responded to this prompting?
- Ponder President Romney’s statement that “we are truly happy only when we are engaged in unselfish service.” Why do you think this is true?

Mosiah 2:19–41. We Are Eternally Indebted to God

 Invite students to list on a piece of paper five or six blessings they have received for which they are especially grateful. After students have written their lists, invite them to read Mosiah 2:19–24 silently. Have them identify, as they read, anything on their lists that King Benjamin suggested we should be thankful for. Invite each student to turn to another student and discuss what these verses teach we should be grateful for.

- What are some ways we can show our gratitude to the Lord?

Ask the students to review verse 22, looking for promised blessings. Ask them what the Lord requires of us so we can receive those blessings.

- What blessings have you or your family received as a result of obedience to the commandments?

Bring an item to class that has visible dust on its surface. Wipe your finger across the surface of the item and hold your finger up for the class to see.

- Which is more valuable—the dust on my finger or me?

As students discuss this question, invite someone to read Mosiah 2:25–26. Ask students to explain what they think Benjamin meant when he said that he and his people were not even “as much as the dust of the earth.”

Write the following scripture references on the board:

Mosiah 2:25–26

Psalm 8:3–9

Give students time to read and mark these passages. Point out that one passage says that we are not even “as much as the dust of the earth,” while the other says that we are only “a little lower than the angels.”

- How are both statements true?

Invite a student to read Mosiah 2:34. Invite all students to listen for a phrase that teaches us something about our relationship to Heavenly Father.

- What does it mean to be indebted to someone?
- What has God provided for us?
- Why is it important for you to remember that you are eternally indebted to the Lord?

Invite a student to read Mosiah 2:36–41. Invite the class to read along, looking for contrasts between people who keep the commandments of God and people who do not keep the commandments.

- According to these verses, what consequences come to people who do not obey the commandments and who do not repent?
- According to these verses, what blessings come to those who keep the commandments?

- How can feeling grateful to Heavenly Father help us be obedient to His commandments? How can ingratitude lead to disobedience?

Encourage students to ponder their indebtedness to the Lord.

Mosiah 3. Salvation Comes Only through Jesus Christ

💡 Share the following statement by President Henry B. Eyring of the First Presidency:

“What we need is faith in [Jesus Christ] and to love Him. We must know that He lives and who He is. When we do, we will love Him” (in Conference Report, Apr. 2006, 16; or *Ensign*, May 2006, 16).

- Why will we love the Savior more as we come to know who He is?

Explain that Mosiah 3 contains the words that an angel spoke to King Benjamin. Help students see that through revelation, the Nephites were allowed to know important details of the Savior’s life and the purpose of His mission more than 100 years before His birth. Similarly, with the spirit of revelation, we can know the truth of the angel’s message more than 2,000 years later. Through the witness of the Spirit, we come to know and love the Savior, developing greater faith in Him.

Divide the class into five groups. Assign each group one of the following scripture blocks:

Mosiah 3:5–9

Mosiah 3:10–13

Mosiah 3:14–18

Mosiah 3:19–22 (note that verse 19 is a scripture mastery passage 📖)

Mosiah 3:23–27

As the groups study their scripture blocks, ask them to identify prophecies of the Savior’s ministry and Atonement and explanations of how salvation is available through the name of Christ. After students have had time to discuss their findings in their groups, have them report to the entire class.

Depending on the needs of students, consider asking some of the following questions:

- From what you have read in this chapter, why is salvation available only through Jesus Christ?
- On pages 139–40 in the student manual, read the explanation of the phrase “natural man.” Why is faith in Christ and His Atonement the only way for us to overcome the natural man and become saints?
- In verse 19, we are told that we should become “as a child.” What does this mean to you?
- How does this chapter testify of our need for Jesus Christ?

Invite students to share their testimonies of the blessings of the Atonement. Consider bearing your own testimony.



CHAPTER 19

Mosiah 4–8

Introduction

After King Benjamin related the angel's message concerning our fallen nature and our need for a Savior, the people fell to the earth and prayed for redemption through the Atonement of Jesus Christ. With the multitude in a state of humility, King Benjamin concluded his sermon by teaching the people how to obtain and retain a remission of sins and continually live as “children of Christ” (Mosiah 5:7). King Benjamin's sermon provides an excellent opportunity to help students understand how to apply the Atonement. Like the Nephites, we can recognize our mortal weakness, repent, and take the name of Jesus Christ upon ourselves by making and keeping covenants.

Some Doctrines and Principles

- Applying the atoning blood of Christ brings remission of sins (see Mosiah 4:1–8).
- Applying the atoning blood of Christ leads to a Christlike life (see Mosiah 4:9–30).
- Through faith we experience a change of heart and take upon ourselves the name of Jesus Christ (see Mosiah 5).
- A seer is a great benefit to his fellow beings (see Mosiah 8:13–18).

Suggestions for Teaching

Mosiah 4:1–8. Applying the Atoning Blood of Christ Brings Remission of Sins

💡 Invite a student to read Mosiah 4:1. Then ask students to recall an experience that touched them deeply and led them to feel the power of the Spirit.

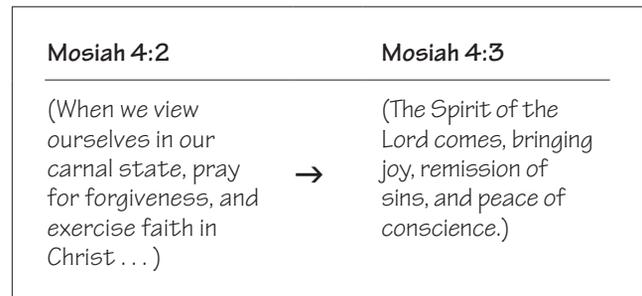
- What did you learn from that experience?
- How has that experience influenced you?

Ask a student to read Mosiah 4:2. Ask students to describe in their own words the experience King Benjamin's people had.

- What did the people pray for?

Invite students to read Mosiah 4:3 silently and identify what happened to the Nephites because of their prayer of faith. Then ask students to share what they have found.

💡 Invite students to summarize the cause-and-effect relationship between Mosiah 4:2 and Mosiah 4:3. To guide their discussion, help them complete the following diagram on the board. Begin by writing the scripture references and drawing the arrow. Then invite a student to write what the people did (in Mosiah 4:2) and the blessings they received as a result (in Mosiah 4:3). The statements in parentheses below are examples of what students might write.



Mosiah 4:9–30. Applying the Atoning Blood of Christ Leads to a Christlike Life

💡 Divide the class into pairs or small groups. Have the groups review Mosiah 4:12–30 together. Instruct them to mark or list attitudes and qualities that Benjamin identifies as being typical of true followers of Jesus Christ.

After adequate time, invite students to share what they have found in their study. Because this activity will take several minutes to complete, you should limit the number of responses you choose to discuss.

To help students apply what they are learning, you might ask one of the following questions as each attitude or quality is mentioned:

- What difference can this attitude (or quality) make in your life?
- When have you seen examples of this attitude (or quality)? How did it affect you or another person?

Encourage students to ponder ways they can develop each attitude or quality in their lives.

Invite a student to read Mosiah 4:30 📖. Then ask students to summarize this portion of the lesson by reviewing the warning in verse 30.

Mosiah 5. Through Faith We Experience a Change of Heart and Take upon Ourselves the Name of Jesus Christ

💡 Ask students to describe people they know who have been converted to the gospel. How has the gospel changed that person?

Explain that a marvelous conversion took place with King Benjamin's people. Have a student read Mosiah 5:1–2.

- What blessings came to King Benjamin's people through the Spirit of the Lord? (They knew the truth of Benjamin's words, they experienced a change of heart, and they had "no more disposition to do evil.")

Read the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church. Invite students to listen for additional insights about experiencing a change of heart.

"Becoming Christlike is a lifetime pursuit and very often involves growth and change that is slow, almost imperceptible. . . .

". . . True repentance involves a change of heart and not just a change of behavior. . . . Most repentance does not involve sensational or dramatic changes, but rather is a step-by-step, steady, and consistent movement toward godliness" ("A Mighty Change of Heart," *Ensign*, Oct. 1989, 5).

- Why do we need a change of heart and not just a change of behavior?
- How have you seen that conversion is a process of steady and consistent improvement?

Summarize this mighty change by having a student read Mosiah 5:2–5.

- According to these verses, what are some results of this mighty change?
- In what ways does conversion prepare us to make and keep covenants with God?

Before class, write the following scripture reference and questions on the board, on a poster, or on a handout.

Invite students to read this passage silently and to write answers to the questions on a piece of paper.

Mosiah 5:7–12

- What name was given to the people?
- How do we take this name upon ourselves?
- Where should the name be written?
- What can cause someone to lose the name?
- In addition to the name, what else must we know?

After students have written their answers, review the answers as a class.

Invite students to read the statement by Elder Dallin H. Oaks on page 145 in the student manual (also available on the companion DVD .

- What does it mean to you to take upon yourself the name of Christ?
- What can we do each day to help us keep Christ's name written in our hearts?

Encourage students to live in such a way that people will see by their actions and their countenances that they have taken upon themselves the name of Christ and have become His sons and daughters.

Mosiah 8:13–18. A Seer Is a Great Benefit to His Fellow Beings

💡 To help students understand the historical setting of Mosiah 8, begin by reviewing the events described in Omni 1:27–30. Explain that the group of people described in these verses eventually settled in the land of Lehi-Nephi, "the land of their inheritance," but they were taken captive by the Lamanites. Then explain that about 80 years later, King Mosiah permitted 16 men, led by a man named Ammon, to leave the land of Zarahemla in search of these people. Ammon and his group were able to find the people, who were led by a king named Limhi. Have students read the chapter headings for Mosiah 7–8. Explain that in a conversation with King Limhi, Ammon said that King Mosiah was a seer.

Point out that at least four times each year—during two general conferences, a stake conference, and a ward conference—we raise our hands to pledge that we will sustain the President of the Church as a prophet, seer, and revelator. Write the words *prophet* and *seer* on the board. Have students read Mosiah 8:13–18, page 147 in the student manual, and the entries on “Prophet” and “Seer” in the Bible Dictionary to look for descriptions of a prophet and a seer. You may want to have students write what they learn.

- What is the calling of a seer?
- What are some blessings we can receive when we follow a seer?

Explain that our testimony of a seer is strengthened when events or conditions come to pass that demonstrate his seership. Invite students to turn to Doctrine and Covenants 89.

- What is this section about?
- In Joseph Smith’s day, what did the world know about the harmful effects of tobacco and alcohol?

- How does modern-day knowledge about these harmful effects increase your confidence in Joseph Smith as a seer?

Invite students to consider the following warning given by today’s seers:

“Do not participate in entertainment that in any way presents immorality or violent behavior as acceptable” (*For the Strength of Youth* [pamphlet, 2001], 17).

You may also want to share other warnings from living prophets.

- What counsel from a seer has brought you increased happiness?

Explain that each seer is a “watchman upon the tower” who warns us because he has “seen the enemy while he was yet afar off” (see D&C 101:54). We demonstrate our faith when we heed such warnings. Share your testimony about the blessings of being led by seers.

CHAPTER 20

Mosiah 9–17

Introduction

Although this scripture block contains several interesting and instructive stories, the central doctrinal teachings are found in the account of Abinadi's ministry. Students may be familiar with the story of Abinadi's martyrdom; you can help them understand more about his ministry and message. You can help them understand the role of a prophet, the importance of hearkening to prophets, and the divinity of Jesus Christ. You can help them understand that Abinadi's willingness to die for his testimony of the Savior was a result of his willingness to live for it. Learning from Abinadi's example, they can increase their commitment to be obedient, faithful, and courageous.

Some Doctrines and Principles

- Prophets call the wicked to repentance (see Mosiah 11–12).
- God Himself shall make an Atonement and redeem His people (see Mosiah 13–16).
- Sometimes the righteous suffer for their testimony of Jesus Christ (see Mosiah 17).

Suggestions for Teaching

Mosiah 9–17. Historical Overview

💡 To give students a historical overview of Mosiah 9–17, consider using one of the following options:

1. Well in advance of the lesson, give a student a copy of the handout at the end of this chapter. Ask him or her to study Mosiah 9–10 and prepare a three- to five-minute presentation on the story of Zeniff to begin the lesson.
2. If you decide to omit the student presentation, begin the lesson by asking students to look at the date at the bottom of the page (or in the chapter heading) at the beginning of Mosiah 9 and the date at the bottom of the page (or in the chapter heading) at the beginning of Mosiah 8. Point out that between Mosiah 8 and Mosiah 9, the story goes back in time approximately 80 years. The story in Mosiah 9 begins around 200 B.C., with Zeniff recounting the events previously recorded in Omni 1:27–30. Mosiah chapters 9–24 recount events during the reigns of three kings: Zeniff, Noah, and Limhi. These records

document the people's success when they turned to God. When the people chose not to turn to God, they struggled—outwardly against the Lamanites and inwardly against pride.

Mosiah 9–17. Doctrinal Overview: Responsibilities of Prophets

💡 Share the following statement from *True to the Faith*. Before you read it, ask students to listen for four main responsibilities of prophets.

“Like the prophets of old, prophets today testify of Jesus Christ and teach His gospel. They make known God's will and true character. They speak boldly and clearly, denouncing sin and warning of its consequences. At times, they may be inspired to prophesy of future events for our benefit” (*True to the Faith: A Gospel Reference* [2004], 129).

- What four major responsibilities of a prophet did you notice? (Write students' answers on the board as shown below.)

Responsibilities of a Prophet

1. Testify of Jesus Christ and teach His gospel.
2. Make known God's will and character.
3. Denounce sin and warn of its consequences.
4. Prophecy of future events.

Divide the class into four groups. Invite one group to read Mosiah 11:20–25 silently, another group to read Mosiah 16:5–9 silently, another group to read Mosiah 16:10–15 silently, and the last group to read Mosiah 17:15–18 silently. Then have each group discuss how Abinadi fulfilled one or more of the responsibilities listed on the board. Ask one student from each group to summarize for the class their assigned verses and explain how Abinadi fulfilled one or more of the responsibilities listed on the board.

Invite students to remember these responsibilities throughout the lesson and to look for the ways Abinadi fulfilled his calling as a prophet.

Mosiah 11–12. Prophets Call the Wicked to Repentance

💡 Show a picture of Abinadi in King Noah's court, such as picture 75 in the *Gospel Art Book* (also shown below). Ask a student to briefly describe what is taking place in the picture.



One way Abinadi fulfilled his role as a prophet was by calling the people to repentance. Invite the students to compare Abinadi's words during his first visit (see Mosiah 11:20–25) with his words during his second visit (see Mosiah 12:1–8). Two years transpired between Abinadi's two visits (see Mosiah 12:1).

- How did Abinadi's message change in his second visit?
- Even if the people chose to repent after Abinadi's second visit, what consequences would they suffer for not hearkening to his warnings the first time?

Help students understand that even though the people could still repent of their sins, they could not escape the consequences of ignoring a prophet's first warning. Share your feelings about the need for prompt repentance and the importance of following the counsel of living prophets.

Mosiah 13–16. God Himself Shall Make an Atonement and Redeem His People

💡 Abinadi continued to fulfill his role as a prophet by testifying of the divine mission of Jesus Christ. As part of his testimony, he quoted one of Isaiah's prophecies about the Savior's atoning sacrifice. Instruct students to read Mosiah 14 silently. (Consider playing a sacrament hymn softly in the background while they read. You

could play an audio recording of the hymn or ask someone to play the piano.) When they have finished reading, invite them to share their feelings about what they have read.

After students have shared their feelings about the Savior, help them identify some of the significant truths taught in Mosiah 14. Explain that the chapter contains a prophecy that has already come to pass. Then ask the following questions. Invite students to write their answers to the questions.

- In verse 2, what does the phrase “as a root out of dry ground” suggest about the general spiritual state of the people during the time of the Savior's mortal ministry? (Many were unreceptive to His message.)
- According to verse 3, how did some people treat the Savior?
- According to verses 4–6, what burdens did the Savior bear?
- According to verses 7–9, how did Jesus Christ show His willingness to atone for our sins?

Invite a few students to share the answers they have written. Encourage all the students to ponder Isaiah's words further by reading Mosiah 14 again outside of class and sharing what they have learned with a family member or friend.

You might conclude this portion of the lesson by having students read the words to the hymn “I Stand All Amazed” (*Hymns*, no. 193).

- How does this hymn relate to Mosiah 14?
- How does this hymn deepen your appreciation for the Savior?
- How do you feel as you realize that the Savior descended “from his throne divine” to rescue you?

💡 Invite a student to read Mosiah 13:33–35 and 15:1.

As class members read and discuss these verses, you may need to explain Abinadi's use of the word *God*. When Latter-day Saints use the word *God*, they usually refer to Heavenly Father. However, Abinadi used the term in reference to Jesus Christ. To help students understand this, invite them to read the commentary on page 153 in the student manual.

To illustrate the value of the doctrine that Jesus Christ was and is a God, ask the following questions:

- Is Jesus Christ a myth?
- Was He a wise moral teacher, but still merely a man?
- Is He the literal Son of God?
- How can people’s answers to these questions influence their lives?

Ask students if they are aware of any efforts made in the world to diminish the status of Jesus Christ as the literal Son of God.

- Why is it important to recognize that Jesus Christ was and is a God?

Help students understand that our faith in Jesus Christ and His Atonement increases when we understand His eternal nature and His divinity as the Son of God.

💡 In Mosiah 15:1–9, Abinadi testifies of the Savior’s divine nature and mission and teaches about Jesus Christ’s roles as both Father and Son.

Have a student read Mosiah 15:1–5. Then ask a student to read the statement by Elder M. Russell Ballard on page 153 in the student manual.

- How is Jesus Christ both Father and Son?

If you feel that you need to develop this topic further, consult the rest of the student manual’s information about Mosiah 15:1–7 (page 153), which contains excerpts from the 1916 proclamation titled “The Father and The Son: A Doctrinal Exposition by the First Presidency and the Twelve.”

Note that Mosiah 15:1–8 is not a discussion about the different members of the Godhead. It is a discussion about Jesus Christ and His different roles as Father and Son.

💡 In Mosiah 15:10–13, Abinadi further explains the father-child relationship between Jesus Christ and those who accept His gospel. He speaks of the Savior’s “seed,” or sons and daughters. Invite students to read verses 10–13. Then ask the following questions:

- According to verses 11–12, what does it mean to be the Savior’s sons and daughters? (See also D&C 25:1.)
- What blessings come to those who become the “seed” of Christ?

💡 As Abinadi continued to teach Noah and his priests, he answered a question one of the priests had asked him earlier. Invite students to look at this question in Mosiah 12:20–24. In answering this question, Abinadi continued to testify of the divinity of Jesus Christ. To help students discuss his answer, ask half of the class to read Mosiah 15:13–18 and the other half to read Mosiah 15:19–25. As they read, write the following questions on the board:

Who are the messengers who share the good tidings? (See Mosiah 15:13–18.)

What are the good tidings? (See Mosiah 15:19–25.)

Invite one student from each half of the class to share answers to these questions.

Share the statement by Elder Carlos E. Asay of the Seventy on page 154 in the student manual.

- How can we help bring these good tidings to others?

Mosiah 17. Sometimes the Righteous Suffer for Their Testimony of Jesus Christ

💡 Refer again to the picture of Abinadi before King Noah. Ask a student to tell the class the fate of Abinadi. Then ask a student to read Mosiah 17:1–13, 20.

Help students understand that Abinadi’s willingness to die for the truth came as a natural result of his obedience to God. However, very few people are asked to die in defense of their testimonies. To help students see what we are asked to do rather than die for the truth, share the following statements:

President Brigham Young (1801–77), the second President of the Church, said, “The most effectual way to establish the religion of Heaven is to live it, rather than to die for it: I think I am safe in saying that there are many of the Latter-day Saints who are more willing to die for their religion than to live it faithfully” (*Discourses of Brigham Young*, sel. John A. Widtsoe [1954], 221).

President Ezra Taft Benson (1899–1994), the 13th President of the Church, taught:

“Christ changes men, and changed men can change the world.

“Men changed for Christ will be captained by Christ. . . .

“. . . Men captained by Christ will be consumed in Christ. . . .

“Their will is swallowed up in His will. (See John 5:30.)

“They do always those things that please the Lord. (See John 8:29.)

“Not only would they die for the Lord, but more important they want to live for Him” (in Conference Report, Oct. 1985, 5–6; or *Ensign*, Nov. 1985, 6).

- In what ways did Abinadi live for the Lord?
- In what ways did Abinadi’s life and teachings influence Alma? (See Mosiah 17:1–4. If you want to develop this discussion further, you may want to refer to the statement by Elder Robert D. Hales on page 155 in the student manual.)
- In what ways can we live for the Lord?

Handout

Historical Overview of Mosiah 9–10

This presentation should take between three and five minutes. To prepare to present the historical context for this lesson, read Mosiah 9–10 as many times as necessary to be familiar with the story. You may also want to review the table below and pages 149–50 in the student manual.

In class, invite the other students to open their scriptures to Mosiah 9–10 and follow along while you share a brief overview of the story of Zeniff. On the board, you might draw the following chart as a reminder of the major people and places in the book of Mosiah:

Land of Lehi-Nephi	Land of Zarahemla
King Zeniff (Mosiah 9–10) around 200 B.C.	King Mosiah I
King Noah (Mosiah 11–19) around 160 B.C.	King Benjamin
King Limhi (Mosiah 7–8; 19–22) around 121 B.C.	King Mosiah II

Zeniff was a Nephite who led a group of other Nephites to try to regain the land of Lehi-Nephi, where their ancestors had lived. Zeniff and his group left Zarahemla sometime after King Mosiah

I began his reign there. Note that between Mosiah 8 and Mosiah 9, the story goes back in time approximately 80 years. The story in Mosiah 9 begins around 200 B.C., with Zeniff recounting the events previously recorded in Omni 1:27–30. Briefly tell in your own words some of the highlights of Zeniff’s story in Mosiah 9–10. You might include:

1. The results of Zeniff’s first journey (Mosiah 9:1–5; Omni 1:27–30).
2. The consequences of being overzealous. For example, overzealousness led to poor judgments, such as being “slow to remember . . . God” (Mosiah 9:3) and being blinded by “the cunning and the craftiness of king Laman” (Mosiah 9:10).
3. The influence for good that Zeniff had on the people. For example, he encouraged them to (a) repair the city (see Mosiah 9:8); (b) raise flocks and crops (see Mosiah 10:2, 4); (c) manufacture clothing (see Mosiah 10:5); and (d) defend themselves “in the strength of the Lord” (see Mosiah 9:17).

Zeniff’s reign demonstrates how he labored throughout his life to obtain the land of Lehi-Nephi and live there in peace. His overzealousness led to some questionable actions, but his desire to establish an independent Nephite colony among the Lamanites eventually succeeded.

CHAPTER 21

Mosiah 18–24

Introduction

After Alma was converted through the preaching of Abinadi, he began to teach the people who were willing to listen to him. He and his new followers escaped to a place called Mormon, where they received the ordinance of baptism and became unified in their faith. They settled peacefully in a land they called Helam, but they were taken captive by Amulon, a former priest of King Noah who had joined the Lamanites. Just before this, the people who remained in the land of Lehi-Nephi, who were now led by King Noah's righteous son Limhi, were also placed in bondage by the Lamanites. Both groups came to know that "none could deliver them but the Lord their God" (Mosiah 23:23). As you and your students discuss these accounts, you can gain a greater appreciation for the Lord's power to deliver us from whatever bondage we experience. You can encourage students to make and keep covenants, be humble, repent, pray, and trust in the Lord.

Some Doctrines and Principles

- We receive the Spirit of the Lord and the promise of eternal life through our baptismal covenants (see Mosiah 18:1–16).
- Walking uprightly includes obeying God and serving others (see Mosiah 18:17–30).
- God is merciful and able to deliver us from bondage (see Mosiah 19–24).
- God tries our patience and faith (see Mosiah 23–24).

Suggestions for Teaching

Mosiah 18:1–16. We Receive the Spirit of the Lord and the Promise of Eternal Life through Our Baptismal Covenants

💡 Begin by asking students to imagine that a friend has decided to be baptized and confirmed. She asks what she can do to be spiritually prepared.

- What advice would you give?

Invite students to silently read Mosiah 18:1–7, looking for evidence that the people were prepared for baptism.

- What evidence did you find?

Invite a student to read Doctrine and Covenants 20:37. Before he or she reads, ask students to listen for additional attitudes and actions that confirm an individual's readiness to make and keep baptismal covenants.

- How can the attitudes and actions we have discussed help us make and keep all gospel covenants?

Read Mosiah 18:8–10. Before you read, ask students to follow along and look for elements of the baptismal covenants.

- What is our part of the baptismal covenants outlined in these verses?
- What does the Lord promise when we keep our baptismal covenants?

Invite students to divide into pairs and read Mosiah 18:11–16 together. Ask them to mark and discuss the desires of Alma's people before they were baptized. Also ask them to look for the people's feelings after they were baptized and for the blessings the people received.

- What was Alma's desire as he prepared to do the Lord's work? (See Mosiah 18:12.)
- Why do we need the Spirit to be able to serve with "holiness of heart"?
- After being baptized, Alma and his people were "filled with the Spirit" (Mosiah 18:14) and "filled with the grace of God" (Mosiah 18:16). Why is it important for all Church members to receive these blessings? When have you received these blessings?

Testify of the promises and blessings we receive as we honor our baptismal covenants and follow the guidance of the Holy Spirit.

Mosiah 18:17–30. Walking Uprightly Includes Obeying God and Serving Others

💡 Write on the board *They did walk uprightly before God.*

- What does this statement mean to you?

Have students search Mosiah 18:17–30 in pairs or individually, looking for Alma's counsel that led the people to "walk uprightly before God." Suggest that students write the principles they find. After sufficient time, invite them to share what they have found. As

students share their responses, you might ask what blessings they can identify—from the scripture block or from their own experience—that come from obedience to that particular counsel.

Encourage students to follow Alma’s counsel and to “walk uprightly” each day by obeying God and serving others.

Mosiah 19–24. God Is Merciful and Able to Deliver Us from Bondage

The student manual includes a chart comparing the experience of the people of Limhi with the experience of the people of Alma (see pages 159–60). You may want to invite students to refer to this chart as they discuss Mosiah 19–24.

💡 Have students review the map titled “Significant Nephite Journeys in the Book of Mosiah” on page 146 in the student manual. Using the map, locate the cities and people mentioned in Mosiah 19–24. Make sure students understand that Limhi and his followers were in the land of Lehi-Nephi and that Alma and his followers were in the land of Helam.

Explain that students will be discussing Mormon’s account of how the Lord delivered the people of Limhi and the people of Alma from the bondage of the Lamanites. Invite students to turn to Mosiah 21:5, and ask a student to read it. Emphasize Mormon’s statement that “there was no way that [the Nephites] could deliver themselves out of [the Lamanites’] hands.”

Write *Mosiah 21:13–19; 24:9–16* on the board. Ask students to read these verses silently to discover specific actions that both groups took to receive God’s mercy and deliverance. Based on these actions, invite students to make a list of principles that can guide them in their own difficult circumstances. Invite students to write the principles they find. (*Note:* President Boyd K. Packer of the Quorum of the Twelve Apostles defined a principle as “an enduring truth, a law, a rule you can adopt to guide you in making decisions” [in Conference Report, Apr. 1996, 22; or *Ensign*, May 1996, 17]. You may want to use this definition to help students understand the kind of principles you want them to list.)

The following chart shows one way to guide this activity. You might put it on the board and suggest that students use it as a model to create their own on paper. List the first action and principle (for Mosiah 21:13–14) to show the students how to complete the chart. Then encourage students to find as many actions as they can and to write a principle for each action.

Mosiah 21:13–19; 24:9–16	
Action of the Nephites	Principle
They humbled themselves and cried mightily to God (see Mosiah 21:13–14).	God answers the prayers of those who humbly petition Him..
They were patient (see Mosiah 24:16).	
Other actions identified by students	

After students have had enough time to study and ponder, invite them to share the actions and principles they have listed. Provide an opportunity for them to tell about times when they have applied these principles and the Lord has blessed them. Conclude with your testimony about how we cannot deliver ourselves from spiritual bondage and how we need the Lord’s infinite mercy and redeeming love.

Mosiah 23–24. God Tries Our Patience and Faith

💡 Remind students that Alma’s people and Limhi’s people had once been the subjects of King Noah. Have students read Abinadi’s warning in Mosiah 11:23–25. When the people did not heed this warning, Abinadi returned. Have students read his words in Mosiah 12:1, 5. Alma’s people later repented, but they still suffered the consequences of their earlier refusal to repent.

Read Mosiah 23:21–24 and 24:10–16 as a class, or allow students to read these passages silently. After students have read the verses, invite them to share answers to the following questions. Request that they draw phrases from the assigned passages and also that they state insights in their own words.

- What are some burdens people might bear today? Why do you think our burdens are easier to bear when we cheerfully submit to the Lord's will?
- In what ways does the Lord "visit [His] people in their afflictions"? (Mosiah 24:14).

Invite students to recall times when the Lord has visited them in their afflictions. As appropriate, ask if any would like to share their experiences.

Read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

"There can and will be plenty of difficulties in life. Nevertheless, the soul that comes unto Christ, who knows His voice and strives to do as He did, finds a strength, as the hymn says, 'beyond [his] own.' ["Lord, I Would Follow Thee," *Hymns*, no. 220.] . . .

"Brothers and sisters, whatever your distress, *please* don't give up and *please* don't yield to fear. . . .

"If you are lonely, please know you can find comfort. If you are discouraged, please know you can find hope. If you are poor in spirit, please know you can be strengthened. If you feel you are broken, please know you can be mended" (in Conference Report, Apr. 2006, 71–72; or *Ensign*, May 2006, 71).

- How can you demonstrate patience during difficulties?
- When have you recognized the strengthening hand of God in your life?

Encourage students to trust in the power, comfort, and healing nature of our Father in Heaven and Jesus Christ.

CHAPTER 22

Mosiah 25–29

Introduction

During this period of Book of Mormon history, the prophet Alma faced significant challenges in the Church. Many of the rising generation were not converted to the gospel and would not believe the words of the prophets. Alma the Younger and the four sons of King Mosiah were among those who did not believe, and they went about seeking to destroy the Church of God. Through fervent prayer, Alma received direction from the Lord on how to proceed regarding those who dissented from the Church. Throughout this lesson, you can help students see the change that comes through repentance and conversion. Students will see that people who are converted give faithful service throughout their lives.

Some Doctrines and Principles

- Church discipline can help sinners repent and return to full fellowship in the Church (see Mosiah 26).
- Through the Atonement we can be born again (see Mosiah 27).
- Conversion increases our desire to share the gospel (see Mosiah 27:32–37; 28:1–8).
- Citizens have a duty to uphold righteous laws and leaders (see Mosiah 29).

Suggestions for Teaching

Mosiah 26:1–4. The Rising Generation

💡 Explain that the beliefs shared by the people who heard King Benjamin’s sermon were rejected by many of their children. Have the students read Mosiah 5:1–5 and Mosiah 26:1–4 silently, comparing the feelings of the people in King Benjamin’s day with the feelings of many of the rising generation during the reign of King Benjamin’s son Mosiah.

- According to Mosiah 26:3, why did many in the rising generation harden their hearts?
- In what ways might you help the next generation develop a testimony of the gospel as you have?

Mosiah 26. Church Discipline Can Help Sinners Repent and Return to Full Fellowship in the Church

This teaching idea focuses on Church disciplinary councils, a topic that can lead to difficult questions. Be careful to keep the discussion within the bounds

of the approved material in this manual and in the student manual. You may also refer to the brief entry titled “Church Disciplinary Councils” on pages 37–38 in *True to the Faith: A Gospel Reference*. If students have questions that would require you to go beyond this approved material, politely explain that this is a sacred and sensitive topic that might not be appropriate to discuss in-depth in the classroom. Suggest that they talk with their priesthood leader.

💡 Write the following on the board:

committed sin—verse 6	judged—verses 12, 29
admonished—verse 6	repented—verse 35
witnesses against—verse 9	numbered among the people—verse 35
taken in divers iniquities—verse 11	not numbered among the people—verse 36

Invite students to scan Mosiah chapter 26 and locate the words listed on the board. Ask the students what they think this chapter is about. As they share their ideas, ensure that they understand that Alma had authority over the Church and that Mosiah, as king, had authority over the government. King Mosiah explained that he would deal with civil crimes but that Alma was responsible to deal with serious transgressions among Church members.

Write *Church Discipline* on the board.

- What does the word *discipline* mean?

Share the following statement by Elder Theodore M. Burton (1907–89), who served as a member of the Seventy:

“It saddens me when I hear how some of our members and even sometimes our local leaders treat people who have to be disciplined for transgression. I realize there is a tendency to equate the word *discipline* with the word *punish*, but there is a difference between these words. In English . . . the word *discipline* has the same root as the word *disciple*. A disciple is a student,

to be taught. In dealing with transgressors, we must remember that they desperately *need* to be taught” (in Conference Report, Oct. 1985, 81–82; or *Ensign*, Nov. 1985, 65).

- According to Elder Burton, what is the purpose of Church discipline?

Invite a student to read Mosiah 26:6, 9–13.

- Why was Alma “troubled in his spirit”?
- What did Alma do to learn how to judge the people?

Invite a student to read Mosiah 26:28–32.

- What two instances of confession and forgiveness does the Lord mention in verse 29?
- What do these verses teach about the Lord’s purposes for Church discipline?
- What blessings come to those who fully repent?
- In what ways can we consider Church discipline an act of love?

Point out that in verse 32, the Lord explains that those who do not repent are not to be numbered with those of the Church. However, this does not mean that Church leaders and members should stop serving and loving them.

To help students increase in their understanding of Church discipline, you may want to invite them to read the statement by Elder Theodore M. Burton on page 166 in the student manual.

Testify of the Savior’s willingness to forgive when we repent and of our need to be worthy to enjoy the blessings of membership in His Church.

Mosiah 27. Through the Atonement We Can Be Born Again

💡 This teaching suggestion shows how our faith in Jesus Christ activates the healing power of the Atonement in our lives. It focuses on the change of heart that Alma the Younger and the sons of Mosiah experienced. It does not focus on all the events and experiences that led to their conversion. If some students are unfamiliar with those parts of the story, you could ask another student to briefly summarize the account.

On the board, draw your culture’s symbol for the heart. Write the word *change* in the middle of the heart. Ask students what it means to have a change of heart.

Have students read Mosiah 27:8–10, 32–37. Ask them to contrast the behavior of Alma the Younger and the four sons of Mosiah before and after their change of heart.

- In what ways did these five men change?
- What evidence do we find in verses 32–37 that their change was sincere and lasting?

Read Mosiah 27:24–29 with students.

- In these verses, what words describe being “born again”?
- How does living the gospel change our nature?
- What indication did Alma give that repentance is not easy?

Help students understand that even though Alma and the sons of Mosiah seemed to change suddenly, the rebirth process does not come all at once for most of us.

Ask a student to read Alma 5:46.

- What else did Alma declare was part of his conversion?

With students, read President Ezra Taft Benson’s explanation on page 166 in the student manual.

- What did President Benson say about the conversion process?

Help students realize that the change that comes to a person by being born again is a direct result of applying the Atonement of Jesus Christ. Invite students to share their feelings about experiencing a change of heart.

Mosiah 27:32–37; 28:1–8. Conversion Increases Our Desire to Share the Gospel

💡 Invite students to think of a time when they wanted to tell someone about good news, a beautiful sight, or a wonderful experience.

- Why do we like to share good things with others?

Put the following chart on the board. Have students copy the chart on a piece of paper and complete it by working individually or in pairs.

	What was the <i>experience</i> ?	Who <i>experienced</i> it?	What did they <i>desire</i> after the <i>experience</i> ?
1 Nephi 8:2–12			
Enos 1:1–9, 19			
Mosiah 28:1–4			

- How are these three accounts similar?

Write *D&C 88:81* on the board beneath the chart. Have a student read that verse.

- In Mosiah 28:3–4, we read about the motives that the sons of Mosiah had for sharing the gospel. How can these motives help us keep the commandment in Doctrine and Covenants 88:81?
- What difference does it make to serve with these motives?

Encourage students to think of ways they can share the gospel.

Mosiah 29. Citizens Have a Duty to Uphold Righteous Laws and Leaders

💡 Divide the class into three groups. All the groups will study Mosiah 29:1–36, but each group will look for something different. Ask the first group to look for information about righteous kings, the second group to look for information about unrighteous kings, and the last group to look for information about judges. After each group has had enough time, invite a student from each group to report to the rest of the class. You might want to summarize the groups’ reports on the board, using a format such as the one below:

Three Kinds of Rulers		
Righteous Kings	Unrighteous Kings	Judges
(Student Answers)	(Student Answers)	(Student Answers)

Summarize this student activity by asking the following questions:

- What can be expected of righteous kings?
- What happens to the people when unrighteous kings rule?
- What rules associated with the reign of judges helped ensure the protection of the people’s rights?

Have a student read Mosiah 29:27.

- When can a government by the voice of the people fail?
- According to this verse, what is the ultimate result of such failure?

Explain that in a government such as the one described in Mosiah 29, the burden to choose good laws and righteous leaders rests on the citizens of the nation (see D&C 98:10). You may want to have students read the statements by Elder Neal A. Maxwell and President Boyd K. Packer on page 169 in the student manual. The statement by Elder Maxwell is also available on the companion DVD .

Conclude the lesson by reading Proverbs 29:2.

Bear testimony of this truth, and consider sharing examples of this truth that you have seen or heard about. Encourage students to be constructively active in the political process as permitted within the laws of their nation and community.

CHAPTER 23

Alma 1–4

Introduction

Alma 1 highlights the difference between priesthood and priestcraft. After studying this scripture block, students should be able to recognize the characteristics of priestcraft in Alma's time as well as our own. Furthermore, students should understand that priestcraft stands in direct contrast to the priesthood of God. In Alma 2–3, students can see the negative consequences of priestcraft as they read the story of Amlici seeking to destroy the Nephite government and become king. The account also shows how people's righteous response to trials can help them receive strength from God. Alma's response to trials can serve as a model for us today. You can help students understand that they, like Alma, can receive strength from God as they pray for assistance, exercise faith, and take action to meet their challenges. Alma 4 emphasizes the power of pure testimony.

Some Doctrines and Principles

- Latter-day Saints must avoid priestcraft (see Alma 1).
- God will strengthen us as we resist wickedness (see Alma 2).
- Pure testimony combats pride (see Alma 4).

Suggestions for Teaching

Alma 1. Latter-day Saints Must Avoid Priestcraft

🔔 Before class, put the following table and questions on the board:

Priestcraft	Priesthood
Alma 1:2–6	Alma 1:26–27
Alma 1:16	Alma 13:6, 10–12
2 Nephi 26:29	Jacob 1:18–19
What is priestcraft?	How did the priests of God conduct themselves?

This activity provides an opportunity for students to contrast priestcraft with priesthood. Divide the class into two groups. Have the first group read, analyze,

and discuss the passages about priestcraft, and have the second group read, analyze, and discuss the passages about priesthood. Instruct the first group to look for a definition of the term *priestcraft* and to identify elements of priestcraft. Instruct the second group to identify the motives and behaviors of priesthood holders who honor the Lord. After students have had sufficient time to analyze their assigned verses, have one student from each group report on their findings.

After the first group reports on priestcraft, ask the following questions:

- Why do you think Nehor's teachings became popular? (See Alma 1:3–4; see also Helaman 13:27–28.)
- How might teachers of the gospel be affected if their success were based on their popularity? How could this affect their doctrinal teaching?

After the second group reports on priesthood, ask the following questions:

- According to Alma 1:26, how did the priests regard those they taught? Why is this attitude important for teachers?
- What are some similarities between the righteous priests in Alma 1:25–27 and Church leaders and missionaries today?

To help students recognize priestcraft in our day and the consequence of allowing priestcraft to flourish, ask the following questions:

- According to Alma 1:12, what is the result if priestcraft is allowed to flourish?

In addition to priestcraft in the world, elements of priestcraft can creep into the Church. You might want to have students read the statements by Elder Dallin H. Oaks and Elder David A. Bednar on pages 170–71 in the student manual. These statements teach the importance of avoiding priestcraft in our Church callings. The statement by Elder Oaks is also available on the companion DVD .

- How can we avoid priestcrafts in our callings to teach and lead?

Alma 2. God Will Strengthen Us as We Resist Wickedness

💡 Ask students to remember a time when they resisted wickedness, either privately or publicly. Then invite them to consider the following questions. You may want to ask them to answer them silently, to themselves, rather than in a discussion.

- What motivated you to stand for truth and righteousness?
- How did you receive strength to do so?

Explain that Alma 2 provides an account of the prophet Alma and other righteous men and women resisting wickedness, even to the point of being willing to give their lives. Invite students to look for the motivations of these men and women, as well as how they received strength in moments of great difficulty.

Ask students to read Alma 2:1–7 silently.

- Who was Amlici, and what two things did he desire? (See Alma 2:2, 4. He wanted to be king, and he wanted to destroy the Church.)
- How did the Nephites defeat Amlici’s attempt to become king?

Share the following statement from the Prophet Joseph Smith concerning the duty of the Latter-day Saints to be an influence for good in their communities:

“It is our duty to concentrate all our influence to make popular that which is sound and good, and unpopular that which is unsound” (in *History of the Church*, 5:286).

- In what ways can we “make popular that which is sound and good”?

Summarize the content of Alma 2:8–14 by explaining that Amlici gathered his followers, convinced them to make him their king, and went to battle against the Nephites in an attempt to gain his personal desires.

- How many people were slain as a result of Amlici’s desire to be king? (See Alma 2:19.) How does this account relate to King Mosiah’s warning in Mosiah 29:17, 21?

Have students scan Alma 2:15–18, 28–31 to look for the words *strengthen* or *strengthened*.

- According to Alma 2:28, why did the Lord strengthen the Nephites?
- Why do you think Heavenly Father sometimes gives us strength to resist wickedness instead of removing its influence from our lives?

Invite a student to read Alma 2:29–31 aloud. Ask students to identify how we can use Alma’s actions in these verses as an example to follow when we struggle against wickedness.

Testify that the Lord will strengthen us against opposition as we stand for truth and righteousness.

Alma 3. Sometimes People Separate Themselves from the Righteous by Changing Their Outward Appearance

💡 Explain that in an effort to be identified with the Lamanites, the Amlicites changed their appearance. Invite a student to read Alma 3:4–5.

- What did the Amlicites do to change their appearance?
- Why do you think they wanted to be “distinguished from the Nephites”?
- What are some things people do today with their outward appearance to separate themselves from the righteous?

If you want to mention tattooing as part of this discussion (or if students mention it), show a picture of a temple. If possible, show the temple that is located closest to students.

- How would you feel if you saw graffiti on the house of the Lord?

Students should understand that their bodies are sacred and holy to the Lord, like the temples we build. President Gordon B. Hinckley (1910–2008), the 15th President of the Church, stated, “A tattoo is graffiti on the temple of the body” (in Conference Report, Oct. 2000, 70; or *Ensign*, Nov. 2000, 52). Share the following counsel in *For the Strength of Youth* to help students avoid following worldly trends regarding the marking of their bodies:

“Your body is God’s sacred creation. Respect it as a gift from God, and do not defile it in any way. Through your dress and appearance, you can show the Lord that you know how precious your body is. You can show that you are a disciple of Jesus Christ” (*For the Strength of Youth: Fulfilling Our Duty to God* [booklet, 2001], 14).

You may also want to ask students to read the statement by President Gordon B. Hinckley on pages 173–74 in the student manual. The statement is also available on the companion DVD .

Ask the following questions. Invite students to ponder their answers to the questions without answering aloud.

- What messages do you send by the way you dress and mark your body?
- How is your manner of dress a reflection of what you are like on the inside?
- Along with modesty, what other factors of dress and appearance might show that you are a disciple of Jesus Christ? (You may want to allow students to share their answers to this question. You may also want to invite students to read the statement by Elder M. Russell Ballard on page 174 in the student manual. This statement is also available on the companion DVD .)

Testify of the sacredness of the body. Invite students to follow the counsel of latter-day prophets as they make daily choices about dress and appearance.

Alma 4. Pure Testimony Combats Pride

 Instruct students to silently read Alma 4:6–12 and identify the effects pride had on Church members.

- How was pride evident among the members of the Church? (You might want to list students’ responses on the board.)
- What effect did the pride of Church members have on those who were not members?
- Based on the actions of these Church members, what might others have thought they believed?

