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Introduction

This teacher manual should help institute teachers shepherd students through a sequential study of the Pearl of Great Price.

The scriptures are presented in blocks for ease of study. The bullets at the beginning of each scripture block point out gospel principles, doctrines, and events that teachers should be aware of as they prepare and teach each block of scripture.

Each scripture block contains suggestions about how teachers might help students discover gospel principles and doctrines. Teachers should employ these and their own teaching methods according to their circumstances and in harmony with the spirit and philosophy of education explained in Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion (2012).

The Pearl of Great Price course for institutes of religion may be taught in one semester or one quarter, with the teacher adapting the presentation of the lessons according to the number and length of class sessions (see the pacing guide following this introduction).

Each teacher needs this manual, and teachers should also periodically review Gospel Teaching and Learning: A Handbook. In addition, the teacher and each student needs a set of scriptures and The Pearl of Great Price Student Manual (2017).

Teaching the Gospel

The first primary teaching aim of education in the Church is to “teach students the doctrines and principles of the gospel as found in the scriptures and the words of the prophets” (Gospel Teaching and Learning: A Handbook, x). This teacher manual helps teachers achieve this objective, providing material for effectively teaching the Pearl of Great Price.

The scriptures contain the word of God and have been preserved and brought forth by His power. Teaching the scriptures is a sacred service, and is one of the best ways to “invite all to come unto Christ” (D&C 20:59).

Effective Teaching

The Holy Ghost is a member of the Godhead, acting under the direction of Jesus Christ. His role includes teaching, testifying, empowering, guiding, enlightening, comforting, and sanctifying (see Gospel Teaching and Learning: A Handbook, 11). When a person teaches by the power of the Holy Ghost and students also have the Holy Ghost, the Lord said that they “understand one another, and both are edified and rejoice together” (D&C 50:22).

A teacher must prepare spiritually (see Gospel Teaching and Learning: A Handbook, 47–49). To have the Spirit as you teach, you should:

1. Live the gospel (see John 14:15–17).
2. Pray (see 2 Nephi 32:9; D&C 42:14).
3. Study the scriptures (see D&C 11:21).
4. Be humble (see Mosiah 4:10–11).
5. Have faith in Jesus Christ (see Moroni 7:33).
6. Love the students you teach (see John 15:12).

**How to Prepare a Lesson**

Effective teaching requires that you decide what to teach and how to teach it (see Gospel Teaching and Learning: A Handbook, 52–57). As you study the scriptures, identify the principles, doctrines, and events you feel will interest students and those the Spirit prompts you to teach (this is what to teach). Then choose a teaching method or learning activity for each principle, doctrine, or event you have chosen (this is how to teach). As you prepare and present each lesson, consider the following suggestions:

**What to Teach**

1. Study the scripture block (the verses or chapters you will be teaching) until you feel you understand the context (the background) and the content (see Gospel Teaching and Learning: A Handbook, 52).

2. Identify and seek to thoroughly understand the principles and doctrines in the scripture block. Use the section “Some Important Principles, Doctrines, and Events” at the beginning of each scripture block to help you. When the lesson material doesn’t already provide concise and clear statements about the principles and doctrines you’ve identified, write them out yourself to help you better understand and teach what you’ve found (see Gospel Teaching and Learning: A Handbook, 53).

3. Choose ideas that you want to include in your lesson. These ideas can come from several sources, including:
   a. Principles, doctrines, and events you discover as you study the scripture block.
   b. Principles, doctrines, and events listed at the beginning of each lesson in this teacher manual.
   c. Pearl of Great Price Student Manual.

Be selective because you will not have enough class time to teach everything that is available. Seek the guidance of the Spirit in determining which ideas will best help students to understand the gospel truths that will help them come unto Heavenly Father and Jesus Christ (see Gospel Teaching and Learning: A Handbook, 53–54).

**How to Teach**

4. Next, decide how to teach each idea you have chosen (see Gospel Teaching and Learning: A Handbook, 55–57, 58–75). Teaching ideas may come from several sources, including the following:
   a. Teaching methods you think of as you study the scripture block.
   b. Suggestions for teaching in this teacher manual.
d. Personal experiences that you or others have had that illustrate gospel principles you are teaching.

5. Decide how much time you will spend teaching each part of your lesson by prioritizing your material so you teach that which is most important for students to receive. Avoid taking too much time on activities or instructions in less important areas and thereby sacrificing instruction time on what matters most.

6. Remember the following as you teach:
   a. Follow the inspiration of the Spirit in what you say and do. Help students understand that they must ask for the Spirit and act and live so that they invite the Spirit to be with them as they participate in class.
   b. Listen carefully to students and respond to what they say (see Gospel Teaching and Learning: A Handbook, 64).
   c. Ask questions and raise issues that encourage class discussion and build faith (see D&C 38:23; 43:8; 88:77–78, 122; see also Gospel Teaching and Learning: A Handbook, 63–64).
   d. Bear your testimony and invite students to bear their testimonies.
   e. Have faith in God and the power of His word to inspire students and bless their lives (see 2 Nephi 32:3; Alma 31:5). Have confidence in the students you teach and in the Lord’s ability to help you be a successful teacher.

Adapting the Manual to Those with Disabilities

As you prepare to teach, consider the needs of students with disabilities and adjust learning activities and expectations to help them succeed. For example, some students with reading difficulties may benefit from having access to audio recordings of the scriptures (these can be downloaded from LDS.org). For students who have difficulty expressing themselves in writing, you may wish to invite them to give oral responses instead. For more ideas and resources, consult the Disability Resources page at disabilities.lds.org and the Seminaries and Institutes of Religion policy manual section titled “Adapted Classes and Programs for Students with Disabilities.”
# Pacing Guide

Adjust this guide according to the number of class sessions you will teach.

## Semester System

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The Pearl of Great Price

Some Important Principles, Doctrines, and Events

- The Pearl of Great Price is a collection of the Prophet Joseph Smith’s “revelations, translations, and narrations” (see the title page of the Pearl of Great Price).

- The Pearl of Great Price testifies that Jesus is the Christ, that Joseph Smith was a prophet of God, and that The Church of Jesus Christ of Latter-day Saints is the only true and living church on earth.