Give students one or two minutes to privately consider how they would answer the following question:

- If someone watched you but did not know you very well, what might that person conclude about your beliefs?

When students have had time to ponder, ask the following question:

- In what ways might this question influence our lives?

As prophet and chief judge, Alma was concerned about the pride of the people, and he wanted to “pull down” their pride (Alma 4:19). Ask five students to read Alma 4:15–19, one verse per student.

- What does the phrase “bearing down in pure testimony” suggest about how Alma would teach?

As the high priest over the Church, Alma bore testimony that included words of warning and exhortation as well as declarations of truth. As members of the Church, our words of “pure testimony” most often consist only of our declaration of what we know to be true. To emphasize what it means for us to bear pure testimony, you may want to ask students to read the statements by Elder M. Russell Ballard and President Howard W. Hunter on page 176 in the student manual. The statement by Elder Ballard is also available on the companion DVD .

- Why do you think pure testimony has the power to pull down pride?
- How has your life been influenced as you have heard people bear pure testimony of the gospel?

Consider sharing the following statement by President Spencer W. Kimball (1895–1985), the 12th President of the Church, about what it means to bear pure testimony:

“Do not exhort each other; that is not a testimony. Do not tell others how to live. Just tell how you feel inside. That is the testimony. The moment you begin preaching to others, your testimony ended. Just tell us how you feel, what your mind and heart and every fiber of your body tells you” (*The Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [1982], 138).

CHAPTER 24

Alma 5–7

Introduction

As Alma preached to the people in Zarahemla, he reminded them that each one of them would appear before the Lord to be judged. As you teach this lesson, you can call attention to questions and counsel from Alma that help us prepare more earnestly to enter into the Lord's presence. In particular, you can help students see that we experience a change of heart as we turn from sin to righteousness. You can encourage them to "lay aside every sin, which easily doth beset [them], . . . and show unto [their] God that [they] are willing to repent" (Alma 7:15).

Some Doctrines and Principles

- By experiencing a change of heart, we prepare ourselves to enter into the presence of the Lord (see Alma 5).
- Jesus Christ suffered "afflictions and temptations of every kind" to save us from sin and death and to help us through the challenges of mortality (see Alma 7:7–13).
- Sincere repentance leads us to develop Christlike attributes (see Alma 7:14–24).

Suggestions for Teaching

Alma 5. By Experiencing a Change of Heart, We Prepare Ourselves to Enter into the Presence of the Lord

💡 Begin by asking students the following questions:

- What fears might some people have about dying?
- What fears might people have about being brought before the Lord in judgment?
- What do you think leads a person to feel prepared to meet God?

You may want to record students' responses on the board. After a class discussion, have students study Alma 5:6–13 on their own. Encourage them to look for what Alma's father and his followers experienced.

- How did Alma describe their conversion experience?
- According to Alma 5:11–13, what led to this "mighty change" of heart? What sustained this mighty change?

Write the following on the board:

Alma 5:14–19, 26–31

A person with a changed heart . . .

Have students study the verses listed on the board. Ask them to complete the sentence on a piece of paper according to the verses you have listed. The following examples may help you guide students in this exercise.

A person with a changed heart . . .

Has received God's image in his or her countenance (see verse 14).

Exercises "faith in the redemption of him who created [us]" (verse 15).

Knows his or her works on the earth have been righteous (see verse 16).

After sufficient time, ask students to share the different ways they have completed the sentence.

As a class, read Alma 5:33–35, 48, 50–51, 57, studying Alma's teachings about what we must do to "look up to God . . . with a pure heart and clean hands" (verse 19) when we enter God's presence.

- What impresses you about Alma's teachings in these verses?

Conclude by testifying that God is ready to extend His mercy to us all and that repentance will help us become sanctified so we can live in His presence.

Alma 7:7–13. Jesus Christ Suffered "Afflictions and Temptations of Every Kind" to Save Us from Sin and Death and to Help Us through the Challenges of Mortality

💡 Invite students to imagine that they are missionaries and that someone they have just met has asked, "What has Jesus Christ done for me?"

Allow students to briefly share how they would respond. Then invite them to read and ponder Alma 7:7–13 individually, looking for answers that confirm or expand their initial responses. After sufficient time,

invite them to share insights they have discovered. (Some of their findings may include that the Lord has power to do all things; that He suffered pains, afflictions, sicknesses, and temptations of every kind so that He could have complete compassion for our infirmities; that He experienced death to be able to break the bands of death; and that He has power to deliver us from our sins.)

- Which recurring phrases in these verses emphasize that the Savior understands our challenges?

Have students locate and mark the phrases “take upon him” and “according to the flesh.” Explain that in these verses, the word *flesh* refers to the Savior’s physical body and also to mortality and our fallen nature.

Help students understand that the Savior descended below all things so that He could know how to help us through its challenges. Invite a student to read the statement by Elder Neal A. Maxwell of the Quorum of the Twelve on pages 182–83 in the student manual.

- How can this knowledge help us face the challenges of mortality?

Explain to students that the word *succor*, found in verse 12, means “to run to, or run to support; hence, to help or relieve when in difficulty, want or distress; to assist and deliver from suffering” (Noah Webster, *An American Dictionary of the English Language*, published in 1828). You may also want to have students read the statement by Elder Jeffrey R. Holland on page 183 in the student manual (also available on the companion DVD ). As students consider what it means to be succored by the Savior, invite them to ponder this question:

- When has the Savior succored you in times of trial or temptation?

Suggest that students write in their journals about the Savior’s loving-kindness and desire to help them. As they reflect on experiences in which they have received divine help, they will be strengthened to meet the challenges they face now and the challenges they will face in the future.

Alma 7:14–24. Sincere Repentance Leads Us to Develop Christlike Attributes

 Before class, prepare a handout that includes the questions about Alma 7:14–24 found below. Allow enough space between questions for students to write the answers they find.

- What did Alma encourage the people to “lay aside”?
- On what conditions did Alma promise eternal life to the people in Gideon?
- What did the “manifestation of the Spirit” teach Alma concerning these people?
- What did Alma perceive about the people in Gideon?
- How would you describe someone who has been awakened to a sense of duty to God?
- What attributes will we possess if we “walk blameless before [God]”?
- How would you summarize what you have learned from Alma 7:14–24?
- What steps do you need to take to develop Christlike attributes?

Read the following statement by President Dieter F. Uchtdorf of the First Presidency:

“To follow Christ is to become more like Him. It is to learn from His character. As spirit children of our Heavenly Father, we do have the potential to incorporate Christlike attributes into our life and character. The Savior invites us to learn His gospel by living His teachings. . . . As we develop Christlike attributes in our own lives, step-by-step, they will ‘bear [us] up as on eagles’ wings’ (D&C 124:18)” (in Conference Report, Oct. 2005, 107–8; or *Ensign*, Nov. 2005, 102–3).

- Why do you think Christlike attributes are developed step-by-step?

Explain that Alma’s counsel to the people in Gideon can help us develop Christlike attributes.

Give each student a copy of the handout you have prepared. Invite students to search Alma 7:14-24 individually or in pairs to answer the questions on the handout. Help them see how Alma's counsel to the people in Gideon can help us become more Christlike.

After students have finished this assignment, invite a few of them to share their summaries with the class. Then invite everyone to silently consider this question:

- Which of Alma's instructions do you need to focus on as you strive to become more Christlike?

Share your testimony of the truths you have discussed with students. Encourage students to follow Alma's teachings, repenting of their sins and developing Christlike attributes so they can someday receive exaltation.

CHAPTER 25

Alma 8–12

Introduction

When Alma arrived to preach in the city of Ammonihah, most of the people there were in an advanced state of apostasy. The wicked people in Ammonihah immediately rejected Alma and cast him out of their city. However, an angel visited him, encouraged him, and delivered a command from the Lord that he was to return to Ammonihah. After returning “speedily” to the city (Alma 8:18), he met Amulek, whom the Lord had prepared as a missionary companion for Alma. Alma and Amulek responded to the hard-heartedness of the people by teaching powerful doctrines concerning the plan of redemption, Resurrection, and Judgment. As students discuss these teachings, you can help them see that when we build our testimony on the truths of the plan of salvation, we gain strength to listen to God’s servants and to obey His commandments. We prepare ourselves for the coming of the Lord.

Some Doctrines and Principles

- If we are faithful and diligent, the Lord will provide a way for us to accomplish what He has commanded (see Alma 8).
- All people will rise from the dead and stand before the Lord to be judged (see Alma 11:41–46; 12:1–18).
- God provided the plan of redemption to save us from our fallen condition (see Alma 12:22–37).

Suggestions for Teaching

Alma 8. If We Are Faithful and Diligent, the Lord Will Provide a Way for Us to Accomplish What He Has Commanded

💡 Write *Alma 8:8–18* on the board. Divide the class in half. Assign half of the class to read these verses, looking for information about the people of Ammonihah. Assign the other half of the class to read the same verses, looking for information about Alma. Explain that when they have finished reading, you will ask them questions about what they have read.

When students have finished reading, ask the following questions about the people of Ammonihah:

- What was the result of Satan’s “hold upon the hearts of the people” of Ammonihah? (See Alma 8:9.)
- How did the people of Ammonihah characterize the teachings and practices of the Church? (See Alma 8:11.)
- What did the inhabitants of Ammonihah do to Alma? (See Alma 8:9–13.)
- Why did the people treat Alma so harshly, even though he was the high priest over the Church? (See Alma 8:11–12.)

Ask the following questions about Alma:

- How did Alma respond to being rejected in Ammonihah? (See Alma 8:14.)
- What happened to change Alma’s mind as he was leaving Ammonihah? (See Alma 8:14–16.)
- How do you think the angel’s message influenced Alma’s perspective on his mission to Ammonihah? (See Alma 8:15–17.)
- What can we learn from Alma’s response to the angel’s message? (See Alma 8:18.)

Invite students to read Alma 8:19–27. Ask them to look for evidence that the Lord opened a way for Alma to preach the gospel in Ammonihah.

- Why did Amulek receive Alma differently from the way other people in Ammonihah received him? (See Alma 8:20.)

Share the following quotations with students. The statement by President Monson is also available on the companion DVD . Ask how these statements relate to Alma’s experience in Ammonihah.

President Thomas S. Monson, the 16th President of the Church, taught: “Remember that this work is not yours and mine alone. It is the Lord’s work, and when we are on the Lord’s errand, . . . we are entitled to the Lord’s help. Remember that the Lord will shape the back to bear the burden placed upon it” (in Conference Report, Apr. 2005, 61; or *Ensign*, May 2005, 56).

President Gordon B. Hinckley (1910–2008), the 15th President of the Church, counseled: “Rise to the great potential within you. I do not ask that you reach beyond your capacity. I hope you will not nag yourselves with thoughts of failure. I hope you will not try to set goals far beyond your capacity to achieve. I hope you will simply do what you can do in the best way you know. If you do so, you will witness miracles come to pass” (*Teachings of Gordon B. Hinckley* [1997], 696).

- In what ways might these statements and the account in Alma 8 help you face challenges?

Invite a few students to share examples of how the Lord has helped them face challenges. As part of this discussion, you may want to point out that the Lord’s help often comes in small and simple ways, such as quiet guidance from the Holy Ghost or a kind act of a friend.

Read Alma 8:30–31 together, asking students to look for what the Lord did for Alma when Alma returned to Ammonihah.

- What did the Lord do to help Alma share the gospel with the people of Ammonihah?

Share your testimony about the Lord’s power to provide a way even when it seems impossible to fulfill His commands. “The Lord giveth no commandments unto the children of men, save he shall prepare a way for them that they may accomplish the thing which he commandeth them” (1 Nephi 3:7 .

Alma 9. “How Have Ye Forgotten the Tradition of Your Fathers”?

 Ask students to list skills or ideas that youth sometimes resist learning from their parents. (Students might offer responses such as homemaking, construction and maintenance, study habits, or music.)

- Why do you think some people resist valuable knowledge from previous generations?

Read Alma 9:7–14 with students. As you read, have students look for phrases or ideas that Alma

repeated (such as “have ye forgotten” and “do ye not remember”).

- What had the Ammonihabites forgotten? Why do you think this forgetfulness led to apostasy and wickedness?
- How have you benefited from knowledge of the good traditions, teachings, and experiences of previous generations? What can we do to remember such blessings?

Invite students to read Alma 9:19–22 silently and identify the spiritual blessings and experiences that the Nephites had previously enjoyed. Ask students to share what they find.

Ask students to read Doctrine and Covenants 82:3 .

- How does this verse apply to the people of Ammonihah?

Invite a student to read Alma 9:23–24 and 10:22–23, 27 aloud. Ask the other students to read along silently, looking for warnings of difficulties that would come to the people of Ammonihah if they would not repent.

- What warnings did Alma and Amulek give the people?
- According to Alma, why was the wickedness of the people of Ammonihah worse than the wickedness of the Lamanites?

Refer again to Alma 9:19–22, where Alma lists some of the blessings and experiences the Nephites had once enjoyed.

- Why is it helpful to remember past spiritual experiences?

Share your feelings about the importance of remembering personal spiritual experiences and the spiritual experiences of people in previous generations. Invite students to carefully record the sacred events of their lives in personal journals.

Before going on to Alma 11, you may want to suggest that Amulek was an ideal missionary companion for Alma. Alma 10:4–12 lists some of his experiences that prepared him to serve with Alma. You might also point out that Amulek experienced a period of being a less-active member of the Church before he became

a powerful missionary. This could provide hope for young men and women who have doubted that they will be able to serve full-time missions.

Alma 11:41–46; 12:1–18. All People Will Rise from the Dead and Stand before the Lord to Be Judged

This section gives you another opportunity to testify that the Savior’s Atonement overcomes the effects of the Fall.

💡 Before class, prepare the following test on an overhead transparency or on a handout for the students. For each statement, have the students write *T* for *true* or *F* for *false*. Ask students to take the test without using their scriptures.

1. When we are judged, we will remember our guilt. (See Alma 11:43; see also 2 Nephi 9:14; Alma 5:18.)
2. Those who have lost arms or legs in mortality will have their limbs restored when they are resurrected. (See Alma 11:43–44.)
3. Although all major deformities or defects will be removed when we are resurrected, we will still have scars and other minor blemishes. (See Alma 11:43–44; see also Alma 40:23.)
4. A resurrected person will never die physically again. (See Alma 11:45.)
5. At the Final Judgment, we will be judged according to our works alone. Nothing else will be considered. (See Alma 11:41, 44; 12:14; see also D&C 137:9.)
6. Those who harden their hearts against the truth eventually come to know nothing concerning the mysteries of God. (See Alma 12:9–12.)
7. The Final Judgment will be a joyful experience for all people. (See Alma 12:13–14, 17.)

(Answers: 1-T; 2-T; 3-F; 4-T; 5-F; 6-T; 7-F)

After students have completed the test, have them work either alone or in pairs to read the scripture references and check their answers. Then ask the following questions:

- How does understanding the Resurrection and the Final Judgment help us better understand the Atonement of Jesus Christ?
- In what ways might a correct understanding of these doctrines influence our day-to-day lives?

As students discuss these questions, you may want to have them read the statements by Elder Dallin H. Oaks on pages 187 and 188–89 in the student manual. These statements are also available on the companion DVD  .

Invite students to ponder this question silently:

- Is there anything in your life that you need to change so you will not fear the Final Judgment?

Urge students to humble themselves in prayer, to ask the Lord for forgiveness of sins, and to seek His help in overcoming their sins. Help them understand that now is the time to prepare for the Resurrection and the Final Judgment (see Alma 34:32–34 .

Alma 12:22–37. God Provided the Plan of Redemption to Save Us from Our Fallen Condition

Consider contacting one or two students in advance and inviting them to prepare to share their testimonies of the plan of salvation and the peace it brings to their life.

💡 Before class, prepare a handout with the following questions and the scripture references:

1. What were some results of Adam and Eve eating the forbidden fruit? (See Alma 12:22, 24.)
2. What did God put in place to remedy the effects of the Fall? (See Alma 12:25.)
3. How were people taught the plan of redemption? (See Alma 12:28–30.)
4. What did God give people so that they could use their agency in a manner consistent with His plan of redemption? (See Alma 12:31–32.)

5. How do we receive the blessings of the Savior's Atonement? (See Alma 12:33–37.)

Read the following statement by President Boyd K. Packer, President of the Quorum of the Twelve Apostles:

“Without a knowledge of the gospel plan, transgression seems natural, innocent, even justified. There is no greater protection from the adversary than for us to know the truth—to know the plan” (*Our Father's Plan* [1984], 27).

- How might our knowledge of Heavenly Father's plan protect us from the adversary?

Explain that Alma 12 contains important details about our Heavenly Father's plan for His children. Knowing that we would fall into transgression, Heavenly Father provided a way for us to be redeemed and return to live with Him forever. Help students see that the better they understand Heavenly Father's plan, the happier they will be.

Distribute copies of the handout. Assign each student to find the answers to one or two of the questions on the handout and to prepare to share their thoughts with the class.

After students answer the questions, help them discuss the following two topics so they can share what they have learned and apply the doctrine in their lives more fully.

Topic 1: Alma and Amulek taught many truths about the plan of redemption.

Ask students to review the scriptures they have studied today and identify some of the truths Alma and Amulek taught. You might want to list students' answers on the board.

Invite students to choose one of the truths listed and to explain how knowledge of that truth will help protect them from the adversary.

Topic 2: Alma said that God gave His children commandments “*after* having made known unto them the plan of redemption” (Alma 12:32; italics added).

- Why do you think it was important for people to learn about the plan before they received commandments?

If you asked one or two students to prepare to share their testimonies of the plan of redemption, invite them to do so now. As appropriate, you may also share your testimony and invite other students to share theirs.

CHAPTER 26

Alma 13–16

Introduction

This scripture block provides good opportunities to discuss the plan of salvation. As students discuss Alma 13, you can help them think about their premortal life and the responsibilities they may have prepared to receive during mortality. As they discuss Alma 14, you can remind them that they will face trials in mortality but that they will ultimately be blessed as they remain true to their testimonies. In Alma 15, as students consider the change that came to Zeezrom, you can emphasize the principle of repentance and the central role of Jesus Christ in our Heavenly Father's plan. Alma 16 shows that the wicked will be held accountable for their actions. Together, these chapters testify of God's justice and mercy, encouraging us to trust in Him and His plan for our salvation.

Some Doctrines and Principles

- God prepared and called Melchizedek Priesthood holders from the foundation of the world (see Alma 13).
- God blesses those who trust Him in their afflictions (see Alma 14–15).
- Those who reject the gospel suffer spiritually and sometimes physically (see Alma 16).

Suggestions for Teaching

Alma 13. God Prepared and Called Melchizedek Priesthood Holders from the Foundation of the World

💡 To help students understand the difference between foreordination and ordination, write the following words on the board:

Foreordination		Qualification		Ordination
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Explain that in the pre-earth life, God foreordained many of His faithful sons to receive the priesthood in mortality to assist in the salvation of the human family. Add to the board:

Pre-Earth Life	Pre-Earth Life and Earth Life	Earth Life
Foreordination	Qualification	Ordination
Alma 13:3	Alma 13:3–10	Alma 13:6–12
D&C 138:55–56		
Abraham 3:22–23		

Divide the class into three groups. Assign one group to silently study the scriptures about foreordination, another group to silently study the scriptures about qualification, and the last group to silently study the scriptures about ordination (note that some verses relate to both foreordination and qualification or to both qualification and ordination). Instruct the groups to be prepared to answer questions about their reading.

After sufficient time, invite a student to read Alma 13:3 aloud. Ask a student who studied foreordination to respond to the following question:

- How did men demonstrate in premortal life that they were worthy to be foreordained to receive the Melchizedek Priesthood?

Have another student read D&C 138:55–56 aloud.

- What does this passage teach about the pre-earth life and foreordination?
- How might these teachings about foreordination influence the way you serve in callings and sustain your leaders?

Invite students to read Alma 13:3–10 silently. Ask a student who studied qualification to respond to the following questions:

- According to Alma 13:10, what should a man do to prepare to receive the Melchizedek Priesthood?
- How do faith and repentance prepare a man to receive the Melchizedek Priesthood?

Invite a student to read Alma 13:11–12. Ask a student who studied ordination to respond to the following questions:

- After a man is ordained to an office in the Melchizedek Priesthood, what does he need to do to remain qualified to serve?
- What happened as a result of the righteousness of the priesthood holders described in Alma 13:11–12?

Point out that valiant women in the premortal world were also prepared for opportunities to serve on the earth. Invite class members to read the statements by President Spencer W. Kimball and Elder Neal A. Maxwell on pages 191–92 in the student manual. The statement by Elder Maxwell is also available on the companion DVD .

Alma 13:6, 17–18. Melchizedek Priesthood Holders Are to Promote Righteousness

 Explain that Melchizedek Priesthood holders should seek to minister to others as Alma taught. Invite students to read Alma 13:6, 17–18.

- According to Alma 13:6, after a man receives the Melchizedek Priesthood, what is one of his duties?
- According to Alma 13:17–18, what did Melchizedek do to promote righteousness?
- How can a priesthood holder today promote righteousness as Melchizedek did?

You may want to point out that the Bible appears to teach that the man named Melchizedek was “without father, without mother, without descent, having neither beginning of days, nor end of life” (Hebrews 7:3). Alma 13:8–9 and the Joseph Smith Translation of Hebrews 7:3 (in the Bible appendix) clarify this passage. They explain that it is the priesthood, not the man, that is “without beginning of days or end of years” (Alma 13:7, 9).

Alma 14–15. God Blesses Those Who Trust Him in Their Afflictions

 Ask the students to share examples from the scriptures of righteous people who have been persecuted because of their testimonies of the gospel. After the students have given a few examples, read Alma 14:7–11 and 60:13.

- What reasons are given in these verses as to why the righteous are sometimes allowed to suffer at the hands of the wicked?

Share the following statement by President James E. Faust (1920–2007) of the First Presidency:

“Now all this suffering might indeed be unfair if everything ended at death, but it doesn’t. Life is not like a one-act play. It has three acts. We had a past act, when we were in the premortal existence; and now we have a present act, which is mortality; and we will have a future act, when we return to God. . . . We were sent into mortality to be tested and tried [see Abraham 3:25]. . . .

“Our past and present sufferings cannot, as Paul said, ‘be compared with the glory which shall be revealed in us’ [Romans 8:18] in the eternities. ‘For after much tribulation come the blessings. Wherefore the day cometh that ye shall be crowned with much glory.’ [D&C 58:4.] So tribulation is useful in the sense that it is helpful to get into the celestial kingdom” (in Conference Report, Oct. 2004, 19; or *Ensign*, Nov. 2004, 19–20).

- How can having a testimony of the plan of salvation, including premortal and postmortal life, ease the suffering we experience in mortality?
- In what ways are the righteous blessed in their afflictions?
- In times of affliction, how can we show that we trust God?

Have students compare the question asked by Alma in Alma 14:26 with the question asked by Joseph Smith in Doctrine and Covenants 121:3.

- According to Alma 14:26, how were Alma and Amulek able to overcome their afflictions?
- When the Prophet Joseph Smith was unjustly imprisoned in Missouri, he asked the question recorded in Doctrine and Covenants 121:3. Unlike Alma and Amulek, he was not immediately delivered from prison. What can we learn from God’s answer to his prayer? (See D&C 121:7–9; 122:4–9.)

- How has the Lord helped you when you have experienced trials?

Both Zeezrom and Amulek trusted God in their afflictions. Instruct half of the class to read Alma 15:5–12, looking for information about Zeezrom. Instruct the other half to study Alma 15:16, 18, looking for information about Amulek.

Ask the students who read about Zeezrom the following question:

- How does the account in Alma 15 reveal Zeezrom’s growing trust in the Lord?

Ask the students who read about Amulek the following questions:

- What did Amulek give up by choosing to live the gospel and serve as a missionary? What does this show about Amulek?
- What blessings have you received as you have sacrificed to live the gospel and trust in the Lord?

Alma 16. Those Who Reject the Gospel Suffer Spiritually and Sometimes Physically

💡 Write the following on the board:

The people in Noah’s day
 The people of Sodom and Gomorrah
 The people of Jerusalem at the time of Lehi
 The people of Ammonihah

Read Alma 16:9. Then direct students’ attention to the four groups you have written on the board.

- What do these four groups have in common?
- What are some possible physical and spiritual consequences when people reject the gospel?

Help students see that when people “persist in [their] wickedness” (Alma 9:18), they suffer spiritual destruction, even if they avoid physical destruction.

Ask a student to read the following statement by President Wilford Woodruff (1807–98), the fourth President of the Church:

“If half of this church were to fall away, it would not destroy the purposes of the Lord. With regard to ourselves that is another thing. Many men who have received the gospel, and have had the Holy Ghost conferred upon them, have fallen away, but in doing so they condemn themselves, they destroy themselves. . . . Men may fall, but the kingdom of God never, never” (in Conference Report, Apr. 1880, 10).

- What safeguards can help us avoid the calamities of the people of Ammonihah?

Point out that the Lord always warns people in advance, before such destruction comes (see Alma 9:18–19; see also 2 Nephi 25:9).

Alma 16:16–21. We Should Prepare for the Second Coming

💡 Invite students to read Alma 16:16–21 and look for how the Lord prepared the people for His coming.

- How can these verses help us prepare ourselves and others for the Second Coming of Jesus Christ?

CHAPTER 27

Alma 17–22

Introduction

Elder David A. Bednar of the Quorum of the Twelve Apostles reminded us: “We are missionaries every day in our families, in our schools, in our places of employment, and in our communities. Regardless of our age, experience, or station in life, we are all missionaries” (in Conference Report, Oct. 2005, 47; or *Ensign*, Nov. 2005, 44). The accounts of Ammon and his brethren in Alma 17–22 illustrate many principles that can help us improve as missionaries, such as following the guidance of the Holy Spirit, setting a good example, and being patient in our efforts. As you teach from these accounts, you can help students understand these principles and apply them in their lives.

Some Doctrines and Principles

- Effective missionaries teach with power and authority from God (see Alma 17; 18:1–23).
- Missionaries teach the plan of salvation (see Alma 18:36–39; 22:7–14).
- Understanding our dependence on Christ leads to conversion (see Alma 18:40–43; 22:15–18).

Suggestions for Teaching

Alma 17–22. The Importance of Missionary Work

- 💡 Ask students to listen carefully to the following statements by latter-day prophets:

The Prophet Joseph Smith declared, “After all that has been said, the greatest and most important duty is to preach the Gospel” (in *History of the Church*, 2:478).

President Gordon B. Hinckley (1910–2008) said, “Brothers and sisters, . . . I invite you to become a vast army with enthusiasm for this work and a great overarching desire to assist the missionaries in the tremendous responsibility they have to carry the gospel to every nation, kindred, tongue, and people” (“Find the Lambs, Feed the Sheep,” *Ensign*, May 1999, 110).

- How would you summarize these two quotations in one concise statement?

- 💡 Before class, assign a student or a few students to prepare to recount the major events in Alma 17–22. Ask them to prepare brief, concise presentations, concentrating only on the story line. Suggest that they use the chapter headings as guides. Explain that after their presentations, the class will work together to find principles they can learn from the events and to grow in their understanding of those principles.

Alma 17; 18:1–23. Effective Missionaries Teach with Power and Authority from God

- 💡 Write the following on the board:

Principles of Missionary Work

Divide the class into four groups. Assign Alma 17:1–8 to the first group, Alma 17:9–25 to the second, Alma 17:26–39 and 18:1–9 to the third, and Alma 18:10–23 to the fourth. Invite students to read their assigned passages silently, looking for principles related to effective missionary work. Explain that when students are done, you will ask them to share the principles they have found.

After students have completed their search, ask them to share the principles they have found. List their findings on the board. Some possible answers are shown below:

Principles of Missionary Work

Search the scriptures

Fast and pray

Have the Spirit

Establish His word

Be patient

Set a good example

Trust in the Lord

Genuinely serve others

- How does each of these principles help an individual share the gospel effectively?
- How can we prepare to teach with power and authority like Ammon and his brethren?

If any students were converted to the gospel after being taught by full-time missionaries, you may want to ask them to share how they felt as they were learning the gospel.

Alma 18:24–29. Building on Common Beliefs

💡 Ask a student to read Alma 18:24–29.

- As Ammon began to teach Lamoni the gospel, what questions did Lamoni ask?
- How do you think these questions helped Ammon share his message?

For additional insights, you might refer students to the section titled “Building on Common Beliefs” on page 202 in the student manual.

- If you had a conversation about God with a friend of another faith, how might you build on common beliefs? How might this effort help your friend?
- What else can you talk about with your friends of other faiths to open opportunities to share the gospel with them?

As students discuss these questions, you might want to invite them to read the statement by Elder M. Russell Ballard on pages 201–2 in the student manual. This statement is also available on the companion DVD .

Alma 18:36–39; 22:7–14. Missionaries Teach the Plan of Salvation

💡 Invite the class to listen as two students read what Ammon and Aaron taught Lamoni and his father. Before the two students read, instruct the others to follow along in their own scriptures, looking for the doctrines that Ammon and Aaron taught. Ask one student to read Alma 18:36–39. This is what Ammon taught Lamoni. Ask the other student to read Alma 22:12–14. This is what Aaron taught Lamoni’s father.

- What doctrines did Ammon and Aaron teach?

You might list students’ answers on the board. Accept all their answers, and then highlight three doctrines

that Ammon and Aaron both taught: the Creation, the Fall, and the Atonement of Jesus Christ.

Point out that a short phrase summarizes what Ammon and Aaron taught: “the plan of redemption” (Alma 22:13).

- Why do you think Ammon and Aaron began teaching with these same truths?

As part of this discussion, you might invite a student to read the statement by Elder Bruce R. McConkie on page 202 in the student manual.

- What do we learn about God from these three foundational doctrines?
- What do we learn about ourselves?

Students might need some time to think about these questions before they answer them. Do not be afraid of silence, which might be exactly what the students need before they discuss these truths.

Give students a few minutes to think about how their knowledge of the plan of redemption helps them draw nearer to Heavenly Father. Let them know that after they have had time to ponder this idea, you will ask a few of them to share their thoughts.

After sufficient time, invite a few students to come to the front of the class and share their thoughts. Then bear your testimony of the plan of redemption and the importance of making it known to all people.

Alma 18:40–43; 22:15–18. Understanding Our Dependence on Christ Leads to Conversion

💡 Invite students to read Alma 18:41 and 22:15 silently.

- What did Lamoni and his father realize that led them to plead for help? (They recognized their fallen nature and realized that they needed Christ’s mercy.)

Write *Forgiveness of Your Sins* on the board.

- How did Lamoni and his father realize that they needed forgiveness of their sins?

Explain that Lamoni and his father were touched by the Spirit through the teachings of missionaries. As a result, they wanted the blessings of the gospel.

💡 After discussing Ammon’s words to King Lamoni, point out that Ammon’s approach shows a pattern for teaching the gospel in a missionary setting:

He taught with simplicity (see Alma 18:24–30).

He bore testimony (see Alma 18:32–35).

He taught from the scriptures (see Alma 18:36–39).

He instilled a desire in the investigator to pray (see Alma 18:40–43).

💡 Ask a student to read Alma 22:15.

- What was Lamoni’s father willing to give up in order to receive eternal life?

Ask a student to read Alma 22:16.

- What did Aaron say the king had to do to receive the hope he wanted?

Ask a student to read Alma 22:17–18.

- What was the king willing to give up to know God and to be “saved at the last day”?

Note the contrast between (1) what Lamoni’s father was willing to give up to know God and receive salvation and (2) what he had been willing to give up earlier when he had felt his life was in danger (see Alma 20:23).

- How was King Lamoni’s action an indication of sincere conversion?

Invite students to silently ponder the following questions:

- What do you need to give up to be able to return to live with your Father in Heaven?
- What can you do today to draw closer to your Father in Heaven?

Invite a few students to share important principles regarding missionary work in the accounts they have discussed. Bear your testimony as appropriate.

CHAPTER 28

Alma 23–29

Introduction

As students discuss Alma 23–29, they can see that true conversion endures even when the challenges of life seem overwhelming. They can learn from the example of the Anti-Nephi-Lehies, who demonstrated that they would be true to the covenants that they made, even to the point of losing their lives. The ministries of Alma and the sons of Mosiah show that when we are truly converted, we are willing to live for the gospel as well as being willing to die for it. As we become truly converted, we receive the peace that comes from having a testimony of God’s love and His plan for us. We also experience great joy as we give ourselves fully to the Lord’s work and share our testimony with others.

Some Doctrines and Principles

- Conversion includes lasting discipleship (see Alma 23–24).
- The Lord blesses His servants in their missionary labors (see Alma 26).
- Righteousness leads to eternal happiness (see Alma 28).
- Proclaiming the gospel brings joy (see Alma 29).

Suggestions for Teaching

Alma 23–24. Conversion Includes Lasting Discipleship

💡 Share the following explanation from the Guide to the Scriptures:

“Conversion includes a conscious decision to give up one’s former ways and change to become a disciple of Christ.

“Repentance, baptism for the remission of sins, the reception of the Holy Ghost by the laying on of hands, and continued faith in the Lord Jesus Christ make conversion complete. A natural man will be changed into a new person who is sanctified and pure, born again in Christ Jesus (2 Cor. 5:17; Mosiah 3:19)” (Guide to the Scriptures, “Conversion, Convert,” scriptures.lds.org). Note that Mosiah 3:19 is a scripture mastery verse 📖.

- Why is personal change a necessary part of conversion?
- How do the ordinances of the gospel help us make such changes?

Invite half of the students to read Alma 23 silently. Invite the other half to read Alma 24:6–27 silently. Ask them to look for changes that occurred among the Lamanites and to think about what those changes teach about lasting conversion.

- What did you find that indicates that the Lamanites were truly converted?

Answers might include the following: those who were converted “never did fall away” (Alma 23:6); they took upon themselves a new name that “they might be distinguished from their brethren” (see Alma 23:16–17); they laid down “the weapons of their rebellion” and buried them “deep in the earth” (see Alma 23:7–13; 24:15–18).

Invite students to ponder the following questions:

- What can you do to continue deepening your conversion?
- Consider the example of the Anti-Nephi-Lehies burying “the weapons of their rebellion.” Is there anything in your life that you need to “bury”? If there is, what will you do about it?

Alma 26. The Lord Blesses His Servants in Their Missionary Labors

💡 Ask students to tell about times when they have seen the Lord bless people who share His gospel.

After giving students time to respond to the question, divide Alma 26:1–31 as evenly as possible among them. Invite students to read their assigned verse or verses silently, looking for blessings Ammon and his brethren received during their mission to the Lamanites. After students have read, encourage them to share what they have found.

- How are the experiences recounted in Alma 26:29–30 similar to those of modern-day missionaries?
- How can the Lord’s words in Alma 26:27–28 help missionaries avoid feelings of discouragement?

Invite students to turn to D&C 84:87–88. Have a student read these verses.

- Why do we sometimes hesitate to share the gospel? How can these verses, along with the testimony of Ammon, give us strength and courage to share the gospel with others?

Ask a student to read Alma 26:37.

- According to this verse, how is missionary work evidence of God’s love for His children?

Invite students to share their testimonies of missionary work and of the blessings that come to those who labor for the salvation of others.

Alma 28. Righteousness Leads to Eternal Happiness

 Read Alma 28:1–6 with students.

- What had happened among the Nephites and Lamanites to cause “great mourning”?
- Why do you think people would fast and pray following the death of family members?
- What have you or people you know done to find spiritual strength following the death of a loved one?

On the board, write “*And thus we see _____.*” Explain that Mormon often used this phrase before sharing lessons we can learn from stories in the Book of Mormon. Invite students to read Alma 28:10–12 silently. Ask them to ponder these verses and determine how they would complete the sentence on the board. Invite students to share their ideas.

After students have shared, read Alma 28:13–14 to see how Mormon completed the sentence.

Share the following statement by Elder Russell M. Nelson of the Quorum of the Twelve Apostles. It is also available on the companion DVD . (If you have students read it, consider placing it on an overhead transparency or on a handout for them to study.)

“We live to die and we die to live—in another realm. If we are well prepared, death brings no terror. From an eternal perspective, death is premature only for those who are not prepared to meet God.

“Now is the time to prepare. Then, when death comes, we can move toward the celestial glory that Heavenly Father has prepared for His faithful children. Meanwhile, for sorrowing loved ones left behind . . . the sting of death is soothed by a steadfast faith in Christ, a perfect brightness of hope, a love of God and of all men, and a deep desire to serve them” (in Conference Report, Apr. 2005, 18; or *Ensign*, May 2005, 18).

- According to Elder Nelson, what removes the fear of death?
- What eases the sting of death for those left behind?

Testify that righteous living and faith in Christ prepare us for an eternity of happiness.

Alma 29. Proclaiming the Gospel Brings Joy

 Invite students to share wishes they have made.

- Why did you make those wishes?

Tell students that Alma 29 records the wish of a great missionary. Invite a student to read Alma 29:1–2.

- What was Alma’s wish?
- According to these verses, why did Alma desire to be an angel?

Ask students to read Alma 29:3–8 silently, looking for reasons why Alma recognized that he did not need to be granted his wish. After sufficient time, invite students to share their responses, which might include the following:

- He realized that he should be content with the blessings he had already received (see verse 3).
- He knew that the Lord grants “unto men according to their desire, . . . according to their wills” (verse 4).
- He recognized that his responsibility was simply “to perform the work to which [he had] been called” (verse 6).
- He knew that the Lord would make a way for all nations to receive “all that he seeth fit that they should have” (verse 8).

Help students recognize the greatness of Alma. His wish was to serve God better, yet he humbly recognized that he should accept the circumstances in which God had placed him.

Invite students to read Alma 29:9–17, looking for what brought Alma joy. (You might have students read this passage in pairs.)

- What brought Alma joy?
- How was Alma's joy similar to Ammon's joy? (See Alma 26:11–13, 35–37.)
- According to Alma 29:10, how can missionary work remind us of the Lord's mercies to us?

Share the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles (also available on the companion DVD ):

“There are few things in life that bring as much joy as the joy that comes from assisting another to improve his or her life. That joy is increased

when those efforts help someone understand the teachings of the Savior and that person decides to obey them, is converted, and joins His Church. There follows great happiness as that new convert is strengthened during the transition to a new life, is solidly grounded in truth, and obtains all of the ordinances of the temple with the promise of all the blessings of eternal life” (in Conference Report, Oct. 1997, 45–46; or *Ensign*, Nov. 1997, 35).

- Elder Scott identified three levels of increasing joy as we share the gospel. What are these three levels?
- How can keeping this statement in mind help us remember the purpose of missionary work?

Invite students to testify of the joy they have felt as they have lived the gospel and shared it with others. Encourage them to find a way to feel joy like Ammon's and Alma's in the coming week.

CHAPTER 29

Alma 30–31

Introduction

This scripture block will help students fortify their testimonies. As they study the tactics of the anti-Christ Korihor, they will learn to recognize the tactics and philosophies of modern anti-Christ. As they study Alma's response to Korihor, they will be prepared to defend themselves and others against those who seek to destroy their faith.

Some Doctrines and Principles

- Anti-Christ's try to lead people away from God and His prophets (see Alma 30:12–18, 23–28).
- A firm testimony of Jesus Christ and His prophets helps safeguard us from personal apostasy (see Alma 30:19–22, 29–44).
- Disobedience leads to error and apostasy (see Alma 31:8–25).
- Disciples of Jesus Christ love and serve others (see Alma 31:12–38).

Suggestions for Teaching

Alma 30:12–18, 23–28. Anti-Christ's Try to Lead People Away from God and His Prophets

💡 Ask students to share some typical arguments people use to challenge faith in Jesus Christ. (Do not go into too much detail. Class members will discuss this further when you ask them to look at Korihor's specific teachings.) As students share their thoughts, tell them that some people in Alma's day tried to challenge those who believed in Jesus Christ. To help students understand that the Book of Mormon is a powerful resource to strengthen them against these challenges, ask them to read the statement by President Ezra Taft Benson on page 213 in the student manual.

- How can studying the Book of Mormon protect us “against the evil designs, strategies, and doctrines of the devil in our day”?

During the lesson, encourage students to look for reasons why some of Alma's people stayed faithful while others did not. Ask them to consider how the same principles apply to us today.

💡 Invite students to read the Bible Dictionary's definition of the word *antichrist*. You may also want to refer them to the commentary on page 213 in the student

manual. Briefly discuss characteristics of a person or idea that could be considered anti-Christ, emphasizing the Bible Dictionary's broad definition: “anyone or anything that counterfeits the true gospel or plan of salvation and that openly or secretly is set up in opposition to Christ.”

- What affect can counterfeit money have on governments and individuals?
- What does it mean to counterfeit the true gospel?
- What are some modern-day counterfeits that pretend to offer salvation? (As you invite students to respond to this question, do not allow any discussion that is critical of other religions. Rather, ensure that the discussion helps students recognize the dangers of false philosophies and attitudes like Korihor's.)

💡 Explain that today they will examine a Book of Mormon account of an anti-Christ. Invite them to turn to Alma 30:12–18, 23–28. Use the following chart (either by preparing a handout for the students or drawing the chart on the board) or have students make their own lists to identify Korihor's false teachings. Help students compare Korihor's tactics with those used in our day.

THE TEACHINGS AND TACTICS OF KORIHOR		
Reference	Korihor's Teaching	What True Doctrine Did Korihor Attack?
Alma 30:12		
Alma 30:13		
Alma 30:14		
Alma 30:15		
Alma 30:16		
Alma 30:17		
Alma 30:18		
Alma 30:23		
Alma 30:24		
Alma 30:25		

Alma 30:26		
Alma 30:27		
Alma 30:28		

Discuss these verses by asking questions such as the following:

- How are Korihor’s teachings like the false teachings in our day?
- What are possible sources (such as people, institutions, or philosophies) of such false teachings today?

Explain that the first step in protecting ourselves against these teachings is to recognize them. By identifying Korihor’s teachings and tactics, we can more readily recognize their modern counterparts. Other portions of this chapter focus on ways to stay true to the restored gospel even when we face situations that try our faith.

Alma 30:19–22, 29–44. A Firm Testimony of Jesus Christ and His Prophets Helps Safeguard Us from Personal Apostasy

💡 Ask the following question:

- Why is it difficult to respond to arguments like Korihor’s?

Explain that we can learn from the responses of the people Korihor tried to deceive. Write *People of Ammon* on the board. Invite students to read Alma 30:19–21 silently.

- From what you know about the Ammonites, why do you think Korihor was unable to lead them astray? (Write students’ answers on the board next to *People of Ammon*.)

Write *Giddonah* on the board. Ask students to read Alma 30:21–23, 29.

- How did Giddonah respond to Korihor’s arguments? (Write students’ answers on the board next to *Giddonah*.)

In connection with Alma 30:29, invite students to read the statement by the Prophet Joseph Smith on page 217 in the student manual.

- How can we tell if a person is sincerely seeking truth or just being contentious?
- In what ways can we respond to someone who is asking difficult questions but sincerely seeking the truth? In what ways can we respond to someone who is being contentious?

Write *Alma* on the board. Invite students to read Alma 30:30–44.

- How did Alma respond to Korihor’s arguments? (Write students’ answers on the board next to *Alma*.)

Alma bore strong testimony of God the Father and Jesus Christ. To emphasize the power of personal testimony, ask a student to read the statement by Elder Jeffrey R. Holland on page 217 in the student manual.

- In what ways is a personal testimony a “timeless and ultimately undeniable weapon”?

💡 Alma was able to share his testimony so powerfully because he had worked to gain that testimony and strengthen it. To help students understand how Alma gained his testimony, divide them into four groups.

Write the following question on the board: *What experiences prepared Alma to deal with Korihor and his teachings?* Assign one of the following scripture blocks to each group: Mosiah 27–29; Alma 1–3; Alma 4–7; Alma 8–16. Ask the groups to search the chapter headings in their assigned scripture blocks to help them recall Alma’s experiences.

When students have had enough time to study their assigned passages, ask each group to report their answers.

- What experiences have you had that have strengthened your testimony and prepared you to defend your faith?
- What can we do to prepare as Alma did?

💡 Invite students to read Alma 30:39, 44 silently, marking the evidences Alma gave for the existence of God: (1) the testimonies of others, (2) the scriptures, and (3) God’s creations. Then discuss each of these evidences, using some or all of the following ideas:

Testimonies of Others

Ask a student to read Doctrine and Covenants 46:13–14. Explain that the ability to believe others' testimonies of the truth is a gift of the Spirit.