- The Pearl of Great Price was accepted as a standard work of the Church by the sustaining vote of Church members at the October 1880 general conference.

Suggestions for Teaching

Title Page. Precious Pearls

Show students an oyster or an imitation pearl (or a picture or drawing of an oyster or a pearl). Review how pearls are created and found. (A pearl is produced inside an oyster as the oyster responds to the irritation of foreign matter, such as a grain of sand, that has entered it. The oyster produces a substance to surround the grain, which over several years forms a pearl. Pearls are found by taking oysters from the sea and opening them one by one until a pearl is found.) Discuss why pearls are considered rare and precious. Ask students why the Pearl of Great Price is rare and precious.

The “Pearl” of the Pearl of Great Price

Share with students the following story told by Elder J. Thomas Fyans (1918–2008) of the Seventy:

“There’s an ancient oriental legend that tells the story of a jeweler who had a precious pearl he wanted to sell. In order to place this pearl in the proper setting, he conceived the idea of building a special box of the finest woods to contain the pearl. He sought these woods and had them brought to him, and they were polished to a high brilliance. He then reinforced the corners of this box with elegant brass hinges and added a red velvet interior. As a final step, he scented that red velvet with perfume, then placed in that setting this precious pearl.

The pearl was then placed in the store window of the jeweler, and after a short period of time, a rich man came by. He was attracted by what he saw and sat down with the jeweler to negotiate a purchase. The jeweler soon realized that the man was negotiating for the box rather than the pearl.
The merchantman finding the pearl of great price.

You see, the man was so overcome by the beauty of the exterior that he failed to see the pearl of great price” (J. Thomas Fyans, “The Pearl of Great Price,” Ensign, Nov. 1982, 61).

Explain to students that the box in this story could represent the buildings and programs of the Church, while the “pearl” is the Savior Jesus Christ and His gospel. Testify that the Pearl of Great Price bears witness of Jesus Christ, is true, and contains the word of God.

**Title Page. A Goodly Pearl**

You may want to suggest that students write the following statement on the title page of their copies of the Pearl of Great Price: The name for this book of scripture comes from the Savior’s parable in Matthew 13:45–46. Review Matthew 13:45–46 and ask what the merchant did to obtain the “goodly” pearl. Discuss how the truths of the gospel of Jesus Christ are like pearls. How do we seek after these “goodly pearls” or truths found in the scriptures? Invite students to share their favorite “pearls” of truth from the scriptures.

**Title Page. “Other Books”**

Ask a student to read aloud and then discuss as a class what Nephi foresaw in 1 Nephi 13:38–40, noting that the Pearl of Great Price is one of the “other books” spoken of. What do these verses say the other books would do?

**Introduction. Choice Materials**

Discuss the meaning of the word preserved. Ask a few students to take turns reading Alma 37:8–9, 12, 14; Doctrine and Covenants 42:56–60; and Abraham 1:31 aloud to discover who preserves the scriptures, and why. You may also want to ask two students to take turns reading aloud the first two paragraphs of the introduction to the Pearl of Great Price to find out how the Pearl of Great Price came to be the Church’s fourth standard work. Ask the rest of the class to follow along, and then discuss these paragraphs. You may want to suggest that students mark the dates given in their scriptures. You may also want to invite them to share in their own words what happened on those dates. Consider reviewing the information under “Title Page. Why Is It Called the ‘Pearl of Great Price’?” in the student manual.
Contents Page. A Brief Introduction

Introduce students to the contents of the Pearl of Great Price by reviewing the last five paragraphs of the introduction to the Pearl of Great Price, as well as the Contents page. Assign students to skim through each of the books, reading the chapter headings. Invite them to make comments and ask questions about what they find.
The Book of Moses

Some Important Principles, Doctrines, and Events

• Moses was a prophet of God who lived one hundred and twenty years, sometime during the second half of the second millennium BC. He was called by God to lead the children of Israel out of bondage from Egypt, through the wilderness, and into the promised land of Israel.

• From June 1830 to February 1831 the Prophet Joseph Smith worked on revising the first six chapters of the book of Genesis as part of the inspired revision and restoration of the Bible, which is now called the Joseph Smith Translation. The first six chapters of Genesis were expanded to eight chapters in what became known as the book of Moses in the Pearl of Great Price. As the Prophet carried out his work, the Lord revealed to him many long-lost doctrines, prophecies, and events related to the gospel of Jesus Christ. To understand how the Lord regards this inspired revision of the Bible, read Doctrine and Covenants 35:20.

• Jesus Christ appeared to Moses and showed him a vision of the Creation and a history of the earth from Adam to Moses’s own time (and beyond). Moses wrote a book about what he saw in his vision.

Suggestions for Teaching

The Life of Moses

Show a picture of Moses, and ask students what they know about him. Ask students to silently study the following scripture blocks if they want to learn more about Moses: Exodus 2–3; 14; 19–20; Deuteronomy 34; Matthew 17:1–3; Acts 7:15–44; 1 Nephi 17:23–30; Doctrine and Covenants 84:6–25; 110:11. Invite students to share the lessons they learn from these scriptures.

“Moses, the Great Law-Giver of Israel”

Invite students to suggest titles by which various prophets are known or referred to (such as Adam, Noah, Enoch, John the Baptist, the Apostle John, or Joseph Smith). Ask a few students to take turns reading 3 Nephi 20:23; Doctrine and Covenants 107:91–92; and 138:41 aloud. Discuss the titles by which Moses was known. Explain to students that even today, after nearly 3,500 years, Moses is still regarded as one of God’s greatest prophets by people of many different faiths, including Jews, Christians, and Muslims.
Translations of Joseph Smith—Prophet, Seer, and Revelator

Explain to students that the Prophet Joseph Smith (1805–44) recorded the following in his journal for December 1, 1831:

“I resumed the translation of the Scriptures [Bible] and continued to labor in this branch of my calling” (Joseph Smith, Manuscript History of the Church, vol. A–1, p. 89, josephsmithpapers.org; punctuation standardized).