You may want to share the following statement by President Harold B. Lee (1899–1973), the 11th President of the Church:

“Some of you may not have a testimony, and so I have said to other groups like you, if you don't have a testimony today, why don't you cling to mine for a little while? Hold on to our testimonies, the testimonies of your bishops, your stake presidents, until you can develop it. If you can say nothing more today than I believe because my president, or my bishop, believes, I trust him, do this until you can get a testimony for yourselves; but I warn you that won't stay with you unless you continue to cultivate it and live the teachings” (*The Teachings of Harold B. Lee*, ed. Clyde J. Williams [1996], 136).

- How have other people's testimonies strengthened your testimony?

Scriptures

Have a student read the following statement by Elder Donald L. Staheli of the Seventy:

“Personal, sincere involvement in the scriptures produces faith, hope, and solutions to our daily challenges. Frequently reading, pondering, and applying the lessons of the scriptures, combined with prayer, become an irreplaceable part of gaining and sustaining a strong, vibrant testimony” (in Conference Report, Oct. 2004, 40; or *Ensign*, Nov. 2004, 39).

- In what ways have the scriptures and the words of latter-day prophets strengthened your testimony?

God's Creations

Ask a student to read the statement by President Gordon B. Hinckley on page 218 in the student manual.

- In what ways do the earth and heavens testify of God?

Alma 30:52–53. “I Always Knew That There Was a God”

💡 Invite a student to read Alma 30:52–53. Then read the following statement by Sister Janette C. Hales, who served as Young Women general president. Ask students to listen carefully to the statement, reflecting on Korihor's mistakes.

“Korihor is described . . . as an antichrist, but I'm not sure that he started out that way. Have you ever thought that possibly Korihor started out . . . with lots of questions? Although his questioning may have begun honestly, he made two really bad mistakes. First, he denied his faith. He denied the Light of Christ that had been given to him. Second, he started to preach false doctrine to others. Alma, his leader, bore his testimony to Korihor, and then Korihor made another mistake. Rather than listening to his leader and listening and relying on the Spirit, he defended his position with logic and became more argumentative. He demanded that he be given a sign. Korihor was given a sign. He was struck dumb. He didn't perhaps intend for the sign to have such an effect on him personally, but often the consequences of our mistakes do affect us personally.

“Verses 52 and 53 of chapter 30 are most important, I believe. Korihor acknowledges, ‘I always knew that there was a God. But behold, the devil hath deceived me’ (Alma 30:52–53). Isn't that interesting? ‘I always knew.’ He had the Light of Christ in him, but Satan deceived him” (“Lessons That Have Helped Me,” in *Brigham Young University 1992–93 Devotional and Fireside Speeches* [1993], 89).

- According to Sister Hales, what were Korihor's mistakes?
- Why do you think someone in Korihor's position might become defensive and argumentative rather than follow a leader's counsel?
- Why is it unwise to become defensive and argumentative when we have questions or doubts?

Alma 31:5. The Word of God Has the Power to Help Us Improve

💡 Have a student read the statement by President Boyd K. Packer on page 219 in the student manual.

- Why is it important to learn the doctrines of the gospel? (See D&C 84:85.)
- Why is it important to study the doctrine on our own and not to simply hear it spoken at church?

Ask a student to read Alma 31:5.

- What gives the word of God power to change our lives? (Make sure students understand that one reason the word is powerful is that it invites the Holy Spirit into our lives.)

Invite a student to read the statement by President Ezra Taft Benson on pages 219–20 in the student manual. Ask students to list the blessings President Benson described that come from studying the scriptures.

Alma 31:8–25. Disobedience Leads to Error and Apostasy

💡 The Zoramites had been members of the Church but had “fallen into great errors” (Alma 31:9). Have the students compare the Nephites described in Alma 30:3 with the Zoramites described in Alma 31:9–10.

- In what ways does disobedience influence our testimonies?

Have students cross-reference Alma 31:9 with John 7:17 .

- How does obedience influence our testimonies?

Invite students to quickly review Alma 31:1–25 and list characteristics of the Zoramites and their worship habits. (Students' lists could include that the Zoramites said repetitious prayers, had one set place to pray, worshipped only once a week, believed that God had

elected only them to be saved, were materialistic, and looked down on the poor.) Invite a few students to share their lists with the class. (You might consider drawing a parallel between the Zoramites' actions and some of our modern-day tendencies, such as saying repetitious prayers, worshipping only once a week, feeling that we are chosen and better than others, and becoming materialistic.)

Through the following questions and discussion, help students understand that active involvement in the gospel, such as temple work, family home evening, service projects, and activities through our branches and wards, helps us stay close to the Lord. Such activities help us invite the Holy Spirit into our lives throughout the week, not just on the Sabbath. As the Spirit becomes part of our daily life, we are able to withstand the anti-Christ of our day and stay faithful to Jesus Christ.

- Alma 31:10 says that the Zoramites refused to observe the “performances of the church.” What are some “performances of the church” today? (Answers may include priesthood ordinances, opportunities to serve in the Church, family responsibilities such as family home evening, personal prayer, scripture study, and temple and family history work.)
- How do these performances help us avoid entering into temptation?
- How do these performances invite the Spirit into our lives?
- Why is the word *daily* in verse 10 important in our efforts to keep the Spirit in our lives? (See 2 Corinthians 4:16; Helaman 3:36. Note that since pride can “grow upon [us] day to day,” we need to be “renewed day by day.”)

Alma 31:12–38. Disciples of Jesus Christ Love and Serve Others

💡 Alma 31 contains two prayers that are very different from each other. As students compare the Zoramites' prayer with Alma's prayer, they can identify the possible thoughts and beliefs that led to the prayers. Have students quickly read Alma 31:15–18 (the Zoramites' prayer) and Alma 31:26–35 (Alma's prayer). Ask them to share what they learn about the Zoramites

and Alma from the words of these prayers. Invite two students to list these insights on the board, one student listing insights about the Zoramites and the other listing insights about Alma.

- What do you think motivated Alma to serve? (Answers might include his testimony, his love of God, and his love for other people.)

Help students understand that a testimony of Jesus Christ leads us to love and serve others. Read the following statement by Elder Marvin J. Ashton of the Quorum of the Twelve Apostles (1915–1994):

“When we truly become converted to Jesus Christ, committed to Him, an interesting thing happens: our attention turns to the welfare of our

fellowmen, and the way we treat others becomes increasingly filled with patience, kindness, a gentle acceptance, and a desire to play a positive role in their lives. This is the beginning of true conversion” (in Conference Report, Apr. 1992, 26; or *Ensign*, May 1992, 20).

- What did Alma ask because he loved the people? (See Alma 31:34–35.)
- In what ways can we apply Alma’s example in our lives?

CHAPTER 30

Alma 32–35

Introduction

Alma and Amulek’s mission among the Zoramites included profound teachings about faith, prayer, worship, and the Atonement. In approaching this scripture block, teachers sometimes present a lesson built exclusively on one of these topics. Or they might teach a few of these topics but fail to show how they relate to each other in the context of Alma and Amulek’s teachings. Your teaching of Alma 32–35 will be most powerful as you help students see that each of these topics is connected to the others: As we experiment upon the word, we develop faith. Our faith leads us to pray and to trust in the infinite and eternal sacrifice of Jesus Christ. This trust in turn leads us to repent and prepare for the day when we will return to the presence of Heavenly Father and Jesus Christ. With this larger picture in mind, students can understand where their faith can lead them.

Some sections of this lesson suggest multiple teaching ideas. Remember your students’ abilities and interests, and select only the teaching ideas that will be the most beneficial for them.

Some Doctrines and Principles

- It is better to choose to be humble than be compelled to be humble (see Alma 32:1–16, 25).
- Experimenting on the word leads to faith in Christ (see Alma 32:17–43; 33:12–23; note that Alma 32:21 is a scripture mastery verse .
- Our hearts should be drawn out in prayer continually (see Alma 33:1–11; 34:17–27, 39).
- The great plan of the Eternal God required an atonement—an infinite and eternal sacrifice (see Alma 33; 34:1–17).
- The Lord commands that we not procrastinate the day of our repentance (see Alma 34:32–41; note that Alma 34:32–34 is a scripture mastery passage .

Suggestions for Teaching

Alma 32:1–16, 25. It Is Better to Choose to Be Humble Than Be Compelled to Be Humble

-  Ask students to explain how humility is essential to the conversion process.

Ask a student to read Alma 32:1–3.

- What was the financial and social status of those who received the message of Alma and his companions?
- What significance do you see in the fact that these Zoramites were “poor in heart” as well as “poor as to things of the world”?

Have another student read Alma 32:4–6.

- What do you think is the meaning of the phrase “in a preparation to hear the word”?

Read Alma 32:13–16 to students. Invite them to follow along, looking for and marking truths about humility and the process of becoming humble. Invite them to share what they find.

- Why is it better to choose to be humble than be compelled to be humble?

Have students work individually or in pairs to create lists of actions a person can take to develop greater humility. Invite several students or pairs to report their ideas to the class. Ask them to describe how the actions they found will result in greater humility.

Invite a student to read the statement by President Ezra Taft Benson on page 223 in the student manual. Ask the other students to listen for additional ideas on how to become humble.

Encourage students to choose to be humble by following the counsel of President Benson and by putting into practice one of the actions they have identified in the scriptures. Help them recognize that following the Savior’s example will always help them be more humble.

Alma 32:17–43; 33:12–23. Experimenting on the Word Leads to Faith in Christ

-  Ask students why people conduct experiments. (To find out if a premise is true.) Ask students to describe experiments they have performed in science classes or in other settings. Ask them what steps they took to complete their experiments. As part of this discussion, help students see that experiments require action, not just speculation, on the part of the researcher.

Have a student read Alma 32:26–27.

- What do you think Alma meant when he counseled the Zoramites to “experiment upon [his] words”?
- What can each of us do to perform this same experiment?

To help students discuss this question, invite them to read verses 27–42 silently and identify steps of the experiment Alma suggested. Explain that in this passage, the seed represents the word of God. After students have had sufficient time to read, ask them to share what they have found. List their answers on the board. The list might include the following steps:

1. *Desire to believe—verse 27*
2. *Give place for the word to be planted in your heart—verses 27–28*
3. *Do not cast the seed out by unbelief—verse 28*
4. *Recognize the growth of the seed—verse 28*
5. *Nourish the seed as it grows—verse 37*
6. *Do not neglect the tree—verse 38*
7. *Look forward to the fruit of the tree—verse 40*
8. *Harvest the fruit—verse 42*

- What do you think it means to “give place, that [the word of God] may be planted in your heart”? (verse 28). What do you think it means to feel that the word of God is “swelling” within you? (verse 28). What do you think it means to “nourish the word”? (verse 41). In verses 28 and 34, how do the words *enlarge*, *enlighten*, and *expand* describe the effect the word of God can have on us?

Ask students to review verses 41–42 and list words that describe the fruit of the tree. For example, they may notice the phrase “springing up unto everlasting life”; the words *precious*, *sweet*, *white*, and *pure*; and the promise that those who feast on the fruit will be filled and will not hunger or thirst. Help students see that the fruit represents the blessings we can receive through the Atonement, including the blessing of eternal life (see chapter 3 in this manual).

Invite students to share experiences they have had as they have experimented on the word of God. As appropriate,

tell about a time when your faith grew stronger because you experimented on the word. Encourage students to continue experimenting on the word.

💡 Divide the class into pairs. Instruct each pair to analyze Alma 32:28–43, looking for principles that are meaningful to them. Have them mark their insights in their scriptures and discuss their findings with their partners. After they have had enough time to discuss their insights, invite them to create a list of questions that can be answered by the doctrines and principles they have found. You may want to write their questions on the board. Help students understand that they can find answers to important questions through scripture study.

💡 Invite students to review the Zoramites’ prayer in Alma 31:15–18.

- What were the Zoramites’ beliefs about their need for a Savior?

Ask students to silently read Alma 33:12–22, which contains some of Alma’s words to the Zoramites about Jesus Christ. Have students count the number of times Alma refers to the Savior in these verses.

- What can we learn about Jesus Christ from these verses?
- Alma recounted the story of the Israelites who refused to look at a type of Christ that Moses had made (see Alma 33:19–22; see also Numbers 21:5–9; 1 Nephi 17:41). How might this example have been helpful for the Zoramites? How does it help you?

You may want to point out that all the Israelites had to do was look. This can be compared with Alma’s request that the people “exercise a particle of faith” (Alma 32:27).

Have a student read Alma 33:22–23.

- What do these verses teach about the meaning of the seed, the tree, and the fruit in Alma 32? (You may want to point out that in verse 23, when Alma says to “plant this word in your hearts,” he is referring to the testimony of Jesus Christ, which is summarized in verse 22.)

Alma 33:1–11; 34:17–27, 39. Our Hearts Should Be Drawn Out in Prayer Continually

💡 Ask students to read Alma 33:1 silently and to underline the questions the Zoramites asked of Alma after his discourse. With the help of students, make a list of the questions on the board. Ask why each of these questions is important.

Invite students to read Alma 33:2–11 silently, looking for the way Alma began to answer the questions in verse 1.

- How can prayer help answer the questions in verse 1?
- In verse 3, Alma uses the words *prayer* and *worship* synonymously. In what ways is prayer the same as worship?
- When have your prayers had the most power?

Invite students to tell about moments when they have experienced the power of prayer. Give them enough time to think about their experiences before they respond.

- Why is it an act of mercy for God to hear our prayers? In verse 11, what does the phrase “because of thy Son” mean to you?

💡 Invite students to read Amulek’s teachings in Alma 34:17–26. Then ask them to read verses 27 and 39 silently, looking for a common word that describes the frequency of our prayers. After they have had time to examine the words, suggest that they mark the word *continually*.

- What do you think it means to let your heart be “drawn out in prayer . . . continually”?

As students discuss this question, invite them to read the statement by President Henry B. Eyring on page 228 in the student manual. Discuss with students how this statement broadens their understanding of what it means to have their hearts “drawn out in prayer . . . continually.” Then ask students to silently ponder their personal answers to the following questions:

- What can you do to apply these teachings in your life? What can you do to be more prayerful and more responsive to personal revelation?

Bear your testimony in relation to Amulek’s instructions about prayer.

Alma 33; 34:1–17. The Great Plan of the Eternal God Required an Atonement—an Infinite and Eternal Sacrifice

💡 As Alma spoke to the Zoramites, he referred to the teachings of three prophets whose writings appeared in the brass plates: Zenos, Zenock, and Moses. Have students review Alma 33:3–23 and identify these prophets’ teachings about the Savior. Suggest that they highlight all the places where Alma or one of these prophets refers to Jesus Christ as the Son of God.

- Why is it important to know that Jesus Christ is the Son of God? How does this knowledge influence your faith in Jesus Christ?
- What attributes of God does Alma emphasize in Alma 33:4–11?
- What aspects of Christ’s eternal mission are highlighted in Alma 33:22? Why do our burdens become light when we plant this knowledge in our hearts and nourish it? (See Alma 33:23.)

💡 Write the words *infinite* and *eternal* on the board. Invite students to discuss the meaning of these words.

Invite students to highlight the three instances of the word *all* in Alma 34:9. Discuss what Amulek teaches in this verse about our fallen condition and the Atonement. The following questions may assist you in your discussion:

- How does the Fall of Adam and Eve make the Atonement necessary? (See Mosiah 16:3–4; Alma 12:22; 22:14.)
- According to Alma 34:10, why was the Savior the only one who could offer a sacrifice to save all mankind?

Refer students to the words *infinite* and *eternal* on the board. Have a student read Alma 34:10–14 while the rest of the class looks for what is infinite and eternal in these verses. (Help them see that the Atonement is infinite and eternal, and so is the Son of God.)

- In what ways is the Atonement infinite and eternal?
- How is the Savior infinite and eternal?

To help students discuss these questions, invite them to read the statements by Elder Bruce R. McConkie and Elder Russell M. Nelson on pages 228–29 in the student

manual. The statement by Elder Nelson is also available on the companion DVD .

Consider reading and discussing the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“He was *able* to accomplish His mission because He was the Son of God and He possessed the power of God.

“He was *willing* to accomplish His mission because He loves us.

“No mortal being had the power or capability to redeem all other mortals from their lost and fallen condition, nor could any other voluntarily forfeit his life and thereby bring to pass a universal resurrection for all other mortals.

“Only Jesus Christ was able and willing to accomplish such a redeeming act of love” (in Conference Report, Oct. 1983, 6; or *Ensign*, Nov. 1983, 6–7; italics in original).

To help students see how to receive the blessings of the “infinite and eternal” Atonement, have them search Alma 34:15–17 and identify a phrase that appears four times. (“Faith unto repentance.”)

- What does the phrase “faith unto repentance” mean?
- How does faith lead to repentance?
- According to Alma 34:16, what blessings do we receive as we exercise faith unto repentance? What happens if we fail to exercise faith unto repentance?

Alma 34:1–8. The Great Question of the Zoramites

 Ask a few students to go to the board and list several of the great questions mankind has asked. They might mention questions such as “Where did we come from?” “What is the purpose of life?” or “Does God exist?” Compare the students’ list to the “great question” on the minds of the Zoramites in Alma 34:5. Help students see that the great question of the Zoramites—“whether

the word be in the Son of God, or whether there shall be no Christ”—is similar to questions many people ask today as they wonder if salvation really is in Christ and if the Savior really will come again. Ask students to review Alma 34:6–8 and share in their own words how Amulek answered this great question. Discuss how the world would be different if everyone knew and believed the correct answer to this question. Our response to this question will influence the choices we make throughout our lives.

Alma 34:32–41. The Lord Commands That We Not Procrastinate the Day of Our Repentance

 President Joseph Fielding Smith (1876–1972), the 10th President of the Church, taught, “This life is the most vital period in our eternal existence” (*Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [1954–56], 1:69). Read Alma 34:32–34  together, looking for principles that support President Smith’s statement. To emphasize the need to repent in this life, read the statement by Elder Melvin J. Ballard on pages 230–31 in the student manual.

- What can we do to prepare to meet God?
- Imagine that a friend tells you, “I’ll enjoy experimenting with sin for a while, but my intent is to repent and be worthy in the end.” What would you say to a person with this attitude?

 Ask the following question:

- Who is responsible for your salvation?

Have students read Alma 34:37–41 to find Amulek’s response to this question.

- Amulek counseled the people to “work out [their] salvation” (Alma 34:37). He and Alma both taught the people that they must depend on the Savior for salvation. How do these two principles work together?

Share your testimony about the necessity to do all that we can while depending on the Savior (see 2 Nephi 25:23–26).

CHAPTER 31

Alma 36–39

Introduction

In these chapters, Alma gives his final counsel to his sons, Helaman, Shiblon, and Corianton. Alma's counsel includes poignant teachings relating to forgiveness of sins, the converting power of the scriptures, steadfastness, and the seriousness of sexual transgression. Like Helaman, Shiblon, and Corianton, students will be able to better carry on the Lord's work as they understand and apply these doctrines. As they study and discuss this counsel, particularly regarding the law of chastity, use caution not to allow them to talk about their personal transgressions.

Some Doctrines and Principles

- When we repent, the Atonement removes bitter pain and brings exquisite joy (see Alma 36:12–21).
- The words of Christ lead to eternal life (see Alma 37).
- Steadiness and faithfulness bring great blessings (see Alma 38).
- Sexual sin is an abomination in the sight of the Lord (see Alma 39:1–11).

Suggestions for Teaching

Alma 36–39. Overview

💡 Invite students to imagine a time in the future when they will want to leave their final counsel and testimony with their children.

- What counsel would you share?
- What warnings would you give?

Write students' answers on the board. Explain that today students will study and discuss Alma's final words and testimony for each of his three sons.

💡 Ask students to read some of Alma's first words of counsel to each of his sons: Alma 36:1–3; 38:1, 5; 39:1.

- Why might Alma emphasize the importance of keeping the commandments and trusting in God for support?
- How is Alma's counsel in these verses applicable to us today?
- A few years after receiving this counsel, Helaman led the sons of the Anti-Nephi-Lehies into battle (see Alma 53:14–19). How do you think his father's counsel may have helped him in this responsibility?

Explain that one reason Alma shared his testimony was to help his sons understand that he was not counseling them from his own wisdom but from inspiration and revelation from God (see Alma 36:4–5; 38:6). As part of Alma's counsel to his sons, he told about his conversion and shared his testimony of Jesus Christ (see Alma 36:3–22; 38:6–9; 39:15). The turning point in Alma's life was when he remembered what his father had taught about Jesus Christ and when he turned to the Savior for help. Alma did not find happiness until he turned to the Savior.

- Why is it important for children to hear their parents bear their testimonies?

Explain that when Alma told the story of his conversion, he shared deep and poignant doctrines that blessed his sons' lives. These teachings can also bless our lives—they can greatly enhance our understanding of the Atonement. For this reason, much of this lesson will focus on what we learn about the Atonement from Alma's experiences.

Alma 36:12–21. When We Repent, the Atonement Removes Bitter Pain and Brings Exquisite Joy

💡 Explain that when Alma told of his conversion, he described the pain he experienced when the angel spoke to him. Give students time to read Alma 36:12–21 silently.

- What words and phrases did Alma use to describe his pain?
- What can we learn from these phrases about the effects of sin?

To help class members see that Alma's suffering had a positive result—and to help them see that their feelings of guilt can lead to positive results—ask the following questions:

- What purpose does physical pain serve in our lives? (Briefly list students' answers on the board.)
- How might spiritual pain serve a similar purpose?
- What was the result of Alma's spiritual pain? When we feel this spiritual pain, what can we learn from Alma's example?

To reinforce the previous discussion, have a student read the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:

“You have an alarm system built into both body and spirit. In your body it is pain; in your spirit it is guilt—or spiritual pain. While neither pain nor guilt is pleasant, and an excess of either can be destructive, both are a protection, for they sound the alarm ‘Don’t do that again!’

“Be grateful for both. . . . Learn to pay attention to that spiritual voice of warning within you” (in Conference Report, Apr. 1989, 72; or *Ensign*, May 1989, 54, 59).

Invite students to read the statement by President Spencer W. Kimball on page 234 in the student manual. Ask them to look for Jesus Christ’s role in our repentance.

- According to President Kimball, how does every transgressor gain relief?
- How would you explain the connection between the Atonement of Jesus Christ and Alma’s relief?
- In what ways does repentance bring joy?

To help students further understand the role of Jesus Christ in our repentance, invite a student to read the statement by President Ezra Taft Benson on page 234 in the student manual.

- According to President Benson, what is the difference between reformation and repentance?

Read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles (also available on the companion DVD 

“The joy that follows the remission of sins comes from the Spirit of the Lord (see Mosiah 4:3, 20). It is a fulfillment of the Lord’s promise that ‘I will impart unto you of my Spirit, . . . which shall fill your soul with joy’ (D&C 11:13). As the Apostle Paul taught, ‘The fruit of the Spirit is love, joy, peace’ (Galatians 5:22). It comes in the same way

to everyone—to rich and poor, to the prominent and the obscure. In conferring his greatest gift of mercy through the Atonement, God is not a respecter of persons” (in Conference Report, Oct. 1991, 103–4; or *Ensign*, Nov. 1991, 75).

Help students understand that the greatest gift the Father could give us was the atoning sacrifice of His Son, which made that joy possible. You might bear testimony of the joy the Atonement brings when we repent.

Alma 37. The Words of Christ Lead to Eternal Life

 Write the following scripture references on the board (without the text in parentheses):

Alma 37:5–9 (Great things are brought to pass by small and simple things; the scriptures should be preserved because they bring people to a knowledge of God the Father and Jesus Christ and lead to salvation. Note that verses 6–7 are scripture mastery verses .)

Alma 37:34–37 (Never be weary of good works; learn wisdom in your youth—learn to keep the commandments of God; counsel with the Lord in all you do, and He will direct you for good. Note that verse 35 is a scripture mastery verse .)

Alma 37:38–47 (Just as Lehi’s family received the Lord’s guidance through the Liahona when they were faithful and diligent, we can receive the Lord’s guidance through the scriptures when we are faithful and diligent.)

Divide the class into three groups. Have each group study one of these scripture blocks to search for insights about how we can receive the words of Christ.

After the groups have had time to study their sections, have each group choose a spokesperson to share their findings with the class.

Alma 38. Steadiness and Faithfulness Bring Great Blessings

 Explain that we can learn important principles as we compare Shiblon with Corianton.

Have students read Alma 38:2–3 and underline words and phrases that describe Shiblon’s behavior. Then

have students read Alma 39:1–5 and underline words and phrases that describe Corianton’s behavior.

Help students understand that because Shiblon was steady and faithful, he was prepared to receive the Lord’s rich blessings. Although little was written about Shiblon, he is a model of faithfulness.

- What trials was Shiblon able to endure because of his faith?

Ask students to read Alma 63:1–2.

- What do these verses show about Shiblon’s steadiness throughout his life?

Ask students to describe some people they know who are like Shiblon—faithful Saints of whom not much is written or said. Invite students to share what they admire about these people.

It might be helpful to remind students that Corianton ultimately repented and returned to serve the Lord (see Alma 49:30; 63:1–2). Students need to understand that even those who seriously sin can and should repent. They also need to be reminded that the cost of Corianton’s sinfulness was great, both to Corianton and those affected by his poor example.

Alma 39:1–11. Sexual Sin Is an Abomination in the Sight of the Lord

 Read Alma 39:1–4 to the students, and have them follow along, identifying Corianton’s mistakes that led him to commit sexual sin. List students’ responses on the board. Responses may include that Corianton:

1. Did not follow his brother’s example (verse 1).
2. Did not give heed to his father’s words (verse 2).
3. Boasted in his own strength and wisdom (verse 2).
4. Forsook the ministry—left a place of safety (verse 3).
5. Went to Siron, a place of temptation (verse 3).
6. Followed others into sin (verse 4).

Ask students how each of these mistakes led Corianton to commit sexual sin. Discuss with students how these same mistakes can lead to sin today.

Have students read Alma 39:5–8.

- What was Alma’s purpose in teaching Corianton these things?

Assign students to study Alma 39:9–14 in pairs.

Have students make a list of principles Alma taught Corianton to help him repent of his sins. Have several pairs of students report their findings to the class.

Ask students to explain in their own words the meanings of the following statements from verse 9:

- “Go no more after the lusts of your eyes.”
- “Cross yourself in all these things.” (See 3 Nephi 12:29–30 and Matthew 16:24 for additional help with this statement.)

This lesson provides a good opportunity to address the widespread problem of pornography. To emphasize the importance of avoiding pornography, read and discuss the quotations on page 239 in the student manual. You may also want to share the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles (also available on the companion DVD ):

“Do all that you can to avoid pornography. . . . Don’t accommodate any degree of temptation. Prevent sin and avoid having to deal with its inevitable destruction. So turn it off! Look away! Avoid it at all costs. Direct your thoughts in wholesome paths. . . . Do not patronize pornography. Do not use your purchasing power to support moral degradation. And young women, please understand that if you dress immodestly, you are magnifying this problem by becoming pornography to some of the men who see you” (in Conference Report, Apr. 2005, 95; or *Ensign*, May 2005, 90).

- Alma told Corianton to “counsel with [his] elder brothers in [his] undertakings” (Alma 39:10). Why would this help Corianton? In our day, who are some people who can help a member of the Church who needs to repent of sexual sin?

- What does it mean to “turn to the Lord with all your mind, might, and strength”? (Alma 39:13). How does this help us overcome temptation? What could happen if Corianton turned to the Lord halfheartedly?
- How does confession and acknowledgment of sin assist in repentance? (See Alma 39:13.)

Emphasize the destructiveness and seriousness of sexual sin. Testify of the truthfulness of Alma’s counsel on how to avoid and repent of sin.

💡 This teaching idea is designed to help you teach about the role of sexual intimacy in the plan of salvation.

Write the following on the board: *The Lord has commanded that sexual intimacy be reserved for a man and a wife within the bonds of marriage.* Invite students to turn to the explanation of the law of chastity on page 237 in the student manual. Ask a student to read it.

Ask a student to read Alma 39:3–6, and invite students to list the three serious sins identified in these verses. (If students ask what it means to deny the Holy Ghost, refer them to the statement by the Prophet Joseph Smith on pages 238–39 in the student manual.)

To help students understand why sexual sin is so serious, invite them to turn to page 238 in the student manual and read the first statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles (also available on the companion DVD ). You may also want to read the following statement by Elder Holland:

“By assigning such seriousness to a physical appetite so universally bestowed, what is God trying to tell us about its place in His plan for all men and women? I submit to you He is doing precisely that—commenting about the very plan of life itself. Clearly among His greatest concerns regarding mortality are how one gets into this world and how one gets out of it. He has set very strict limits in these matters” (in Conference Report, Oct. 1998, 99; or *Ensign*, Nov. 1998, 76).

- Why is birth into this life so important to the Lord?

Reemphasize what Elder Holland said about “how one gets into this world” (birth) and “how one gets out of it” (death). Explain that to purposefully tamper with birth or death is a serious sin in the eyes of God. Share the following statement by Elder Holland:

“One who uses the God-given body of another without divine sanction abuses the very soul of that individual, abuses the central purpose and processes of life” (in Conference Report, Oct. 1998, 99; or *Ensign*, Nov. 1998, 76).

💡 This teaching idea is designed to help you teach about the relationship between the Atonement of Jesus Christ and sexual intimacy.

Explain that the relationship between the Atonement of Jesus Christ and our use of the powers of procreation is one of the most sacred reasons for living the law of chastity. Ask a student to read the second statement by Elder Holland on page 238 in the student manual (also available on the companion DVD ). Before he or she reads, ask all the students to listen for answers to the following questions (you may want to write the questions on the board):

- What is the connection between the worth of souls and the Atonement?
- What are some words Elder Holland used to describe the seriousness of immorality?
- In this statement, what do you think it means to “crucify Christ afresh”?

After the student has read the statement, ask all the students for answers they found to the questions.

Invite students to read 1 Corinthians 6:19–20.

- What price did Jesus Christ pay for you?
- What does this price say about your worth?

Share the following thoughts in your own words: We belong to God not only because we are His children but because His Only Begotten Son has redeemed

us—“bought [us] with a price.” God wants to bring us back to Him. People who engage in sexual sin abuse their bodies and the bodies of others. They seriously endanger their opportunity to return home to Him.

Alma 39:13. “Turn to the Lord . . . and Acknowledge Your Faults”

If you decide to teach from this section of the lesson, be aware that the next lesson focuses more on repentance and forgiveness.

💡 Invite students to read the statement by Elder Richard G. Scott on page 240 in the student manual. It is also available on the companion DVD .

- What steps to repentance does Elder Scott refer to in this statement?
- According to Elder Scott, why is it necessary to involve a bishop when repenting of sexual transgressions?

Invite students to read the statement by Elder Jeffrey R. Holland on page 240 in the student manual.

- What role does the Savior take in the repentance process?
- What is the transgressor’s role?

Assure students that even though the path to forgiveness from sexual transgression is difficult, it is not beyond the healing power of the Atonement of Jesus Christ. Share your feelings and testimony about the power of the Atonement. To help students prepare for study and discussion of Alma 40–42, explain that Alma went on to teach Corianton essential doctrines to help him repent of his transgressions and stay faithful.

CHAPTER 32

Alma 40–42

Introduction

In this scripture block, Alma teaches his son Corianton about individual agency and eternal rewards and consequences. As students discuss these teachings, they will be reminded that “wickedness never was happiness” (Alma 41:10 ) and that righteousness never brings misery. They will see that the choices they make on the earth will determine their degree of happiness after death. You can help students understand the role Jesus Christ can play in meeting the demands of justice. As we choose to repent and follow Him, we benefit from the plan of mercy and progress toward eternal happiness.

Some Doctrines and Principles

- Resurrection is the restoration of the spirit to the body in its proper and perfect frame (see Alma 40:1–5, 8–10, 16–25).
- After death, all people enter the world of spirits (see Alma 40:6–15, 21).
- “Wickedness never was happiness” (see Alma 41; note that verse 10 is a scripture mastery verse )
- Salvation is made possible through the Atonement of Jesus Christ (see Alma 42).

Suggestions for Teaching

Alma 40–42. Introduction

 As you begin teaching, you may want to point out that Alma 40, 41, and 42 contain words of Alma to his son Corianton, who had committed serious sin while he was serving a mission among the Zoramites. Each chapter addresses a different doctrinal question. Invite students to read Alma 40:1, 41:1, and 42:1, looking for the topic of each chapter.

- How would an understanding of these topics help Corianton repent?

Alma 40:1–5, 8–10, 16–25. Resurrection Is the Restoration of the Spirit to the Body in Its Proper and Perfect Frame

 Ask students to review Alma 40:1 silently.

- Which part of the plan of happiness was Corianton worried about?

Ask students to read Alma 40:2–5 silently.

- According to Alma in verse 5, what matters more than knowing how many resurrections there will be?

Invite students to search Alma 40:16–23 individually, looking for additional teachings about resurrection. List their responses on the board. They may suggest the following ideas:

1. The first resurrection begins with individuals who lived and died “from the days of Adam down to the resurrection of Christ” (verse 18).
2. After the resurrection, all people will be brought before God for judgment (see verse 21).
3. Resurrection is the restoration of the spirit to the body in its proper and perfect frame (see verse 23).

Ask a student to read Alma 40:23 aloud. Then share the statements by Elder Dallin H. Oaks and President Joseph F. Smith on page 244 in the student manual. The statement by Elder Oaks is also available on the companion DVD .

- What does it mean that “all things shall be restored to their proper and perfect frame”?
- How can this doctrine bring us comfort and hope?

Testify that because of the Atonement and Resurrection of Jesus Christ, all people will be resurrected, and their bodies will be free from mortal deficiencies.

Alma 40:6–15, 21. After Death, All People Enter the World of Spirits

 Draw the following chart on the board:

Spirit Paradise	Spirit Prison
Alma 40:11–12	Alma 40:13–14

Divide the class in half. Ask half of the students to study Alma 40:11–12, looking for truths about spirit paradise. Ask the other half to study Alma 40:13–14, looking for truths about spirit prison, which is called “outer darkness” in verse 13. (Note that some members of the Church today view the term “outer darkness” as

a description of the final destination of the wicked who are banished to perdition with Satan. However, in Alma 40, the term refers to spirit prison.) After students have had sufficient time to study their assigned verses, ask students from each half of the class to share what they have learned. Record their insights on the chart. Then, for additional truths from latter-day revelation, ask the students who have read about spirit paradise to study Doctrine and Covenants 138:12–14, 30–34, 57. Ask the students who have read about spirit prison to study Doctrine and Covenants 138:31–34, 57–59. Invite them to share what they find. As they do so, add to the list on the board.

- What determines whether a spirit will be happy or miserable in the spirit world? (See Alma 40:12–13.)
- According to Doctrine and Covenants 138, how can liberty come to the “captives who [are] bound” (verse 31) in the spirit world?
- As we ponder these truths about the spirit world, what can we learn about the attributes of God? (Help students see God’s justice, mercy, and continual efforts to “bring to pass the immortality and eternal life of man” [Moses 1:39].)

Alma 40:11, with its assertion that “the spirits of all men, as soon as they are departed from this mortal body, yea, the spirits of all men, whether they be good or evil, are taken home to that God who gave them life,” can be confusing for students. We know that when people die, their spirits go to the spirit world, not immediately back into God’s presence (see D&C 138). To help students understand Alma 40:11, you may want to ask them to read the statements by President Joseph Fielding Smith and President George Q. Cannon on page 242 in the student manual.

Alma 41. “Wickedness Never Was Happiness”

💡 Scan Alma 41:1 with students and identify the doctrine discussed in this chapter.

Write *restoration* on the board.

Read Alma 41:2–6 with students.

- In these verses, what is the meaning of the word *restoration*?

List the different elements of our being that will be restored. (“All things” [verse 2]; “every part” of the body [verse 2]; our “works” [verses 3–4]; and “the desires of [our] hearts” [verse 3].)

In connection with this discussion, you may want to share the following statement by President Harold B. Lee (1899–1973), the 11th President of the Church:

“There is no truth more plainly taught in the Gospel than that our condition in the next world will depend upon the kind of lives we live here” (*Decisions for Successful Living* [1973], 164).

- How is resurrection connected to the plan of restoration?

Ask students to read Alma 41:7–15 silently. Invite them to look for and mark words and phrases that show what will be restored to those who desire and choose righteousness in this life. Also invite them to look for and mark words and phrases that show what will be restored to those who desire and choose wickedness.

- What blessings will come to those who choose to repent of their sins?
- Why did Alma counsel Corianton to be merciful, just, and righteous toward others?
- Why is it impossible for wickedness to lead to happiness?

Share the following statement by Elder Glenn L. Pace of the Seventy (also available on the companion DVD ):

“There are absolute truths of eternity. They do not change as a society drifts from them. No popular vote can change an absolute, eternal truth. Legalizing an act does not make it moral. Don’t be fooled by the argument ‘Everybody’s doing it.’ Your spirit should be offended and your intelligence insulted by such reasoning.

“When all of the evidence is in, the world’s graduate school of hard knocks will teach what you . . . were taught in the kindergarten of your spiritual training, ‘Wickedness never was happiness’ (Alma 41:10)” (in Conference Report, Oct. 1987, 50; or *Ensign*, Nov. 1987, 40).

As a conclusion for this discussion, you may want to remind students that while wickedness never leads to happiness, righteousness always leads ultimately to happiness. To emphasize this point, you could have students read Mosiah 2:41.

Alma 42. Salvation Is Made Possible through the Atonement of Jesus Christ

💡 As you prepare to teach this section, you may want to preview “The Mediator,” presentation 15 on *Book of Mormon DVD Presentations* (item number 54011). Consider using it to enhance the lesson.

Ask students to read Alma 42:1.

- What was Corianton’s lack of doctrinal understanding?

Explain that Corianton could not see how God could be just and yet consign a sinner to a state of misery. Alma began to respond to Corianton’s misunderstanding by recounting the Fall of Adam and teaching about its consequences. In Alma 42, Alma explains how the plan of happiness gives everyone a fair opportunity to receive eternal happiness.

Read the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“No one adequately and properly knows why he needs Christ until he understands and accepts the doctrine of the Fall and its effect upon all mankind” (in Conference Report, Apr. 1987, 106; or *Ensign*, May 1987, 85).

Assign half of the class to read Alma 42:2–7 and the other half of the class to read Alma 42:8–14. As students read, ask them to identify consequences of

the Fall of Adam. After sufficient time, invite students to share what they have learned. You may want to write their answers on the board.

- In what ways do you think this explanation of the Fall could help Corianton resolve his concern?
- According to Alma 42:4, what is one of the reasons our Heavenly Father gave us a probationary state?

Assign students to work in pairs. Assign one member of each pair to study Alma 42:15–22 and look for what is meant by the “demands of justice.” Assign the other member of each pair to study Alma 42:22–26 and look for what is meant by “mercy claimeth all which is her own.” After sufficient time, have these partners teach each other what they have learned. Then conduct a discussion with the entire class, using some or all of the following ideas:

- How does the plan of redemption allow for God to be both just and merciful?
- Why does each of us need the Atonement in order to receive mercy?
- What can we expect if we choose not to repent?

Ask students to read 2 Nephi 2:7 and Doctrine and Covenants 19:16–20.

- How do these verses help to explain the interaction between justice and mercy as described in Alma 42:23–24?

Read Alma 42:27–31 with students.

- What impact did Alma hope his teachings would have on Corianton?
- What does Alma 42:29–30 teach each of us to do?

You might consider inviting students to read Alma 48:18, 49:30, and 63:2. (Note that, as reported in Alma 62:52, Helaman had died. Therefore, the reference to Shiblon’s brother in Alma 63:2 is likely a reference to Corianton.)

- What do these verses suggest about how Corianton responded to the teachings of his father?

Encourage students to consider their lives and the sins that currently trouble them. Testify of the Savior’s willingness to forgive and of the increased peace and happiness that come to us when we repent.

CHAPTER 33

Alma 43–51

Introduction

At times, righteous people must fight to protect their God-given rights. During a crucial time in Book of Mormon history, the Lord raised up Captain Moroni and other great men to lead their people in defending their liberties. President Ezra Taft Benson (1899–1994), the 13th President of the Church, stated, “From the Book of Mormon we learn how disciples of Christ live in times of war” (in Conference Report, Oct. 1986, 5; or *Ensign*, Nov. 1986, 7).

Inspired by their leaders, the Nephites learned the proper way to battle against forces that would destroy their religion, freedom, and families (see Alma 46:12). As students contrast the motives and methods of righteous, humble leaders such as Captain Moroni with the motives and methods of wicked, power-hungry men like Amalickiah, they can learn to appreciate the righteous motives of their Church leaders. They can also learn to be “firm in the faith of Christ” (Alma 48:13) at all times, even when they face war or other trials.

Some Doctrines and Principles

- Studying the accounts of war in the Book of Mormon can help us prepare for the battles of our day (see Alma 43–51).
- Contention and dissension are destructive forces (see Alma 43:4–8; 46:1–10; 50:21–35; 51:1–27).
- Our righteousness shields us from Satan’s power (see Alma 48).
- Faithfulness to God brings happiness, even amid turmoil (see Alma 49:25–30; 50:1–23).

Suggestions for Teaching

Alma 43–51. Studying the Accounts of War in the Book of Mormon Can Help Us Prepare for the Battles of Our Day

These chapters are filled with principles that can help Latter-day Saints live as disciples of Jesus Christ in times of war. Some principles from these accounts of physical battles can be applied to the spiritual war against wickedness.

The first teaching idea in this section is designed to help students identify principles to guide them in their

daily battle against the forces of evil. The second idea is designed to help students identify principles to guide them if they face war.

💡 Have students read 2 Nephi 9:10, 12; Alma 42:9; Matthew 10:28.

- What two kinds of death are mentioned in these verses?
- Why is damage to the soul more serious than the death of the physical body?

Explain that as we study the descriptions of physical battles in the Book of Mormon, we can learn spiritual lessons. Share an example of how to identify spiritual truths taught within a temporal description. For example, you could ask a student to read Alma 43:19–20 and 50:1. Then you could ask the class to look for a spiritual principle in the description of Captain Moroni preparing his armies for battle. You might ask the following questions:

- In what ways did Captain Moroni prepare his people to defend themselves?
- What can we do every day to be prepared for spiritual battles?

Give the class an opportunity to search for spiritual truths using the list of scriptures below. Divide the students into small groups. Instruct each group to divide the list evenly among themselves. Each student should study the scriptures assigned to him or her, looking for principles that can be applied in our day. Ask that each student share at least one scriptural insight with members of the group. After students have shared in their groups, ask for volunteers to share the groups’ insights with the rest of the class.

Alma 43:9; 48:10

Alma 46:11–13, 20

Alma 43:23–26

Alma 48:7–9

Alma 43:48–50

Alma 49:3–5

Alma 44:1–5

Alma 49:30

Alma 45:20–22

Alma 50:1–7

💡 Write the following questions and scripture references on the board:

What are proper justifications for war?
(See Alma 43:9, 45–47; 48:14.)

What is the proper attitude about bloodshed?
(See Alma 48:23–24; 61:10–11.)

Ask students to silently read the verses following the questions. Then invite them to share their responses to the questions.

You might point out that latter-day prophets have stated that sometimes righteous people have a duty to defend their families and others. In a general conference, President Gordon B. Hinckley (1910–2008), the 15th President of the Church, quoted Alma 43:45–47 and 46:12–13 and then declared:

“It is clear from these and other writings that there are times and circumstances when nations are justified, in fact have an obligation, to fight for family, for liberty, and against tyranny, threat, and oppression” (in Conference Report, Apr. 2003, 83–84; or *Ensign*, May 2003, 80).

President Hinckley made it clear that at times we must fight. However, to help students understand that before people go to war, they should explore all other

efforts to try to avoid it, share the statement by the First Presidency on pages 248–49 in the student manual.

Alma 43:4–8; 46:1–10; 50:21–35; 51:1–27. Contention and Dissension Are Destructive Forces

💡 Explain that the scriptures contain many warnings about contention.

- Why do you think we need repeated warnings about contention?

Explain that in addition to warning about contention, these chapters in the Book of Mormon also tell of the dangers of dissension. The cases of dissension described in these chapters are examples of apostasy—people rebelling against the truth and the Church.

- In what ways is dissension related to contention?

To show the destructive force of contention, divide the class into four groups and ask each group to read one of the following scripture passages: (1) Alma 43:4–8; (2) Alma 46:1–10; (3) Alma 50:21–35; (4) Alma 51:5, 9, 12, 19, 22–23, 26–27. Ask them to look for the sources of contention in each passage and the consequences of that contention. After a few minutes, ask a student from each group to summarize the group’s insights. You may want to write the students’ answers on the board. The list might look something like this:

Scripture	Sources of contention	Consequences of contention
Alma 43:4–8	Zerahemnah, the Zoramites, and the Amalekites	1. Continuing wars between the Lamanites and the Nephites 2. Increasing feelings of hatred and anger among the Lamanites and those who joined them
Alma 46:1–10	Amalickiah and his followers	1. Dissension of many people from the Nephites and the Church 2. Amalickiah’s rise in power, leading many people to forget the Lord and act wickedly
Alma 50:21–35	Morianton and his people	1. Morianton’s abuse of a servant 2. A battle in which many were killed
Alma 51:5, 9, 12, 19, 22–23, 26–27	The king-men and Amalickiah	1. The death of 4,000 dissenters and an unknown number of Nephite soldiers; other dissenters thrown in prison 2. Amalickiah’s capture of a Nephite city

Have a student read 3 Nephi 11:29  to the class.

- In what ways does contention weaken families, communities, and nations?
- What have you found that helps people overcome contention and dissension?

 An example of dissension is found in Alma 47. Ask one student to read the chapter heading for Alma 47 and another student to read Alma 47:36.

- What does the chapter heading indicate about what Amalickiah was willing to do to gain power?
- Why do you think dissenters from the truth often become “more hardened” than those who never knew the truth? (See also Alma 24:30.)

Share the statement by Elder Neal A. Maxwell on page 253 in the student manual.

- What insights did Elder Maxwell share about the dangers of dissension?

Alma 48. Our Righteousness Shields Us from Satan’s Power

 Ask students to name a few heroes.

- What heroic qualities and abilities do these people possess? (As you guide this discussion, remember that the purpose of this teaching idea is to emphasize Captain Moroni’s character and qualities as a follower of Jesus Christ. The focus should move quickly to Captain Moroni.)

Explain that Moroni was appointed in his youth as commander of all the Nephite armies to defend his people against a powerful enemy (see Alma 43:16–17). Write the following on the board:

If all men were like Moroni . . .

Invite students to search Alma 48:11–13, 17–18 and identify characteristics that qualify Captain Moroni as a hero. List their answers on the board.

Ask a student to read Alma 48:14–16.

- How did Moroni’s faith in Christ influence his character? How did his faith influence his efforts to defend his people?

- Mormon said that if all people were like Captain Moroni, “the devil would never have power over [their] hearts” (Alma 48:17). Why is this true?
- According to Alma 48:19–20, how did Helaman and his brethren compare to Moroni?

Assure students that they too can live in such a way that they will be shielded from Satan’s influence and will be able to help those they love receive the same protection.

 Use the chart on page 252 in the student manual to guide a discussion. This chart contrasts Moroni with Amalickiah. As students read the scriptures listed in the chart, invite them to identify principles they can apply in their lives. Discuss how we are shielded from Satan’s power when we live by these principles.

Alma 49:25–30; 50:1–23. Faithfulness to God Brings Happiness, Even amid Turmoil

 Have a student read Alma 50:21–23. Invite students to think of the happiest times of their lives.

- What determines happiness?
- Why do you think it was possible for the Nephites to have such happiness even though they faced the threat of war? (As students discuss this question, you may want to suggest that they search Alma 49:25–30; 50:1–23.)
- What are some other scriptural examples of people being joyful even in the midst of great tribulation? (See 2 Corinthians 7:1–7; Mosiah 24:10–15; D&C 127:2.)
- What are some promises the Lord has made to the faithful that make happiness possible even when trials come? (As students discuss this question, you may want to suggest that they read John 16:33; Romans 8:18; Hebrews 12:11; D&C 58:3–4; 121:33; 122:1–2, 7–9.)

Give class members the opportunity to share their feelings or experiences about how we can be happy even in times of trial. You might want to close by sharing your testimony.

CHAPTER 34

Alma 52–63

Introduction

Sometimes teachers feel inclined to rush through the war chapters in the book of Alma, thinking that it is more important to move to other teachings and accounts. But these chapters include many rich insights that can be valuable for those you teach. In many ways, your students are under attack from the forces of evil. As they study these chapters, they can learn from great examples, such as Captain Moroni, Pahoran, and Helaman and his young soldiers—lessons that will help them stay safe and secure. They will learn the price of contention and the power of righteous unity. They will see the result of keeping covenants and the blessings that can flow from being true in whatever circumstances they face. They will see the blessings of gospel-centered homes. They will gain increased appreciation for the Lord’s closeness to His chosen servants in times of difficulty and trial.

Some Doctrines and Principles

- Keeping covenants leads to God’s blessings and protection (see Alma 53:10–18).
- The Lord’s disciples are true in whatever they are trusted to do (see Alma 53:16–23; 57:19–27).
- God grants hope, faith, peace, and assurances of deliverance to the righteous (see Alma 58:1–12).
- The Lord expects us to defend freedom (see Alma 60–61).

Suggestions for Teaching

Alma 53:4–5. We Must Fortify Ourselves against Satan’s Temptations

💡 Have a student read Alma 53:4–5. Show a picture of a fortification around an ancient city (for example, see *Gospel Art Book* [2009], no. 52, which shows Jerusalem in the background with a wall around it, or *Gospel Art Book*, no. 81, which shows Samuel the Lamanite on a wall around the city of Zarahemla). Explain that in ancient times, people often built walls around their cities.

- In ancient times, what advantages would a walled city provide in times of trouble?
- What can we do in our personal lives that is like building a wall of protection around ourselves?

As students discuss this question, you may want to refer them to Alma 37:6–7 . You could ask them to list “small and simple things” that can bring to pass “great things” to protect us. Answers may include personal prayer, scripture study, attendance at Church meetings, and fasting. Point out that with each prayer we offer, each verse of scripture we read, each fast we observe, each act of service we do, and so on, our walls of defense become stronger and larger. Satan is the enemy of all righteousness, and he is frantically working to tear down our defense. Our personal fortifications must be firmly in place and regularly strengthened. Have students discuss the following question in groups of two or three:

- How can we strengthen our personal defenses against evil?

Invite students to ponder the following warning given by President Henry B. Eyring of the First Presidency:

“As the forces around us increase in intensity, whatever spiritual strength was once sufficient will not be enough. And whatever growth in spiritual strength we once thought was possible, greater growth will be made available to us. Both the need for spiritual strength and the opportunity to acquire it will increase at rates which we underestimate at our peril” (“Always” [Church Educational System fireside for young adults], Jan. 3, 1999, 3, ldscs.org).

Alma 53:10–18. Keeping Covenants Leads to God’s Blessings and Protection

💡 Write on the board *Keeping covenants leads to God’s blessings*. Ask students to list some of the covenants they have made or will make. Write their answers on the board.

- What are some blessings the Lord gives us as we keep our covenants?

Invite students to read Alma 53:10–18 silently and highlight the words *oath* and *covenant* and other similar words. Ask students to describe the covenants the parents in this story made and the covenants the sons made.

- In what ways was the covenant of the parents a blessing to the people?
- Why did the covenant of the parents become a concern?
- How did the covenant of the sons address that concern?
- Why is it important to keep our covenants even at times of disadvantage? (Review Alma 53:14–15; see also D&C 82:10 .)

As students talk about the need to keep covenants at all times, you may want to refer them to the statement by Elder M. Russell Ballard on page 256 in the student manual. This statement is also available on the companion DVD .

Alma 53:16–23; 57:19–27. The Lord’s Disciples Are True in Whatever They Are Trusted to Do

 Direct students’ attention to Mormon’s statement in Alma 53:20 that the sons of the Ammonites were “true at all times in whatsoever thing they were entrusted.” Ask students to think of a time when they were trusted to do something that seemed difficult. Invite them to consider what they did to show that they were worthy of that trust.

Divide the class into two groups. Have one group read Alma 53:20–21 and the other group read Alma 57:19–21, 26. Invite them to look for characteristics of these young men and share their findings with the class. You may want to write their answers on the board. Encourage them to write these points in their notes or in their scriptures.

- How do these attributes relate to being trustworthy?

Alma 56:31–57. Mothers Can Have a Great Influence for Good on Their Children

 Read Alma 56:31–48 with students. Consider asking students to take turns reading aloud. To emphasize the influence the Ammonite mothers had on their sons, ask a student to read the statement by Sister Julie B. Beck on page 258 in the student manual. This statement is also available on the companion DVD .

- Why do you think these warriors had such confidence in their mothers’ teachings?

- When have you seen or felt the influence of a mother who knows who she is and who God is?

As students discuss these questions, consider reading the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles:

“Women . . . rock a sobbing child without wondering if today’s world is passing them by, because they know they hold tomorrow tightly in their arms. . . .

“When the real history of mankind is fully disclosed, will it feature the echoes of gunfire—or the shaping sound of lullabies?” (*Woman* [1979], 96).

- Why do you think mothers have such a profound influence on their children?

Direct students’ attention back to Alma 56:47. Help them see that Helaman’s young warriors were also dedicated to their fathers.

To highlight the need for mothers and fathers to work together in teaching their children, read the following excerpt from “The Family: A Proclamation to the World”:

“Parents have a sacred duty to rear their children in love and righteousness, to provide for their physical and spiritual needs, and to teach them to love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live. Husbands and wives—mothers and fathers—will be held accountable before God for the discharge of these obligations.

“. . . By divine design, fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners” (*Ensign*, Nov. 1995, 102).

Bear your testimony about this principle.

Alma 58:1–12. God Grants Hope, Faith, Peace, and Assurances of Deliverance to the Righteous

💡 Have students read Alma 58:2 and 56:21 and identify what Helaman’s army did to help preserve their safety.

- What is meant by the term *stronghold*?
- What are some strongholds of the Lord—places of safety where we can go today?
- What are some of Satan’s strongholds today?

Read the following statement by President George Albert Smith (1870–1951), the eighth President of the Church:

“There is a division line well defined that separates the Lord’s territory from Lucifer’s. If we live on the Lord’s side of the line, Lucifer cannot come there to influence us, but if we cross the line into his territory, we are in his power. By keeping the commandments of the Lord, we are safe on His side of the line, but if we disobey His teachings we voluntarily cross onto the zone of temptation and invite the destruction that is ever present there” (*Improvement Era*, May 1935, 278).

- What makes it dangerous to cross the line into Satan’s territory? Why are we weaker there than on the Lord’s side of the line?

Have students read Alma 58:3–9 and describe the problem Helaman’s army faced.

- What might you do in this situation?

Read Alma 58:10–13.

- What did Helaman and his young warriors do to confront their dilemma?
- How did the Lord answer their prayers?
- As we face the challenges of life, how will we benefit from following this pattern?

Elder Gene R. Cook of the Seventy wrote about this Book of Mormon circumstance:

“It may be that the Nephites hoped for a miracle. Maybe they wanted angels to come to deliver them, as had happened a time or two in the Old Testament. But what did they receive? The Lord gave them *assurance, peace, faith, and hope*. He didn’t directly destroy their enemies, but he did give them the gifts they needed so they could deliver themselves. . . .

“In other words, the Lord put inside these men the will and the power to do what they desired—to begin with a strong resolve and then to see it through. After their prayer was answered, the Nephites went on to secure their liberty.

“When the Lord instills hope and faith and peace and assurance in people, they can bring great things to pass. This, then, is often what we should look for when we ask for help—not a miracle to solve our problem for us, but a miracle inside, to help us come to the solution ourselves, with the Lord’s help and the Lord’s power” (*Receiving Answers to Our Prayers* [1996], 156–57).

How could this statement affect what we look for as answers to our prayers?

Alma 60:23–24. We Must Cleanse the Inward Vessel

💡 Give a student a drinking cup that is clean on the outside but dirty on the inside.

- Why isn’t it enough to keep the outside of the cup clean?

Invite students to read Alma 60:23–24. You may also want to have them read Matthew 23:25–26.

- What does the phrase “inward vessel” mean in these verses?

- In what ways might the phrase “inward vessel” apply in our individual lives?
- Why does our inward vessel need to be clean? What are some things we can do to keep our inward vessel clean?

Share President Ezra Taft Benson’s exhortation on page 260 in the student manual. Then ask students to ponder the following question without answering aloud:

- In what ways can you apply President Benson’s counsel?

Alma 60–61. The Lord Expects Us to Defend Freedom

💡 Explain that each nation has its own list of patriots—men and women who love their country and support their people’s freedom. They are revered as patriots because of characteristics and abilities they possess. Divide the students into pairs. Ask one student in each pair to read Captain Moroni’s words in chapter 60, and ask the other student to read Pahoran’s words in chapter 61. Ask them to look for characteristics of Moroni and Pahoran that they feel are important to help a nation preserve its freedom. Then ask them to share with each other what they find. Their lists might include the following characteristics:

Captain Moroni (Alma 60)	Pahoran (Alma 61)
Boldness (verse 2)	Sorrow for afflictions of others (verse 2)
Concern for welfare of others (verse 10)	Desire to defend freedom (verse 6)
Remembrance of past blessings (verse 20)	Not offended by criticism (verse 9)

- What impresses you most about Captain Moroni and Pahoran?
- According to these chapters, what characterizes a patriotic attitude?
- In what ways can you incorporate these principles in your life?
- What examples of these principles have you seen in other people?

Alma 62:39–51. In Times of Adversity, Some People Humble Themselves before God, While Others Become Hardened

💡 Invite students to read Alma 62:39–41.

- In verse 41, what is the meaning of the word *hardened*? What is the meaning of the word *softened*?
- Why do you think some Nephites were hardened because of the war while others were softened?
- According to Mormon’s words in verse 40, why were the Nephites spared? (See also Alma 10:22–23.)

Read Romans 8:28, 35–39. Invite students to tell about a time when they turned to the Lord in their afflictions.

Read Alma 62:42–51 and discuss how the Church can help a nation and its people recover from the effects of war. Testify that the Lord can heal all wounds caused by war. You may also want to point out that just as the Lord can heal a nation that has been at war, He can heal each of us as we experience adversity.

Ask students to think about the discussions they have had about the Book of Mormon chapters on war (Alma 43–62). Review some of the principles you and your students have discussed while studying these chapters.

- Why do you think Mormon recorded so much about war?

Conclude with your own thoughts about the war chapters. Share your testimony.

Introduction

We live in a time of ever-increasing wickedness. And the closer we approach the Savior's Second Coming, the more wickedness will increase. As students study the events in the Americas that preceded the Savior's first coming, they can grow in their understanding of the contrasts between wickedness and righteousness. You can help them recognize and desire the peace and prosperity that come to those who remain firm in the faith during times of trial.

Some Doctrines and Principles

- Contention is destructive (see Helaman 1:1–9, 14–24).
- Secret combinations can lead to the destruction of societies (see Helaman 1:11–12; 2).
- The humble and righteous are sanctified and receive strength from the Lord, while the prideful and sinful are left to their own strength (see Helaman 3:27–37; 4).

Suggestions for Teaching

Helaman 1:1–9, 14–24. Contention Is Destructive

💡 Read Helaman 1:1 with students. Then ask them to look at verses 2–4 to identify the “serious difficulty” mentioned in verse 1. (They may suggest that the serious difficulty was the need to replace the chief judge. If they do, ask them to look for a word—or different forms of a word—recurring in verses 2–4. Tell them that the word indicates why the replacement of the chief judge became a serious difficulty. The word is *contention* or *contend*.)

Ask a student to read the statement by Elder Joseph B. Wirthlin on page 262 in the student manual.

- In what ways might we benefit from remembering that contention is a tool of Satan?

Ask a student to read the statement by President James E. Faust on page 262 in the student manual.

- According to President Faust, what happens when we are contentious?

Invite students to read Helaman 1:5–7.

- How did the people attempt to resolve the contention over who would be the chief judge?
- Why didn't the vote eliminate the contention?

Explain that while the Nephites were struggling with contention from within, a new danger was approaching from the outside. Read verses 14–15 to the students. Have students scan verses 18–22 to find the result of the Lamanites' attack.

- What city was lost in the attack?
- What made the Nephites vulnerable to this attack?

To help students apply the principles in these verses, invite them to suggest areas in people's lives that can be disrupted by contention. List their answers on the board. Answers might include friendships, family, marriages, employment, and so on.

Select one or two of the students' answers. Invite students to suggest ways to avoid (or correct) the difficulty of contention. For example, what activities could encourage family unity and thus avoid contention? Or, if a family is suffering from contention, what might they do to reduce or eliminate the contention?

Helaman 1:11–12; 2. Secret Combinations Can Lead to the Destruction of Societies

💡 Invite a student to hold a small stick in front of the class. Explain that the stick represents one individual. Demonstrate how easy it is to break the stick. Then put a group of small sticks together. Explain that the bundle of sticks represents individuals that are unified with one another. Demonstrate how difficult it is to break even one stick when all the sticks are bundled together.

- What can we learn from this object lesson?
- How can strength in numbers be used for righteous purposes?
- How can it be used for wicked purposes?

Point out that Satan used strength in numbers to foster wickedness among the Nephites through secret combinations. Ask a student to read Helaman 1:11–12, which explains the beginning of the Gadianton robbers through Kishkumen's actions.

Ask students to review the chapter heading to Helaman 2. Invite them to read Helaman 2:4–5, 8 and to suggest from these verses what Gadianton was willing to do to gain power and authority over the people.

Point out that a society is made up of individuals. In order for a society to fall, many individuals have to succumb to the forces of evil.

Ask students to identify modern examples of destructive groups or influences. (For some examples, you may want to refer them to the statement by Elder M. Russell Ballard on pages 262–63 in the student manual. This statement is also available on the companion DVD )

Help students understand that Satan is always behind secret combinations. Remind students that Satan has extensive experience in deceiving people, but the Spirit of the Lord can help us avoid falling prey to his lies. You may want to invite students to read Doctrine and Covenants 10:5 , which teaches that prayer strengthens us against Satan.

You may also want to call attention to the fact that Gadianton's plans to overthrow the government at that time were foiled by interference from the servant of Helaman (see Helaman 2:6–10). Although wickedness may at times grow in strength around us, we can stand firm in our righteousness and resist evil.

Helaman 3:20. We Should Continually Strive to Do What Is Right

 Ask a student to read Helaman 3:20.

- What word in Helaman 3:20 shows that Helaman was consistent in doing what was right? (*Continually*.)
- In your life, what results have you seen when you have continually worked to obey the commandments?
- After students have shared their thoughts about this question, invite them to create an outline they could use to give a talk on being consistently obedient to the Lord's commandments.

Tell students that we, like Helaman, must strive to “do that which [is] right in the sight of God continually” (Helaman 3:20). Consider asking the class to sing “Do What Is Right” (*Hymns*, no. 237). Or you may want to ask someone who sings well to sing the verses of the hymn, with the class joining in on the chorus.

Helaman 3:20–30. When We Keep the Lord's Commandments, We Prosper in His Work

 Ask students how they think most people would define the word *prosperity*.

Have students pair up and study the concept of prosperity as found in Helaman 3:20–30. As they study and discuss these verses together, ask them to mark key words and phrases associated with the Nephites' prosperous circumstances. Also ask them to look for answers to the following questions:

- How does the prosperity spoken of here compare to the world's definition of prosperity?
- In what ways do the principles in verses 29–30 relate to prosperity?

At the conclusion of the paired discussions, ask a few volunteers to share insights with the rest of the class.

Helaman 3:27–37; 4. The Humble and Righteous Are Sanctified and Receive Strength from the Lord, While the Prideful and Sinful Are Left to Their Own Strength

 Show a dirty piece of cloth. Suggest that the cloth represents a worldly person. Then show a clean, white piece of cloth (such as a handkerchief).

- What helps a person become like this clean cloth? (List students' answers on the board.)

Ask a student to read Helaman 3:35.

- What do you think it means to yield our hearts to God?

Ask a student to read the definition of *sanctification* from the Guide to the Scriptures, which is quoted on page 265 in the student manual.

- Is sanctification an event or a process? Why?

Invite students to read Helaman 3:27–30. After each verse is read, pause and ask students to suggest principles in the verse that relate to being sanctified. Also allow them to comment on other phrases that are significant to them.

As a conclusion to this discussion about the sanctification that comes when we yield our hearts to God, you may want to invite students to take a few minutes and write how they can apply these principles in their lives.

💡 Ask students to silently read Helaman 3:29–30 and mark in their scriptures everything they can find that describes what the word of God can do. Then ask the following questions:

- How is the word of God “quick and powerful”?
- How can the word “divide asunder,” or cut in pieces, “all the cunning and the snares and the wiles of the devil”?
- Where will the word ultimately lead us?

To emphasize that the scriptures help us combat the snares of the adversary, read the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“Success in righteousness, the power to avoid deception and resist temptation, guidance in our daily lives, healing of the soul—these are but a few of the promises the Lord has given to those who will come to His word. Does the Lord promise and not fulfill? Surely if He tells us that these things will come to us if we lay hold upon His word, then the blessings can be ours. And if we do not, then the blessings may be lost. However diligent we may be in other areas, certain blessings are to be found only in the scriptures, only in coming to the word of the Lord and holding fast to it as we make our way through the mists of darkness to the tree of life” (“The Power of the Word,” *Ensign*, May 1986, 82).

💡 Invite students to search Helaman 3:33–34, 36 and look for phrases that show how pride can grow within us. (For example, verse 33 says that pride “began to enter into . . . the hearts of the people.” Verse 34 says that people were “lifted up in pride.” Verse 36 says that

“exceedingly great pride . . . had gotten into the hearts of the people.”)

- Why does pride usually go from a little to a lot?
- Why is it harder to get rid of pride after it has a chance to grow?
- How might daily prayer and scripture study grow similarly but in a positive way?

Have students find some of the consequences of pride listed in Helaman 4:12–13. You may want to contrast the people described in these verses, who boasted of their own strength and “were left in their own strength,” with the people described in Helaman 3:35, who became “stronger and stronger in their humility.” Help students understand that pride may start small but can grow to have immense consequences.

💡 Share the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

“Do not be afraid of scars that may come in defending the truth or fighting for the right, but beware scars that spiritually disfigure, that come to you in activities you should not have undertaken, that befall you in places where you should not have gone” (in Conference Report, Oct. 1998, 101; or *Ensign*, Nov. 1998, 77).

- What do you think Elder Holland meant when he referred to “scars . . . that befall you in places where you should not have gone”?

Have students read Helaman 4:23–26.

- What happens to people when they begin to follow a path of sin?
- What solution is given in verse 25 for those who find themselves in the path of sin?
- In what ways does righteousness lead to strength?

Conclude the lesson by reading Helaman 4:15.

Encourage students to examine their lives and set a course for strength and happiness.

CHAPTER 36

Helaman 5–9

Introduction

Helaman chapters 5–9 recount the difficulties of people who became prideful, lost their way, and embraced wickedness. They also tell of the strength that came to people who remained righteous, true, and faithful to Heavenly Father even when others overwhelmingly disregarded the commandments and the principles of salvation. Students can draw strength from the example of Nephi and Lehi and those who believed their words and teachings. They can see that it is possible to live the gospel and love Heavenly Father even when they are surrounded by the influences of the world. They can “remember that it is upon the rock of our Redeemer, who is Christ, the Son of God, that [they] must build [their] foundation” (Helaman 5:12), and they can learn to “look upon the Son of God with faith” (Helaman 8:15).

Some Doctrines and Principles

- We fortify our lives against evil by building on the foundation of Christ (see Helaman 5:1–14).
- Faith in Jesus Christ and repentance change hearts and bring peace (see Helaman 5:14–52).
- Satan is the author of all unrighteousness (see Helaman 6).
- “Except ye repent ye shall perish” (see Helaman 7; 8:1–12).
- All prophets testify of Jesus Christ and His Atonement (see Helaman 8:13–23).

Suggestions for Teaching

Helaman 5:1–14. We Fortify Our Lives against Evil by Building on the Foundation of Christ

💡 Ask a student to read Helaman 5:2. Direct students’ attention to the phrase “ripening for destruction.” Show the class a piece of fruit that has become rotten. Explain that just as a piece of fruit that is too ripe eventually becomes rotten, people become corrupted when they are “ripened in iniquity” (Ether 2:9).

Write *Helaman 5:2–3; 6:37–40* on the board. Have students read these verses silently and identify ways

the Nephite nation was “ripening for destruction.”

Invite students to share what they have found.

💡 Have the students individually read Helaman 5:4–13. Suggest that they highlight the word *remember* every time it appears in the verses. Ask the students why they think Helaman used this word repeatedly. You may want to have them read the statement by President Spencer W. Kimball on page 269 in the student manual.

- What are some things we can do that will help us remember the Savior and our covenants every day?

Have students return to verses 5–13 and identify what Helaman encouraged his sons to remember. You may want to list students’ responses on the board. Invite students to think about ways Helaman’s counsel applies in their lives. The following list shows some examples of what the students may find.

Helaman encouraged his sons to remember:

1. To keep the commandments (see verse 6).
2. That they were named after men who set an example of doing good works (see verses 6–7; for information on how the names of great people in the past can inspire us to live righteously, see the statement by President George Albert Smith on pages 268–69 in the student manual).
3. King Benjamin’s testimony of Jesus Christ (see verse 9; see also Mosiah 2–5).
4. That there is no other means of salvation except through the atoning blood of Jesus Christ (see verse 9).
5. That the Savior redeems people from their sins on “the conditions of repentance” (verses 10–11).
6. That they must build the foundation of their lives on Jesus Christ (verse 12).

Have students read Helaman 5:14.

- What did Nephi and Lehi do because they remembered Helaman’s counsel?
- How can remembering these doctrines help us?

💡 To help students remember Helaman 5:12 , show them a large rock and ask what would happen to it if

someone left it outside in a storm. Read Helaman 5:12. Then show them a handful of sand and ask what might happen to it in a storm.

- In what ways are the temptations of Satan like a storm?
- How might we compare the rock to Jesus Christ?
- What do you think it means to build a foundation on the rock of Jesus Christ? What promise did Helaman give his sons if they would build on this rock?
- How does building our lives upon Christ’s teachings help us weather Satan’s storms and life’s trials?

Share the following statement by Elder Russell M. Nelson of the Quorum of the Twelve Apostles (you may need to explain that *underpinning* is another word for a foundation):

“Even firm foundations cannot prevent life’s problems. Wayward children cause parents to grieve. Some broken families don’t get fixed. Gender disorientation is poorly understood. Married couples, for whatever reason, may not be blessed with children. Even in our day, ‘the guilty and the wicked go unpunished because of their money.’ [Helaman 7:5.] Some things just don’t seem fair.

“With strong underpinnings, however, we are better able to reach upward for help, even when faced with questions without easy answers. . . .

“Though we don’t know all things, we know that God lives and that He loves us. [See 1 Nephi 11:16–17.] Standing on that firm foundation, we can reach up and find strength to endure the heavy burdens of life” (in Conference Report, Apr. 2002, 89–90; or *Ensign*, May 2002, 76).

Invite students to silently ponder the following questions:

- What are you doing daily to build your life on the foundation of Jesus Christ? What could you do better to ensure that you build your life on His sure foundation?

Share your testimony of Jesus Christ as our sure foundation. Share your thoughts about how we can build on His foundation.

Helaman 5:14–52. Faith in Jesus Christ and Repentance Change Hearts and Bring Peace

💡 Share the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles:

“The fruit of true repentance is God’s forgiveness, which opens the door to receive all of the covenants and ordinances provided on this earth and to enjoy the resulting blessings. When repentance is full and one has been cleansed, there comes a new vision of life and its glorious possibilities” (in Conference Report, Oct. 2004, 16; or *Ensign*, Nov. 2004, 17).

As students read and discuss the account in Helaman 5, encourage them to watch for evidence of “a new vision of life” among those who responded to the preaching of Nephi and Lehi.

Read Helaman 5:14–19 with students. As you read, have students look for answers to the following questions:

- According to these verses, what contributed to Nephi and Lehi’s success in preaching repentance?
- What happened as a result of their preaching?

Invite students to share what they have found.

- How does true repentance change a person’s heart and bring peace?

Display the picture of Nephi and Lehi on page 130.

Provide students with an overview of the remaining events in Helaman 5 by asking them to read the chapter heading, beginning with “Nephi and Lehi make many converts and are imprisoned.” Then divide the class into five groups and assign each group one of the following scripture blocks with its accompanying



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questions. You may want to have the questions written on sheets of paper ahead of time.

Group 1

Helaman 5:20–26

- As we remain true to our covenants, what blessings can be like a “pillar of fire” surrounding us?
- How can these “pillars of fire” help us take courage during difficult times?

Group 2

Helaman 5:27–34

- How did those in the “cloud of darkness” feel? How can feeling this way affect our efforts to move forward in faith?
- How did the message given by the “still voice of perfect mildness” help them overcome the cloud of darkness? In what ways do we hear the same message today?

Group 3

Helaman 5:35–39

- The faces of Nephi and Lehi shined as they conversed with angels. In our day, how are those who receive heavenly messages like a light for us?
- Think of people you know who seem to shine in a world of increasing darkness. What characteristics do they have?

Group 4

Helaman 5:40–44

- What did the people in the cloud of darkness want to know?
- How can Aminadab’s response to their request provide a pattern for those who seek to come out of spiritual darkness?
- What does verse 44 identify as a result of turning to the Lord in faith and repenting?

Group 5

Helaman 5:45–52

- What evidence do verses 45–52 give that those who were converted truly had a “new vision of life,” as

Elder Scott said? How can we experience similar blessings?

- What does verse 47 identify as a source of peace? (See also Mosiah 4:3.)

After students have had sufficient time to answer their assigned questions, invite them to share their responses.

As you conclude this portion of the lesson, invite students to ponder how they would complete the following statements:

Because of what I have studied today, I know

_____.

Because of what I have studied today, I feel

_____.

Because of what I have studied today, I want to

_____.

Helaman 6. Satan Is the Author of All Unrighteousness

- 💡 Explain that Helaman 5:14–52 can be read as an example of building on the rock of Jesus Christ. Similarly, Helaman 6 can be read as an example of building on a sandy foundation. As you teach this block of scripture, make sure students understand that Satan is the author of all the instability described.

Read Doctrine and Covenants 93:37–39 with students. You may want to suggest that they cross-reference this passage to Helaman 6:21.

- According to Doctrine and Covenants 93:37, what are we able to do when we have light and truth?
- What allows Satan to take light and truth from us?

Ask students to read Helaman 6:9–17 silently.

- In what ways can a love of material wealth lead us to lose the light and truth of the gospel?

Ask students to quickly scan Helaman 6:17–40 and identify behaviors of increasing darkness, or wickedness, among the Nephites. Give special emphasis to verses 27–30, 35, and 40. Ask them to share what they have found.

Have students read Helaman 6:1–4, 20, 36–37 to contrast the behavior of the Nephites with the behavior of the Lamanites.

- At a time of great wickedness among the Nephites, what enabled the Lamanites to prosper spiritually?
- How were the Lamanites’ actions different from those of the Nephites?
- How were the Lamanites’ attitudes and actions towards the Gadianton robbers different from those of the Nephites?

Conclude this teaching idea by reading Doctrine and Covenants 50:23–25. You may want to suggest that students cross-reference this passage with Helaman 6:21 and Doctrine and Covenants 93:37–39.

Helaman 7; 8:1–12. “Except Ye Repent Ye Shall Perish”

🔦 Read Helaman 7:1–9, 22–24 with students.

- According to these verses, what led to Nephi’s great mourning?
- What did Nephi identify as the only way the Nephites could avoid being “utterly destroyed”?

Read Helaman 8:1–9 with students.

- In what ways did the people react to Nephi’s words?
- Why do you think people who are guilty of transgression sometimes respond to words of truth by being angry? What are some spiritual consequences of this behavior?

Conclude by reading the statement by Elder F. Burton Howard on page 271 in the student manual.

Helaman 8:13–23. All Prophets Testify of Jesus Christ and His Atonement

This teaching idea centers on the testimony that Nephi delivered, not the miraculous circumstances surrounding it. If students are unfamiliar with the account of Nephi’s prophetic announcement of the murder of the chief judge and identification of the murderer, you might consider assigning a student

ahead of time to relate the events that are described in Helaman chapters 8–9.

🔦 Share the following statement by Elder Russell M. Nelson of the Quorum of the Twelve Apostles (also available on the companion DVD 

“When you read the Book of Mormon, concentrate on the principal figure in the book—from its first chapter to the last—the Lord Jesus Christ, Son of the Living God. . . .

“. . . Great prophets of the Book of Mormon—in their own way and time—testified of the divinity of the Lord Jesus Christ. Among them were the brother of Jared, Zenock, Neum, and Zenos. Testimonies of Jesus Christ that *predated* His birth in Bethlehem were also recorded from King Benjamin, Abinadi, Alma the Elder, Alma the Younger, Amulek, the sons of Mosiah, Captain Moroni, the brothers Nephi and Lehi, and Samuel the Lamanite. In a seemingly endless sequence of prophetic proclamations—testimonies of ‘all the holy prophets’ [Jacob 4:4] for ‘a great many thousand years before his coming’ [Helaman 8:18]—the Book of Mormon makes the solemn declaration that Jesus is the Christ, our Savior and Redeemer” (in Conference Report, Oct. 1999, 87; or *Ensign*, Nov. 1999, 69).

Help students see that like many other prophets, Nephi risked his life to testify of Jesus Christ and His Atonement.

Ask a student to read Helaman 8:13–15.

Invite students to look at the picture of Moses and the brazen serpent on page 272 in the student manual. You may also want to have them read Numbers 21:5–9 and 1 Nephi 17:41.

- To be healed, the only thing the Israelites had to do was look at a brass serpent. But many did not “because of the simpleness of the way” (1 Nephi

17:41). What are some “simple” actions we have been asked to do that demonstrate faith in Jesus Christ?

- Why do we sometimes hesitate to do things that seem too simple?
- From Helaman 8:15 we learn that the brass serpent was a type, or symbol, of Jesus Christ and His Atonement. In what ways can we “look upon the Son of God with faith”?

Have students read Helaman 8:16–23 silently.

- What impresses you about the testimonies of these prophets?
- What do you see in verse 23 that can help us understand why these prophets risked persecution, danger, and death to testify of the Savior?

- How can reading or hearing the testimonies of prophets strengthen our testimony? (See D&C 46:13–14.)

Share your thoughts and feelings about how the testimonies, counsel, and commandments given by prophets help us know how to “look upon the Son of God with faith” and “live, even unto that life which is eternal” (Helaman 8:15).

💡 Write the following chart on the board, leaving out the explanations listed under “Characteristics of Prophets.” Invite students to read the verses listed on the left side of the chart. Then invite them to come to the board and list what they have found about the characteristics of prophets. Possible answers are listed below, along with some cross-references that students may want to note in their scriptures.

Scripture	Characteristics of Prophets
Helaman 7:17–19	They always teach repentance (see also Ether 9:28; D&C 6:9; 11:9).
Helaman 7:29	Their message is from the Lord (see also Amos 3:7; D&C 1:38).
Helaman 8:1, 4, 7	Their message often angers the wicked (see also 1 Nephi 16:1–3).
Helaman 8:13–16	They always testify of Jesus Christ (see also Jacob 7:11).
Helaman 8:24	Other evidences exist that support their message (see also Alma 30:44).
Helaman 8:27–28	They prophesy or tell of things that others do not know (see also Mosiah 8:17).

CHAPTER 37

Helaman 10–12

Introduction

As you study the doctrines and principles in this chapter, you will become increasingly aware of the Lord's willingness to share magnificent blessings with His faithful children. These blessings do not come by chance. One way to receive blessings from God is to ponder His truths. Pondering leads to revelation. As students study Nephi's example of pondering and receiving revelation, they can be inspired to do the same. His example of power and faithfulness is juxtaposed with the weakness of the Nephites at the end of this scripture block.

As you teach Helaman 11–12, you may want to use "The Pride Cycle" (run time 15:10), a segment of *Book of Mormon DVD Presentations* (item number 54011). As you preview the presentation, refer to the suggestions in the *Book of Mormon Video Guide* (item number 34810; also available at ldscs.org).

Some Doctrines and Principles

- Pondering the things of the Lord leads to revelation (see Helaman 10:1–4).
- The sealing power binds and looses on earth and in heaven (see Helaman 10:4–10).
- The Lord chastens His people to stir them up in remembrance of Him (see Helaman 10:14–18; 11; 12:1–3).
- Forgetting God leads to destruction; repentance and good works lead to salvation (see Helaman 12).

Suggestions for Teaching

Helaman 10:1–4. Pondering the Things of the Lord Leads to Revelation

💡 Read Helaman 10:1–4 with the students. As you read together, direct students' attention to the word *pondering*.

- What does it mean to ponder?

Ask students to name other people in the scriptures who have had revelations as a result of pondering the Lord's words. Some examples may include Lehi's son Nephi (see 1 Nephi 11:1), the Prophet Joseph Smith and Sidney Rigdon (see D&C 76:19), and President Joseph F. Smith (see D&C 138:1–11).

As Helaman's son Nephi pondered the Lord's revelation to him, he received additional revelation (see Helaman 10:2–11).

- Why do you think pondering helps us receive revelation?

As students discuss this question, you may want to share the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles about the process of pondering. You might consider putting it on an overhead or on the board so students can read it together.

"Pondering, for most of us, is not something we do easily. It is much more than drifting or daydreaming, for it focuses and stirs us, not lulls us. We must set aside time, circumstances, and attitude in order to achieve it. In Alma's words, we must 'give place' (Alma 32:27). The length of time involved in pondering is not as important as the intensity given to it. Reflection cannot be achieved in the midst of distraction" (*That Ye May Believe* [1992], 183).

Explain that when we take time to ponder, we open our minds to recognizing the will of our Heavenly Father in our lives.

💡 Ask students to describe the difference between daydreaming and pondering. Write the following categories on the board: *Career*, *Church Service*, *School*, and *Marriage*. Ask students to think of a question, concern, or challenge they have in one of these categories and write it down. As they do so, write the following on the board: *Assignment: Ponder this challenge at home, and write the impressions that come to your mind. Then follow through with actions that will lead to positive results.*

After students have had a few minutes to write, direct their attention to the assignment you have written on the board. Encourage them to take this assignment seriously—to find a quiet setting and take time to ponder.

Share the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:

“We . . . need quiet time and prayerful pondering as we seek to develop information into knowledge and mature knowledge into wisdom” (in Conference Report, Apr. 2001, 107; or *Ensign*, May 2001, 83).

Invite students to share experiences when their pondering has helped them receive guidance from the Lord.

Helaman 10:4. Unwearyingness in the Lord’s Work Brings Great Blessings

💡 Invite a student to read Helaman 10:4. Then ask students to define the word *unwearyingness*. Invite them to scan the chapter headings in Helaman 5–9 to look for examples of unwearyingness.

- What are some possible reasons for Nephi’s unwearyingness?
- How can we develop this character trait?

Read the following statement by Elder Neal A. Maxwell:

“If we are focused on Jesus and His work, both our joys and our staying capacity are increased. . . . Nephi had not selfishly sought his ‘own life,’ but rather had sought to do God’s will. This gave him the extra and undivided energy which made his striving with unwearied diligence possible. Nephi knew in which direction he faced: toward God” (*If Thou Endure It Well* [1996], 116).

- According to Elder Maxwell, what can we do to be unwearying in the Lord’s work?

Helaman 10:5. “Thou Shalt Not Ask That Which Is Contrary to My Will”

💡 Ask a student to read Helaman 10:4–5. Then read the story on pages 274–75 in the student manual, which tells of a time when President Marion G. Romney learned from these verses. After reading, share the following statement by Elder Neal A. Maxwell as a summary of the verses:

“So very much of pure prayer seems to be the process of first discovering, rather than requesting, the will of our Father in heaven and then aligning ourselves therewith. . . .

“When we do conform to His will, God will pour forth special blessings from heaven upon us, as was the case with Nephi, the son of Helaman” (*All These Things Shall Give Thee Experience* [1979], 93–94).

- What can we do to come to learn God’s will for us?

Helaman 10:4–10. The Sealing Power Binds and Looses on Earth and in Heaven

💡 Write *sealing power* on the board. Explain that Nephi was given the sealing power. To help students understand this, invite them to read the Lord’s words in Helaman 10:7–10. Then ask them to turn to page 276 in the student manual and read the quotation from the Guide to the Scriptures and the statement by President Joseph Fielding Smith. Point out that in Nephi’s case, the sealing power included (1) the power to perform ordinances on earth that are binding in heaven and (2) power over the elements. Explain that power over the elements is not given to all those who receive the sealing power.

- How did Nephi use the power over the elements? Why did he use this power? (See Helaman 11:1–4.)

The sealing power mentioned in verse 7 includes the keys to perform sealing ordinances that enable families, through their faithfulness, to be united eternally.

Share the following perspective from Elder Russell M. Nelson of the Quorum of the Twelve Apostles (also available on the companion DVD 

“In preparing to receive the endowment and other ordinances of the temple, we should understand the sealing authority of the priesthood. Jesus referred to this authority long ago when He taught His Apostles, ‘Whatsoever thou shalt bind on earth shall be bound in heaven.’ [Matthew 16:19.] That same authority has been restored in these latter

days. Just as priesthood is eternal—without beginning or end—so is the effect of priesthood ordinances that bind families together forever” (in Conference Report, Apr. 2001, 40; or *Ensign*, May 2001, 33).

- How does the sealing power influence your life?

Helaman 10:14–18; 11; 12:1–3. The Lord Chastens His People to Stir Them Up in Remembrance of Him

💡 Ask students to reflect on an occasion when a parent, teacher, or Church leader chastened them for a good reason.

- How did the chastening make a difference in your behavior?
- According to Doctrine and Covenants 95:1, whom does the Lord chasten and for what purpose?

Divide the class into two groups. Write the following scripture blocks on the board and assign one to each group. Ask each group to discuss their scripture block to discover reasons why the Lord chastened His people.

Helaman 10:14–18; 11:1–6
 Helaman 11:24–37; 12:1–3

After students have had time to discuss their assigned scriptures, guide a discussion using the following questions:

- What were the people doing that led to the Lord’s chastening?
- What kind of chastening did the Lord use to get the people’s attention?
- According to Helaman 12:3, many people do not remember the Lord if He does not chasten them. Why do you think this is so?

Help students recognize that the cycles of chastening they read about occurred within less than a decade (see Helaman 11:1, 35) and that the end of chapter 11 indicates that the people of Nephi fell into wickedness yet again (see Helaman 11:36–38).

- What lessons can we learn from what we have read about the people of Nephi?

Share the following statement by Elder Glenn L. Pace of the Seventy (also available on the companion DVD 

“The whole world seems to be in commotion. Today’s news is filled with accounts of large-scale famine, civil unrest, and natural disasters. Even more devastating in the long run is the spiritually destructive hurricane of disobedience to God’s commandments that is engulfing the world. This horrible storm is blowing the moral fiber out of the nations of the earth and leaving the land in moral desolation. Many people seem to be oblivious to this hurricane and have become so desensitized they don’t even feel a breeze.

“We are following a cycle which was repeated over and over again in the Book of Mormon. As the Lord tells us, ‘In the day of their peace they esteemed lightly my counsel; but, in the day of their trouble, of necessity they feel after me’ (D&C 101:8).

“We shouldn’t be too surprised, therefore, that the Lord is allowing some wake-up calls to jar us loose from apathy just as he has done in previous dispensations” (in Conference Report, Oct. 1992, 13; or *Ensign*, Nov. 1992, 12).

Helaman 12. Forgetting God Leads to Destruction; Repentance and Good Works Lead to Salvation

💡 Explain that Helaman 12 teaches lessons that relate to the previous 11 chapters.

Invite students to look at the illustration on page 414 in the student manual (or draw a similar diagram on the board). Read Helaman 12:1–6 with the students.

- What elements of this cycle are found in verses 1–6?
- How is this cycle evident in the previous chapters in the book of Helaman?
- Why do you think people sometimes forget the Lord at the very time He is blessing them?

Read the first statement by President Ezra Taft Benson and the statement by President Harold B. Lee on page 278 in the student manual.

- Why can luxury and prosperity be such severe tests?

Share the second statement by President Ezra Taft Benson on pages 278–79 in the student manual and the statement by Elder Joe J. Christensen on page 279.

- Why is pride so destructive?