Invite a student to repeat the eighth article of faith. Remind students that the Lord commanded the Prophet Joseph Smith to “translate” the Bible (make corrections and additions; see D&C 35:20; 37:1; 45:60–61; 124:89). Consider inviting students to write the following at the top of the page in the beginning of the book of Moses: *Joseph Smith’s inspired revision of Genesis 1:1 through 6:13.*

**Video presentation—“Many Plain and Precious Things”**

Consider showing the video “Many Plain and Precious Things” (4:32) near the beginning of the lesson to help students understand the context of the Joseph Smith Translation and the book of Moses. This video explains the purpose and importance of Joseph Smith’s inspired revision of the Bible. This video is available on LDS.org.

Review the information under “An Extract from the Translation of the Bible” in the introduction to the book of Moses in the student manual. Explain to students that as they study the book of Moses, they will learn many concepts not found in the Bible. As you study the book of Moses with students, you may want to invite them to compare verses in Genesis 1–6 with corresponding verses in Moses 1–8, looking for how the Joseph Smith Translation helps restore plain and precious truths.

**June 1830 to February 1831**

Assign students to do the following:

1. List the dates given just above the chapter headings in the book of Moses (these are the dates during which the Prophet Joseph Smith translated each portion of the book of Moses).

2. Using the “Chronological Order of Contents” chart at the beginning of the Doctrine and Covenants, list the Doctrine and Covenants sections that were received during the equivalent time periods that the chapters in the book of Moses were written.

3. Read the headings of the sections of the Doctrine and Covenants that were received while the Prophet Joseph worked on the book of Moses, and list the events that happened in the Church and in the life of Joseph Smith from June 1830 through February 1831.

When students have completed these assignments, they should be able to answer the following questions:
1. How many sections of the Doctrine and Covenants were received from June 1830 through February 1831?

2. What places did Joseph Smith live and how many times did he move his family during this time?

3. Who are some of the people who came to see Joseph Smith for counsel and revelation during this time?

4. What problems did Joseph Smith and other Church members confront during this time?

5. What doctrines, laws, and commandments did Joseph Smith receive from the Lord during this time?

You may want to testify that the work of the Prophet Joseph Smith in translating the Bible under divine inspiration is a testimony that he truly was a prophet of God.
**Moses 1:1–11**

*God Revealed Himself to Moses*

**Some Important Principles, Doctrines, and Events**

- Moses saw God face-to-face upon an unknown mountain sometime after he spoke to the Lord in the burning bush but before he went to free the children of Israel from Egypt (see Moses 1:1–2, 17, 25–26, 42; see also Exodus 3:1–10).

- No one can endure God’s presence unless the glory of God is upon him (see Moses 1:2, 11; see also D&C 67:11; 84:21–22).

- Moses was a son of God and was in the “similitude” (likeness) of Jesus Christ (Moses 1:4, 6–7; see also D&C 25:1). In his calling and ministry, Moses was also a “type” or likeness of Jesus Christ (see Moses 1:25–26; see also Deuteronomy 18:15; 3 Nephi 20:23; also compare Exodus 2:1–10 and Matthew 2:11–23).

- All other beliefs, objects, or persons that people place above God in their lives are false gods (see Moses 1:6; see also Exodus 20:1–6; Romans 1:25; D&C 93:19).

- God knows all things (see Moses 1:6; see also 2 Nephi 9:20; Jacob 2:5; D&C 38:2).

- Man and his works cannot compare with the majesty and greatness of God (see Moses 1:9–10; see also Mosiah 2:23–25; Helaman 12:7–8).

**Suggestions for Teaching**

**Overview of Moses 1. Moses Saw Jesus Christ and Satan**

Discuss what it is like to walk into a dark room from a brightly lit room, or vice versa. What happens to one’s eyesight? Compare what happened to Moses as he spoke to God (see Moses 1:1–9, 25–31) to what happened when he confronted Satan (see verses 12–24).

**Video presentation—“I Am a Son of God”**

Consider showing part of the video “I Am a Son of God” (6:30). In this video, Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles narrates Moses’s experience meeting God face-to-face. Play the video from the beginning, and stop the video after Moses’s vision ends (time code 2:50). Or, consider showing the entire video as you teach the following scripture block (Moses 1:12–23) to help students understand that we
should not fear in the midst of adversity because God can help us. This video is available on LDS.org.

**Moses 1:1–2. “An Exceedingly High Mountain”**

Ask a student to read Moses 1:1–2 aloud. Explore the similar experiences of other prophets who were caught up to high mountains, including Ezekiel (see Ezekiel 40:1–4), John the Beloved (see Revelation 21:10), and Nephi (see 1 Nephi 11:1). The experiences of prophets who saw God face-to-face are recorded in Genesis 32:30; Exodus 33:11; Ether 12:38–39; Moses 7:2–4; Abraham 3:11; and Joseph Smith—History 1:15–17. Discuss how prophets today are like the prophets of old.

**Moses 1:2, 9–11. “Man Is Nothing”**

Ask a few students to take turns reading Moses 1:2, 9–11 aloud to see what happened to Moses. Discuss what happened to Moses by referring to the commentary under “Moses 1:2, 9–11. Why Could Moses Endure the Presence of God?” in the student manual. What did Moses learn about God and about himself? What did Moses mean when he said, “I know that man is nothing, which thing I never had supposed” (see also 2 Nephi 4:16–23; Mosiah 4:5, 11; Alma 26:12; Helaman 12:7–8)?

**Moses 1:3–6. “I Am”**

Invite students to find the phrases in Moses 1:3–6 that God used to describe Himself. Discuss the meanings of these phrases:

1. “The Lord God Almighty” (verse 3; see 1 Nephi 7:12; Mosiah 4:9; Ether 3:4; D&C 93:17).
2. “Endless is my name” (verse 3; see D&C 19:9–12; 20:17; Moses 7:35).
3. “All things are present with me” (verse 6; see D&C 38:1–2; 130:4–7). Also review the statement by Elder Neal A. Maxwell in the commentary under “Moses 1:6. ‘All Things Are Present with Me’” in the student manual.
4. “I know them all” (verse 6; see 2 Nephi 9:20; Alma 26:35; Moroni 7:22). Also, display and invite a few students to take turns reading aloud the statements by the Prophet Joseph Smith and Elder James E. Talmage in the commentary under “Moses 1:6. ‘All Things Are Present with Me’” in the student manual.

**Moses 1:4, 6–7. Moses Was a Son of God**

Ask students: Has anyone ever told you that they would be honored to have you as a son or a daughter? You may want to suggest that students mark “my son” in Moses 1:4, 6–7. Review the commentary under “Moses 1:4–6. Moses Was a Son of God” in the student manual. Invite students to share their thoughts on the significance of being called “sons and daughters of God.”

**Moses 1:6. “Thou Art in the Similitude”**

Ask a student to read Moses 1:6 aloud. Explain that “in the similitude” means “resembling another” or “to be in the form or image of another.” In what ways was Moses’s life similar to the life of Jesus Christ? What are some things we are asked to do as members of the Church that are similar to what Jesus Christ did? What can we accomplish in this life, and in the next life, because we know we are in the similitude of God? Testify of our divine parentage and potential.
Moses 1:6. “There Is No God beside Me”

 Invite a student to read Moses 1:6 aloud. Ask students to suggest some ideas, objects, or people that we sometimes place ahead of God in our lives. Display and invite a few students to take turns reading aloud the commentary under “Moses 1:6. ‘There Is No God beside Me’” in the student manual.
Moses 1:12–23

Satan Commanded Moses to Worship Him

Some Important Principles, Doctrines, and Events

- Satan is a spirit son of God who rebelled against God and sought to destroy the agency of man and God’s plan of eternal happiness (see Moses 4:1–3; see also D&C 29:36–37; 76:25–28).

- Satan wants us to worship him (see Moses 1:12, 19; see also 3 Nephi 18:18; D&C 76:26–29).

- Some information about Satan has been omitted from the Bible (see Moses 1:23, 41; see also 1 Nephi 13:25–29).

- Satan has no glory. His presence brings darkness and his power is limited (see Moses 1:13–15, 21–22; see also 1 Nephi 22:26; Ether 8:26; D&C 101:28; Teachings of Presidents of the Church: Joseph Smith [2007], 213–14).

- We are commanded to worship and serve only God (see Moses 1:15; see also Deuteronomy 6:13–15; Luke 4:8; D&C 20:19).

Suggestions for Teaching

Caution: Avoid discussions of experiences people have had with Satan or evil spirits. Such discussions often do more harm than good.

Moses 1:12. Who Is Satan?

Invite a student to read Moses 1:12 aloud, and then ask students what comes to their minds when they hear the name Satan. Explain that Satan, or Lucifer, is a spirit son of God who rebelled against God and sought to destroy the agency of man and God’s plan of eternal happiness. Because of his rebellion he was cast out of the presence of God and sent to the earth without a body of flesh and blood. He and those who rebelled with him will never receive bodies nor become as God is, and are therefore miserable. Invite several students to take turns reading aloud the following verses and then discuss Satan’s purposes: 2 Nephi 2:18; Doctrine and Covenants 10:20–24; 29:36–37; 76:25–29; Moses 4:1–4. (These scriptures teach that Satan’s purposes are to deceive mankind, destroy the work of God, make war on the Saints of God, and make men miserable.) How was Satan’s attempt to carefully lead Moses away from his ministry like his efforts to turn all people away from God and toward himself?

Moses 1:12. Satan in the Bible and the Pearl of Great Price

Ask a student to read Moses 1:23, 41 aloud. Explain that Moses’s confrontation with and dismissal of Satan in Moses 1:12–22 is not found in Genesis. Other passages about Satan that are not found in Genesis include the origin of Satan (see Moses 4:1–4), the temptation of Adam and Eve (see Moses 4:5–12), the temptation of the sons and daughters of Adam and Eve (see Moses 5:12–13), and Cain’s covenants with Satan (see Moses 5:18–31). Also explain that because there is so little information about Satan in the Old Testament, many people today challenge his reality. In the eight chapters of the book of Moses, however, Satan is referred to
more than thirty times. Ask why the reference to Satan is found so few times in the
Bible and so many times in the Pearl of Great Price, and discuss why it is important
to know that Satan is real (see 2 Nephi 28:19–21).

**Moses 1:12. “Moses, Son of Man”**

Invite a few students to take turns reading Moses 1:4, 6–7, 40 aloud, and then
review what God called Moses. Compare this title to what Satan called Moses in
verse 12. Remind students that because all men and women are spirit children of
our Heavenly Father, we are capable of becoming like Him. Also, Moses was a son
of God in that he had spiritually been born again and had become a member of the
Church of Jesus Christ; thus he stood in a position to become a joint-heir with
Christ (see Moses 6:68; D&C 25:1). In contrast, Satan called Moses “son of man”
(Moses 1:12). Ask students what difference it makes for people to think of
themselves as sons or daughters of men, rather than sons or daughters of God.

*Note: Satan’s use of “son of man” should not be confused with Jesus Christ’s
scriptural designation as the “Son of Man” (see Matthew 8:20; 9:6; D&C 45:39;
49:6; Moses 7:24, 27). In Moses 6:57 we read of Heavenly Father, “Man of Holiness
is his name, and the name of his Only Begotten is the Son of Man, even Jesus
Christ.”*

**Moses 1:12–24. Differences between God and Satan**

Ask several students to take turns reading Moses 1:12–24 aloud. Invite students to
share how Moses was able to discern between being with God and being with
Satan. What changes occurred in Moses that enabled him to see God (see
verse 14)? Your students could also discuss how to apply these principles as they
discern between influences of good and evil in their lives today. How can you apply
these principles when selecting the music you listen to, the places you go, or the
friends with whom you associate (see also Moroni 7:11–18)?

**Moses 1:12–22. Satan Commanded Moses to Worship Him**

Invite three students to represent the narrator, Moses, and Satan by reading aloud
their words from Moses 1:12–22. Invite students to share why they think the
account of these experiences was preserved for our day.