Invite students to read Helaman 12:7–19 silently, looking for examples of God’s greatness. After sufficient time, invite them to share what they have found.

- How can remembering God’s greatness help us avoid pride? What else can we do to be humble instead of prideful?

As a class, read Helaman 12:20–26.

- In these verses, what evidence do you see that the Lord does not want us to be “cut off from [His] presence”?
- How can these verses help us understand some of the things we must do to receive salvation?
- What can we do to remember the Lord during times when He is blessing us?

Testify of the blessings the Lord gives us as we repent and do good works.

Helaman 12:23–24. Repentance and Good Works Invite the Grace of God

💡 Ask a student to read Helaman 12:23–24.

- What do you think the phrase “grace for grace” means?

As students discuss this question, ask them to turn to the Bible Dictionary and look up the meaning of the word *grace*. Then invite them to read 2 Nephi 10:24 and 25:23 and Alma 24:11 and to cross-reference those verses with Helaman 12:23–24.

- What phrases in 2 Nephi 10:24 and 25:23 and Alma 24:11 describe our efforts to receive the Lord’s grace? (Answers may include “reconcile yourselves to the will of God,” “believe in Christ,” and “after all we can do.”)

If students do not mention the following principle, you may want to explain it: The phrase “grace for grace” suggests an exchange. For example, as we seek to serve others, repent, and do other good works, the Lord gives us spiritual strength and power to improve in exchange for our efforts (see D&C 93:12, 20). “Grace for grace” also implies a developmental process. For each grace we receive and worthily use, we receive another grace in our progress toward perfection.

Refer to the explanation given by Elder David A. Bednar on pages 279–80 in the student manual. You may also want to read the explanation by Elder Gene R. Cook on page 280 in the student manual. These statements are also available on the companion DVD © D.

Encourage students to take time during the week to write about how the Lord has added grace to their lives as they have kept His commandments.

CHAPTER 38

Helaman 13–16

Introduction

The Lamanite prophet Samuel is known for the miraculous protection he received as he preached from the top of the wall surrounding the city of Zarahemla. He related specific prophecies and signs of the Savior's birth and death. Like Samuel, who warned the Nephites to prepare for the birth of Jesus Christ, latter-day prophets help us prepare for the Savior's Second Coming. You can help students recognize how the messages of latter-day prophets parallel Samuel's message and how the world's response to latter-day prophets sometimes parallels the Nephites' response to Samuel. Invite students to follow the example of those who believed Samuel's words and enjoyed the blessings of faith, repentance, and a change of heart.

Some Doctrines and Principles

- Prophets warn us to repent (see Helaman 13).
- Prophets testify of Christ's coming and teach us how to prepare for it (see Helaman 14).
- True conversion is expressed in a lifetime of faithfulness (see Helaman 15:7–16).
- When people harden their hearts, they allow Satan to “get great hold” on their hearts (see Helaman 16:13–25).

Suggestions for Teaching

Helaman 13. Prophets Warn Us to Repent

💡 Ask students if they can think of a time when they (or people they know) were warned against danger and later learned how their safety had been assured because they had heeded the warning. (Examples of warnings could include paying attention to a warning label on a medicine bottle, following directions on a road sign, observing a caution given by a parent or friend, and so on.) Read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:

“A message given by a General Authority at a general conference—a message prepared under the influence of the Spirit to further the work of the Lord—is not given to be enjoyed. It is given to inspire, to edify, to challenge, or to correct. It is given to be heard under the influence of the

Spirit of the Lord, with the intended result that the listener learns from the talk and from the Spirit what he or she should *do* about it” (“The Dedication of a Lifetime” [Church Educational System fireside for young adults, May 1, 2005], 1, ldsces.org; italics in original).

Read Doctrine and Covenants 1:4–5 with students.

- In what ways does the Lord give the warnings mentioned in these verses?

One of the primary ways the Lord warns His people is through the words of prophets. Samuel the Lamanite was a prophet sent by the Lord to warn the Nephites that they would be destroyed if they did not repent. Ask half of the students to read Helaman 13:1–6, looking for (1) how Samuel received the warning from the Lord and (2) what the people needed to do to heed the warning. Have the other students read Helaman 13:7–11, looking for (1) what the people would lose and suffer if they did not repent and (2) what would happen if they heeded the warning. After students have had time to read, invite them to divide into pairs to discuss their findings. Then give them the opportunity to share their ideas with the entire class. As students share their observations, you may want to write brief summaries on the board.

💡 Scatter pebbles across the floor, leaving a narrow, clear path that allows someone to walk without stepping on them. Invite two students to come forward, and blindfold both of them. Ask them to turn around several times so they become disoriented. Then tell them to take off their shoes. Ask one of the blindfolded students if he or she would trust the other blindfolded student to lead him or her through the path.

Ask a student to read Helaman 13:29. Then invite the blindfolded students to remove their blindfolds and return to their seats.

- What could the pebbles represent in our lives?
- What are some kinds of “blind guides” that people put their trust in?
- When have you been safely led by a guide?

💡 Ask half of the students to silently study Helaman 13:17–23. Invite them to look for the dangers of wealth and the instructions we must follow to avoid those dangers. Invite them to discuss how the improper pursuit and use of riches can influence a person.

Ask the other students to silently study Helaman 13:24–29, along with 2 Nephi 9:28 📖. Invite them to examine the rationalizations people in Samuel’s day used when they rejected the prophets.

Give students the opportunity to share their thoughts with the entire class.

As part of this discussion, you might want to help students apply Samuel’s words in Helaman 13:24–29. If you do so, point out that even though we are not guilty of casting out the prophets or killing them, we can liken some aspects of Samuel’s warning to ourselves.

- What are some specific things the current President of the Church has counseled us to do? What are some specific things he has warned us that we should avoid?

Ask students to silently ponder their personal answers to the following questions:

- What have you done to respond to the counsel and warnings of the living prophet? How have you been blessed as you have followed his counsel? What could you do to improve?

Helaman 13:38. Procrastinating Repentance Leads to Unhappiness

💡 Write the following scripture on the board: *“The harvest is past, the summer is ended, and we are not saved” (Jeremiah 8:20).*

- What does this statement mean?

Ask a student to read Helaman 13:38.

- What do these verses teach about repentance?
- What scripture mastery reference warns us not to procrastinate the day of our repentance? (If students do not remember Alma 34:32–34 📖, refer them to it.)

Share the following counsel from President Gordon B. Hinckley (1910–2008), the 15th President of the Church, in which he spoke specifically to those who

struggle with addiction to pornography. Important phrases related to these verses are in italics.

“Let any who may be in the grip of this vise get upon their knees in the privacy of their closet and plead with the Lord for help to free them from this evil monster. Otherwise, *this vicious stain will continue through life and even into eternity*. Jacob, the brother of Nephi, taught, ‘And it shall come to pass that when all men shall have passed from this first death unto life, insomuch as they have become immortal, . . . they who are righteous shall be righteous still, and *they who are filthy shall be filthy still*’ (2 Nephi 9:15–16).

“President Joseph F. Smith, in his vision of the Savior’s visit among the spirits of the dead, saw that ‘unto the wicked he did not go, and *among the ungodly and the unrepentant who had defiled themselves while in the flesh, his voice was not raised*’ (D&C 138:20)” (in Conference Report, Oct. 2004, 66; or *Ensign*, Nov. 2004, 62; italics added).

- What did President Hinckley, Jacob, and President Joseph F. Smith teach regarding people who do not repent of their sins?

Share the following statement by President Henry B. Eyring of the First Presidency. Before you read, ask students to listen for two important reasons why we should not delay repentance:

“Those who are now in serious sin will have a thought delivered to their minds that goes something like this: ‘Well, if it is that difficult to repent, I might as well go on in sin. Later, when I need forgiveness, I’ll just go through that once.’

“That is so unwise. Let me tell you why. First, people who postpone repentance may run out of time. And second, they will find more misery in more sin, not the happiness they hope for but can’t find. Remember the warning from Samuel the Lamanite [see Helaman 13:38]” (*To Draw Closer to God: A Collection of Discourses* [1997], 65).

Allow students time to ponder the following questions:

- What are the dangers of procrastinating repentance?
- What blessings can we experience when we are obedient and when we repent promptly when we have sinned?

Helaman 14. Prophets Testify of Christ's Coming and Teach Us How to Prepare for It

Portions of Helaman 14 concerning Samuel's prophecies about Christ's death are covered in a teaching idea in chapter 40 of this manual. You may want to read that teaching idea and determine if you want to use it here.

💡 Have students locate the charts on page 283 in the student manual. Depending on the class size, have students divide into pairs or several small groups. Have them read the scriptures listed in the charts that describe the Savior's birth and death as well as what Samuel taught about preparing for Christ's coming. Students may want to cross-reference the verses in Helaman 14 with the corresponding verses in Helaman 16 and 3 Nephi 1, 2, 8, and 23. After they review the charts, you may want to ask them to discuss the following questions:

- According to Helaman 14:12–13, what did Samuel tell the people to do to prepare for the birth, or first coming, of Jesus Christ?
- What have Church leaders taught us about preparing for the Second Coming of Jesus Christ?

Helaman 14:15–19. Jesus Christ Redeems Us from Physical and Spiritual Death

💡 Ask students:

- What are the two types of death we each experience? (Physical death and spiritual death.)
- Does Jesus Christ's Atonement redeem all mankind unconditionally from the physical death that Adam's Fall brought into the world? (Yes. See 1 Corinthians 15:20–22 .)

Have students silently read Helaman 14:15–19 and find Samuel's references to two spiritual deaths. Help students see that the first spiritual death identified by Samuel is our separation from God by leaving His presence. Samuel called this spiritual death “the first

death” (Helaman 14:17). Like physical death, this first spiritual death comes to all people as a result of the Fall (see Helaman 14:16). When we came to this earth, we left God's presence. This spiritual death is unconditionally overcome through the Atonement of Jesus Christ—everyone will be brought back to God's presence to be judged (see Helaman 14:17; see also 2 Nephi 2:9–10, 15, 22, 38; Alma 11:43–44).

In the second spiritual death, people are “cut off again as to things pertaining to righteousness” (Helaman 14:18). This spiritual death comes as a result of our own sins. The Atonement of Jesus Christ overcomes this death conditionally—if we have repented of our sins and received the ordinances of salvation, we will be permitted to remain in God's presence after we have been judged.

Helaman 15:7–16. True Conversion Is Expressed in a Lifetime of Faithfulness

💡 Invite students to study Helaman 15:7–9 silently, identifying elements in the process of conversion. After giving them two or three minutes to read and ponder, invite them to share what they have found. Write class members' ideas on the board. If needed, ask them to discuss the following questions:

- According to verse 7, where do sincere study and belief in the scriptures lead?
- How sincere and lasting was the change in these Lamanites? (See verse 9.)

Ask students to silently consider the following questions:

- What can you do that will help you experience a “change of heart”?
- Consider verse 9 as it might apply in your life. Do you have “weapons of war” that you need to bury?
- How can you increase your faith to the point where you “fear to sin”?

Invite a class member to read Helaman 15:10–16.

- What did the Lord promise about the descendants of these converted Lamanites?
- Why did the Lord promise the Lamanites that their people would not be destroyed? (See Helaman 15:14–17.)

Helaman 16:13–25. When People Harden Their Hearts, They Allow Satan to “Get Great Hold” on Their Hearts

💡 Ask all the students to close their scriptures. Then ask one student to open his or her scriptures and read Helaman 16:13–14 while the other students listen. Ask the class what they think happens in the next verse.

- How do you think people today would respond to a prophet’s message if they saw angels and other great signs?

Ask the student with the scriptures open to read the first word of verse 15. Ask students what they think will follow the word *Nevertheless*. After they respond, read verse 15 with them.

- How would you describe someone who has a hard heart?
- According to verses 22–23, what influence did the Nephites’ hard hearts have on them?
- What have you found helpful to keep Satan from getting hold of your heart?

Read 3 Nephi 9:20 with the students.

- In what ways is someone with a “broken heart” different from someone with a hard heart?
- What blessings come to those with a broken heart and contrite spirit?
- In what ways does having the influence of the Holy Ghost help us resist Satan’s influence?

Invite students to share their thoughts on how to develop a humble heart and a desire to receive the influence of the Spirit each day.

Helaman 16:16–21. The Prideful Refuse to Follow the Prophet

💡 Invite students to read Helaman 16:16–21, looking for the excuses that the unrighteous made for not believing Samuel’s prophecies. After students have had a few minutes to study the verses, invite them to share what they have found. List their responses on the board.

- What versions of these arguments persist against the prophet in our day?
- How can we tell if we are beginning to reject the words of the prophet in our personal lives?

Ask a student to read Doctrine and Covenants 21:4–5.

- What can we do to receive the prophet’s word “in all patience and faith”?

Read the following statement by Elder Russell M. Nelson of the Quorum of the Twelve Apostles:

“My experience is that once you stop putting question marks behind the prophet’s statements and put exclamation points instead, and *do it*, the blessings just pour” (in Lane Johnson, “Russell M. Nelson: A Study in Obedience,” *Ensign*, Aug. 1982, 24; italics in original).

- What does it mean to put exclamation points, instead of questions marks, on the prophet’s counsel?

CHAPTER 39

3 Nephi 1–7

Introduction

There are many parallels between the time preceding Christ's appearance in the Americas and the time preceding His Second Coming. For example, there was an increase in wickedness preceding the Lord's coming to the Americas, but many people remained faithful. You and your students can be among those who remain faithful even as wickedness increases before the Lord's Second Coming. As students identify the conditions and events described in these chapters that have parallels to the conditions and events in the last days, they can become better prepared to live faithfully.

Some Doctrines and Principles

- Signs and miracles reward the faithful and proclaim the Savior's coming (see 3 Nephi 1:4–23).
- Disciples of Jesus Christ live according to the Savior's teachings (see 3 Nephi 5:13–15).
- Full conversion enables us to endure to the end (see 3 Nephi 6–7).

Suggestions for Teaching

3 Nephi 1–7. Nephite History Has Many Parallels to Our Day

💡 Ask a student to read the statement by President Ezra Taft Benson on page 288 in the student manual. Have students read the chapter headings for 3 Nephi 1–7, looking for similarities to our time. Invite students to share what they find. In the course of discussion, help students see the intense opposition from Satan before the Savior's coming. Explain that by studying 3 Nephi 1–7 and applying the principles contained therein, we can understand the signs of the Savior's coming to the Nephites and be able to prepare for His Second Coming.

3 Nephi 1:4–23. Signs and Miracles Reward the Faithful and Proclaim the Savior's Coming

💡 Ask students to identify individuals in the scriptures who experienced great miracles as a result of their faith.

- How can a miracle strengthen someone who is faithful?

Invite a student to read 3 Nephi 1:4–9.

- Even though many great signs and miracles took place among the people, what reason did the wicked give for persecuting the righteous?
- Why do signs usually fail to convince the wicked to change? (See D&C 63:7–11.)

Ask students to read 3 Nephi 1:10–14 silently.

- What did the Savior say He would show the world by coming into the world? (See verses 13–14. He would show that He would fulfill all things that the prophets had spoken and all things that He had made known from the foundation of the world.)
- How does fulfillment of prophecy strengthen faith?

Have a student read 3 Nephi 1:15–21.

- Why do you think the nonbelievers responded initially with fear instead of faith?
- Signs of the Savior's birth gave light from the heavens to the earth. Why is light an appropriate sign for the coming of Jesus Christ into the world?
- How does faith in the Savior bring light into people's lives?

Read 3 Nephi 1:22–23.

- What brought peace to the land after the signs of the Savior's birth?

Invite students to reread 3 Nephi 1:8.

- What does this verse teach about how we should look for signs in our day?
- What do you think it means to “watch steadfastly”?
- How can watching steadfastly help us prepare for the Second Coming of Jesus Christ?

Help students understand that they cannot watch steadfastly if they do not know or understand what they are watching for. Encourage them to continually look for prophecies of the Second Coming of Jesus Christ in their study of the scriptures and to give close attention to the events recorded in 3 Nephi as a pattern for the last days.

💡 Read and discuss 3 Nephi 1:4–9. Ask students to think about how they would respond if a similar threat were made against Latter-day Saints today. Invite them to silently ponder these questions:

- Would you remain faithful?
- Have you had experiences that would strengthen you in your effort to remain faithful?

3 Nephi 3. The Righteous Do Not Fear What the Wicked Can Do

💡 Before teaching 3 Nephi 3, you may want to summarize the account from the last part of 3 Nephi 1 and all of 3 Nephi 2, as follows:

After the people saw the miraculous signs of the Savior’s birth, Satan sent forth “lyings . . . among the people,” but “the more part of the people did believe, and were converted unto the Lord” (3 Nephi 1:22). However, within a few years, many of the people, particularly the “rising generation,” were “less and less astonished at a sign or a wonder from heaven, insomuch that they began to be hard in their hearts, and blind in their minds, and began to disbelieve all which they had heard and seen” (3 Nephi 1:30; 2:1). “Because of the wickedness of the people of Nephi, and their many contentions and dissensions, the Gadianton robbers did gain many advantages over them” (3 Nephi 2:18).

Invite students to review Giddianhi’s letter to Lachoneus in 3 Nephi 3:1–10. Ask them to look for statements Giddianhi used to try to intimidate or frighten Lachoneus.

- How does Satan use similar strategies today?
- According to verses 11–12, what was Lachoneus’s reaction to the letter?

On the board, write *Preparations of Lachoneus* and *Modern parallels*. Ask students to search verses 12–25, looking for preparations Lachoneus and his people made so they would be safe. Have students write their discoveries on the board under *Preparations of Lachoneus*. Then, under *Modern Parallels*, have class members suggest ways each preparation could apply in our day. After they have written their responses, the board may look something like this:

Preparations of Lachoneus	Modern Parallels
Prayed for strength	Pray for strength
Lachoneus called the people to repentance	Church leaders call us to repentance
Built strong fortifications	Build strong testimonies
Gathered the people to one place	Gather together for strength; gather on the Sabbath day
Gathered to the center of the land	Avoid dangerous environments
Gathered provisions for the people	Prepare temporarily

3 Nephi 5:13–15. Disciples of Jesus Christ Live according to the Savior’s Teachings

💡 Ask a student to read 3 Nephi 5:13.

Write *Disciple of Christ* on the board.

- According to this verse, what is the role of a disciple of Christ? What are some ways we can fulfill this role?

As students discuss this question, ask them to refer to page 291 in the student manual. You may want to write their answers on the board. (Note that by definition, a disciple is a follower [see D&C 41:5]. However, Mormon’s reference to himself as a disciple may also have specific reference to his call as a leader with apostolic authority, like the twelve Nephite disciples in 3 Nephi 12:1. In 3 Nephi 5:13, Mormon declares that he has been given authority to declare the word of the Lord among the people.)

- According to 3 Nephi 5:14–15, what motivated and guided Mormon in his work?

To help students understand that we can also receive callings to be disciples, ask them to read Doctrine and Covenants 4:3–5.

- What is needed to be “called to the work”—in other words, to be a disciple?
- What qualifies us for the work?

Invite a few students to share their feelings or testimonies about what it means to them to be disciples of Christ.

3 Nephi 6–7. Full Conversion Enables Us to Endure to the End

💡 Invite class members to turn to the statement by Elder Richard G. Scott on pages 293–94 in the student manual. (This statement is also available on the companion DVD . If you use the DVD, preview the video clip so you can be prepared to pause it at appropriate times for discussion.)

Invite students to read (or listen to) the first three paragraphs in that statement. Before you read, ask students to listen for answers to the following questions:

- How are those who are converted different from those who are not?
- In what ways is being converted different from gaining a witness of the truth?

Ask students to keep in mind their answers to these questions as they study and discuss 3 Nephi 6–7.

Ask a student to read 3 Nephi 5:1–3. Ask the students to suggest words that describe the Nephites during the period mentioned in those verses. Then invite a student to read 3 Nephi 7:7–8, which tells of the condition of the people six years later. Ask students to suggest words that describe the Nephites after the six years. Write the following on the board:

Nothing could hinder them from prospering except . . .
(see 3 Nephi 6:4–5, 10–18, 20, 23, 27–30)

Ask students to search these verses and find words or phrases that identify what hindered the people spiritually. Write their responses on the board. Help them see that even though these people believed once, their unrighteous actions led them to forget their testimonies and return to wickedness.

Turn again to the statement by Elder Richard G. Scott in the student manual or on the DVD. Invite students to read (or listen to) the final paragraph. Have students identify essential elements of full conversion that will protect them from falling victim to elements of society that destroy faith.

Encourage students to nurture the cycle of conversion in their lives by exercising faith in Jesus Christ, repenting, and being consistent in their obedience. You may want to conclude by testifying of how these principles have brought blessings in your life.

CHAPTER 40

3 Nephi 8–11

Introduction

The appearance of Jesus Christ in the ancient Americas is evidence that God fulfills His promises and that the Resurrection of Jesus Christ is a reality. Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles said:

“The Son spoke, with a voice that penetrated to the marrow, saying simply, ‘I am Jesus Christ, whom the prophets testified shall come into the world.’ [3 Nephi 11:10.]

“That appearance and that declaration constituted the focal point, the supreme moment, in the entire history of the Book of Mormon. . . .

“Everyone had talked of him, sung of him, dreamed of him, and prayed for his appearance—but here he actually was. The day of days!” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 250–51).

Through a study of this scripture block, students can see that prophets’ statements are fulfilled. They can vicariously experience the Savior’s visit to the people at Bountiful, growing in their testimony of the Resurrection of Jesus Christ.

Some Doctrines and Principles

- All the prophecies God communicates through His prophets will be fulfilled (see 3 Nephi 8).
- The Lord will receive all those who come unto Him with a broken heart and a contrite spirit (see 3 Nephi 9:13–22).
- The appearance of Jesus Christ in the Americas testifies of His active ministry and the reality of His Resurrection (see 3 Nephi 11:1–17).
- The doctrine of Christ includes faith, repentance, baptism, and the gift of the Holy Ghost (see 3 Nephi 11:31–41).

Suggestions for Teaching

3 Nephi 8. All the Prophecies God Communicates through His Prophets Will Be Fulfilled

- 💡 Before reviewing the details of the destruction in 3 Nephi 8, point out that Samuel the Lamanite prophesied about the devastation that would take

place in the Americas at the time of the Savior’s death in Jerusalem. You may want to have students look for the importance Mormon placed on documenting the fulfillment of these prophecies (see 3 Nephi 10:14) and the emphasis the Lord Himself gave to the fulfillment of the prophecies when He said, “The scriptures concerning my coming are fulfilled” (3 Nephi 9:16).

Have students contrast 3 Nephi 8:3 with 3 Nephi 8:4.

- Why do you think some people allowed “great doubtings and disputations” to replace the “great earnestness” with which they had looked for the sign?
- How can this apply to us?

- 💡 *Note:* If you discussed the prophecies of Samuel the Lamanite in detail in chapter 38, you may want to cover them only briefly in this lesson.

Have students organize themselves into groups of three or four. Write the following on the board:

Samuel’s prophecies	Fulfillments
Helaman 14:20–27	3 Nephi 8:5–23

Invite the groups to read Helaman 14:20–27, looking for Samuel the Lamanite’s prophecies concerning Christ’s death. Then ask them to read 3 Nephi 8:5–23, looking for the ways the prophecies were fulfilled. You may want to suggest that students cross-reference these two scripture passages in the margins of their scriptures. Invite students to identify how many years passed between the announcement of the prophecies and their fulfillment (approximately 40 years).

After the students have had time to compare the scripture blocks, ask each group to write one or two

principles we can learn from these events. Ask each group to share what they have written.

To help students find application in these scripture passages, ask the following questions:

- As Latter-day Saints, what are some prophecies we believe that other people reject? (List answers on the board. Answers may include prophecies about the Restoration of the gospel in the latter days, the building up of New Jerusalem, the gathering at Adam-ondi-Ahman, and the preaching of the gospel in all the world.)
- Why do you think some people reject these prophecies?

Invite a student to read D&C 1:38 . Testify that all the prophecies contained in the scriptures and the words of latter-day prophets will be fulfilled.

Conclude this activity by asking the following questions:

- In what ways can reading about these experiences help us prepare for the Second Coming?
- What can we do to keep our faith strong while we wait for prophecies to be fulfilled?

3 Nephi 9:5–12. God Will Hold the Wicked Accountable

 Sometimes people question whether God remembers the atrocities the wicked inflict on the righteous. For example, when King Noah ordered Abinadi to be burned (see Mosiah 17) and when prophets were stoned to death (see 3 Nephi 7:19), people might have expected God to immediately punish the wicked. God does hold the wicked accountable for their actions, but He does so in His own time and manner. Invite students to quickly scan 3 Nephi 9:5–12, identifying phrases that describe the destruction of the wicked.

- How did the Lord vindicate the words of the prophets?

3 Nephi 9:13–22. The Lord Will Receive All Those Who Come unto Him with a Broken Heart and a Contrite Spirit

 Ask students to imagine that they are part of the group hearing the Savior’s voice in 3 Nephi 9. Then invite them to read verses 13–22 silently. Have them look for

how many times the Lord invited the people to come unto Him.

- What can we learn from the Lord’s repetition of this invitation?
- Review 3 Nephi 9:14. In what ways have you felt the Lord extend His arm of mercy toward you?
- How has the Lord blessed you as you have come unto Him?

 Explain that Jesus Christ made it very clear that animal sacrifice should be “done away” and that His followers should offer a sacrifice of “a broken heart and a contrite spirit” (see 3 Nephi 9:19–20).

Before discussing the sacrifice of a broken heart and contrite spirit, you may want to briefly review the purpose of animal sacrifices and why the Savior said, “I will accept none of your [animal] sacrifices and your burnt offerings” (3 Nephi 9:19). Explain that the law of Moses required the offering of animal sacrifices. These offerings were a type and shadow of the Atonement (see Moses 5:5–8; see also 2 Nephi 25:24). After the Atonement of Jesus Christ, animal sacrifice was no longer required. Amulek had taught this truth years earlier, saying that the blood shed by the Lamb of God would be the “great and last sacrifice,” which would be “infinite and eternal” (Alma 34:10). He said, “It is expedient that there should be . . . a stop to the shedding of blood; then shall the law of Moses be fulfilled” (Alma 34:13). The righteous were expecting an end to animal sacrifices after the Son of God had offered His blood.

- According to 3 Nephi 9:19–20, what sacrifice does the Lord require of us? (See also Omni 1:26.)
- What do you think it means to offer a sacrifice of “a broken heart and a contrite spirit”?

As students discuss these questions, you may want to have them read the statement by Elder D. Todd Christofferson on page 297 in the student manual. This statement is also available on the companion DVD . Invite the students to think about what they will do to more fully offer God “a broken heart and a contrite spirit.” You might suggest that students write down their thoughts.

- How can we more fully offer this sacrifice to the Lord?

Refer students back to 3 Nephi 9:20.

- What does the Lord promise us in return for our offering a broken heart and contrite spirit?

Conclude with this thought from Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles:

“As you submit your wills to God, you are giving Him the *only* thing you *can* actually give Him that is really yours to give. Don’t wait too long to find the altar or to begin to place the gift of your wills upon it!” (in Conference Report, Apr. 2004, 48; or *Ensign*, May 2004, 46; italics in original).

Invite students to ponder how they might submit their wills to God.

3 Nephi 11:1–17. The Appearance of Jesus Christ in the Americas Testifies of His Active Ministry and the Reality of His Resurrection

💡 In order to invite greater reverence when discussing the Savior’s visit to the Americas, you may want to invite the class to sing or review the lyrics to “I Know That My Redeemer Lives” (*Hymns*, no. 136), “I Believe in Christ” (*Hymns*, no. 134), or another favorite hymn about the Savior.

Invite students to imagine themselves as one of those who met Jesus Christ in the Americas as you read 3 Nephi 11:1–17. Then ask some or all of the following questions:

- How did the people react to the Savior’s appearance?
- What were your thoughts and feelings as you listened to this account?
- How do you think you would have felt if you had been there?

Have one student reread 3 Nephi 11:11 and another student read D&C 19:16–19 .

- How did the Savior describe His suffering?
- In what ways can we show our appreciation for the Savior’s suffering for us?

Have a student reread 3 Nephi 11:14–15.

- What insights can we gain from these verses about the extent of the Savior’s mission? What can we learn about the Savior’s concern for individuals?

Explain that even though we have not yet had the experience of physically touching the Savior’s hands and feet, we can feel of His reality and bear personal testimony of Him. Invite students to share their testimonies of Jesus Christ. Bear your testimony of the Savior’s active ministry in our lives today and the reality of His Resurrection.

3 Nephi 11:29. “The Spirit of Contention . . . Is of the Devil”

💡 Have students read 3 Nephi 11:29 . You may also want to encourage them to mark the passage and take time to memorize it.

- What are some situations when contention is likely to occur in our lives?
- What have you found that helps overcome contention?

Consider sharing the story told by President Thomas S. Monson on pages 300–301 in the student manual.

- What are the dangers of allowing contention and disputations to go unchecked or unresolved?

3 Nephi 11:31–41. The Doctrine of Christ Includes Faith, Repentance, Baptism, and the Gift of the Holy Ghost

💡 Invite a student to recite the fourth article of faith. While he or she is reciting, write the following on the board:

1. Faith in *Jesus Christ*
2. *Repentance*
3. *Baptism*
4. *Gift of the Holy Ghost*

Inform students that the Savior emphasized these principles and ordinances when He taught what He called “my doctrine” (3 Nephi 11:31–32, 39). Write *Doctrine of Christ* above the list on the board. Have students read 3 Nephi 11:31–41, looking for the Savior’s doctrine.

- According to 3 Nephi 11:39–41, what does the Savior promise us when we build on His doctrine?

Have students quickly read 3 Nephi 11:21–28 and count how many times the Savior uses the words *baptize* or *baptized* in these verses (nine times).

- Why did the people need to be taught about baptism? (See 3 Nephi 11:28.)

- What questions about baptism are answered in these verses?

Share your testimony about the importance of continually developing our faith in the Savior, repenting, and renewing our baptismal covenants by taking the sacrament so that we can receive the Holy Ghost and build our lives on the sure foundation of the gospel.

CHAPTER 41

3 Nephi 12–14

Introduction

This scripture block contains a sermon that the resurrected Christ delivered to the people in the land of Bountiful. This sermon, which is very similar to the Sermon on the Mount recorded in Matthew 5–7, contains principles that form a model for following the Savior and attaining perfection in the life to come. President Harold B. Lee (1899–1975), the 11th President of the Church, taught that in this sermon “the Master has given us somewhat of a revelation of his own character, which was perfect, . . . and in so doing has given us a blueprint for our own lives” (*Decisions for Successful Living* [1973], 56).

As with most chapters in this manual, this chapter contains more material than can be covered in one class period. Select the teaching ideas that best suit your students’ needs.

Some Doctrines and Principles

- The Beatitudes are guidelines for obtaining happiness (see 3 Nephi 12:1–12).
- Jesus Christ is the Lawgiver (see 3 Nephi 12:17–47).
- We should live the gospel for the right reasons (see 3 Nephi 13:1–6, 16–18).
- Followers of Jesus Christ hear and do His sayings (see 3 Nephi 14).

Suggestions for Teaching

3 Nephi 12:1–12. The Beatitudes Are Guidelines for Obtaining Happiness

💡 Explain that the teachings in 3 Nephi 12:3–12 (and Matthew 5:3–12) are often called the Beatitudes. Ask students to turn to page 303 in the student manual and read the first paragraph of the commentary for 3 Nephi 12:3–12. Invite them to look for the meaning of the word *Beatitude*. Ask them why they think the word *blessed* is used to begin each of the Beatitudes.

Give students time to analyze 3 Nephi 12:3–12 individually. Suggest that they refer to the student manual for insights on the verses. Ask them to list the qualities or conditions in the verses that can bring happiness. Then divide students into small groups and have them share their insights with each other, discussing how the qualities and conditions in the verses can guide our

lives. Have one student from each group summarize the group’s insights for the rest of the class. List students’ ideas on the board. You may want to share President Harold B. Lee’s observation that four of the Beatitudes deal with our personal life and relationship with God, and four deal with our relationship with others (see *Decisions for Successful Living*, 54–62).

Have students read the second paragraph of the commentary for 3 Nephi 12:3–12 (page 303 in the student manual).

- How does each beatitude build on the one that precedes it?

3 Nephi 12:13–16. We Should Be “the Salt of the Earth” and a Light to Other People

💡 Ask a student to read 3 Nephi 12:13. Display a container of salt. Ask students to compare the use of salt to the influence Latter-day Saints can have on the lives of others.

Ask a student to read Doctrine and Covenants 101:39. Direct students’ attention to the connection between making covenants and being the “salt of the earth.” Point out that in addition to adding flavor to food, salt can preserve food from spoiling.

- When we keep our covenants with the Lord, how are we able to help preserve others from spiritual “spoilage”?

Read the statement by Elder Carlos E. Asay on page 305 in the student manual (also available on the companion DVD ). Ask students to think about what they need to do to keep their “savor.”

Invite a student to read 3 Nephi 12:14. Display a flashlight or lamp. Ask students how the lives of Latter-day Saints can be like light for others.

After students respond, set a flashlight or an unlit candle upright on a desk or table (remember that flames are not permitted in Church buildings). Ask a student to read 3 Nephi 12:15. Place something, such as a box, over the flashlight or the unlit candle.

- What eventually happens to the flame on a candle if the candle is covered?
- How might we intentionally or unintentionally hide our light?

Read 3 Nephi 12:16.

- How can we “let [our] light so shine” without being prideful? (See also 3 Nephi 18:24.)

3 Nephi 12:17–47. Jesus Christ Is the Lawgiver

💡 Before class, prepare five different slips of paper. On each slip of paper, write one of the following scripture references and questions:

1. 3 Nephi 12:21–26. How is anger connected to hurtful actions?
2. 3 Nephi 12:27–30. How are our thoughts connected to our actions?
3. 3 Nephi 12:33–37. In these verses the Savior teaches that we should always be true to our word. How can a dishonest person eliminate dishonesty from his or her life?
4. 3 Nephi 12:38–42. What are some possible results when a person retaliates in response to someone else’s hurtful words or actions?
5. 3 Nephi 12:43–46. How are we affected if we feel ill will toward other people?

Ask a student to read 3 Nephi 12:19.

- Who gave the law of Moses?

Write *Jesus Christ Is the Lawgiver* on the board.

Explain that in 3 Nephi 12:21–47, the Savior mentions elements of the traditional understanding of the law of Moses and then teaches a higher law. Help students see that in these verses, when He uses a phrase such as “Ye have heard that it hath been said” or “It hath been written,” He is introducing an old understanding of the law of Moses. When He says something like “But I say unto you,” He is introducing a higher law.

Divide the class into five groups. Give each group one of the slips of paper you prepared before class (see the beginning of this teaching idea). Ask them to read the scripture passage together and discuss the related question. Some of them will find additional help on pages 306–7 in the student manual. Invite each group to prepare a presentation for the class in which they:

1. Read the scripture passage aloud.
2. Summarize the understanding of the law of Moses as presented in the passage.

3. Answer the question on the slip of paper.

4. Suggest what we need to do in our lives to follow the higher law.

(In connection with verse 43, note that the Old Testament does not contain any record of the law of Moses authorizing people to love their neighbors and hate their enemies. This apparently was a notion that crept in among the house of Israel after Moses’s day and became accepted as a philosophy associated with the law of Moses.)

3 Nephi 12:48. We Can Become Perfect

💡 Have a student read 3 Nephi 12:48.

- How is it possible for us to keep this commandment? (Refer students to the statement by President James E. Faust on page 308 in the student manual for further insight.)

Ask a student to come to the front of the classroom. Explain that in the following demonstration, the front of the classroom represents where the student is now in his or her effort to reach perfection and that the back of the classroom represents perfection. Ask the student to take one step toward the back of the classroom.

- Has he (or she) reached perfection yet?
- Is the step wasted because it did not get him (or her) all the way to perfection?
- How will he (or she) ever reach perfection?

Help students understand that we must continue one step at a time if we are ever going to reach our final goal of perfection. To summarize this point, read the following statement by the Prophet Joseph Smith:

“When you climb up a ladder, you must begin at the bottom, and ascend step by step, until you arrive at the top; and so it is with the principles of the gospel—you must begin with the first, and go on until you learn all the principles of exaltation. But it will be a great while after you have passed through the veil before you will have learned them” (in *History of the Church*, 6:306–7).

If you feel that students need additional encouragement about the Savior’s command to be perfect, consider inviting them to read the statement by President Spencer W. Kimball on page 308 in the student manual.

Before this discussion concludes, help students understand that in order to reach perfection, we must exercise faith in Jesus Christ and His Atonement and come unto Him. Even after all we can do, our efforts will not be enough without the power of the Atonement. As you share this truth, you may want to have students read Moroni 10:32–33 and Doctrine and Covenants 76:50–53, 69–70. Ask students to describe the relationship between the grace of God and obtaining our goal of perfection.

3 Nephi 13:1–6, 16–18. We Should Live the Gospel for the Right Reasons

💡 Write the following scripture references on the board:

3 Nephi 13:1–4
3 Nephi 13:5–6
3 Nephi 13:16–18

Ask students to read each scripture passage silently and prepare to talk about its meaning (you may want to explain that the word *alms* refers to donations, such as money or food, to help the poor). For each set of verses, ask the following questions:

- What warning did the Savior give about the way we give alms (or the way we pray or the way we fast)?
- What are some examples of the right ways to help the poor (or the right ways to pray or fast)?

If you feel that students need additional discussion about keeping the commandments for the right reasons, you may want to invite them to read Moroni 7:6–9 and the statement by Elder Dallin H. Oaks on pages 388–89 in the student manual.

3 Nephi 13:7–13. The Savior Has Taught Us How to Pray

💡 To review the Savior’s counsel on prayer, invite students to take turns reading from 3 Nephi 13:7–13, one verse each. After each verse is read, ask students to

state the principle or principles from that verse in their own words. Then ask if anyone would like to share additional insights or personal experiences that relate to the verse.

3 Nephi 13:19–24. “No Man Can Serve Two Masters”

💡 On the board, write the following statement by President Marion G. Romney (1897–1988) of the First Presidency (quoted from “The Price of Peace,” *Ensign*, Oct. 1983, 6):

“There are individuals who try to serve the Lord without offending the devil.” —Marion G. Romney

- What do you think this statement means?
- In what ways is the statement similar to 3 Nephi 13:24?

Share the following counsel from President James E. Faust (1920–2007):

“Today many of us are trying to serve two masters—the Lord and our own selfish interests—without offending the devil. The influence of God, our Eternal Father, urges us, pleads with us, and inspires us to follow him. In contrast the power of Satan urges us to disbelieve and disregard God’s commandments.

“Elder [Marion G.] Romney [taught]: ‘The consequences of [mortal man’s] choices are of the all-or-nothing sort. There is no way for him to escape the influence of these opposing powers. Inevitably he is led by one or the other. His God-given free agency gives him the power and option to choose. But choose he must. Nor can he serve both of them at the same time.’” (“Serving the Lord and Resisting the Devil,” *Ensign*, Sept. 1995, 2, 4; see also Conference Report, Oct. 1962, 94).

3 Nephi 13:25–34. We Should “Seek . . . First the Kingdom of God and His Righteousness”

💡 Explain that the Savior directed His instructions in 3 Nephi 13:25–34 to His twelve Nephite disciples, who were to dedicate their full time to Church service.

However, all Church members can apply 3 Nephi 13:33 in their lives.

Have a student read 3 Nephi 13:33.

- What does this mean to you? (Encourage more than one response.)

3 Nephi 14. Followers of Jesus Christ Hear and Do His Sayings

💡 Hold a rock in one hand and sand in the other. Allow the sand to run between your fingers.

- Which of these two materials would you rather build a house on? Why?

After brief discussion, invite a student to read 3 Nephi 14:24–27.

- According to the Savior, what two actions will we take if we are wise?
- Why are both of these actions necessary for us to inherit eternal life?

Write the following on the board:

The Savior's sayings in 3 Nephi 14

verses 1–2
verses 3–5
verse 6
verses 7–11
verse 12
verses 13–14
verses 15–20
verses 21–23

Instruct students to silently read each of the eight scripture passages you have written on the board. Tell them that each passage contains counsel from the Savior about a certain righteous behavior. After they have had time to study the passages, ask them to identify the righteous behaviors Jesus requires from those who follow Him. (Verses 1–2: judging righteously; verses 3–5: focusing on our own faults instead of others' faults; verse 6: showing respect for that which is sacred; verses 7–11: seeking personal revelation to answer our questions; verse 12: treating others as we would like to be treated; verses 13–14: choosing the gospel path, which leads to eternal life; verses 15–20: following true prophets; verses 21–23: doing God's will.)

Divide the class into eight groups. Assign each group to prepare a short presentation on one of the righteous behaviors listed above. The presentations should last no more than two or three minutes. Each presentation might include the following:

1. Identifying the righteous behavior.
2. Sharing a scripture from any of the standard works that helps us understand more about the righteous behavior.
3. Sharing an example from the present day about the importance of the righteous behavior and its relevance in our lives today.
4. Sharing a personal testimony about the righteous behavior and the blessings that come from making it a part of our lives.

As the groups give their presentations, list the righteous behaviors on the board. If it is not practical to write them on the board, prepare a poster before class and display it at this point in the lesson.

Invite each student to silently identify one righteous behavior to focus on. You may want to give students time to record their thoughts and goals for improvement in a notebook or on a piece of paper.

💡 To review the previous teaching idea or to conclude the entire lesson, you may want to read or reread the Savior's conclusion to His sermon, which is found in 3 Nephi 14:24–27. Share your feelings about what it means to build on a sure foundation. Encourage students to follow the Savior's counsel to hear His sayings and do them (see verse 24). You may also want to invite students to sing "I Am a Child of God" (*Hymns*, no. 301) as a reminder of why we want to follow the principles in this sermon.

3 Nephi 14:6. "That Which Is Holy" Should Be Treated with Care

💡 Ask students what they think the symbolism in 3 Nephi 14:6 means. Suggest that they cross-reference 3 Nephi 14:6 with Doctrine and Covenants 63:64. Explain that "that which is holy" (3 Nephi 14:6) is anything of a special spiritual nature, such as an answer to prayer, a priesthood blessing, personal revelation, a sacred experience, and so forth.

- What danger is there in talking about sacred experiences with individuals who cannot or will not understand them?
- How might the counsel in Doctrine and Covenants 63:64 relate to the sharing of sacred experiences?

3 Nephi 14:12. The “Golden Rule”

💡 Read 3 Nephi 14:12, which is known as the Golden Rule.

- In what ways does the Golden Rule reflect other principles in the Savior’s sermon?

Invite students to tell about times when they have benefited from this principle.

CHAPTER 42

3 Nephi 15–17

Introduction

As the Savior taught the people of Nephi, He identified Himself as “the law, and the light” (3 Nephi 15:9) and as the “shepherd” of His people (see 3 Nephi 15:17, 21; 16:3). These titles can enhance our understanding of the Savior’s ministry among the Nephites. He had always been “the law” and “the light,” but the Israelites had been unwilling to abide by the fulness of His law and were therefore required to live by a lower law until they were ready to come unto “the true light that lighteth every man” (D&C 93:2). In the Americas, Jesus Christ, the Good Shepherd, taught some of His “other sheep” (3 Nephi 15:17) and encouraged them to follow Him, the source of true light.

This scripture block ends with a moving spiritual experience shared by the Nephites at Bountiful. This is a wonderful place to bear testimony of Jesus Christ’s love for us. You can encourage students to ponder and pray, just as the Savior commanded the Nephites to do so, to help them prepare for greater understanding of the Savior and His teachings. To reinforce the teaching suggestions for 3 Nephi 17, consider using “My Joy Is Full,” a four-minute video presentation on *Book of Mormon DVD Presentations* (item number 54011).

Some Doctrines and Principles

- Jesus Christ gave and fulfilled the law of Moses (see 3 Nephi 15:1–10).
- The Savior said that “other sheep” would hear His voice (see 3 Nephi 15:11–24; 16:1–6).
- Pondering and praying help us understand Jesus Christ’s words (see 3 Nephi 17:1–4).
- The Savior has compassion and mercy for His people (see 3 Nephi 17:5–25).

Suggestions for Teaching

3 Nephi 15:1–10. Jesus Christ Gave and Fulfilled the Law of Moses

- 💡 Present the following situation to the students:
Imagine that you live in a society where the laws are very particular about how people should act. The day arrives when the people are asked to live by a new

law that focuses less on the specific things people do and more on the intent of people’s actions and personal accountability.

- How might this law influence the way people act?
- What would determine your success or failure in living the new law?

Invite a student to read 3 Nephi 1:24–25.

- What law did the people know would be fulfilled someday?

Ask a student to read 3 Nephi 15:1–10.

- As you read these verses, what did you see about the Savior’s authority over the law of Moses? (List students’ answers on the board.)
- What do you think Jesus Christ meant when He said He was “the law” and “the light”?
- The Savior said, “Look unto me” (3 Nephi 15:9). What does this mean to you? In what ways does our love for the Lord influence how we look unto Him and follow Him?

3 Nephi 15:11–24; 16:1–6. The Savior Said That “Other Sheep” Would Hear His Voice

- 💡 Display a globe or a map of the world. (If students have new printings of the triple combination, they may have a map of the world toward the end of the book in the portion titled Church History Chronology, Maps, and Photographs.) Have students identify where the Lord’s sheep of the New Testament were located. (The Holy Land, located in the Middle East.) Invite a student to read John 10:11–16. Then have students cross-reference those verses with 3 Nephi 15:16–20. Ask them to identify the general location of the “other sheep” whom Jesus Christ spoke of in John 10. (Be careful to avoid any speculation about a specific area.)
- How much did the Jews know about the Lord’s “other sheep”?
 - Why didn’t Jesus give the Jews information about His “other sheep”? (See 3 Nephi 15:18–20.)
 - Who are the Gentiles the Savior refers to in 3 Nephi 15:22–23?

Share the following explanation of the word *Gentiles*:

“As used in the scriptures, *Gentiles* has several meanings. Sometimes it designates people of non-Israelite lineage, sometimes people of non-Jewish lineage, and sometimes nations that are without the gospel, even though there may be some Israelite blood among the people. This latter usage is especially characteristic of the word as used in the Book of Mormon and Doctrine and Covenants” (Guide to the Scriptures, “Gentiles,” scriptures.lds.org).

- According to verses 22–23, how were the Gentiles going to hear the Lord’s voice? (See also 1 Nephi 10:11.)

💡 Read 3 Nephi 16:1–3 with students. Ask them if they have any ideas of who those “other sheep” were.

Suggest that students cross-reference 3 Nephi 16:1–3 with 2 Nephi 10:22; 29:12–14; and 3 Nephi 17:4.

Share the following statement by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles:

“Did not Jesus visit them [other tribes of Israel] after he ministered among the Nephites? Answer: Of course he did, in one or many places as suited his purposes. He assembled them together then in exactly the same way he gathered the Nephites in the land Bountiful so that they too could hear his voice and feel the prints of the nails in his hands and in his feet. Of this there can be no question” (The Millennial Messiah: The Second Coming of the Son of Man [1982], 216; italics in original).

3 Nephi 16:8–20. The Savior Gave a Warning to People in the Latter Days

💡 Write the following questions on the board:

What would lead both the *Gentiles* and the children of Israel to affliction?

What will happen to the unrepentant in the last days?

What blessings come to those who are repentant?

Divide the class into groups of two. Have each person review 3 Nephi 16:8–20, with one person looking for warnings and promises to the Gentiles and the other person looking for warnings and promises to the children of Israel. Also ask them to work together to answer the questions on the board. After sufficient time, have students share with the class what they have discovered.

3 Nephi 17:1–4. Pondering and Praying Help Us Understand Jesus Christ’s Words

💡 Invite students to examine 3 Nephi 17:1–3. Suggest that they mark words that describe how we can gain an understanding of the Lord’s words. Ask them to share their answers.

- In what ways might these verses apply to someone attending an institute class? a sacrament meeting? the temple? In what ways might it apply to personal scripture study?
- Why is pondering needed for deeper understanding of the gospel?

3 Nephi 17:5–25. The Savior Has Compassion and Mercy for His People

💡 Have a student read 3 Nephi 17:5–15. Ask students to identify characteristics demonstrated by the Lord in His interactions with the people. List their answers on the board. Answers may include the following:

1. He is compassionate (see verse 6).
2. He is merciful (see verse 7).
3. He perceives our needs (see verse 8).

4. He is powerful (see verse 9).
5. He loves little children (see verse 11).
6. He hates sin (see verse 14).
7. He prayed to the Father (see verse 15).

Read the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“That man is greatest and most blessed and joyful whose life most closely approaches the pattern of the Christ. This has nothing to do with earthly wealth, power, or prestige. The only true test of greatness, blessedness, joyfulness is how close a life can come to being like the Master, Jesus Christ” (“Jesus Christ—Gifts and Expectations,” *Ensign*, Dec. 1988, 2).

Invite a student to read verses 16–25 as the other students quietly contemplate the sacred events described therein. Have the students imagine what it would have been like to be present during the Savior’s visit. Then consider using some or all of the following questions to guide a discussion:

- How do you think you would have felt as a witness of these events?
- What influence would this likely have had on you?
- What part of the experience would have been the most impressive to you? Why?

To emphasize the Savior’s love for little children, ask students to read Matthew 19:13–14.

- What can we learn from the Savior’s actions toward little children?

Invite students to share their thoughts or feelings about this account.

Consider sharing the following modern-day example of love for little children, recounted by Elder Eduardo Ayala of the Seventy:

“One of the greatest expressions of love for children that I have seen occurred when I was serving as a stake president in Chile. President Spencer W. Kimball visited Chile for an area conference. Members of the Church from four countries met together in a stadium that held about fifteen thousand people. We asked President Kimball what he would like to do after the conference. His eyes full of tears, he said, ‘I would like to see the children.’ One of the priesthood leaders announced over the microphone that President Kimball would like to shake the hands or bless each of the children in the stadium. The people were astounded—there was a great silence. President Kimball greeted about two thousand children one by one, crying as he shook their hands or kissed them or put his hands on their heads and blessed them. The children were very reverent and looked at him and cried too. He said he’d never felt this kind of spirit in his life. It was a tremendous moment in the lives of all the Church members there” (in Janet Peterson and Eduardo Ayala, “Friend to Friend,” *Friend*, Mar. 1996, 6–7).

CHAPTER 43

3 Nephi 18–19

Introduction

In 3 Nephi 18–19, we read teachings from the Savior about the sacrament, prayer, and the companionship of the Holy Ghost. Through careful study of these teachings, students will better understand why they partake of the sacrament. They will learn how to draw closer to their Heavenly Father through prayer and how to receive the companionship of the Holy Ghost daily.

Some Doctrines and Principles

- Worthily partaking of the sacrament provides us with the companionship of the Holy Ghost (see 3 Nephi 18:1–14, 28–32).
- Prayers offered in faith help bring to pass our righteous desires and prevent us from being deceived by Satan (see 3 Nephi 18:15–21).
- Church members should extend fellowship to all people (see 3 Nephi 18:22–32).
- The companionship of the Holy Ghost is granted to us as we desire it and are worthy of it (see 3 Nephi 19:6–13, 20–21).
- Jesus Christ is our Advocate with the Father (see 3 Nephi 19:15–23).

Suggestions for Teaching

3 Nephi 18:1–14, 28–32. Worthily Partaking of the Sacrament Provides Us with the Companionship of the Holy Ghost

💡 Read 3 Nephi 18:1–14, 28–32 with the students. Invite them to look for at least five important truths the Savior taught about the sacrament. Invite students to share the truths they find. Ask a student to write these truths on the board.

President James E. Faust (1920–2007) of the First Presidency explained that our worthiness to partake of the sacrament is closely connected to our receiving the companionship of the Holy Ghost:

“As we worthily partake of the sanctified bread and water in remembrance of the Savior’s sacrifice, we witness unto God the Father that we are willing to take upon us the name of His Son

and always remember Him and to keep His commandments which He has given us. If we do these things, we will always have His Spirit to be with us” (in Conference Report, Apr. 1998, 20; or *Ensign*, May 1998, 18).

Ask students to read the sacrament prayers in Moroni 4:3 and 5:2. Encourage them to mark what these verses say we must do to enjoy the companionship of the Holy Ghost. Have them share their answers.

- How will “always remember[ing]” the Savior lead us to “always have his Spirit”?

You might consider encouraging students to read the statement by Elder Dallin H. Oaks on page 317 in the student manual. In this statement, Elder Oaks explains the connection between worthily partaking of the sacrament and receiving the ministering of angels.

3 Nephi 18:15–21. Prayers Offered in Faith Help Bring to Pass Our Righteous Desires and Prevent Us from Being Deceived by Satan

💡 Explain that having the Spirit with us at all times involves a strong relationship with God through prayer.

- What is the difference between praying and merely saying a prayer?
- How has prayer strengthened you?

Ask a student to read 3 Nephi 18:15, 18.

- In these verses, what does the Savior command us to do? Why?
- What do you think it means to “watch and pray always”? How does this help us resist temptation?
- After the Savior commanded His twelve disciples to “watch and pray always,” He gave the same command to all the people (see 3 Nephi 18:15–18). What can you learn from the fact that the Savior taught both the disciples and the multitude to “watch and pray always”?

Ask a student to read 3 Nephi 18:19–21. Then ask all the students to repeat verse 20: “And whatsoever ye shall ask the Father in my name, which is right, believing that ye shall receive, behold it shall be given unto you.”

Consider using the following discussion questions to help students think more deeply about this verse:

- Why do you think we need to pray in the name of Jesus Christ?
- What do you think the phrase “which is right” means in this passage? (You may also want to refer students to James 4:3.)

Read Doctrine and Covenants 46:30 with students.

- According to this verse, what is the key to asking for that which is right?

Make sure students understand that even a loving request, such as for the healing of a family member, must be according to the Lord’s will in order to be right.

Share the following testimony of President Gordon B. Hinckley (1910–2008), the 15th President of the Church:

“God, our Eternal Father, lives. He is the Creator and Ruler of the universe and yet He is our Father. He is the Almighty and is above all. He can be reached in prayer. . . . Does He hear a child’s prayer? Of course He does. Does He answer it? Of course He does. Not always as we might wish, but He answers. He hears and answers” (*Teachings of Gordon B. Hinckley* [1997], 468).

You might consider inviting one or more students to share experiences with receiving answers to prayer. (Be sensitive to the private nature of prayer.) Share your testimony of how Heavenly Father guides and blesses us as we pray in faith to Him.

3 Nephi 18:22–32. Church Members Should Extend Fellowship to All People

💡 Remind students that Church leaders have asked us to reach out to less-active members, new members, and those who are not members of the Church. This counsel is not new. Have students read 3 Nephi 18:22–25.

- In these verses, what are Church members commanded to do?

President Gordon B. Hinckley counseled:

“With the ever increasing number of converts, we must make an increasingly substantial effort to assist them as they find their way. Every one of them needs three things: a friend, a responsibility, and nurturing with ‘the good word of God’ (Moroni 6:4). It is our duty and opportunity to provide these things” (in Conference Report, Apr. 1997, 66; or *Ensign*, May 1997, 47).

President Hinckley’s counsel may apply also to those who are not yet members of the Church. Encourage students to think of someone they could invite to learn more about the gospel or to attend a Church meeting or activity. This person could be someone of another faith, a less-active member of the Church, or a new member.

- What difference does it make to extend an invitation as a friend rather than because of an assignment?

Share the following encouragement from Elder M. Russell Ballard of the Quorum of the Twelve Apostles (also available on the companion DVD 

“Brothers and sisters, my message is urgent because we need to retain in full fellowship many more of the new converts and return to activity many more of the less active. I urge you to increase the spirit of friendship and pure Christian fellowship in your neighborhoods. A new convert or recently activated member should feel the warmth of being wanted and being welcomed into full fellowship of the Church. Members and leaders of the Church should nurture and love them as Jesus would” (in Conference Report, Oct. 1988, 36; or *Ensign*, Nov. 1988, 29).

Encourage students to prayerfully consider ways they can fellowship the people they thought of—not out of an assignment but out of sincere love for them. Suggest that students cross-reference 3 Nephi 18:22–25 with Moroni 6:4. As a class, take some time to discuss ways to invite people to participate in institute.

💡 Explain that we can help save Heavenly Father’s children. Share the following story about President Thomas S. Monson when he was 12 or 13 years old. He was floating down the Provo River on a large inner tube. As he entered the swiftest portion of the river, he saw that a young lady had been pulled into the treacherous whirlpools. Read the story below, or use the companion DVD so students can watch President Monson telling the story himself .

“I heard frantic cries, ‘Save her! Save her!’ . . . I saw the top of her head disappearing under the water for the third time, there to descend to a watery grave. I stretched forth my hand, grasped her hair, and lifted her over the side of the tube and into my arms. At the pool’s lower end, the water was slower as I paddled the tube, with my precious cargo, to her waiting relatives and friends. They threw their arms around the water-soaked girl and kissed her, crying, ‘Thank God! Thank God you are safe!’ Then they hugged and kissed me. I was embarrassed and quickly returned to the tube and continued my float down to the Vivian Park bridge. The water was frigid, but I was not cold, for I was filled with a warm feeling. I realized that I had participated in the saving of a life. Heavenly Father had heard the cries, ‘Save her! Save her,’ and permitted me, a deacon, to float by at precisely the time I was needed. That day I learned that the sweetest feeling in mortality is to realize that God, our Heavenly Father, knows each one of us and generously permits us to see and to share His divine power to save” (in Conference Report, Oct. 1995, 65–66; or *Ensign*, Nov. 1995, 49).

- What parallels can you see between President Monson’s experience on the river and our association with those who are investigating the Church, are new members, or are less active?

💡 Ask a student to read 3 Nephi 18:26.

- To whom is the Savior speaking here?

Read 3 Nephi 18:28–29 with students.

- Why do you think it is important to understand that these verses are directed specifically to priesthood leaders and not the general Church membership? (We are not in the position to judge another’s worthiness to partake of the sacrament. That is the responsibility of the individual and his or her bishop or branch president.)

Read 3 Nephi 18:30–32 with the class.

- What specific instructions from these verses should *all* members follow? (You may want to list students’ responses on the board.)

Help students understand that although they might not serve in callings such as bishop or stake president, they have opportunities to be helpful and friendly and to pray for others’ welfare.

3 Nephi 19:6–13, 20–21. The Companionship of the Holy Ghost Is Granted to Us as We Desire It and Are Worthy of It

💡 Before class, make copies of the handout on page 161.

Encourage each student to think of something valuable that they would like to have. Ask them to think about how that item might enrich their lives and what they would need to do to obtain it.

Have students read 3 Nephi 19:6–13, 20–21 to see what the people desired most. Ask them to think about how the gift of the Holy Ghost blesses their lives and what they must do to receive the companionship of the Spirit.

- Why would these Nephites desire the Holy Ghost more than anything else? What could the Holy Ghost add to their lives?
- What did the people do in order to receive the Holy Ghost?
- What can we do to increase our desire to receive the influence of the Holy Ghost in our lives? Why is it important to pray for guidance from the Holy Ghost?

Distribute the handout. Give students time to read it. Ask them to look for principles they have seen exemplified in their lives, in the lives of family members or friends, or in the scriptures. Then give them an opportunity to share these experiences or scripture accounts with each other.

3 Nephi 19:15–23. Jesus Christ Is Our Advocate with the Father

💡 Write the word *Advocate* on the board.

- What is an advocate? (A person who pleads the cause of someone else.)

Read Doctrine and Covenants 45:3–5 with students.

- How does Jesus Christ act as our Advocate?

Share the following statement by President Joseph Fielding Smith (1876–1972), the 10th President of the Church:

“An advocate is one who defends or pleads for or in behalf of another. . . . That is part of [the] great mission [of Jesus Christ]. . . . When he was upon earth, he prayed frequently for his disciples, pleading with his Father in their behalf, and he has been pleading ever since” (*Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [1954–56], 1:26–27).

- How do you feel when you think about Jesus continuing as your Advocate with the Father?

Invite a student to read 3 Nephi 19:15–23. Then discuss the following questions as a class. (If students have questions about why the disciples prayed to Jesus rather than the Father, you may want to refer to the

statement by Elder Bruce R. McConkie on page 320 in the student manual.)

- What did Jesus command the multitude and His disciples to do?
- What does the Savior’s prayer in verses 20–22 teach about receiving the Holy Ghost?
- What did Jesus plead for when He prayed to His Father? What specifically did He ask regarding those who will hear the words of His chosen servants?

You may want to point out the Savior offered a similar prayer not long before He suffered in the Garden of Gethsemane (see John 17). Students may find additional understanding by comparing John 17:11, 20–23 with 3 Nephi 19:20–23. Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles shared two insights from these prayers. Have students read his observations on page 321 in the student manual.

- What does it mean to be one with Heavenly Father and Jesus Christ? What does it mean to be one with each other?

Invite students to ponder the following questions:

- When have you recently felt the influence of the Holy Ghost? How did this experience lead you to feel toward the Savior and those around you?

After students have had time to ponder these questions, invite them to share their thoughts. You may want to share your thoughts as well.

Handout

Ways the Holy Ghost Blesses Our Lives

“The Holy Ghost can guide and inspire our daily acts for good” (Richard G. Scott, in Conference Report, Oct. 2001, 107; or *Ensign*, Nov. 2001, 87).

“The Holy Ghost . . . is the source of our testimony of the Father and the Son” (Robert D. Hales, in Conference Report, Oct. 2000, 6; or *Ensign*, Nov. 2000, 8).

“We need the Holy Ghost as our constant companion to help us make better choices in the decisions that confront us daily. . . . Having the gift of the Holy Ghost helps family members make wise choices—choices that will help them return with their families to their Father in Heaven and His Son, Jesus Christ, to live with Them eternally” (Robert D. Hales, in Conference Report, Oct. 2000, 6; or *Ensign*, Nov. 2000, 8).

“Our young men and women are bombarded with ugly things of the world. Companionship with the Spirit will give them the strength to resist evil and, when necessary, repent and return to the strait and narrow path. . . . We all need the fortification available through the Holy Ghost” (Robert D. Hales, in Conference Report, Oct. 2000, 6; or *Ensign*, Nov. 2000, 8).

“The gift of the Holy Ghost . . . helps us understand doctrine and apply it personally” (Russell M. Nelson, in Conference Report, Oct. 2000, 19; or *Ensign*, Nov. 2000, 17).

“The Holy Ghost will guide what we say” (Henry B. Eyring, in Conference Report, Oct. 1997, 114; or *Ensign*, Nov. 1997, 83).

“There is no greater blessing that can come into our lives than the gift of the Holy Ghost—the companionship of the Holy Spirit to guide us, protect us, and bless us” (Gordon B. Hinckley, *Teachings of Gordon B. Hinckley*, [1997], 259).

How to Invite the Spirit

“Faithful study of scriptures brings the Holy Ghost to us” (Henry B. Eyring, in Conference Report, Apr. 2004, 16; or *Ensign*, May 2004, 18).

“Daily pleading in prayer [invites the Holy Ghost]. If we do not ask in prayer, He will rarely come, and without our petition He is not likely to linger” (Henry B. Eyring, in Conference Report, Oct. 1997, 115; or *Ensign*, Nov. 1997, 84).

“As we obey the will of our Father in Heaven, this priceless gift of the Holy Ghost will be with us continually” (Robert D. Hales, in Conference Report, Oct. 2000, 6; or *Ensign*, Nov. 2000, 8).

CHAPTER 44

3 Nephi 20–22

Introduction

Before the miraculous occurrences recorded in 3 Nephi 17–19, Jesus Christ began teaching about the fulfillment of His covenants with Israel (see 3 Nephi 15–16). 3 Nephi 20–22 contain the continuation of these teachings (see 3 Nephi 20:10). You can help students see how the events prophesied in these chapters, including the coming forth of the Book of Mormon and the establishment of the Church in the last days, are evidence that the Lord’s kindness will not depart from His people. The gathering of the Lord’s people in the last days reveals that He will have mercy on them with “everlasting kindness” (see 3 Nephi 22:8–10) and that He will bring them “home to the land of their inheritance” (3 Nephi 21:28).

Some Doctrines and Principles

- Heavenly Father promised He would gather Israel in the last days (see 3 Nephi 20:11–29).
- The Book of Mormon is instrumental in the gathering of Israel (see 3 Nephi 21:1–21).
- The Lord remembers His covenant people with mercy and everlasting kindness (see 3 Nephi 22:1–13).
- God’s people and kingdom will triumph in the end (see 3 Nephi 22:14–17).

Suggestions for Teaching

3 Nephi 20:1–9. Keeping a Prayer in Our Hearts Helps Invite the Influence of the Holy Ghost

💡 Ask students to scan 3 Nephi 19. Invite one student to describe the experience the Nephites had with prayer in the presence of the Savior.

Ask students to read 3 Nephi 20:1 silently.

- What did Jesus ask the people to do after their special experience with prayer?
- What does it mean to pray in your heart?

Share the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:

“Prayer is so essential a part of revelation that without it the veil may remain closed to you. Learn to pray. Pray often. Pray in your mind, in your heart. Pray on your knees” (in Conference Report, Oct. 1994, 76; or *Ensign*, Nov. 1994, 59).

- As the people in the multitude listened to the Savior’s teachings, in what ways do you think they benefited from having a prayer in their hearts?
- What blessings could come to you from remembering to keep a prayer in your heart?
- What has helped you keep a prayer in your heart?

3 Nephi 20:11–29. Heavenly Father Promised He Would Gather Israel in the Last Days

💡 A few days before class, invite a student to prepare a brief presentation on the scattering of Israel. Ask the student to use the “Brief History of the Scattering of Israel” on page 415 in the student manual. Ask the student to put the graphics from page 415 on the board as part of his or her presentation.

Make photocopies of the document titled “The Gathering of Israel,” on page 416 in the student manual. Bring the copies for students who do not bring their student manuals to class.

During class, inform students that they will now see a presentation on important background information for 3 Nephi 20–22. Then ask the student to make his or her presentation.

After the presentation, invite a student to read 3 Nephi 20:11–13.

- What did the Savior ask the people to remember about scattered Israel?

Divide the class into five pairs or groups. Give each student a copy of “The Gathering of Israel” (or ask them to turn to page 416 in the student manual). Ask each group to discuss a different section of the handout. Ask the groups to prepare summaries of what they learn. (If the class is not big enough to be divided into five pairs or groups, either assign more than one section to some groups or leave some sections unassigned.)

After sufficient time for study and discussion, ask each group to teach the class what they have learned. Encourage them to be brief. Invite the other students to listen carefully and to take notes on their copies of the handout. Add brief comments to clarify points as needed.

💡 Ask a student to read 3 Nephi 20:13.

- What two promises are made in this verse?
- What is the relationship between these promises?

Invite a student to come to the front of the class. Tell the student you are going to ask a series of questions that he or she is to answer as if he or she has amnesia (a complete loss of memory). Ask questions such as the following:

- Who are you? What is your name? Where are you from? Where are you going? Where is your family?

After this role play, lead a discussion using the following questions:

- What problems would amnesia create for you?
- How might people help an amnesiac remember his or her identity?

Invite a student to read the second paragraph of the introduction to chapter 44 in the student manual.

- According to this paragraph, how might some members of the house of Israel be described as having “spiritual amnesia”?

💡 Read the following definition of the scattering and gathering of Israel:

“Why was Israel scattered? . . . Our Israelite forebears were scattered because they rejected the gospel, defiled the priesthood, forsook the church, and departed from the kingdom. . . .

“What, then, is involved in the gathering of Israel? The gathering of Israel consists in believing and accepting and living in harmony with all that the Lord once offered his ancient chosen people. It consists of having faith in the Lord Jesus Christ, of repenting, of being baptized and receiving the

gift of the Holy Ghost, and of keeping the commandments of God. It consists of believing the gospel, joining the Church, and coming into the kingdom. It consists of receiving the holy priesthood, being endowed in holy places with power from on high, and receiving all the blessings of Abraham, Isaac, and Jacob, through the ordinance of celestial marriage. And it may also consist of assembling to an appointed place or land of worship” (Bruce R. McConkie, *A New Witness for the Articles of Faith* [1985], 515).

Help students see the personal participation of Heavenly Father and the Savior in the gathering of Israel. Read the following verses, and ask students to find words or phrases that indicate the role of the Father and the Son in the gathering. After each verse, invite students to share what they have found.

3 Nephi 20:18 (“I will gather my people together as a man gathereth his sheaves.”)

3 Nephi 20:21 (“I will establish my people, O house of Israel.”)

3 Nephi 20:26 (“The Father . . . sent me to bless you in turning away every one of you from his iniquities; and this because ye are the children of the covenant.”)

3 Nephi 20:29 (“I will remember the covenant which I have made with my people; . . . that I would gather them together in mine own due time, that I would give unto them again the land of their fathers.”)

3 Nephi 20:39 (“My people shall know my name.”)

Invite students to share their thoughts or feelings about the love Heavenly Father and Jesus Christ have for all people. Invite students to open their hearts to promptings about how they can help Heavenly Father gather His children.

3 Nephi 21:1–21. The Book of Mormon Is Instrumental in the Gathering of Israel

💡 Read 3 Nephi 21:1–2, 7 with students. You may need to explain that in verse 2, the phrase “these things which I declare unto you” refers to the Book of Mormon.

- What sign did the Lord say would show that the gathering of Israel had begun?
- In addition to being a sign of the gathering, how does the Book of Mormon help people gather to the Lord's Church?

Have students turn to the title page of the Book of Mormon. Ask a student to read the second paragraph.

- What does the Book of Mormon declare to members of the house of Israel?

Have a student read the following statement by Elder C. Scott Grow of the Seventy, explaining the role of the Book of Mormon in the latter-day gathering:

“Jesus Christ gave us the Book of Mormon as the instrument to gather scattered Israel [see 3 Nephi 21:7]. . . .

“The Book of Mormon is *its own witness* to the people of Latin America and of all nations. Its very coming forth in these latter days bears witness that God has once again begun to *gather scattered Israel*. . . .

“. . . The Book of Mormon: Another Testament of Jesus Christ is the means whereby people from all nations shall be gathered into The Church of Jesus Christ of Latter-day Saints” (in Conference Report, Oct. 2005, 35–36; or *Ensign*, Nov. 2005, 35; italics in original).

- How has the Book of Mormon helped you come unto Christ?
- How can we use the Book of Mormon as we participate with Heavenly Father in the gathering of His children?

Have students read 3 Nephi 21:9–11. As they read, explain that Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles identified the “servant” in these verses as Joseph Smith (see *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 287–88).

- What consequence will come to those who reject the Book of Mormon and the words of Jesus Christ as revealed through Joseph Smith?

Have students read Deuteronomy 18:18–19 and Acts 3:20–23, and encourage them to cross-reference those passages with 3 Nephi 21:11.

- How can these verses help us understand 3 Nephi 21:11?

3 Nephi 22:1–13. The Lord Remembers His Covenant People with Mercy and Everlasting Kindness

💡 Ask a student to read 3 Nephi 22:5–6. Ensure that students understand that in these verses, the phrase “thy husband” refers to the Savior and the phrase “a woman forsaken and grieved in spirit, and a wife of youth” refers to scattered Israel.

Ask a student to read 3 Nephi 22:7–10.

- What does this teach us about the Savior and His role in the gathering?

To summarize this principle, you may want to have students read the information about 3 Nephi 22 on page 329 in the student manual.

3 Nephi 22:14–17. God's People and Kingdom Will Triumph in the End

💡 Invite a student to draw a tent on the board.

Have a student read 3 Nephi 22:2.

- How could you enlarge a tent?
- What is meant by “lengthen thy cords and strengthen thy stakes”?

Explain that anciently, when people wanted to make a small tent larger, they pulled up the stakes, moved them farther from the center pole, and added more stakes—thus creating additional space beneath the tent. This is what was meant by lengthening the cords and strengthening the stakes.

Read the following insight from President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“The term *stake* is a symbolic expression. Picture in your mind a great tent held up by cords extended to many stakes that are firmly secured in the ground. The prophets likened latter-day Zion to a great tent encompassing the earth. The tent was supported by cords fastened to stakes. Those stakes, of course, are various geographical organizations spread out over the earth. Presently, Israel is being gathered to the various stakes of Zion” (“Strengthen Thy Stakes,” *Ensign*, Jan. 1991, 2).

- How are stakes of the Church like the stakes of an ancient tent?

💡 Invite a student to read the statement by President Gordon B. Hinckley on pages 329–30 in the student manual. This statement is also available on the

companion DVD . Ask students if they have ever had to defend their faith from attacks by those who oppose the Church and its teachings. Invite a few students to briefly share their experiences.

Tell students that 3 Nephi 22:14–17 contains information concerning these kinds of experiences.

- What principles can you find in 3 Nephi 22:14 that help us deal with opposition to the Church?
- What promises are given in 3 Nephi 22:15, 17? How can these promises help us when we face opposition?

Bear testimony that the Lord blesses us through our challenges and that the enemies of the Church will never succeed in their efforts to destroy it.

CHAPTER 45

3 Nephi 23–26

Introduction

When Jesus Christ visited the people in the Americas, He taught the value and importance of the scriptures. He commanded the Nephites to diligently search the scriptures (see 3 Nephi 23:1–5). This command to search implies more than casual reading. He also commanded them to add certain details and prophecies to the records for the benefit of future generations (see 3 Nephi 23:6–14; 24–25). Some of these additions, particularly the prophecies of Malachi, can help us today in our efforts to prepare for the Savior’s Second Coming. As you prepare to teach these truths, consider how you might encourage students to increase the depth and diligence of their personal scripture study. You can also help students see how the prophecies of Malachi can help them prepare for the Second Coming.

Some Doctrines and Principles

- The Savior commands us to diligently search the words of the prophets (see 3 Nephi 23:1–5).
- Our obedience to gospel principles helps us prepare for the Second Coming of Jesus Christ (see 3 Nephi 24–25).
- As we give heed to what the Lord has revealed, we prepare ourselves to receive greater revelation (see 3 Nephi 26:7–11).

Suggestions for Teaching

3 Nephi 23:1–5. The Savior Commands Us to Diligently Search the Words of the Prophets

🔦 Before class, write the following on the board:

In these verses, what does the Lord command us to do?	
3 Nephi 23:1–5	
D&C 1:37–38	

Instruct students to read these verses silently. You may want to explain that although the verses refer specifically to the words of Isaiah and revelations in

the Doctrine and Covenants, they apply to our efforts to study all scriptures. After sufficient time, ask students how they would answer the question on the board.

- Why do you think the Lord places such an emphasis on searching the scriptures?

Read and discuss the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church:

“When individual members and families immerse themselves in the scriptures regularly and consistently, other areas of activity will automatically come. Testimonies will increase. Commitment will be strengthened. Families will be fortified. Personal revelation will flow” (“The Power of the Word,” *Ensign*, May 1986, 81).

- Why would other areas of Church activity increase as a result of regular and consistent scripture study?

Invite students to tell what time of day they usually read the scriptures. Ask what strategies and methods they use to make their time with the scriptures meaningful.

Share the following counsel from *True to the Faith*:

“Latter-day prophets counsel us to study the scriptures every day, both individually and with our families. . . .

“You will benefit greatly by following this counsel. Daily, meaningful scripture study helps you be receptive to the whisperings of the Holy Ghost. It builds your faith, fortifies you against temptation, and helps you draw near to your Heavenly Father and His Beloved Son.

“Develop a plan for your personal study of the scriptures. [Set] aside a certain amount of time each day to study the scriptures. During that time, read carefully, being attentive to the promptings of the Spirit. Ask your Heavenly Father to help you know what He would have you learn and do” (*True to the Faith: A Gospel Reference* [2004], 156).

- In what ways can you better fulfill the command to diligently search the scriptures and the words of latter-day prophets?

Invite the students to develop a plan to improve their personal scripture study habits. Consider giving them some time in class to write out their plans.

3 Nephi 23:6–14. Jesus Christ Commands the Prophet to Maintain an Accurate Scriptural Record

💡 Before class, write a paragraph on the board or on a piece of paper, but leave several key phrases out. Display the paragraph. Show students the places where writing is missing.

- How do the deletions impact a reader's ability to understand the complete message of the paragraph?

Explain that Jesus Christ has directed prophets to maintain accurate scriptural records. Ask students to read 3 Nephi 23:6–14, looking for the Savior's concern about something that was missing from the Nephites' record.

- Why do you think it would be important for people in the future to know that this prophecy had been fulfilled?

3 Nephi 24–25. Our Obedience to Gospel Principles Helps Us Prepare for the Second Coming of Jesus Christ

💡 Ask students to think of activities that require careful preparation over a period of time. Invite them to share their ideas. (Students might identify activities such as running a long-distance race or saving money for a mission or a college education.)

Read 3 Nephi 24:1 with students, explaining that it is a prophecy about the Savior's Second Coming. Ask them to identify the word that describes the manner in which the Lord will come to His temple.

Explain that although the Savior's appearance in the temple will seem to happen "suddenly," it will be the culmination of much preparation by Him and His people.

- According to prophecies, what would need to happen to prepare the Lord's kingdom for the Second Coming? (Answers may include the

restoration of the gospel and the priesthood, the coming forth of the Book of Mormon, and the preaching of the gospel throughout the world.)

Point out that just as the Lord's kingdom must be prepared for His coming, each member of that kingdom needs to be prepared. In 3 Nephi 24 and 25, we find prophecies that the Savior commanded to be written for the benefit of future generations (see 3 Nephi 26:2–3). These prophecies had not been included in the brass plates—they were recorded by Malachi in about 430 B.C., approximately 170 years after Lehi left Jerusalem (see Bible Dictionary, "Malachi," 728).

Explain that we can read 3 Nephi 24 and 25 as guides that can help us prepare for the Savior's Second Coming. Give students time to read the chapters on their own and identify at least two gospel principles that help us prepare for the Second Coming.

After sufficient time, ask students to share the principles they have discovered. Ask them how they can apply the principles in their lives now. (You may choose to discuss tithing and temple work in more detail later in the lesson. If you do, you will probably not want to spend a lot of time discussing these principles in this activity.)

💡 In 3 Nephi 24:8–11 the Lord commands His people to live the law of tithing. As you discuss the law of tithing with students, you may want to use some of the following resources: pages 333–34 in the student manual; "Tithing" in *True to the Faith*, pages 180–82; and "Tithes and Offerings" in *For the Strength of Youth*, pages 34–35.

Ask students to consider how paying their tithes and offerings helps them "abide the day of his coming" (3 Nephi 24:2; see also D&C 64:23 ). Have a student read 3 Nephi 24:8.

- Why is failure to pay tithing the same as robbing the Lord?

Have students scan 3 Nephi 24:9–12 and look for answers to the following questions:

- What are some of the blessings promised to those who pay their tithes and offerings?

- How does the commandment to pay tithing separate the righteous from the wicked?

Invite students to share how they have been blessed as they have lived the law of tithing.

💡 Display some family history items, such as pictures of ancestors, pedigree charts, or family group sheets.

- What are our obligations toward our ancestors?

Read the following statement by the Prophet Joseph Smith:

“The greatest responsibility in this world that God has laid upon us is to seek after our dead” (in *History of the Church*, 6:313).

Invite students to read 3 Nephi 25:5–6. You may want to point out that the angel Moroni repeated this prophecy the first time he visited Joseph Smith (see D&C 2; Joseph Smith—History 1:36–39). Referring to this prophecy, the Prophet Joseph Smith taught, “The earth will be smitten with a curse unless there is a welding link . . . between the fathers and the children” (D&C 128:18).

- Who did the Lord say would come before the Second Coming?
- Why was Elijah sent?

Suggest that students mark 3 Nephi 25:6, footnote *c*, or write *D&C 110:13–16* in the margins of their scriptures, near 3 Nephi 25:5–6. Ask a student to read the section heading to Doctrine and Covenants 110. Then ask another student to read Doctrine and Covenants 110:13–16.

- When and where did Elijah return?

You may want to share the following statements about Elijah’s return. The statement by Elder Russell M. Nelson is also available on the companion DVD .

“It is interesting to know that on the third day of April, 1836, the Jews were celebrating the feast of the Passover, and were leaving the doors of their homes open for the coming of Elijah. On that day

Elijah came, but not to the Jewish homes, but to the Temple in the village of Kirtland . . . to two humble servants of the Lord” (Joseph Fielding Smith, *Church History and Modern Revelation*, 2 vols. [1953], 3:84).

“Elijah’s return to earth occurred at the first temple built in this dispensation, where he and other heavenly messengers, under direction of the Lord, entrusted special keys of priesthood authority to the restored Church. . . .

“With that, natural affection between generations began to be enriched. This restoration was accompanied by what is sometimes called the Spirit of Elijah—a manifestation of the Holy Ghost bearing witness of the divine nature of the family. Hence, people throughout the world, regardless of religious affiliation, are gathering records of deceased relatives at an ever-increasing rate.

“Elijah came not only to stimulate research for ancestors. He also enabled families to be eternally linked beyond the bounds of mortality. Indeed, the opportunity for families to be sealed forever is the real reason for our research” (Russell M. Nelson, in Conference Report, Apr. 1998, 43; or *Ensign*, May 1998, 34).

- In what ways do temple ordinances turn our hearts to our ancestors who have died? In what ways can temple ordinances turn our hearts to our family members who are still alive?

Ask students to share how their lives have been blessed or can be blessed because of temple ordinances.

Invite them to ponder what they can do to fulfill their obligations toward their ancestors.

Share your testimony regarding the blessings that result from temple ordinances.

3 Nephi 26:7–11. As We Give Heed to What the Lord Has Revealed, We Prepare Ourselves to Receive Greater Revelation

💡 Give students a few minutes to write questions that can be answered using 3 Nephi 26:7–11. Instruct them to save their questions until later in the lesson.

Read the statement by President Spencer W. Kimball on page 336 in the student manual.

- What can we learn from President Kimball’s statement?
- Why should we study and follow that which has been revealed before we expect to receive more?

Ask a student to read 3 Nephi 26:7–11. Then invite a few students to read the questions they previously wrote regarding these verses. Have the rest of the students look in 3 Nephi 26:7–11 for answers to these questions. After a discussion of the students’ questions, you may want to ask the following:

- How does having “a lesser part” try our faith?
- What must we do in order to have the “greater things” manifest to us?
- Which article of faith best parallels the principle taught in 3 Nephi 26:9–10?

Share the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles (also available on the companion DVD ):

“Just as there will be many more Church members, families, wards, stakes, and temples—later on, there will also be many more nourishing and inspiring scriptures. However, we must first feast worthily upon that which we already have!” (in Conference Report, Oct. 1986, 70; or *Ensign*, Nov. 1986, 52).

Ask students to think about an experience when they were able to learn greater truths because they were faithful to the truths they had already been given. Invite them to share their experiences.

CHAPTER 46

3 Nephi 27–30

Introduction

Near the end of His ministry among the Nephites, the Savior answered His disciples' question about what they should call the Church, telling them that they should call the Church by His name. He helped them understand that only His Church could be built upon His gospel. Later He defined His gospel. As you teach from these accounts, you have the opportunity to remind students that the Church and the gospel are means the Lord uses to help us return to Him.

This scripture block is unique because it tells the story of the translation of three Nephite disciples—including more information about translated beings than anywhere else in the scriptures. You can help students understand why the Lord chooses to translate some of His mortal servants.

Finally, 3 Nephi ends with Mormon describing the Book of Mormon's role in the latter-day gathering of Israel. You can encourage students to recommit to using this precious gift in their individual lives and in their efforts to invite others to come unto the Savior.

Some Doctrines and Principles

- The Church of Jesus Christ is called by His name and built upon His gospel (see 3 Nephi 27).
- Some of the Lord's faithful servants have been translated so they can continue their ministry on the earth (see 3 Nephi 28).
- The coming forth of the Book of Mormon signaled the beginning of the gathering of Israel (see 3 Nephi 29:1–3).

Suggestions for Teaching

3 Nephi 27. The Church of Jesus Christ Is Called by His Name and Built upon His Gospel

💡 Ask students to read 3 Nephi 27:1–3 and note the question Jesus's disciples asked. Then ask them to divide into pairs and study 3 Nephi 27:4–9 together. Before they begin their study, ask them to look for as many reasons as they can why Jesus Christ's Church must bear His name. After students have had time to discuss this in pairs, ask them to share their ideas with the entire class.

Ask students where in the scriptures the Lord reveals the full name of His Church in this dispensation. Invite one of them to read Doctrine and Covenants 115:3–4. Then write the following on the board:

The Church of Jesus Christ of Latter-day Saints

The =
Church =
of Jesus Christ =
of Latter-day =
Saints =

Ask students to discuss the significance of each part of the Church's name.

Share the statement by President Gordon B. Hinckley on page 337 in the student manual or on the companion DVD . Explain that President Hinckley said this in his first general conference address to the entire Church membership after he was sustained as President of the Church. The following questions may be helpful:

- How would you summarize President Hinckley's statement in one or two sentences?
- What message do we send when we use the full name of the Church instead of a nickname?
- What might you say to a person who asks if you are a Mormon? Why?

💡 Ask students to read 3 Nephi 27:8–11. Direct their attention to the repetition of the word *gospel*.

- If someone asked you what you mean when you talk about “the gospel,” what would you say?

As students share possible responses to this question, you may want to list their ideas on the board. You also might consider reading the following statement from *True to the Faith* and summarizing it on the board:

“The gospel is our Heavenly Father’s plan of happiness. The central doctrine of the gospel is the Atonement of Jesus Christ. . . . In its fulness, the gospel includes all the doctrines, principles, laws, ordinances, and covenants necessary for us to be exalted in the celestial kingdom” (*True to the Faith: A Gospel Reference* [2004], 76).

Invite students to turn to 3 Nephi 27:13–22. Instruct them to silently read and underline the principles that Jesus Christ listed as part of His gospel. After sufficient time, invite them to share what they have found. Add to the list on the board as necessary.

List the following scripture references on the board:

2 Nephi 31
D&C 20:8–36
Moses 6:53–62

Divide the class into three groups, and assign one of these scripture blocks to each group. Invite students to scan their assigned scripture blocks, looking for further insights about the meaning of the term *gospel*. Refer them to the list on the board to help them understand the significance of the scriptures they read. Invite students from each group to share insights they have gained from their reading.

Encourage students to create a scripture chain by cross-referencing 3 Nephi 27:13–22 with the three passages listed on the board. For example, in the margin next to 3 Nephi 27:13–22, they could write *See 2 Nephi 31*. In the margin at the beginning of 2 Nephi 31, they could write *See D&C 20:8–36*. In the margin next to Doctrine and Covenants 20:8–36, they could write *See Moses 6:53–62*. In the margin next to Moses 6:53–62, they could complete the chain by writing *See 3 Nephi 27:13–22*. Or they could turn to one of the blank pages in the front or back of their copies of the Book of Mormon and list these passages under a heading such as “The Gospel of Jesus Christ.”

Use the following chart and questions to help students discuss and internalize the principles in the scriptures they have read:

Gospel of Jesus Christ	Scripture References
The Atonement of Jesus Christ	3 Nephi 27:13–14
Faith	3 Nephi 27:19
Repentance	3 Nephi 27:16, 19–20
Baptism	3 Nephi 27:16, 20
Holy Ghost	3 Nephi 27:20
Endure to the end	3 Nephi 27:16–17
Resurrection	3 Nephi 27:14, 22
Judgment	3 Nephi 27:14–16

- According to these verses, what blessings do we receive as we live the gospel of Jesus Christ?
- How has your study of these verses deepened your understanding of what the gospel is?
- Why do we need latter-day revelation to understand the gospel?

Help students see that the principles of the gospel as they are presented in the scriptures and in modern revelation are evidence of God’s desire to share the blessings of exaltation with His children.

Conclude by reading 3 Nephi 27:27 . Invite students to ponder what they can do to more fully follow the Savior’s admonition to be as He is.

3 Nephi 28. Some of the Lord’s Faithful Servants Have Been Translated So They Can Continue Their Ministry on the Earth

-  Have students read 3 Nephi 28:1–10 silently, noting how the twelve Nephite disciples answered when Jesus asked them, “What is it that ye desire of me, after that I am gone to the Father?”

- What blessing did the Lord promise the first nine disciples? What blessing did He give to the other three?

Help the students understand that the three disciples were placed in a condition we call being translated. Help them understand that this is different from being transfigured or resurrected. For further information, direct them to the definitions on page 339 in the student manual.

Ask students to name others in the scriptures who have been translated (possible answers include Enoch and his people, Moses, Elijah, and John the Beloved). Explain that the Lord translates those who need to (1) live beyond the normal span of mortality and (2) retain their physical body to accomplish their divinely appointed mission.