**Moses 1:19. Satan Cried with a Loud Voice**

Ask a student to read Moses 1:19 aloud. Display the following statements by the
Prophet Joseph Smith (1805–44) and President Wilford Woodruff (1807–98). Ask
two students to take turns reading them aloud, and then discuss the statements as
a class:

*“The nearer a person approaches the Lord, a greater power will be manifested by
the adversary to prevent the accomplishment of His purposes” (Joseph Smith, in
Moses 1:12–24. “Depart Hence”

Invite students to list and discuss what Moses did in Moses 1:12–22 to resist Satan’s temptations. Display and ask a few students to take turns reading aloud the statement by President Spencer W. Kimball in the commentary under “Moses 1:12–22. Satan’s Temptations” in the student manual. Then ask a few students to take turns reading James 4:6–10; Alma 13:27–29; and Helaman 5:12 aloud, and discuss how the teachings in these verses can help us overcome Satan’s temptations.
Moses 1:24–42

Moses Learned More about the Work of God

Some Important Principles, Doctrines, and Events

- God the Father has created worlds without number through His Only Begotten Son Jesus Christ (see Moses 1:32–33; see also Hebrews 1:1–2; D&C 76:22–24; Abraham 3:11–12).
- Heavenly Father and Jesus Christ know all Their creations, including each of Heavenly Father’s children (see Moses 1:35–37; see also Matthew 10:29–31; D&C 88:41).
- God’s work and glory is to bring to pass the immortality and eternal life of His children (see Moses 1:39; see also 2 Nephi 9:13; D&C 76:62).

Suggestions for Teaching

**Moses 1:24–29. Moses Saw God Again**

Invite a student to read Moses 1:18, 24–25 aloud while the rest of the class follows along and looks for what Moses did and why. Then invite a student to read verses 26–29 aloud, and ask students how they think this preparation helped Moses accomplish his mission. Invite students to share how they spiritually prepare to fulfill their callings.

**Moses 1:31–33. Many Worlds Created by the Son**

What does it mean to stand in the presence of God (see Moses 1:31)? What does “these things” in verse 31 refer to? What question of Moses’s did God answer in the last phrases of verse 31? Did He give a more complete answer at any time (compare verse 39)? Why do you think Heavenly Father answered Moses’s question in this manner? What do you think “worlds without number” (verse 33) means in terms of the number of God’s creations? What do you think Heavenly Father was trying to help Moses understand by using these terms? Do you think Moses understood what Heavenly Father was trying to teach him? Why?

**Moses 1:30–38. Why Are These Things So?**

Discuss the questions Moses asked the Lord in Moses 1:30. Invite a few students to take turns reading verses 31–39 aloud. List what Moses learned about himself and Deity. Display and ask two students to take turns reading aloud the statement by President Marion G. Romney in the commentary under “Moses 1:35–39. Jesus
Christ Redeemed All of God’s Creations” in the student manual. Read Moses 1:37 and testify that despite the number of God’s creations, He knows them all.

**Moses 1:39. Immortality and Eternal Life**

Ask students to define the terms *immortality* and *eternal life*. Discuss the scriptural definition of “immortality” (see 1 Corinthians 15:51–54; Mormon 6:21) and of “eternal life” (see 1 John 5:11; Mosiah 15:22–25). Display the following statement by President Spencer W. Kimball (1895–1985), and invite a student to read it aloud:

> “Immortality is to live forever in an assigned kingdom. Eternal life is to gain exaltation in the highest heaven and live in the family unit” (Spencer W. Kimball, “An Eternal Hope in Christ,” *Ensign*, Nov. 1978, 72).

Also display and ask a student to read aloud the commentary under “Moses 1:39. Immortality and Eternal Life” in the student manual.

**Moses 1:39. God’s Work and Glory**

Ask students the following questions: What is Heavenly Father’s work (see Moses 1:4–5, 39)? What work did He want Moses to do (see verses 6, 25–26)? How was Moses prepared to accomplish this work (see verse 2; see also D&C 84:6)? How does our knowledge of the Lord’s work help us assist Him more effectively? Display and invite a student to read aloud the statement by President Marion G. Romney under “Moses 1:39. The Unselfishness of God” in the student manual.
Moses 2:1–31

The Physical Creation

Moses 2:1–25: The Physical Creation of Heaven and Earth

Some Important Principles, Doctrines, and Events

- Jesus Christ created the heavens and the earth, and all living things upon the earth (see Moses 2:1; see also Ephesians 3:9; Helaman 14:12; D&C 45:1).

- The heavens and the earth were completed in six creative stages or periods, called “days” (see Moses 2:1–31; see also Genesis 1:3–31; Abraham 4:1–31). The Lord has not revealed how long each “day” was (see D&C 101:32–34).

- God commanded all living things to multiply, creating new creatures like themselves (see Moses 2:11–12, 21, 25; see also Abraham 4:22).

Suggestions for Teaching

Video presentation—“The Creation”

Consider showing the video “The Creation” (5:17) to help students better appreciate the majesty of the Creation as described in Moses 2. In this video, President Russell M. Nelson of the Quorum of the Twelve Apostles describes the Creation and explains its importance. This video is available on LDS.org. You could also use this video when discussing the account of the Creation in Abraham 4–5.

Overview of Moses 2. The Creation of the Physical Earth

Most people have questions about the creation of the physical earth. Invite a student to read Doctrine and Covenants 101:32–34 aloud. The Lord promises that He will answer all questions in the future. The scriptures, however, provide us answers to many of these questions in the three scriptural accounts of the Creation: Genesis 1–2; Moses 2–3; and Abraham 4–5. Each of these scriptural accounts contains only a portion of the complete story, and each varies somewhat from the others.
**Moses 2:3–4, 14–19. “Let There Be Light”**


**Moses 2:3–26. Not by Accident**

Invite students to find the word *let* in Moses 2:3–26, and ask them why it is important to know that the earth and heaven did not come into existence by accident. You may want to suggest that students mark this word in their scriptures. You may also want to display and invite a student to read aloud the statement by Elder John A. Widtsoe in the commentary under “Moses 2:1. The Earth Was Not Created by Accident nor Chance” in the student manual (see also Alma 30:17, 37–46).

**Moses 2:5–23. A Day of Creation**

Invite students to find the phrases *first day*, *second day*, *third day*, *fourth day*, and *fifth day* in Moses 2:5–23. You may want to suggest that students mark these phrases in their scriptures. Help students understand that we do not know the duration of each “day” of the Creation. Display and invite a few students to take turns reading aloud the commentary under “Moses 2:5. How Long Was a Day of Creation?” in the student manual, and then discuss it as a class.