Divide the class into groups of three or four. To help students understand the experiences and conditions of the three disciples as presented in 3 Nephi 28, ask them to examine verses 6–40 and share insights about these verses. While students work in their groups, walk from group to group and listen to their comments. Encourage every student to contribute to the group’s discussion. Invite students to mark in their scriptures the insights shared by their groups. Insights should include that the Three Nephites:

1. Would never taste of death but would be changed from mortality to immortality “in the twinkling of an eye” (see verses 7–8).
2. Would not experience pain except sorrow for the sins of the world (see verse 9).
3. Received a sure promise of exaltation (see verse 10).
4. Saw and heard unspeakable things (see verses 13–14).
5. Would be protected so that the wicked would have no power over them (see verses 19–22).
6. Would be able to show themselves to others as they desired (see verse 30).
7. Would be blessed so that Satan would have no power over them (see verse 39).
8. Would remain on the earth until the Judgment Day (see verse 40).

Point out that the Savior told the Three Nephites that they would be among the Jews and Gentiles, who would not know them (see 3 Nephi 28:25–30). Therefore, many of the stories people hear about the Three Nephites are probably untrue. Also explain that the phrase “ye shall never endure the pains of death” (verse 8) is often misunderstood to mean that the Three Nephites would never die. As Paul taught, “in Adam all die” (1 Corinthians 15:22). This refers to everyone, including translated beings. However, translated beings pass through death very quickly and then become resurrected beings. They do not experience the separation of the body from the spirit for any appreciable length of time, as most of us will experience. This change will happen in what the scriptures call “the twinkling of an eye” (verse 8). In this sense, they do not “taste of death” (verse 7).

Ask three students to each read one of the following scripture passages. Invite the rest of the class to listen for descriptions of the work and ministry of the translated Nephites.

4 Nephi 1:30–37

Mormon 1:13–16

Mormon 8:6–11

- What do we learn about the three disciples from these scripture passages?
- How did the translated condition of the three disciples help them accomplish their work?

Ask a student to read 3 Nephi 28:9–10.

- Why did these three disciples want to stay on the earth?
- According to these verses, what is one of the results of sharing the gospel with others?

Invite students to tell about the joy they have felt in sharing the gospel with others. You may also want to invite them to tell about the joy they have felt when others have shared the gospel with them.

3 Nephi 29:1–3. The Coming Forth of the Book of Mormon Signaled the Beginning of the Gathering of Israel

💡 Have students read 3 Nephi 29:1–3 and Moses 7:60–62.

You may want to write these references on the board.

Ask students to identify the teachings that these two scripture passages have in common. (They both prophesy of the gathering of Israel and the coming forth of the Book of Mormon. If students do not discover the references to the Book of Mormon, you may want to direct their attention to the phrase “these sayings” in 3 Nephi 29:1 and to the statement “truth will I send forth out of the earth, to bear testimony of mine Only Begotten” in Moses 7:62.)

- According to 3 Nephi 29:1–2, when would the gathering of Israel begin? (When “these sayings” in the Book of Mormon “shall come . . . according to his word.”)

Remind students that latter-day prophets have emphasized that the coming forth of the Book of Mormon is more than a sign that the gathering has started. It is also an instrument to assist in the gathering.

Share the following statement by President Ezra Taft Benson (1899–1994), the 13th President of the Church (also available on the companion DVD ):

“Combined with the Spirit of the Lord, the Book of Mormon is the greatest single tool which God has given us to convert the world. If we are to have the harvest of souls . . . , then we must use the instrument which God has designed for that task—the Book of Mormon” (in Conference Report, Oct. 1984, 6–7; or *Ensign*, Nov. 1984, 7).

- In what ways do we participate in gathering Israel, or, in other words, inviting others to come unto Christ?
- In what ways can the Book of Mormon help us in our efforts to invite others to come unto Christ?

Invite a student to read 3 Nephi 29:3 while the other students listen for what the Lord promises to remember.

Remind students that members of The Church of Jesus Christ of Latter-day Saints are also members of the house of Israel.

- As a member of the house of Israel, what evidence do you have that the Lord has remembered the covenants He has made with you?
- How might your knowledge that the Lord remembers His covenants with you influence your actions?

Time permitting, have students read 3 Nephi 29:4–9 and identify the Lord’s words to those who live in the last days—His warnings and His promised blessings.

Share your feelings about the Lord’s tender watchcare and about His work to save each of us and bring us home again.

Introduction

Throughout history, people have sought happiness, peace, and prosperity. The scriptures tell of two societies that achieved this state: the people in Enoch's city of Zion (see Moses 7) and the Book of Mormon people who had been visited and taught by the resurrected Savior (see 4 Nephi 1). In 4 Nephi, we read of people who, for nearly 200 years after the visit of the Savior, were so righteous that "there could not [have been] a happier people among all the people who had been created by the hand of God" (4 Nephi 1:16). Sadly, that society eventually fell into apostasy. Students will profit by contrasting the choices that led to nearly 200 years of happiness with the choices that led to misery.

Some Doctrines and Principles

- When people are truly converted to the gospel of Jesus Christ, they work together in unity and peace (see 4 Nephi 1:1–19).
- Pride leads to division, dissension, and apostasy (see 4 Nephi 1:20–49).

Suggestions for Teaching

4 Nephi 1:1–19. When People Are Truly Converted to the Gospel of Jesus Christ, They Work Together in Unity and Peace

💡 Write on the board "*The people were all converted*" (4 Nephi 1:2).

- What does it mean to be converted?

Share the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles (also available on the companion DVD ):

"We qualify for eternal life through a process of *conversion*. As used here, this word of many meanings signifies not just a convincing but a profound change of nature. . . . Jesus' challenge [to be converted] shows that the conversion He required for those who would enter the kingdom of heaven was far more than just being converted to testify to the truthfulness of the gospel. To testify is to *know* and to *declare*. The gospel

challenges us to be 'converted,' which requires us to *do* and to *become*" (in Conference Report, Oct. 2000, 41–42; or *Ensign*, Nov. 2000, 32–33; italics in original).

Read 4 Nephi 1:1–2 with students.

- What evidences in these verses indicate that the people were truly converted? (Possible answers include: repentance, baptism, receiving the Holy Ghost, no contentions, and dealing justly with one another.)
- Why do you think these actions suggest that someone is converted?

Assign students to work together in pairs or small groups. Assign each pair or group to read 4 Nephi 1:3–18 and list additional evidences that indicate that the people were converted. Their lists could include that the people had all things common, performed miracles in the name of Jesus Christ, had the love of God in their hearts, did not commit any major sins, and were united. After three or four minutes, compile the students' findings on the board.

- What impact do you think truly converted Saints have on their families and neighborhoods?

Encourage students to silently ponder the following questions:

- What area of your life do you feel impressed to improve to be more converted to the Lord?
- What impact would these changes have on your family and friends?

Emphasize that true conversion is accompanied by increasing love and concern for others. As we become truly converted, pride and contention are eliminated from our lives and are replaced with peace and greater happiness.

💡 Invite a student to read 4 Nephi 1:17.

- What do you think it means to have no "manner of -ites"?

Explain that after the visit of the Savior, the people lived in unity and peace, overcoming any ethnic or cultural differences that might have existed between them before. They no longer distinguished themselves from each other with cultural titles such as “Nephites” or “Lamanites.”

Read the statements by President James E. Faust and Elder Richard G. Scott on pages 344–45 in the student manual. These statements are also available on the companion DVD  .

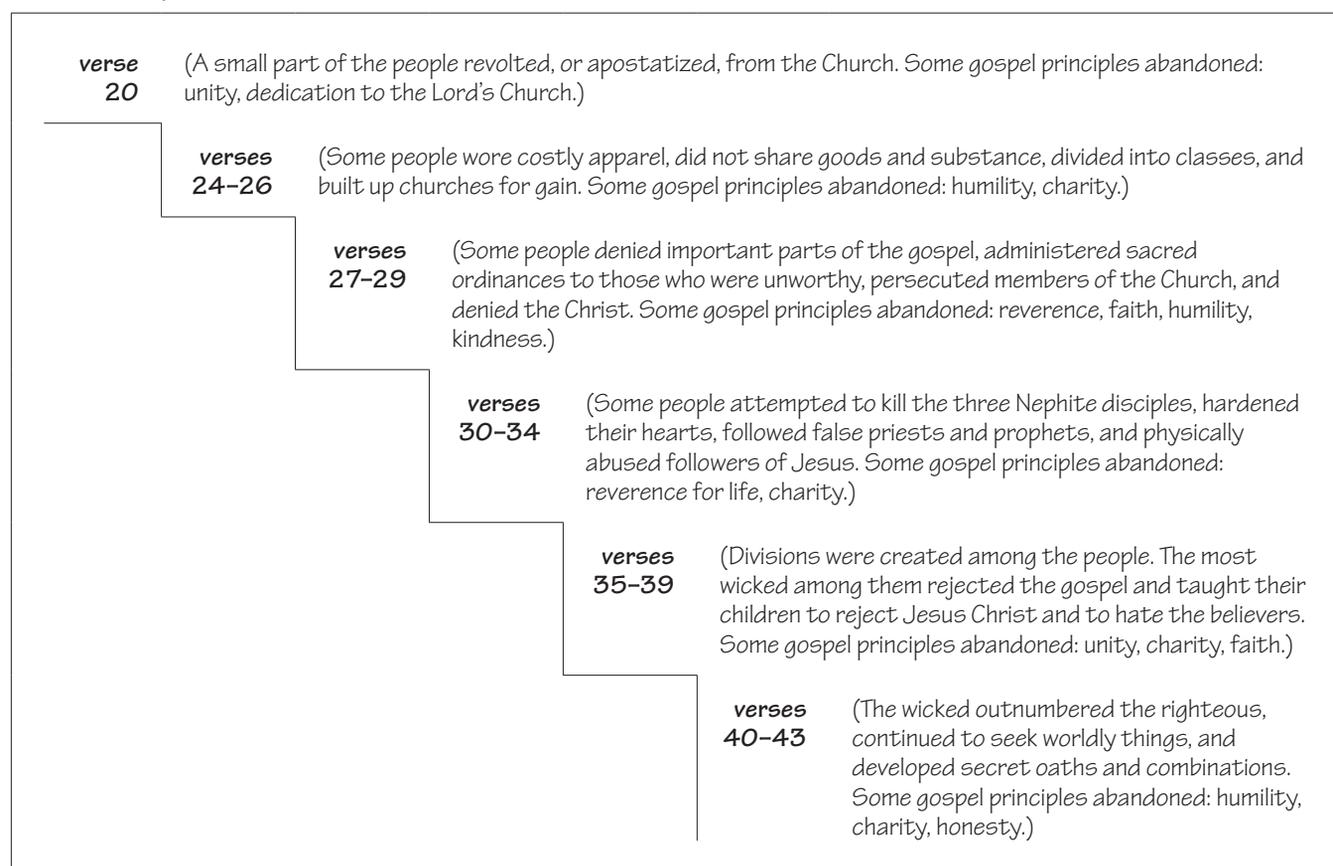
- How can we be unified with people of different cultures? How can we be unified with people whose interests or abilities differ from our own?
- Why do you think people who are converted to the Lord are more likely to seek unity and peace with each other?
- In what ways can feelings of unity influence a family? a ward or branch?

- What have you found that can encourage unity among family members and other loved ones?

4 Nephi 1:20–49. Pride Leads to Division, Dissension, and Apostasy

💡 Explain that the ideal conditions in this society lasted for nearly 200 years. Then the society changed gradually over the next 100 years, as people began making choices that led them to “dwindle in unbelief and wickedness, from year to year” (4 Nephi 1:34). Have students read 4 Nephi 1:45–48 to see the outcomes of these choices: all people were wicked except for the disciples of Jesus, the people allowed the Gadianton robbers to spread throughout the land, and the scriptures were hidden from the people. Then draw the following chart on the board or display it with an overhead projector, leaving off the information in parentheses.

A Fallen People



Explain that this chart shows how the people's fall occurred gradually, through a long series of sinful choices. Read the verses on each step of the chart with students. After reading each set of verses, ask students to list (1) the unrighteous actions and attitudes of the people and (2) the gospel principles that the people abandoned (examples are in parentheses in the chart above). Ask a student to act as scribe and record the students' insights.

- In what ways does pride relate to each of the actions listed on the chart?

Ask a student to read Doctrine and Covenants 38:24–27.

- How could following these principles have stopped these downward steps?

4 Nephi 1:48–49. Wickedness Leads to a Loss of Precious Blessings

 Read 4 Nephi 1:48–49 with the students. Have them look for what was lost or taken away from the people.

- Why would the removal of the sacred writings be a tragic event?
- In what ways might the scriptures become “hidden” to us? (You may want to invite students to read and cross-reference Alma 12:10–11 with 4 Nephi 1:48–49 and discuss how people can lose sacred blessings.)
- In what ways does having sacred truths such as the scriptures and other revelations increase our capacity to progress spiritually?

Share the following statement by President Spencer W. Kimball (1895–1985), the 12th President of the Church:

“I find that when I get casual in my relationship with divinity and when it seems that no divine ear is listening and no divine voice is speaking, that I am far, far away. If I immerse myself in the scriptures, the distance narrows and spirituality returns. I find myself loving more intensely those whom I must love with all my heart and mind and strength, and loving them more, I find it easier to abide their counsel” (*What I Hope You Will Teach My Grandchildren* [address to seminary and institute teachers, July 11 1966], 4).

- How does personal immersion in the scriptures influence closeness to Heavenly Father and Jesus Christ?

Contrast people in a state of conversion, as shown at the beginning of 4 Nephi, with people in a state of wickedness, as shown at the end of 4 Nephi. Share your testimony about the consequences of willful disobedience and the consequences of continuing conversion.

CHAPTER 48

Mormon 1–6

Introduction

Although the first six chapters of Mormon contain tragic accounts of the conflict between the Lamanites and Nephites and great wickedness among the people, they also include a message of hope. As students study, ponder, and discuss the life and teachings of Mormon, they can be inspired to remain faithful even when the world becomes more evil around them.

Some Doctrines and Principles

- It is possible to be righteous amid great wickedness (see Mormon 1–2).
- The Book of Mormon is a witness for Christ (see Mormon 3:17–22; 5:12–14).
- “The judgments of God will overtake the wicked” (see Mormon 4; 6).

Suggestions for Teaching

Mormon 1:1. The Word *Mormon*

💡 Remind students that the Savior told His Nephite disciples that His Church should be called by His name (see 3 Nephi 27:1–12; see also chapter 46 in this manual). However, today many people use the phrase “Mormon Church” instead of the official name of the Church and refer to Latter-day Saints as Mormons.

- Although we prefer the official name of the Church, what are some positive things about the word *Mormon*?

As part of this discussion, ask students to turn to page 348 in the student manual. Invite a student to read the statement by the Prophet Joseph Smith, and invite a few students to take turns reading paragraphs in the statement by President Gordon B. Hinckley.

- In what ways do these statements apply to us as members of The Church of Jesus Christ of Latter-day Saints?

Mormon 1–2. It Is Possible to Be Righteous amid Great Wickedness

💡 If a current newspaper is available, display it. Point out headlines that indicate wickedness in the world, being careful not to direct students’ attention to

anything that could detract from the influence of the Spirit. Briefly discuss some of the challenges that young adults face today.

Write the following scripture references on the board:

Mormon 1:13–14, 18–19

Mormon 2:8

Mormon 2:13–15

Ask each student to create a news headline based on each of the passages. After sufficient time, invite students to share their headlines.

Explain that in the midst of this wickedness, a young man named Mormon stayed pure and strong. Invite students to read Mormon 1:1–2, 15; 2:1–2.

- What personal qualities did Mormon have? How do you think these qualities might have helped him maintain his faithfulness to God?
- What does it mean to you to “[taste] and [know] of the goodness of Jesus”? (Mormon 1:15).

Share the following statement by President Gordon B. Hinckley (1910–2008), the 15th President of the Church:

“Live your lives according to the principles of the gospel. You live in an age when there is so much of filth. You must not stoop down to that. You must rise above it. You must have the strength to say no and to stand tall. I promise you that if you will do so, those who would otherwise invite you to their kind of living will wish that they too had lived above those things” (*Teachings of Gordon B. Hinckley* [1997], 716).

- What has helped you remain righteous in the midst of the wickedness in our day?
- What can we learn and apply from Mormon’s example?

Mormon 2:10–14. “Their Sorrowing Was Not unto Repentance”

💡 Have a student read Mormon 2:10–14.

- In what ways is the sorrowing that Mormon hoped for different from the sorrowing he actually witnessed?

Help students understand that the people did not sorrow because they felt remorse for what they had done; they sorrowed because they were unhappy with the consequences of their sins. You may want to refer students to the statements by Elder Neal A. Maxwell and President Ezra Taft Benson on page 349 in the student manual.

Mormon 2:14–15. “The Day of Grace Was Passed”

💡 Relate the following modern parable: While working in a field, a young man injured his leg. He limped home, dressed the wound, and laid down to rest. His father encouraged him to see a doctor. However, the young man thought he could recover on his own. As the days passed, his leg continued to worsen and the pain increased, but still he would not seek medical help. Late one afternoon he started feeling sick all over. He noted that his leg was badly discolored. That evening he developed a high fever and became delirious. By morning he was dead.

Ask students to relate the parable to Mormon 2:14–15. Consider asking the following discussion questions:

- Whom does the young man represent? (The Nephites.)
- Whom does the father represent? (Mormon.)
- Whom does the doctor represent? (The Lord.)
- When was it too late for the young man? (Probably when he developed the high fever and became delirious.) How does this relate to the Nephites?
- Mormon stated that “the day of grace was passed with [the Nephites]” (Mormon 2:15). What does verse 14 indicate was the reason they arrived at this state?

Refer students to the statement by President Spencer W. Kimball on page 350 in the student manual. Help students see that the Lord is merciful and desires that we repent but that we must turn to Him with a broken heart and contrite spirit. The Nephites would not repent, so they could not be forgiven. Testify that we can receive

the blessing of forgiveness if we will humble ourselves before the Lord.

Mormon 3:17–22; 5:12–14. The Book of Mormon Is a Witness for Christ

💡 Ask students to work in pairs to read and discuss Mormon 3:17–22. After they have had enough time, ask the following questions and invite students to respond based on their discussions:

- Whom is Mormon speaking to in these verses?
- In verse 21, Mormon expresses the hope that future readers “may believe the gospel of Jesus Christ.” What is the relationship between the gospel, the Book of Mormon, and Jesus Christ?

Ask students to review Mormon 3:20–22 and also to read Mormon 5:12–14.

- Why did Mormon and other prophets write?
- How has the Book of Mormon helped you “believe the gospel of Jesus Christ”?
- How has the Book of Mormon strengthened your testimony of Jesus Christ?
- In what ways have you seen the Book of Mormon bless the lives of other people?

Mormon 4; 6. “The Judgments of God Will Overtake the Wicked”

💡 Have students read Mormon 4:5, 10–12.

- What can we learn from these verses?

Tell students that they are now going to read about the results of the Nephites’ last battle—an example of God’s judgments overtaking the wicked. Have students take turns reading the verses in Mormon 6:11–15, keeping track of how many Nephites were killed in this battle. (About 230,000 Nephite soldiers were killed. Point out that many others died—the Lamanite warriors are not included in these verses, nor is there any mention of the women and children on both sides who died as a result of the battle.)

Invite a student to read Mormon 6:16–22. Or read these verses yourself, inviting students to follow along silently in their scriptures.

Ask students to silently consider what might have led to the fall of the entire Nephite nation. Then ask them to read Moroni 8:27 and Doctrine and Covenants 38:39.

- What can we learn from the story of the Nephites' fall?

As a conclusion to this section, you may want to show “O Ye Fair Ones,” presentation 19 on *Book of Mormon DVD Presentations* (item number 54011).

Mormon 5:22–24. We Are in the Hands of God

💡 Have students turn to the statement by Elder W. Craig Zwick on pages 352–53 in the student manual (also available on the companion DVD ). Explain that before Elder Zwick made this statement, he quoted the following words from Mormon 5:23: “Know ye not that ye are in the hands of God? Know ye not that he hath all power?”

Ask students to look at their hands, palms up, as you read Elder Zwick’s statement (or as an assigned student reads it).

At the conclusion of the reading, ask students to name the four keys Elder Zwick said we need in order to “put our hand in [God’s hand]” and “feel His sustaining presence lift us to heights unattainable alone.” Write the four keys on the board:

Learn
Listen
Seek the Spirit
Pray always

Ask students to write these four keys down. Encourage them to take time before the next class to evaluate their lives in each of these areas.

Conclude by expressing your hope that students will follow Mormon’s example—that they will submit to the hand of God and seek to do His will.

CHAPTER 49

Mormon 7–9

Introduction

Mormon directed his final message to the descendants of Lehi in the latter days (see Mormon 7:1). Moroni also directed his words to people in the latter days, saying: “I speak unto you as if ye were present, and yet ye are not. But behold, Jesus Christ hath shown you unto me, and I know your doing” (Mormon 8:35). He declared that the Book of Mormon would miraculously come forth in a time of wickedness, when many in the world would say that “miracles are done away” (Mormon 8:26). As you conduct discussions about the teachings of Mormon and Moroni, you can help students recognize that the Book of Mormon was written for them. Students’ faith will increase as they draw nearer to the “God of miracles” of whom Mormon and Moroni testified (see Mormon 9:10–15).

Some Doctrines and Principles

- The Lord offers salvation to all who believe in Him and accept His gospel (see Mormon 7).
- The Book of Mormon was written for our day (see Mormon 8:26–41).
- Miracles, signs, and revelations are poured out on the faithful (see Mormon 9:7–27).
- God is an all-knowing, unchangeable being (see Mormon 9:9–11, 19).

Suggestions for Teaching

Mormon 7. The Lord Offers Salvation to All Who Believe in Him and Accept His Gospel

💡 Ask students to imagine that they are about to die and that they have an opportunity to leave a final written message. Give each of them a piece of paper, and invite them to list some things they might write. After a few minutes, invite them to share their lists with each other.

Explain that Mormon 7 contains the last message Mormon wrote on the plates. (You may need to point out that Moroni wrote the words in Mormon 8–9. Some of Mormon’s teachings appear later, in Moroni chapters 7–9, but Moroni, not Mormon, recorded those teachings on the gold plates.)

Instruct students to silently read Mormon 7 and identify significant teachings Mormon included.

After students have read, help them see how Mormon’s message is relevant in their lives by asking some or all of the following questions:

- Which of Mormon’s teachings do you feel are particularly meaningful or poignant?
- How can coming “to the knowledge of [our] fathers” (verse 5) influence our desire to repent and live the gospel?
- How can knowing that we will be resurrected to “stand before [Christ’s] judgment-seat” (verse 6) influence our desire to repent and live the gospel?
- Mormon said that we should “lay hold upon the gospel of Christ” (verse 8). What does this mean to you?

Mormon 7:8–9. The Bible and the Book of Mormon Witness of Jesus Christ

💡 The Book of Mormon and the Bible support each other and share a common purpose: to strengthen our faith in Jesus Christ. Ask a student to read the statement by President Brigham Young on pages 354–55 in the student manual. Then invite another student to read Mormon 7:8–9. Explain that in verse 8, the phrase “this record” refers to the Book of Mormon, and the phrase “the record which shall come unto the Gentiles from the Jews” refers to the Bible. In verse 9, the word *this* refers to the Book of Mormon, and the word *that* refers to the Bible.

- In what ways does the Book of Mormon strengthen your faith in the teachings in the Bible? In what ways does the Bible strengthen your faith in the teachings in the Book of Mormon?
- Why are you grateful to have both records?

Mormon 8:12–25. Accepting the Book of Mormon Brings Blessings

💡 Invite a student to read Mormon 8:12, 17. Then ask students to turn to the introduction page of the Book of Mormon and read the sixth paragraph, which contains the Prophet Joseph Smith’s testimony of the Book of Mormon.

- Even though Moroni expressed concern about possible “imperfections” and “faults” in the Book of Mormon, what was Joseph Smith’s assessment of the book?

- What blessing did the Prophet Joseph Smith promise those who accept the Book of Mormon and abide by its principles?
- What did Moroni say would come to those who receive the record and do not condemn it?

Read Mormon 8:14 with the students. Call attention to Moroni’s declaration that the record is “of great worth.”

Invite students to silently read Mormon 8:15, 21–25, looking for reasons why the Book of Mormon is of great worth. After students have read, invite them to share what they have found. Answers might include the following:

1. It is for “the welfare of the ancient and long dispersed covenant people of the Lord” (verse 15).
2. It shows that the Lord remembers His covenant with the house of Israel (verse 21).
3. It shows that “the eternal purposes of the Lord shall roll on, until all his promises shall be fulfilled” (verse 22).
4. It demonstrates that the Lord is fulfilling the promises He made to writers in the book who prayed for the welfare of their brethren (verses 23–25).

Help students see that prayerful study of the Book of Mormon will help them grow in the testimony of its “great worth” and will help them secure the blessings promised by Moroni and Joseph Smith.

Mormon 8:26–41. The Book of Mormon Was Written for Our Day

💡 Invite students to describe, in general terms, the wickedness in the world today. You might suggest that they contrast the Ten Commandments or the standards in *For the Strength of Youth* with the worldliness surrounding them. After they share a few comments, ask them to read Mormon 8:26–30, taking turns reading the verses. After each verse is read, discuss as a class how the conditions described in that verse are evident today.

Read Mormon 8:31. Suggest that students highlight or mark the prophecy that the Book of Mormon “shall come in a day when there shall be great pollutions.” Ask them to identify the pollutions listed in the verse. Then share the statement by Elder Joe J. Christensen on pages 356–57 in the student manual.

- In addition to physical pollution, what kinds of spiritual pollutions exist in our day? (See page 357 in the student manual.)

In connection with Mormon 8:35, share the statement by President Ezra Taft Benson on page 357 in the student manual. This statement is also available on the companion DVD .

- According to President Benson, how did the Book of Mormon writers know which stories, teachings, and events would be the most helpful to us?
- In what ways can this knowledge affect the way you study the Book of Mormon?

Mormon 9:7–27. Miracles, Signs, and Revelations Are Poured Out on the Faithful

💡 Consider sharing some experiences that illustrate that the Lord is a God of miracles. As appropriate, encourage students to share miracles they have witnessed. To help students recognize that we believe in a God of miracles today, share the statements by Elder Dallin H. Oaks and Elder Bruce R. McConkie on page 359 in the student manual.

Write *Mormon 9:7–8, 19–21, 24–25* on the board:

Ask students to silently read these verses and consider what they teach concerning miracles. Invite them to share their thoughts.

- Why should we expect to have revelations, signs, and miracles in the Church today?
- What prevents miracles from happening?

Encourage students to write in their journals about miracles they have experienced. Suggest that they review these journal entries periodically.

Mormon 9:9–11, 19. God Is an All-Knowing, Unchangeable Being

💡 Have students read Mormon 9:9–10 and 2 Nephi 9:20 silently.

- Why is it important for you to know that God is all-knowing and unchangeable?

Explain to students that in order to “exercise faith in God unto life and salvation,” we must have “a *correct* idea of his character, perfections, and attributes” (*Lectures on Faith* [1985], 38; italics in original). Direct

students' attention to Moroni's warning that some people "have imagined . . . a god who doth vary" (Mormon 9:10).

- How does it help you to know that God is unchanging?

Share the statement by Elder Neal A. Maxwell on pages 358–59 in the student manual.

- According to Elder Maxwell, why is it important to know that God is all-knowing?
- How can we strengthen our faith in God's unchanging and perfect nature?

List the following scripture references on the board:

Mormon 9:9–11

1 Nephi 10:18–19

2 Nephi 27:23

Mormon 9:19

Moroni 10:19

D&C 20:10–12

Invite students to study one or more of these passages, looking for principles about the unchanging character of God. You may want to encourage them to create a scripture chain of these verses (for information on scripture chains, see page 360 in the student manual).

- How do these scripture passages help you increase your trust in Heavenly Father?

Explain that in addition to being all-knowing and unchangeable, God delights to bless us and reward our faithfulness.

- If God is unchangeable and bestowed visions, blessings, and revelations upon His children anciently, what does this mean for us today?

Share your testimony of the confidence that comes from understanding the unchanging character of God. Encourage students to share their testimonies regarding the character of God with family members or friends who may be struggling to gain the correct idea of God's character.

Introduction

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles said that the brother of Jared’s experience with the Savior “ranks among the greatest moments in recorded history, surely among the greatest moments in recorded faith. It established the brother of Jared among the greatest of God’s prophets forever” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 17). These chapters detail the blessings that came to the early Jaredite colony as a result of the faith and prayers of the brother of Jared. As students study and discuss Ether 1–5, they can evaluate their own prayers and look forward to the blessings that come through exercising faith in the Lord. This scripture block concludes with an insight into the coming forth of the Book of Mormon and the witnesses who were chosen to testify of it.

Some Doctrines and Principles

- The prayers of the faithful can bring divine guidance and deliverance (see Ether 1:34–43; 2:5–25).
- The Lord requires us to do all we can to solve our problems (see Ether 2:16–25; 3:1–5).
- Great faith can lead us into the Lord’s presence (see Ether 3–4).
- The Lord appointed three witnesses to testify of the Book of Mormon (see Ether 5).

Suggestions for Teaching

Ether 1:34–43; 2:5–25. The Prayers of the Faithful Can Bring Divine Guidance and Deliverance

💡 Before class, write the following on the board:

Why did the Lord answer the prayers of the brother of Jared?

What does it mean to be “highly favored of the Lord”?

In response to the requests from Jared, the brother of Jared “did cry unto the Lord.” What might be some differences between crying unto the Lord and saying prayers?

Invite students to tell about times when they have faced challenging situations and received help through sincere prayer. Thank them for sharing, and explain that today they will be studying a similar story in the life of the brother of Jared.

Ask a student to read Ether 1:33. Then ask another student to briefly describe what took place at the Tower of Babel.

- If you had been there, what would have been your greatest concern about this scattering of people and confounding of language?

Write *Ether 1:34–43* on the board. Have students read the verses silently, looking for answers to the three questions on the board. After they have finished, ask them to share their answers.

To help students apply these principles in their lives, invite them to complete the second “Suggested Assignment” on page 368 in the student manual. As part of this exercise, consider asking the following questions:

- How can we improve our prayers?
- How does our obedience to God affect our prayers? How would disobedience affect our prayers?

💡 Ask a student to read Ether 2:14 and the first sentence of verse 15.

- What evil had the brother of Jared committed?
- What can we learn from these verses?
- Why does God want us to come to Him often in prayer?

Write *chasten* on the board. Read Doctrine and Covenants 95:1, asking students to look for reasons why the Lord chastens us. Help students understand that God chastens us because He loves us. You may also invite students to read the statements by Elders Jeffrey R. Holland and Neal A. Maxwell of the Quorum of the Twelve Apostles on pages 363–64 in the student manual. Share your testimony of the power of prayer and the blessings we can receive through prayer.

Ether 2:16–25; 3:1–5. The Lord Requires Us to Do All We Can to Solve Our Problems

🕯 Ask students to read Ether 2:18–19 silently. Invite them to look for three problems the brother of Jared brought to the Lord.

- What were the three problems? (The barges would not have any light in them, the people would not know where to steer the barges, and the people would run out of air to breathe in the barges.)

Explain that our Heavenly Father answers prayers in a variety of ways. Then invite a student to read Ether 2:20.

- How did the Lord answer the question about the lack of air in the barges?

Ask another student to read Ether 2:22–25.

- What did the brother of Jared learn about how the barges would be steered? (The people would not need to worry about steering the barges. The Lord would guide them across the sea by sending wind and “mountain waves.” See also Ether 6:4–8.)
- What did the Lord say about how to get light in the barges?
- What can we learn from the Lord’s request that the brother of Jared find a solution to this problem? (Answers might include that the Lord expects us to exercise our agency, intelligence, and faith; that He places some responsibility on our shoulders; and that sometimes He wants us to come up with our own plans, thus allowing us to grow.)

Invite a student to read Ether 3:1–5 to the class.

- What did the brother of Jared do to bring light into the barges?

As students discuss this question, they might suggest the following answers: The brother of Jared studied the problem. He found a solution. He prepared the stones, but he could not make them glow—for this he needed the Lord’s help. Then he went back to the Lord for confirmation of his plan.

Invite students to review the statement by President Harold B. Lee on page 364 in the student manual.

- In what ways can you apply this counsel in your life?

Ether 3–4. Great Faith Can Lead Us into the Lord’s Presence

🕯 Read Ether 3:6–14 as a class, having students take turns reading one or two verses.

- The brother of Jared’s faith brought him into the presence of the Lord. What similar privilege is promised to us in Ether 4:7?

Put the following chart on the board:

What did the brother of Jared do?	What should we do?
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Assign half of the class to read Ether 3:4–26, looking for what the brother of Jared did that enabled him to see the Savior. Ask them to also consider his actions as recorded in Ether 1–2. Assign the other half of the class to read Ether 4:4–19, looking for what Moroni counseled us to do to “rend [the] veil of unbelief” (verse 15). You may need to explain that the word *rend* means to tear and that a veil is a covering used to hide something. The phrase “veil of unbelief” describes how unbelief can separate us from God.

After sufficient time, ask students what they have found. List their responses on the board.

- What similarities do you notice between the two lists?

Ask a student to read Alma 19:6.

- How was the “veil of unbelief” cast away from Lamoni’s mind? (Add students’ responses to the right side of the chart on the board.)

Ask a student to read Doctrine and Covenants 67:10.

- What additional counsel has the Lord given to help us rend the veil of unbelief? (Add students’ responses to the right side of the chart on the board.)

Invite students to ponder how the counsel on the board could help them become closer to the Lord. You may want to ask them to write down their ideas.

Share your testimony about how we steadily see more of the Lord’s plan for our lives as we exercise faith in

Him. The Lord has promised that if we live righteously, exercise faith in Him, and keep our covenants, the day will come when we will be able to see Him and live in His presence.

💡 Have students study Ether 3:6–15, either individually or in pairs. Ask them to list gospel truths the brother of Jared either learned or had confirmed during his experience in the Lord’s presence. They may want to mark these truths in their scriptures. After sufficient time, invite students to share what they have found. You may want to record their comments on the board.

Answers may include the following:

The Lord would take upon Himself flesh and blood (verse 6).

The Lord redeems us from the Fall (verse 13).

Jesus Christ was prepared from the foundation of the world (verse 14).

Eternal life comes through the Savior (verse 14).

Jesus is the Father and the Son (verse 14).

The faithful become the sons and daughters of Christ (verse 14).

No one had ever seen the Lord in the manner that the brother of Jared saw Him (verse 15).

God created man in His own image (verse 15).

If students have questions about verse 14, you might consider referring them to the information about Mosiah 15:1–7 on page 153 in the student manual. If students have questions about verse 15, you might consider referring them to the statement by Elder Jeffrey R. Holland on pages 365–66 in the student manual.

- How can the account of the brother of Jared help us grow stronger in our testimonies?

Ether 5. The Lord Appointed Three Witnesses to Testify of the Book of Mormon

💡 Ask students to read Ether 5:2–4, Doctrine and Covenants 5:11–15, and Doctrine and Covenants 17:1–6 and cross-reference them with one another.

- What are the names of the Three Witnesses of the Book of Mormon?

Invite students to turn to the introductory pages in the Book of Mormon. Ask a student to read the Testimony of Three Witnesses.

Share the following statement by the Prophet Joseph Smith, which he made to his father and mother soon after his experience with the Three Witnesses:

“Father! Mother! . . . you do not know how happy I am. The Lord has caused the plates to be shown to three more besides me, who have also seen an angel and will have to testify to the truth of what I have said, for they know for themselves that I do not go about to deceive the people. And I do feel as though I was relieved of a dreadful burden which was almost too much for me to endure. But they will now have to bear a part, and it does rejoice my soul that I am not any longer to be entirely alone in the world” (quoted in *Teachings of Presidents of the Church: Joseph Smith* [2007], 127).

- Why do you think the experience of the Three Witnesses made the Prophet Joseph so happy?

Invite students to read Ether 5:2–4 and mark four different witnesses of the Book of Mormon. (For insights about these witnesses, see page 367 in the student manual.)

Have the students read the statement by Elder Dallin H. Oaks on page 367 in the student manual. This statement is also available on the companion DVD .

- In what ways can you be a witness of the Book of Mormon?
- In what ways can your witness of the Book of Mormon influence other people?

Conclude by bearing your testimony of the Book of Mormon.

CHAPTER 51

Ether 6–10

Introduction

In Ether 6–10, Moroni gives a summary of many generations of the Jaredite people. This fast-paced overview shows the consequences of righteousness and wickedness. Moroni's observations and warnings can help us avoid the pitfalls experienced by the Jaredites. The Lord continued to call on the Jaredites to repent and come unto Him, and He continues to call on us to do the same so He can grant us peace and happiness.

Some Doctrines and Principles

- As we trust in the Lord and do His will, He directs our course (see Ether 6:1–12).
- Prophets condemn wickedness and warn of danger (see Ether 7:23–27; 9:28–31).
- Secret combinations seek to destroy nations and overthrow freedom (see Ether 8; 9:26–27; 10:33).

Suggestions for Teaching

Ether 6:1–12. As We Trust in the Lord and Do His Will, He Directs Our Course

💡 Invite students to read Ether 6:1–12 silently, looking for similarities between the Jaredites' journey to the promised land and our journey through mortality toward the celestial kingdom. Suggest that they make a list of words and phrases in this scripture passage that can be applied to our life. For example, they might think about how the wind blowing toward the promised land could be compared to the influence of God in their lives. They might also consider parallels to the stones, the food stored in preparation for the journey, the depths of the sea, the barges or vessels, and the Jaredites themselves.

When students have had time to study and ponder, ask them to gather in small groups to share what they have found. Then ask each group to choose someone to share the group's ideas with the entire class. Invite students to share additional doctrines or principles as the discussion progresses. Suggest that students take notes on what each group shares.

- What principles can we learn from the experience of the Jaredites?
- In what ways can these principles help us receive God's direction fully in our lives?

Ether 6:9. “They Did Sing Praises unto the Lord”

💡 Give students time to silently read Ether 6:9 and 1 Nephi 18:9.

- What was the difference between the singing described in these two verses? (For another comparison of these accounts, see page 369 in the student manual.)
- What benefits come to us and to others as we “sing praises unto the Lord”?

Ether 6:12. “They . . . Did Shed Tears of Joy . . . Because of the Multitude of [the Lord's] Tender Mercies”

💡 Read Ether 6:12 with the students.

- What does the word *mercies* mean to you?

As part of this discussion, you may want to invite students to read the entry on “Mercy” on pages 102–3 in *True to the Faith*.

- How does the word *tender* add meaning to the word *mercies*?
- What does the word *multitude* contribute to our understanding of this verse?
- What did the people do when they arrived in the promised land? In what ways can we follow their example?

Give students time to think about “the multitude of [the Lord's] tender mercies” in their lives. After sufficient time, invite some of them to share examples.

Ether 6:17. “They Were Taught to Walk Humbly before the Lord”

💡 Ask a student to read Ether 6:17.

Ask students to identify actions and attitudes they have seen in others that demonstrate “walk[ing] humbly before the Lord.” You may want to list students' responses on the board.

- Why do we need to “walk humbly before the Lord” in order to be “taught from on high”?
- How can we be more humble? How can remembering our relationship to the Lord help us be humble?
- What are some challenges we face as we strive to be humble? How can we overcome these challenges?

Ether 7:23–27; 9:28–31. Prophets Condemn Wickedness and Warn of Danger

💡 Give students time to read Ether 7:23–27 and 9:28–31 silently. Ask them to look for the similarities and differences in the two accounts. Discuss the following questions:

- What might lead a person to accept or reject a prophet’s warnings?
- What are some warnings we have received from our living prophet?
- What are some examples of people receiving blessings because they have followed the warnings of the prophet? (Encourage students to share examples from their lives or from the lives of people they know.)

Ether 8; 9:26–27; 10:33. Secret Combinations Seek to Destroy Nations and Overthrow Freedom

💡 Ask students to review the material about Helaman 6:18–40 on pages 271–72 in the student manual, either individually or as a class. This material gives a brief explanation of secret combinations.

Explain that as the prophet Moroni summarized the Jaredite history, he warned modern readers of the dangers of secret combinations. Have students read the chapter heading for Ether 8. Then, using Ether 8:20–26, discuss some or all of the following questions:

- Moroni said that secret combinations destroyed the Jaredite civilization and the Nephite civilization (see verses 20–21). Why do you think secret combinations are so destructive?
- How might individuals or nations “uphold” secret combinations? (See verse 22.)
- Why do you think Moroni wrote about the awful results of secret combinations? (See verses 23–26.)
- How are secret combinations a counterfeit of true covenants with God?

Have students read Ether 9:26–27 and 10:33.

- Why do you suppose that even after periods of righteousness the Jaredite civilization kept falling prey to secret combinations?
- What personal attributes can we develop that will help us resist secret combinations? (Students may

give responses such as personal integrity, love for the Lord, and love for the Lord’s commandments.)

Have students read Helaman 6:37 and 3 Nephi 5:4–6.

- What is the best way to rid a community of secret combinations?

Ether 10. Leaders Can Influence Societies to Be Wicked or Righteous

💡 Explain that in Ether 10, Moroni summarizes several generations in just 34 verses. Some kings were righteous and led the people to prosperity and peace; others were wicked and led the people to misery. It is not likely that the society changed quickly from righteousness to wickedness or from wickedness to righteousness as their kings changed. Rather, it is likely that they changed gradually.

Use the following object lesson to illustrate this point. You may want to practice it before class.

Display a clear glass that is filled halfway with clean water.

Ask a student to read Ether 10:5. Then add a drop of dark food coloring to the water.

Have a student read Ether 10:9–11. Then add another drop of food coloring to the water.

Invite a student to read Ether 10:13. Then add another drop of food coloring.

Point out that just as societies with wicked leaders can gradually become wicked, societies with righteous leaders can gradually become more righteous. Have a student read Ether 10:16. Then add some bleach to the stained water. Repeat this process with verse 17 and then with verses 18–19. (At the conclusion, the water should be clear again.)

- What principles can we learn from this object lesson? How did these principles apply to the Jaredites? In what ways do they apply to societies today?
- What are some influences in our society that can make our lives impure? What can we do to keep our lives pure?

Conclude by emphasizing that when we are living righteously, we can be happy in any circumstance.

CHAPTER 52

Ether 11–15

Introduction

As Moroni abridged the final Jaredite records, he interrupted the historical narrative. He had included many accounts of the Jaredite people rejecting their prophets' message of faith. He had seen the same wickedness among his own people, the Nephites, as he and his father had preached the gospel. Knowing that similar conditions would exist in our day, he included Ether's teachings on faith as well as many teachings of his own.

As students read and discuss Ether 11–15, they can learn how to apply the teachings of Ether and Moroni in their lives. You can help them see that faith in Christ helps them live steady lives of devotion to God. Your class should also understand that faith in Christ leads to miracles and revelations and helps us turn weakness into strength.

Some Doctrines and Principles

- Faith and hope anchor our souls and make us sure and steadfast (see Ether 12:1–4).
- Great faith precedes miracles (see Ether 12:5–22).
- The Lord turns our weakness to strength as we humble ourselves and have faith in Him (see Ether 12:23–41).
- The New Jerusalem will be built in the Americas (see Ether 13:2–12).

Suggestions for Teaching

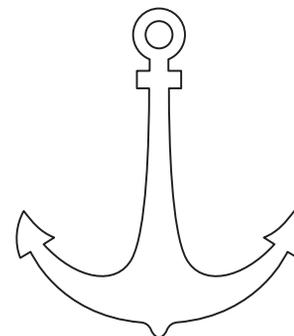
Ether 11–12. Introduction to Lesson Themes

💡 In advance, assign a student to prepare a presentation based on the introduction to chapter 52 in the student manual and the commentary for Ether 11 on page 375 in the student manual. Ask the student to present this information at the beginning of class.

Bring a package of seeds to class. Ask students if they remember which Book of Mormon prophet used a seed as an object lesson to teach a spiritual principle. When students recall that Alma used a seed to teach about the word of God and faith (see chapter 30 in this manual), ask them to recall Alma's definition of faith (see Alma 32:21 📖). Invite students to look for counsel in Ether 12 that can help them increase in faith.