**Moses 2:11–28. Be Fruitful and Multiply**

Ask several students to take turns reading Moses 2:11–12, 21–22, 24–25, 27–28 aloud, while the rest of the class follows along and looks for the two commandments God gave to every living thing. Discuss the meaning of the phrases *after his kind* and *after their kind*. Display and invite a student to read aloud the statement by President Boyd K. Packer in the commentary under “Moses 2:11–12, 21, 24–25. ‘After Their Kind’” in the student manual.

**Moses 2:26–31: The Physical Creation of Man and Woman**

Some Important Principles, Doctrines, and Events

- God’s greatest creations are man and woman. They are the only ones created in the image and likeness of Heavenly Father and His Only Begotten Son (see Moses 2:26–27; see also Psalm 8:4–6; Moses 6:9).

- All of the posterity of Adam and Eve are children of God, endowed with divine potential that they received from their heavenly parents (see Moses 2:26–27; see also Psalm 82:6; Acts 17:29; D&C 93:19–20).
• Man and woman were given dominion over all of God’s other creations on the earth (see Moses 2:26–28).
• Man and woman were commanded to be fruitful, multiply, and replenish the earth (see Moses 2:28; see also Psalm 127:3).

Suggestions for Teaching
Moses 2:26–31. The Sixth Creative Period
Draw six steps on the board (like steps of a staircase) and write on each of the first five steps what happened on that “day” of the Creation, as follows:

- Day 1: light and darkness; day and night
- Day 2: the firmament (the heaven or sky)
- Day 3: land, grass, herbs, fruit, trees
- Day 4: sun, moon, stars
- Day 5: fish and birds
- Day 6:

Invite students to share why the creations on each of the preceding days were necessary for the creations of the sixth day to take place. Ask a student to read Moses 2:26–31 aloud. Then invite students to share what they would write for the sixth step or day.

Moses 2:26–27. The Creation of Adam and Eve
Invite students to review Moses 2:26–27. Ask what it means to be created in the likeness and image of Heavenly Father and Jesus Christ. Display the following statement by the First Presidency—Joseph F. Smith, John R. Winder, and Anthon H. Lund—and invite a student to read it aloud:

“It is held by some that Adam was not the first man upon this earth and that the original human being was a development from lower orders of the animal creation. These, however, are the theories of men. The word of the Lord declared that Adam was ‘the first man of all men’ (Moses 1:34), and we are therefore in duty bound to regard him as the primal parent of our race. It was shown to the brother of Jared that all men were created in the beginning after the image of God … : Man began life as a human being, in the likeness of our Heavenly Father” (Joseph F. Smith, John R. Winder, and Anthon H. Lund, “The Origin of Man,” Ensign, Feb. 2002, 30).

Moses 2:27. The Divine Potential of Adam’s Posterity
Ask students to describe characteristics they have inherited from their earthly parents. Invite a student to read Moses 2:27 aloud. Ask students to describe what they have inherited from their Heavenly Father. As Heavenly Father’s children, what is our potential (see D&C 132:20; Moses 1:39)? Ask how knowing about our potential now can bless us in our mortal lives.
Moses 2:28–30. To “Have Dominion”

Invite a student to read Moses 2:26, 28–30 aloud. Ask students what the responsibility of having dominion over all other living things entails. Ask students how they think they can best fulfill this responsibility. Ask if there might ever be a danger of exercising unrighteous dominion over the earth, and how one might avoid that problem (see D&C 121:39). Discuss the statement by Elder Sterling W. Sill under “Moses 2:28. Man Was Given Dominion” in the student manual (see also D&C 49:19–21; 59:17–20; 104:13–18; 121:39–41).

Moses 2:28. “Be Fruitful, and Multiply”

Show students a piece of fruit (such as an apple) and cut it open to expose the seeds within. Invite a student to read Moses 2:12, 28 aloud. Discuss how each kind of plant has the power to produce more of its kind. You may want to discuss the material under “Moses 2:28. What Does Replenish Mean?” in the student manual. Ask students: What gospel principles should we remember as we strive to fulfill the responsibility to be fruitful and multiply (see 1 Corinthians 6:15–19; see also “The Family: A Proclamation to the World,” Ensign or Liahona, Nov. 2010, 129)?
Moses 3:1–25

The Spiritual Creation and the Garden of Eden

Moses 3:1–7: All Things Were First Created Spiritually

Some Important Principles, Doctrines, and Events

• God ended His work of creating the heavens and the earth and rested on the seventh day (see Moses 3:2). He blessed and sanctified the seventh day (see Moses 3:3; see also Exodus 20:8–11; Joseph Smith Translation, Mark 2:26–27 [in the Bible appendix]).

• God created all things spiritually before they were naturally upon the face of the earth (see Moses 3 chapter heading; Moses 3:5–7; see also D&C 29:31–32; Abraham 3:22–23).

• To be created “spiritually” appears to have at least two meanings: to be planned in advance, and to be formed as a living being with individual identity and a spirit body (see Moses 3:5–7; see also Moses 3:19; 6:51).

• Adam was the first spirit child of God to receive a body of flesh and bones upon this earth (see Moses 3:7; see also 1 Corinthians 15:45; 1 Nephi 5:11; D&C 27:11; Moses 1:34).

Suggestions for Teaching

Overview of Moses 3. Additional Insights into the Creation

Explain to students that the Lord taught Moses about some of the details of the Creation. Assign groups of students to read and then report to the class what is taught in the verses from Moses 3 cited below. Ask each group to write three questions that can be answered in the verses they study. Invite them to ask their questions, and then invite the class to discuss the answers:

1. Verses 4–7 (all things were created spiritually before they were naturally upon the face of the earth).

2. Verses 8–9 (the creation of Adam).

3. Verses 9–20 (life in the garden for Adam, before the creation of Eve).

4. Verses 21–23 (the creation of Eve).

5. Verses 24–25 (the marriage of Adam and Eve by God).

Moses 3:1–3. God Rested from His Labors

Ask a student to read Moses 3:1–3 aloud. Then ask students to share what they think the word rest means in these verses (see also the commentary under “Moses 3:2–3. What Does It Mean That God ‘Rested?’” in the student manual). How can we apply this meaning to our Sabbath day observance?