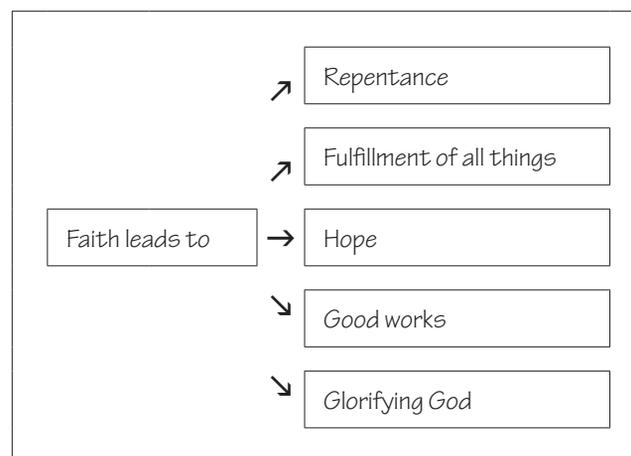
Ether 12:1–4. Faith and Hope Anchor Our Souls and Make Us Sure and Steadfast

💡 Display a picture of an anchor (or draw an anchor on the board). Ask students to describe the purpose of an anchor. Instruct them to turn to Ether 12:4.



- What does this verse identify as “an anchor to the souls of men”?
- Why do we need an anchor to our souls?

Explain that verses 3–4 identify results of faith. Display the following diagram on the board, but leave the boxes to the right of the arrows empty. Ask students to complete the chart based on the principles they find in verses 3–4. Possible answers are shown below.



Ask students how faith leads to each principle or action that is now listed to the right of the arrows. Briefly discuss each topic.

- How does faith in Christ give you hope and anchor your soul?

Ether 12:5–22. Great Faith Precedes Miracles

💡 Invite a student to read Ether 12:6 📖.

Write on the board *What is a trial of faith?* Invite one or two students to share brief examples of trials of faith that they have experienced or that someone they know has experienced.

Ask students to listen to the following statements and identify principles related to trials of faith. The statement by President James E. Faust is also available on the companion DVD .

“No man can obtain salvation without a thorough trial of faith and obedience to the principles of eternal truth which have been established from the beginning for the salvation and exaltation of mankind” (Joseph Fielding Smith, *Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr., 5 vols. [1957–66], 4:150).

“All must pass through a refiner’s fire, and the insignificant and unimportant in our lives can melt away like dross and make our faith bright, intact, and strong. There seems to be a full measure of anguish, sorrow, and often heartbreak for everyone, including those who earnestly seek to do right and be faithful. Yet this is part of the purging to become acquainted with God” (James E. Faust, in Conference Report, Apr. 1997, 85; or *Ensign*, May 1997, 63).

Explain that sometimes a trial of our faith comes in the form of difficulties; however, this is not the only way our faith is tried. Ask a student to read the statement by Elder Richard G. Scott on page 376 in the student manual. This statement is also available on the companion DVD .

- How did Elder Scott define a trial of faith?

Ether 12:6–22 refers to scripture accounts of blessings people have received as they have endured trials of their faith. Make the following chart on the board:

Who is mentioned?	How did they exercise faith?	What blessings did they receive?

Divide the class into pairs or small groups. Instruct each pair or group to copy the chart on paper. Ask them to read Ether 12:6–22, writing answers to the questions in the chart.

After students have had sufficient time to complete the activity, have them consider the blessing mentioned in verse 19.

- How might this blessing be a type of what all the faithful will experience in the end?
- In what ways do the blessings that flow from faith prepare us to enter into the Lord’s presence?

Explain that the Apostle Peter shared valuable insights about the trials of our faith. Invite students to identify the insights as one student reads 1 Peter 4:12–13.

- Peter said that we should not think it is strange when trials come. How might this principle help us endure trials? (You may want to point out that we endure trials better when we know that they are part of life.)

Share your testimony about the Lord keeping His promises and rewarding us when we endure trials of our faith.

Ether 12:23–41. The Lord Turns Our Weakness to Strength as We Humble Ourselves and Have Faith in Him

 Invite a student to come to the front of the class and do 10 push-ups.

- What will happen if [student’s name] continues to do this exercise regularly?
- Why do muscles get stronger through exercise?
- What are some spiritual parallels to physical exercise?

Explain that Ether 12 helps us understand how mortal weakness can be overcome in the strength of the Lord. Invite students to search Ether 12:23–25, looking for the weakness that Moroni perceived in the record he was compiling. Ask students to share what they find.

Ask a student to read Ether 12:27 . This verse contains the promise that the Lord’s grace is sufficient to help us overcome our weakness (you may want to refer to the commentary for Ether 12:27 on pages 378–79 in the student manual). Have students read Ether 12:26–28 silently, looking for attributes we must acquire in order for the Lord’s grace to be sufficient to “make weak things become strong unto [us].” You may want to suggest that students mark these attributes in their scriptures. Their lists might include humility, meekness, faith, hope, and charity.

- How do these attributes help us develop spiritual strength?
- How do these attributes relate to coming unto Christ?
- How can spiritual strength received through the grace of Christ compensate for mortal weakness?

Point out that after Moroni heard the Lord’s words in verses 26–28, he “was comforted” (Ether 12:29) and he expressed his testimony of the Lord. Invite students to read Ether 12:29–36, looking for Moroni’s declarations of testimony. Encourage them to look for statements that begin with “I know” or “I remember.”

- Of what truths did Moroni bear testimony?
- How has your testimony of these truths influenced your life?

Read Ether 12:37 with the class.

- According to this verse, what blessing would Moroni receive because he had seen his weakness?
- Think of a weakness you have. How can relying on the Lord help you turn this weakness into a source of spiritual strength? (Allow students to ponder this question silently, without feeling obligated to share their answers.)

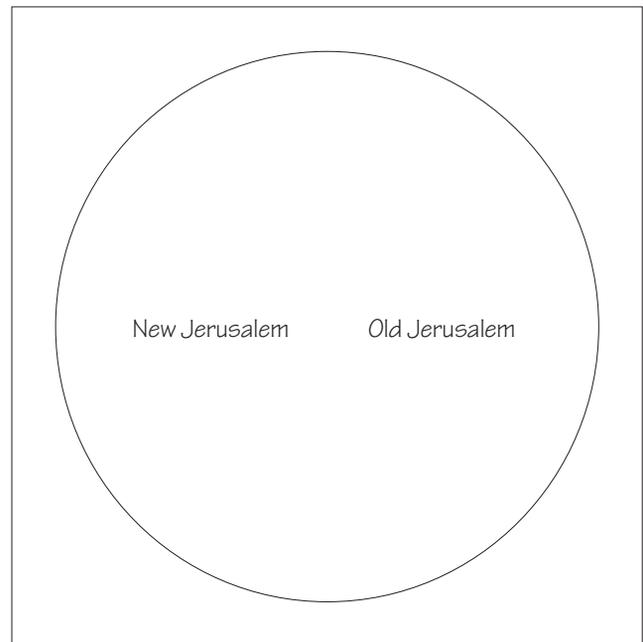
Invite a student to read Ether 12:38–41.

- How does it influence you to know that these teachings came directly from the Lord?
- What reasons does Moroni give for us to “seek this Jesus”?

Invite students to share how they have gained strength as they have come unto the Savior.

Ether 13:2–12. The New Jerusalem Will Be Built in the Americas

 On the board, draw a simple diagram like the one below, but leave off the words *New* and *Old*.



Explain that this diagram represents the world. Ask students if they have ever heard of two Jerusalems. If they have, ask where these cities will be located. Explain that Ether 13:2–12 shows Ether’s seership. In these verses, Moroni recounts Ether’s prophecies of the New Jerusalem and the Jerusalem of old. Add the words *New* and *Old* to the diagram.

Instruct half of the class to read Ether 13:2–12, looking for Ether’s prophecies about the Jerusalem of old. Instruct the other half of the class to read the same verses, looking for Ether’s prophecies about the New Jerusalem. Ask each group to have a scribe take notes

on what they learn. After giving the class sufficient time, invite each scribe to list the prophecies on the board under “Old Jerusalem” or “New Jerusalem.”

The completed board might contain the following information:

Old Jerusalem

1. It would be destroyed (see verse 5).
2. It would be built up again as a holy city of the Lord (see verse 5).
3. It would be built unto the house of Israel (see verse 5).
4. Its inhabitants would be cleansed through the Atonement of Jesus Christ (see verse 11).
5. The scattered descendants of the former inhabitants of Jerusalem would be gathered (see verse 11).
6. Its inhabitants would receive the fulfillment of the covenant God made with Abraham (see verse 11).

New Jerusalem

1. It would be built in the Americas (see verses 2–3, 6, 8).
2. It would come down from heaven (see verse 3).
3. It would be the holy sanctuary of the Lord (see verse 3).
4. It would be built unto the remnant of the seed of Joseph (see verse 6).
5. It would be like the Jerusalem of old (see verse 8).
6. Its inhabitants would be cleansed through the Atonement of Jesus Christ (see verse 10).

For item 3 under “Old Jerusalem,” you may want to point out that the word *unto* in Ether 13:5 means “for the use or benefit of.” For item 2 under “New Jerusalem,” you may want to point out that the

prophecy in Ether 13:3 will be partially fulfilled when the city of Enoch returns to the earth and unites with the New Jerusalem (see also Moses 7:13–21, 62–64).

Ask students which of the blessings of the New Jerusalem are available to us now, wherever we live. Help students see that the more we commit ourselves to righteous living, the more we gain peace and happiness. You might share Doctrine and Covenants 59:23 with them.

Invite students to commit themselves to righteous living each day. Share your testimony about the blessings that come in this life and in the life to come as a result of righteous living.

Ether 14–15. The End of the Jaredite Civilization

💡 Ask if any of the students can summarize the destruction of the Jaredites as recorded in Ether 14–15. If a student is unable to do so, briefly summarize these two chapters yourself or ask a student to read the chapter headings.

Write the following references on the board, and invite students to read them and identify what led to the destruction of the Jaredites.

Ether 14:5–10

Ether 14:24

Ether 14:25

Ether 15:1–6, 22

Ether 15:19

- How did Satan get hold of the hearts of these people?
- What lessons can we learn from the destruction of the Jaredites?

CHAPTER 53

Moroni 1–6

Introduction

The first six chapters of the book of Moroni deal with ordinances and practices of the Church in Moroni's day: baptism, confirmation and the gift of the Holy Ghost, conferral of the priesthood and ordination to offices in the priesthood, the sacrament, fellowshipping new members, and conducting Church meetings. Some teachers might be inclined to skip these chapters because their content is so familiar to active Latter-day Saints. But Moroni included these teachings because he felt that "perhaps they may be of worth unto [his] brethren, the Lamanites, in some future day" (Moroni 1:4). You can help students see that these teachings are of worth to all people today.

Some Doctrines and Principles

- Priesthood ordinances are essential in the gospel of Jesus Christ (see Moroni 2–6).
- We partake of the sacrament to renew covenants with the Lord (see Moroni 4–5).
- Repentance leads to baptism (see Moroni 6:1–3).
- We must watch over each other and nourish each other with the word of God (see Moroni 6:4–9).

Suggestions for Teaching

Moroni 1. "I, Moroni, Will Not Deny the Christ"

💡 Ask students to determine how long Moroni survived after the final battle recorded in the Book of Mormon. Refer them to Mormon 6, and ask them to find the date at the bottom of the page or in the chapter heading (A.D. 385). Then ask them to find the date on the last page of the Book of Mormon or in the chapter heading to Moroni 10 (A.D. 421). (Moroni survived at least 36 years after the final battle.)

Invite students to read Moroni 1 silently.

- What does this chapter tell us about the last years of Moroni's life?
- How do you think Moroni kept his faith throughout this trying time?

Share the following statement by Sister Susan W. Tanner, who served as the Young Women general president (also available on the companion DVD 

"I realize that many of us also at times feel without friends and alone in a wicked world. Some of us feel we have not 'whither to go' as we face our trials. But you and I can not only survive but prevail, as did Moroni, in our efforts to stand for truth in perilous times. What did he do when facing a lonely and hostile world? He, in faithful obedience to his father's direction, finished the record on the gold plates. He became familiar with the writings of the prophets. Above all, he fought his way out of his discouragement by clinging to the Lord's promises for the future. He clung to the covenants that God had made with the house of Israel to bless them forever" ("Glad Tidings from Cumorah," *Ensign*, May 2005, 105).

Ask students to reread Moroni 1:3.

- What impresses you about Moroni's words in this verse?
- How can we develop strength of testimony and character similar to Moroni's?

Moroni 2–6. Priesthood Ordinances Are Essential in the Gospel of Jesus Christ

💡 Divide the class into groups. Invite the groups to briefly study Moroni 2–6 and Doctrine and Covenants 20:37–39, 46–60, 68–79, looking for similarities between the Church in Moroni's day and the Church in the latter days (you may want to write the scripture references on the board). After sufficient time, ask one of the groups to identify one similarity. Write their response on the board. Then ask the other groups, one at a time, to identify a similarity. Write their responses on the board. Continue from group to group until no one has any more insights to share on the subject.

- What are your thoughts as you see that the same ordinances and principles have been in the Lord's Church at different times in the history of the world?
- How might these chapters have been helpful to Joseph Smith as the Lord restored the Church through him?

Help students understand the vital role that priesthood ordinances play in the Lord’s Church. The following questions may help:

- Why are ordinances important to members of The Church of Jesus Christ of Latter-day Saints? (As students discuss this question, you may want to invite them to read the statements by President Boyd K. Packer and Elder Dallin H. Oaks on pages 382–83 in the student manual. Ask them to identify at least two reasons why ordinances are important. The two statements by President Packer are also available on the companion DVD  )
- Why is priesthood authority necessary to perform every ordinance?
- How does symbolism contribute to the sacred nature of ordinances?

Help students understand that the primary purpose of the Book of Mormon is to help us come unto Christ. Moroni chapters 2–6 describe ordinances that help us come unto Christ.

Moroni 4–5. We Partake of the Sacrament to Renew Covenants with the Lord

 Moroni 4 and 5 contain a record of the sacrament prayers that the Lord revealed to His Church in the ancient Americas. The Lord has revealed the same prayers in the latter days (see D&C 20:77, 79). Point out that they are more than prayers—they are two parts of a sacred ordinance. With some ordinances, the officiators are required to say the same words each time.

Give each student a piece of paper. Ask students to see if they can write the sacrament prayer on the bread without looking in the scriptures. Ask them to do the same for the sacrament prayer on the water.

Read the sacrament prayers aloud so the students can check the accuracy of what they have written. Then ask them to silently consider the following question:

- How would you evaluate your reverence when you partake of the sacrament?

When students have had enough time to ponder this question, consider conducting a discussion based on the following questions:

- What can we do to prepare ourselves to partake of the sacrament each week?
- How do the sacrament prayers remind us of our baptismal covenants?

Invite students to cross-reference Doctrine and Covenants 20:37 and Mosiah 18:8–10 with Moroni 4–5. Suggest that they write their thoughts about baptism and the sacrament in the margins of their scriptures.

- In what ways can worthily partaking of the sacrament strengthen our covenant relationship with our Heavenly Father and with Jesus Christ?

Invite students to think about the discussion they have just had about the sacrament. Ask them to share one thing they have learned or one insight they have gained.

Moroni 6:1–3. Repentance Leads to Baptism

 Invite a student to read Moroni 6:1.

- What do you think it means for someone to bring forth fruit that shows worthiness to be baptized?

To help students answer this question, invite them to read Moroni 6:2–3 silently. Encourage them to mark in their scriptures what Moroni identified as the “fruit” that showed that people were ready to enter the waters of baptism.

- How does repentance relate to conversion?
- How does repentance relate to serving Christ to the end?

Explain that the basic requirements for membership in the Church have always been the same: faith in Jesus Christ, repentance, and willingness to take upon ourselves the name of Jesus Christ and serve Him. These requirements continue for us, even after we have been baptized and confirmed.

Invite students to ponder their efforts to exercise faith, repent of their sins, take upon themselves the name of Jesus Christ, and serve diligently. You might consider giving students time to write their thoughts.

Moroni 6:4–9. We Must Watch Over Each Other and Nourish Each Other with the Word of God

🔊 Explain that in Moroni 6:4, Moroni teaches about Church members' responsibility to care for new converts.

Read Moroni 6:4 with students. Ask students to identify what the Church did in Moroni's day to help new converts.

- Moroni said that when people joined the Church, "they were numbered . . . and their names were taken." According to Moroni 6:4, why was it important to keep a record of people's names?
- What do you think it means to nourish someone "by the good word of God"? In what ways can we help each other stay "in the right way"?

Read the following statement from President Gordon B. Hinckley (1910–2008), the 15th President of the Church (also available on the companion DVD 

"Having found and baptized a new convert, we have the challenge of fellowshiping him and strengthening his testimony of the truth of this work. We cannot have him walking in the front door and out the back. Joining the Church is a very serious thing. Each convert takes upon himself or herself the name of Christ with an implied promise to keep His commandments. But coming into the Church can be a perilous experience. Unless there are warm and strong hands to greet the convert, unless there is an outreach of love and concern, he will begin to wonder about the step he has taken. Unless there are friendly hands and welcome hearts to greet him and lead him along the way, he may drop by the side.

"There is absolutely no point in doing missionary work unless we hold on to the fruits of that effort. The two must be inseparable. These converts are precious. Every convert is a son or daughter of God. Every convert is a great and serious responsibility. It is an absolute imperative that we look after those who have become a part of us" ("Find the Lambs, Feed the Sheep," *Ensign*, May 1999, 108).

Repeat President Hinckley's statement that "there is absolutely no point in doing missionary work unless we hold on to the fruits of that effort."

- What does this statement mean to you?
- Why do some new converts have a difficult time remaining faithful and active after they are baptized and confirmed?

Share the following statement by President Hinckley (also available on the companion DVD 

"Every new convert needs three things:

"1. A friend in the Church to whom he can constantly turn, who will walk beside him, who will answer his questions, who will understand his problems.

"2. An assignment. Activity is the genius of this Church. It is the process by which we grow. . . . Of course the new convert will not know everything. He likely will make some mistakes. So what? We all make mistakes. The important thing is the growth that will come of activity. . . .

"3. Every convert must be 'nourished by the good word of God' (Moro. 6:4)" ("Find the Lambs, Feed the Sheep," *Ensign*, May 1999, 108).

- How do these three things help an individual stay active in the Church?
- What can you do to help provide these three things to new members of your ward, whether recently baptized or moved in?

If any students joined the Church as teenagers or adults, ask them to share some of their experiences as new converts. Encourage them to talk about the challenges they experienced and the fellowship they received. You may also want to invite a student to read the story told by President Hinckley on pages 385–86 in the student manual (also available on the companion DVD 

- In what ways can we personally help new converts make a smooth and happy transition to activity in the Church?

Help students understand that whether we are new converts or not, we all need to be nourished spiritually and watched over. Invite a student to read Moroni 6:5–9.

- Why do we need to meet together often? In what ways have Church meetings, classes, and activities helped you? How have you seen others receive strength as they have participated actively in the Church?
- How have you been blessed by meetings that have been “conducted . . . after the manner of the workings of the Spirit, and by the power of the Holy Ghost”?

Share your testimony about the blessings that come to all Church members as we fellowship one another. Encourage students to look for ways to help each other come unto Christ and stay “in the right way.” Encourage them to be especially mindful of ways they can help new converts.

CHAPTER 54

Moroni 7

Introduction

Elder Dallin H. Oaks of the Quorum of the Twelve Apostles taught that righteous motives give “life and legitimacy to the acts of the believer” (*Pure in Heart* [1998], 16). Mormon also taught the importance of acting with righteous intent. He taught that there is a difference between doing good works with real intent and simply going through the motions. Through Mormon’s teachings, students can grow in their understanding that faith, hope, and charity should guide all our actions.

Some Doctrines and Principles

- Our intent is important to God (see Moroni 7:5–11).
- Everything that persuades us to do good comes from God (see Moroni 7:12–19).
- Faith in Christ helps us “lay hold upon every good thing” (see Moroni 7:19–32).
- “Charity never faileth” (see Moroni 7:44–48).

Suggestions for Teaching

Moroni 7:3–4. Followers of Jesus Christ Walk Peaceably with Others

💡 Explain that Moroni 7 contains teachings of Moroni’s father, Mormon. Ask students to read Moroni 7:3–4 and compare it to Doctrine and Covenants 19:23.

- How did Mormon know that the Church members of his day were “peaceable followers of Christ”?

Write *peaceable walk* on the board.

- What does this phrase mean to you?

Invite students to share examples they have seen of Church members walking peaceably with others.

💡 Moroni 7:5–11. Our Intent Is Important to God

Share the following case study: Two men in an elders quorum spent an entire day helping a widowed mother clean and repair her home. The first man served only because his quorum president had assigned him to do so. Although the second man had also received the assignment from the quorum president, his primary reason for serving was that he saw others in need and sincerely wanted to help.

- Even though both men served the same amount of time, why might their service be of different value to God and to themselves?
- Why are our intentions important?

To illustrate this principle, you may want to share the story told by President Marion G. Romney on page 389 in the student manual.

Invite students to read Moroni 7:5–11 silently. As they read, write on the board *What is Mormon teaching?* When they have finished, lead a short discussion about this question. Ensure that part of the discussion focuses on our motives for giving gifts or providing service.

- How do 1 Samuel 16:7  and Doctrine and Covenants 137:9  relate to Moroni 7:5–11? (The Lord looks on the heart and will judge us not only by our works but by the desires of our hearts. Students may want to cross-reference these three passages.)

Invite students to silently reflect on times when they have given gifts, offered service, prayed, or obeyed commandments with sincerity. Then invite them to contrast those experiences with times when they have done such things without sincerity.

- Why do our motives make a difference when we give a gift or offer service?

Moroni 7:12–19. Everything That Persuades Us to Do Good Comes from God

💡 Invite students to read Moroni 7:12–19 silently and mark each instance of the words *good* and *evil*. Write the following headings on the board: *It is of God* and *It is of the devil*. Then have students reread Moroni 7:13, 16–17, looking for Mormon’s counsel on how we can tell if something is of God or of the devil (note that Moroni 7:16–17 is a scripture mastery passage ). Write students’ answers on the board, as shown in the following chart:

It is of God	It is of the devil
Invites and entices to do good continually	Persuades to do evil
Invites to love God	Persuades to not believe in Christ

Invites to <i>serve God</i>	Persuades to <i>not serve God</i>
Persuades to <i>believe in Christ</i>	Persuades to <i>deny Christ</i>

Guide students in a discussion about how these truths apply in their lives. The following questions may be helpful:

- How does the Light of Christ help us judge righteously and search diligently for that which is good? (To ensure that students understand the Light of Christ, you may want to ask them to review the commentary for Moroni 7:12–19 on pages 389–90 in the student manual.)
- In the last general conference, what words of counsel did we receive that persuade us to do good?
- What are some ways friends have helped you love and serve God?

To remind students that God seeks to help them, share the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles:

“Let’s begin with what we know. Good comes from God; evil comes from the devil. [See Moroni 7:12.] They are not, however, equal forces that are fighting each other in the universe. At the head of all that is good is the Christ. . . .

“The devil, on the other hand, ‘persuadeth men to do evil.’ [Moroni 7:17.] ‘He [has] fallen from heaven . . . [has] become miserable forever,’ [2 Nephi 2:18] and now works ‘that all men might be miserable like unto himself.’ [2 Nephi 2:27.] He is a liar and a loser. [See Doctrine and Covenants 93:25; see also Bible Dictionary, “Devil,” 656.]

“The power of the Savior and the power of the devil are not truly comparable. . . . On this planet, however, evil has been allowed a position of influence to give us the chance to choose between good and evil” (in Conference Report, Apr. 2005, 50; or *Ensign*, May 2005, 46).

- Why is it important to remember that the power of Christ is greater than the power of the devil?

Moroni 7:19–32. Faith in Christ Helps Us “Lay Hold upon Every Good Thing”

💡 Explain that the scriptures often teach through repetition. Have students scan Moroni 7:19–21, looking for counsel that is repeated. (The counsel is to “lay hold upon every good thing.”)

To help students see what they can learn from the counsel to “lay hold upon every good thing,” write *lay hold* and *touch* on the board. Ask a student to come to the front of the class. Place a copy of the Book of Mormon in front of the student. Then ask the student to demonstrate the difference between laying hold on a good thing and touching a good thing.

- How does this relate to the verses we just studied? What do you think it means to “lay hold” on the scriptures?

Encourage students to follow Mormon’s counsel and truly “lay hold upon every good thing.”

💡 Ask students to read Moroni 10:30. Emphasize that in this verse, Moroni exhorts us to “come unto Christ” and “lay hold upon every good gift.”

Have students cross-reference Moroni 10:30 with Moroni 7:20. Ask a student to read Moroni 7:20. (You may want to point out that while we are counseled to lay hold on things that are good, we are warned that we should not even touch things that are evil.)

- How does faith in Jesus Christ help us lay hold upon good things and avoid the bad?

Ask a student to read Moroni 7:22–25.

- Without Jesus Christ and His Atonement, why would we be unable to receive any good thing? (As students discuss this question, you may want to have them read Alma 22:13–14.)
- How does this truth influence your feelings about the Savior and His Atonement?

Write the following verse numbers on the board, leaving off the words in parentheses:

- 22, 25 (angels)
- 23 (prophets)
- 25 (scriptures and faith)
- 26 (prayer)
- 28 (faith)
- 32 (the Holy Ghost)

Ask students to read these verses in Moroni 7, looking for blessings the Lord provides so we can come unto Him and “lay hold upon every good thing.” Write students’ answers on the board. Possible answers are provided in parentheses in the preceding list.

- How have these blessings helped you come unto Christ?

Moroni 7:27–39. The Day of Miracles Has Not Ceased

💡 Ask students to list miracles they have read about in the scriptures. You may want to write their answers on the board.

- How would you answer the question in Moroni 7:27?
- What are some miracles you have witnessed?
- In Moroni 7:31, what reasons does Mormon give for why angels appear to people? (To call them to repentance, to do the work of the covenants of the Father, and to teach “the chosen vessels of the Lord.”)

Explain that in Moroni 7:32–34, Mormon identifies specific miracles that each of us can receive. Ask students to identify these miracles. (Answers may include the guidance of the Holy Ghost, the fulfillment of covenants, the power to do anything that the Lord wants us to do, repentance, and salvation.)

- How are these blessings miraculous?

Have students pair up and read Moroni 7:29–35. Ask them to work together to find the process the Lord uses to bring the miracle of salvation to us. After sufficient time, have students share their answers with the rest of the class. As they do, ask a student to write

a summary of the process on the board. It may look something like this:

Angels minister to those of strong faith—chosen vessels of the Lord (see verses 29–31).

These people are prepared to bear testimony of Christ to others (see verse 31).

The way is prepared for the rest of Heavenly Father’s children to have faith (see verse 32).

We repent, come unto Christ, are baptized, and have faith so we can be saved (see verse 34).

- How can your testimony help others increase in their faith?

Invite each student to read Moroni 7:38–39 and write a short paragraph describing what they will do to increase their faith in Christ.

Moroni 7:44–48. “Charity Never Faileth”

💡 Before class, prepare copies of the following evaluation form:

On a scale of 1–10, how are you doing at developing each of these attributes of charity?

(0 = I do not possess this attribute; 10 = I am doing very well with this attribute)

Circle the number that best reflects your current status.

Suffereth long	0 1 2 3 4 5 6 7 8 9 10
Is kind	0 1 2 3 4 5 6 7 8 9 10
Envieth not	0 1 2 3 4 5 6 7 8 9 10
Is not puffed up	0 1 2 3 4 5 6 7 8 9 10
Seeketh not her own	0 1 2 3 4 5 6 7 8 9 10
Is not easily provoked	0 1 2 3 4 5 6 7 8 9 10
Thinketh no evil	0 1 2 3 4 5 6 7 8 9 10
Rejoiceth not in iniquity	0 1 2 3 4 5 6 7 8 9 10
Rejoiceth in the truth	0 1 2 3 4 5 6 7 8 9 10

Bear eth all things	0 1 2 3 4 5 6 7 8 9 10
Believ eth all things	0 1 2 3 4 5 6 7 8 9 10
Hop eth all things	0 1 2 3 4 5 6 7 8 9 10
Endure eth all things	0 1 2 3 4 5 6 7 8 9 10

Invite students to read Moroni 7:44, 46 and 1 Corinthians 13:13.

- What value did Mormon and the Apostle Paul place on charity?

Write the word *charity* on the board. Invite a student to read Moroni 7:45–47 (note that verse 45 is a scripture mastery verse ). Ask the student to pause after reading each description of charity. At each pause, ask another student to write the description on the board. (Note that the descriptions are listed in the evaluation form.)

As students study these verses together, you may want to direct them to the statements by Elders Dallin H. Oaks and Jeffrey R. Holland on pages 393–94 in the student manual. The statement by Elder Oaks is also available on the companion DVD .

- Why do you think we are nothing if we do not have charity?

To help students evaluate how they are developing charity in their lives, distribute copies of the evaluation

form. Emphasize that their answers will be personal. The papers should not be handed in.

Read and discuss Moroni 7:48 with students. Emphasize that Mormon taught us what we must do to “be filled with this love,” or to develop charity.

With verse 48 in mind, encourage students to carefully examine the answers on their personal evaluations and mark the areas in which they want to improve. Invite them to turn the evaluation over and write what they will do to receive the pure love of Christ and become more charitable toward others.

Jesus Christ is the perfect example of charity. Conclude this lesson by sharing the following statement by Elder Joseph B. Wirthlin (1917–2008) of the Quorum of the Twelve Apostles:

“Note that charity is given only to those who seek it, only to those who earnestly pray for it, only to those who are disciples of Christ. Before we can be filled with this pure love, we must start at the beginning with the first principle of the gospel. We must have ‘first, Faith in the Lord Jesus Christ.’ [Articles of Faith 1:4.]” (in Conference Report, Oct. 1998, 32; or *Ensign*, Nov. 1998, 26).

Bear your testimony of the influence charity has in your life.

CHAPTER 55

Moroni 8–9

Introduction

This scripture block consists of two epistles written by Mormon to his son Moroni. In the first epistle, Mormon focuses on the mercy of God and how the Atonement of Jesus Christ saves little children. Help students understand that because of the Atonement, “little children are whole” and do not need baptism (see Moroni 8:8–12). As you come to the epistle’s conclusion, you can help students understand that when they live according to the first principles and ordinances of the gospel, they will be anchored in righteousness throughout their lives and prepared to return to the presence of God.

In the second epistle, Mormon laments the depraved condition of the Nephites and the Lamanites of his day and adds words of counsel and comfort for those who remain righteous during trying times. Mormon and Moroni stayed faithful while surrounded by serious sin. Mormon’s writings provide an excellent opportunity to emphasize the importance of personal commitment to righteous living, regardless of the wickedness that surrounds us.

Some Doctrines and Principles

- Little children do not need baptism because they are “alive in Christ” (see Moroni 8:4–24).
- Faith in Christ, repentance, baptism, and receiving the Holy Ghost lead us to God (see Moroni 8:25–26).
- Anger separates us from the Spirit of the Lord (see Moroni 9:1–21).
- According to our faith, Jesus Christ will lift us up even when we are surrounded by profound wickedness (see Moroni 9:22–26).

Suggestions for Teaching

Moroni 8:4–24. Little Children Do Not Need Baptism Because They Are “Alive in Christ”

💡 Ask students to think of the last time they held a newborn baby. Invite them to share words they would use to describe the experience or words they would use to describe the newborn child.

Invite a student to read Doctrine and Covenants 29:46–47. Ask students to explain these verses in their own words.

Tell students that as the Nephite society spiraled downward into wickedness, Mormon wrote an epistle to his son Moroni regarding disputations in the Church about infant baptism.

Instruct students to read Moroni 8:4–24 individually, highlighting instructions they discover about little children and the Atonement of Jesus Christ. Then have them work as individuals or in pairs or small groups, writing as many statements as they can about why little children do not need baptism. To get them started, you could read Moroni 8:8 and write on the board *Little children are whole*.

After students have had time to study verses 8–24, invite them to share their statements with each other.

- In what ways do these statements show God’s mercy?
- What can we learn from Mormon’s words about those who are “without the law”? (See Moroni 8:22.)

To help students better understand the meaning of these verses, consider sharing some or all of the following explanations:

“Little children . . . are not capable of committing sin” (Moroni 8:8). Why? They are not accountable before the Lord (see D&C 29:47). If they do something wrong, their action is not considered a sin. The Atonement of Jesus Christ covers wrongdoings by unaccountable people.

“The curse of Adam is taken from them in [Christ]” (Moroni 8:8). Adam’s transgression brought physical death (separation of the body from the spirit) and spiritual death (separation from God) to all mankind. Through the Atonement, Jesus Christ has overcome these deaths—all will be resurrected, and all will return to God to be judged. (See Helaman 14:15–19; Mormon 9:12–13.) Little children are affected by the Fall, but the Atonement redeems them—and all people—from the Fall. Little children are not punished for Adam’s transgression (see Articles of Faith 1:2).

“It is solemn mockery before God [to] baptize little children” (Moroni 8:9). Why? Since the Atonement covers the wrongdoings of unaccountable children, baptizing them shows a lack of faith in the power of the Atonement. Mormon states that we should baptize only those “capable of committing sin” (Moroni 8:10).

“Little children cannot repent” (Moroni 8:19). Repentance is for people who are accountable. Children younger than eight years old and people who are mentally disabled with a mental age of less than eight years have no need for repentance.

Testify of the love and mercy of Heavenly Father and Jesus Christ in providing a way for the redemption of little children and for all those who do not become fully accountable for their actions in mortality.

Moroni 8:25–26. Faith in Christ, Repentance, Baptism, and Receiving the Holy Ghost Lead Us to God

💡 Bring to class a stick or pole with one end labeled *actions* and the other end labeled *consequences*. To introduce Moroni 8:25–26, pick up the stick from the end labeled *actions*. Ensure that students can see that when you pick up one end of the stick, you pick up the other end as well. Ask students to state the principle demonstrated by this object lesson. (Actions always bring consequences.)

Invite students to suggest examples of positive and negative choices people might make and examples of how those choices can impact their future.

- What is the best possible result of all your actions on the earth?

Explain that in Moroni 8:25–26, Mormon lists righteous choices and their consequences. Ask a student to read the verses. Have the rest of the class look for examples of actions and consequences in these verses. List these on the board, drawing arrows between them as shown in the following chart. (You may want to show an example or two before the student reads the verses.)

Repentance and faith →	Baptism and fulfilling the commandments
Fulfilling the commandments →	Remission of sins
Remission of sins →	Meekness and lowliness of heart
Meekness and lowliness of heart →	Visitation of the Holy Ghost
Visitation of the Holy Ghost →	Hope and perfect love, which endure by diligence unto prayer until the end when we will dwell with God

- In what ways do these actions lead to the blessings Mormon identified?
- In what ways are some of the principles listed on the board cycles rather than single events?

Remind the class that Moroni 8:22 states that “little children” and those “without the law” are “alive in Christ” through the power of His redemption.

- What does it mean to you to be “alive in Christ”?
- How do the principles on the board help us all become “alive in Christ”?

Moroni 9:1–21. Anger Separates Us from the Spirit of the Lord

💡 Invite students to consider ways we are influenced when we feel anger. For example, ask them to describe how anger affects the way they:

1. Close a door.
2. Answer the phone.
3. Walk down the street.
4. Talk with others.
5. Pray.
6. Read the scriptures.
7. Feel about other people.

8. Feel about themselves.
9. Feel the Spirit.

Invite students to read Moroni 9:3, looking for Mormon’s observations about the Nephites.

- In what ways do you think the Nephites’ refusal to repent might have been related to their feelings of anger with one another?

Invite a student to read Moroni 9:4.

- Why do you think those who are unrighteous sometimes respond with anger to the word of God?
- What are some ways anger can subtly come into our lives?

Ask students to share ways they have found to control or avoid anger.

💡 Point out that anger can lead to devastating results. Invite students to read Moroni 9:5, 9–11, 18–20 silently, noting actions or attitudes that may have been results of the Nephites’ anger. After students have had time to read and think, invite them to share what they have found. Responses might include the following:

Verse 5—no fear of death, no love one toward another, thirst after blood and revenge continually

Verse 9—no regard for chastity and virtue

Verse 11—without civilization

Verse 18—no order and no mercy

Verse 19—perversion, brutality, delight in everything except that which is good

Verse 20—without principle, past feeling

The following questions can be used to further explore this issue:

- What do you think it means to be “past feeling”? (See the statements by Elder Neal A. Maxwell and President Boyd K. Packer on pages 398–99 in the student manual.)
- What evidence do you see in the world that some people are becoming past feeling?
- What can we do to avoid becoming past feeling?

You might take a moment and contrast Mormon’s description of the Nephite society in these verses

with his description of the followers of Jesus Christ in Moroni 7:3–4.

Moroni 9:22–26. According to Our Faith, Jesus Christ Will Lift Us Up Even When We Are Surrounded by Profound Wickedness

💡 Bring a life preserver. (Or show a picture of a life preserver or describe one.)

Ask the class why even a person who knows how to swim might want to use a life preserver in a large body of water. (In the course of your discussion, point out that when a life preserver is used properly, it can keep someone from drowning, no matter how deep the water is or how exhausted the swimmer might be.)



Invite a few students to read Moroni 9:22, 25–26. Before they read, ask the rest of the class to look for the spiritual “life preservers” that Mormon and Moroni relied on.

Make sure students see that Mormon’s and Moroni’s faith in Heavenly Father and Jesus Christ preserved them spiritually. Invite students to share phrases from verses 22 and 25–26 that demonstrate this great faith. Students’ answers may include the following:

Verse 22—“I recommend thee unto God. . . . I trust in Christ that thou wilt be saved. . . . I pray unto God that he will spare thy life.”

Verse 25—“Be faithful in Christ. . . . May Christ lift thee up. . . . May his sufferings and death, and the showing his body unto our fathers, and his mercy and long-suffering, and the hope of his glory and of eternal life, rest in your mind forever.”

Verse 26—“May the grace of God the Father . . . and our Lord Jesus Christ . . . be, and abide with you forever.”

- In what ways are our challenges similar to the challenges Mormon and Moroni faced?
- How can Mormon’s response to challenges help us?

Invite a student to read Moroni 9:6.

- How does this verse reflect Mormon's faith?

As students respond, help them see that when our faith in God is strong, the actions of others will not deter us from doing what is right.

Allow students to take a few minutes to ponder how they might continue developing faith that will allow them to rise above the world and fulfill their personal

missions on the earth. You may want to encourage them to record their thoughts in writing.

Invite students to share their testimonies about how faith in God the Father and Jesus Christ gives them strength to overcome the wickedness of the world.

CHAPTER 56

Moroni 10

Introduction

In Moroni's final testimony, he exhorts us to pay attention to three principles. First, he writes about the importance of coming to know for ourselves the truthfulness of the Book of Mormon. As you come to the end of this Book of Mormon course, you can help students reflect on their testimonies of the Book of Mormon. Have they prayed about the truthfulness of this sacred book? Have their testimonies grown?

Second, Moroni focuses on the pursuit of the spiritual gifts that Heavenly Father bestows upon His faithful children. As students study and discuss this principle, they will be able to see the variety and breadth of the spiritual gifts available to them.

Finally, Moroni exhorts us to "come unto Christ" so we might become "perfect in Christ" and "holy, without spot" (Moroni 10:32–33).

Some Doctrines and Principles

- When we ask in faith, God manifests the truthfulness of the Book of Mormon to us by the power of the Holy Ghost (see Moroni 10:1–7).
- The Lord gives spiritual gifts to the faithful (see Moroni 10:8–30).
- The Atonement perfects us as we come unto Christ (see Moroni 10:30–33).

Suggestions for Teaching

Moroni 10:1–7. When We Ask in Faith, God Manifests the Truthfulness of the Book of Mormon to Us by the Power of the Holy Ghost

💡 Explain that Moroni 10 contains Moroni's final message. The first part of the message focuses on gaining a testimony of the Book of Mormon. Ask a student to read Moroni 10:3–5 📖 or recite it from memory.

- According to these verses, what is an individual's role in seeking a testimony?
- What does it mean to have a "sincere heart"? What does it mean to have "real intent"?
- What is the role of the Holy Spirit in helping us receive a testimony?
- What are some ways the Spirit may witness to us?

- How might Moroni's promise continue to apply to us, even after we already have a testimony of the Book of Mormon?

Share President Boyd K. Packer's observations about how he gained a testimony of the Book of Mormon (see page 401 in the student manual; see also the companion DVD 🎥).

- What does Moroni 10:3–5 teach about gaining or strengthening a testimony?
- According to President Packer, why may it be unwise to expect dramatic spiritual experiences when seeking a testimony?
- President Packer taught, "If you nourish [a testimony], it will grow; and if you do not nourish it, it will wither" (in Conference Report, Apr. 2005, 7; or *Ensign*, May 2005, 8). What do you think it means to nourish a testimony? Why does a testimony wither if it is not nourished?

In order to further discuss how we can gain and strengthen a testimony through a study of the Book of Mormon, consider sharing the statement by Elder Bruce R. McConkie on pages 401–2 in the student manual and the statement by President Gordon B. Hinckley on page 402. The statement by Elder McConkie is also available on the companion DVD 🎥.

Invite students to share what they have done to receive a testimony of the Book of Mormon.

Moroni 10:8–30. The Lord Gives Spiritual Gifts to the Faithful

💡 Explain that in his final testimony, Moroni taught the importance of the gifts of the Spirit. Write the following scripture references on the board:

Moroni 10:9–18

D&C 46:13–25

1 Corinthians 12:8–11

Divide the class into three groups. Ask each group to study one of the scripture blocks listed on the board. Have each group identify the gifts of the Spirit listed in their scripture block. Assign a student from each group to write the group's answers on the board.

- What similarities do you see between the three lists? What differences do you see?

Explain that there are many more spiritual gifts than those mentioned in these chapters. Ask a student to read the statement by Elder Marvin J. Ashton on pages 402–3 in the student manual.

- According to Moroni 10:8 and Doctrine and Covenants 46:8–12, why does the Lord share these gifts?

Invite students to tell about times when they have seen people benefit from any of these gifts.

You may want to point out that Moroni taught that spiritual gifts come to each person according to that person's desires (see Moroni 10:17). Like all blessings, spiritual gifts also come according to the will of the Lord (see 3 Nephi 18:20; Moroni 7:33). The Lord revealed that we should seek these gifts earnestly (see D&C 46:8).

- Why is it proper to seek gifts of the Spirit? What do you think we need to do in order to seek them?

Have students read Moroni 10:19–20, 24 and identify reasons why the gifts of the Spirit are sometimes taken from people.

If students have questions about the spiritual gifts the Lord may share with them, encourage them to read pages 402–3 in the student manual.

Moroni 10:30–33. The Atonement Perfects Us as We Come unto Christ

💡 Write on the board *One-time event* and *Lifelong process*.

- What does it mean to “come unto Christ”?

Direct students' attention to the words you have written on the board, and invite students to ponder this question:

- Is coming unto Christ a one-time event or a lifelong process?

Write the following names on the board (or write the names of other people in the Book of Mormon if you prefer):

Enos
King Benjamin's people
Alma the Younger
King Lamoni
King Lamoni's father
Zoramites

- What one-time events helped each of these individuals or groups come unto Christ?
- What evidence do you see that each of these individuals or groups also experienced a lifelong process of coming unto Christ?

Ask students to read Moroni 10:30, 32–33.

- What did Moroni counsel us to do so that we may be “perfect in Christ”?
- What phrases in verse 33 describe those who have been perfected in Christ? (Answers include “sanctified in Christ,” “remission of your sins,” and “holy, without spot.”)
- How can we remember the spiritual events of our life that have led us to “come unto Christ, and be perfected in him”?

Invite students to share examples of how the Book of Mormon has helped them draw nearer to the Savior and seek to be “perfected in him.”

Moroni 10:27, 34. Moroni's Final Testimony

💡 Have students read Moroni 10:27, 34.

- In what ways do Moroni's words come as if he is speaking out of the dust?

Have students read 2 Nephi 3:18–20 and cross-reference it with Moroni 10:27.

- If you wrote your testimony of the Book of Mormon to the people of our time, what would you say?

Encourage each student to write his or her testimony of the Book of Mormon in the back of the student manual or in a personal journal. You might also encourage students to bear testimony of the Book of Mormon

during their next fast and testimony meeting. Finally, take this opportunity to share your own testimony of the Book of Mormon. Encourage students to make the study of the Book of Mormon a lifelong pursuit.

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