Moses 3:5. Spirits and a Spiritual Creation

Review with students the statements by President Joseph Fielding Smith and by the First Presidency in the commentary under “Moses 3:5. An Interpolation Showing
That Everything Was First Created Spiritually” in the student manual. Ask students to suggest how this verse affects their views of chronological age and time. Ask how this verse affects their view of animal and plant life. Ask if they can suggest other implications of Moses 3:5. Help students understand how this verse might enlarge their views of the eternal plan of God (for example, mortal life is but a short segment of our actual life).

Moses 3:8–17: God Placed Adam in the Garden of Eden

Some Important Principles, Doctrines, and Events

• God put the man He had formed (Adam) in the Garden of Eden (see Moses 3:8) and told Adam to “dress” and “keep” the garden (see Moses 3:15; see also Abraham 5:11).

• God gave man moral agency (the freedom to choose between right and wrong) and instructed him concerning the consequences of his choices in the Garden of Eden (see Moses 3:16–17; see also 2 Nephi 2:14–16).

Suggestions for Teaching


Invite students to study 2 Nephi 2:22–23 and Moses 3:9–20, making a list of facts these scriptures teach about the Garden of Eden. Ask students what they think it means to “dress” and “keep” the garden. Note that from the beginning, man has been required to provide for himself and his family by “the sweat of his brow” (Moses 5:1). Ask students what they think it would have been like to live in the Garden of Eden. Discuss the blessings and learning opportunities that would have been forfeited in a paradisiacal life in the Garden of Eden.

Moses 3:9, 16–17. In the Midst of the Garden

Ask two students to take turns reading Moses 3:9 and 2 Nephi 2:15–16 aloud. Invite students to share why they think God placed the tree of knowledge of good and evil in the middle of the Garden of Eden. Then invite students to share in their own words why the forbidden fruit was necessary. Discuss opposites and agency. Ask students why they think moral agency, or the freedom to choose, is a part of the plan of salvation (see also 2 Nephi 2:24).

Moses 3:18–25: Adam and Eve Were Husband and Wife

Some Important Principles, Doctrines, and Events

• It was not good for man to be alone, so God created woman as a helpmeet for him (see Moses 3:18, 20–25; see also Ephesians 5:22–25; D&C 49:15).

• Adam and Eve were married for time and eternity by Heavenly Father (see Moses 3:24–25; see also Genesis 2 chapter heading; Ecclesiastes 3:14).

• Husbands and wives are to leave their parents and cleave to each other (see Moses 3:24; see also Mark 10:9; 1 Corinthians 7:10–11; 11:11; D&C 42:22).
Suggestions for Teaching

Moses 3:18–23. A Helpmeet for Adam
Show students a small ball that is cut in half. Ask them what the use of these halves is. Now show them a whole ball. Ask students how much more functional a complete ball is than a half. Then ask a few students to take turns reading Moses 3:18–23 aloud, and explain to students that one half of the ball represents man, and the other half represents woman. You may also want to display and ask a few students to take turns reading aloud the commentary under “Moses 3:18. A Helpmeet for the Man” in the student manual. Discuss ways that man without woman, or woman without man, is incomplete (see also 1 Corinthians 11:11–12).

Moses 3:21–23. Adam’s Rib
Invite a student to read Moses 3:21–23 aloud. Ask students to suggest possible symbolic meanings of Eve being made from Adam’s rib. Review the commentary under “Moses 3:21–23. Adam’s Rib” in the student manual. Discuss examples of how husbands and wives can work side by side.

Moses 3:24–25. The First Marriage
Ask a student to read Moses 3:24–25 aloud. Invite students to suggest some of the expectations they have for their marriages. Ask students what they think “leave his father and mother” means. (Begin their own family and become independent from their parents.) Explain to them that Heavenly Father sealed Adam and Eve together in eternal marriage, thus instituting marriage on earth (see Joseph Fielding Smith, Doctrines of Salvation, comp. Bruce R. McConkie [1954, 1955], 1:115; 2:71; Ecclesiastes 3:14). Give examples of the great joy that comes from an eternal marriage relationship, when two partners become one (see also Ecclesiastes 4:9–10; Mark 10:6–9).
Moses 4:1–19

The Plan of Salvation and the Fall

Moses 4:1–6: How Lucifer Became the Devil

Some Important Principles, Doctrines, and Events

- Our Heavenly Father has a plan for the salvation of His children. As part of this plan, Jesus Christ is the Savior of all mankind (see Moses 4:1–2; see also 2 Nephi 2:25–26; Alma 12:32–33; 22:13–14; Moses 6:62).

- Jesus Christ wanted to help fulfill the Father’s plan, without taking the Father’s glory. Lucifer rebelled against Heavenly Father’s plan (see Moses 4:1–3; see also 3 Nephi 11:11; D&C 76:25–26; Abraham 3:27–28).

- A war was fought in the premortal existence to protect the agency of man, which Lucifer sought to destroy (see Moses 4:3; see also Revelation 12:7–9).

- Lucifer became Satan, or the devil. Satan deceives, blinds, and leads captive all those who do not hearken to the voice of the Lord (see Moses 4:4; see also 3 Nephi 6:16; D&C 50:3).

- Satan does not know the mind of God (see Moses 4:6; see also 1 Peter 1:6–7; 2 Nephi 2:11; D&C 29:39).

Suggestions for Teaching

Invite a student to read 2 Nephi 2:15 aloud. You may want to suggest that students mark the phrase it must needs be that there was an opposition in their scriptures. Then invite five students to read aloud the story of the Fall in Moses 4:5–31, taking the parts of the narrator, Satan, Eve, Adam, and the Lord God. Ask a student to read Moses 1:39 aloud. Discuss ways that Satan’s actions assisted the Lord in accomplishing His purposes.

Moses 4:1–2. Our Father’s Plan of Salvation

Invite a student to read Moses 4:1–2 aloud while the rest of the class follows along, looking for how the Savior and Satan responded to Heavenly Father’s plan of salvation. Review the statement by Elder Neal A. Maxwell in the commentary under “Moses 4:1–2. The Plan of Our Father in Heaven” in the student manual. Ask students to explain what we must do, and what Heavenly Father and Jesus Christ have done, for us to be saved.

Moses 4:2. “My Beloved and Chosen from the Beginning”

Explain to students that one of the names for Jesus Christ is “the Firstborn.” Ask them to find scripture references in the Topical Guide that use the title Firstborn under “Jesus Christ, Firstborn.” Explain that Jesus was the firstborn spirit child of our Heavenly Father in the premortal existence, thus becoming our Eldest Brother. From the beginning He has held the preeminent position after the Father (see Colossians 1:13–15; D&C 93:21).

Invite students to contrast the desires of Satan with the desires of Jesus Christ (“my Beloved Son”) in Moses 4:1–2. Why did Satan rebel against God the Father, Jesus
Christ, and the Father’s plan of salvation? Display and invite a student to read aloud the commentary under “Moses 4:4. Satan’s Desires” in the student manual. How can understanding the desires of Satan and Jesus Christ help us understand our own relationship with God?

**Moses 4:1–6. The Devil**

Ask students to study the following scriptures and make a list of the truths these verses teach about Satan: Isaiah 14:12–15; 2 Nephi 2:17–18; Alma 30:53, 60; Doctrine and Covenants 10:22–27; 29:36–40; 76:25–29; Moses 4:1–6. How can knowing the truth about the devil help us?

**Moses 4:3. Preserving the Agency of Man**

Invite a student to read Moses 4:1–3 aloud. Ask students to explain Satan’s plan for the salvation of Heavenly Father’s children. Ask students why they think Satan wanted to destroy our agency, or freedom to choose how to act. In what ways do men sometimes try to control others, as Satan did? Review Doctrine and Covenants 121:34–46 and list the principles of the priesthood that help preserve the agency of man (see also Matthew 20:26; John 13:15; Mosiah 18:24–26; Alma 13:10–11).

**Moses 4:4. Satan’s Power**

Invite a student to read Moses 4:4 aloud. Ask some or all of the following questions: What is the difference between being deceived and being blinded? How would leading us “captive at his will” achieve for Satan his main objective in obtaining the Father’s honor and power (see D&C 29:29, 36)? Who are the only ones that Satan will not be able to deceive or blind? What does “hearken unto my voice” mean? How many people today know that God has spoken, and is speaking, in our time? Of that group, how many are listening? And of those, how many are hearkening? Why is missionary work and following the living prophets so important?

**Moses 4:6. Knowing the Mind of God**

Invite two students to take turns reading Moses 4:6 and Doctrine and Covenants 10:43 aloud. Ask students why they think it was important that Satan not know the mind of God. Discuss ways we can know the mind of God (see 1 Nephi 10:17–19; 15:8–11).

**Moses 4:7–19: The Fall of Adam and Eve**

**Some Important Principles, Doctrines, and Events**

- Satan lied to Eve and beguiled her (see Moses 4:6–12, 19; see also 2 Nephi 2:17–18; Mosiah 16:3; Ether 8:25).
- Adam chose to partake of the forbidden fruit rather than become separated from Eve. Adam and Eve fell so we could be born into mortality (see Moses 4:12, 18; see also 1 Timothy 2:14–15; 2 Nephi 2:19–20).
- Adam and Eve confessed their transgression to God (see Moses 4:18–19).
Suggestions for Teaching

Moses 4:12, 18. Adam Also Partook

Ask students to list the different options Adam had after he knew that Eve had partaken of the forbidden fruit. Why did Adam choose to partake (see Moses 4:12, 18)? What would have happened if he had decided not to partake? How was Adam able to make the right choice?

Moses 4:13–17. First Consequences of the Fall

Ask a few students to take turns reading Moses 4:13–17 aloud. Discuss the changes that came upon Adam and Eve after they partook of the forbidden fruit (see also Alma 42:2–10). In what ways were these changes good (see 2 Nephi 2:25; Moses 5:10–11)? How was the Fall a glorious step forward, not backward, for Adam and Eve and all humankind?

Moses 4:15–19. Accountability

Review Moses 3:17; 4:15–19 and help students understand that while God gave Adam and Eve freedom to choose, He also made them accountable for their choices. What questions did God ask Adam and Eve in Moses 4:15, 17, 19? How did these questions help Adam and Eve give an accounting of their actions? Why does Heavenly Father want His children to understand their accountability for their actions?
Moses 4:20–32

The Consequences of the Fall

Some Important Principles, Doctrines, and Events

- God cursed Satan (see Moses 4:20–21).

- The Fall of Adam and Eve brought many consequences, including mortality, work, and the opportunity to have and raise children (see Moses 4:22–26, 29; see also John 16:21; Ephesians 5:22–24; see also 1 Timothy 2:14–15; D&C 75:28; 83:2).

- After the Fall, God made coats of animal skins to clothe Adam and Eve's nakedness. He also sent angels and a flaming sword to guard the way to the tree of life (see Moses 4:27, 31), thus preventing Adam and Eve from partaking of the fruit of the tree and living forever in their sins (see Alma 12:21–26; 42:2–4).

Suggestions for Teaching

Moses 4:20–21. The Consequences of the Fall upon Satan and His Followers

Ask a student to read Moses 4:20–21 aloud while the rest of the class follows along, looking for the consequences of the Fall upon Satan and his followers. Refer to the commentary under “Moses 4:21. Enmity” and “Moses 4:21. The ‘Seed of the Woman’ Refers to the Savior, Jesus Christ” in the student manual. Ask who the “seed of the woman” is. Discuss how the prophecy will be fulfilled that “he shall bruise thy head, and thou shalt bruise his heel.”


Explain to students that neither Eve nor Adam were “cursed” for their transgression, but the Lord did pronounce consequences upon them. Invite a few students to read Moses 4:22–26, 29 aloud while the rest of the class follows along, looking for the consequences of Adam and Eve’s transgression. Discuss students’ findings by making a list of the consequences on the board. Review with students the commentaries under “Moses 4:22. ‘I Will Greatly Multiply Thy Sorrow’”; “Moses 4:22. ‘He Shall Rule over Thee’”; “Moses 4:23–25. ‘Cursed Shall Be the Ground for Thy Sake’”; “Moses 4:25. ‘By the Sweat of Thy Face Shalt Thou Eat Bread’”; and “Moses 4:25. Death Entered the World” in the student manual. Ask students how the thorns and thistles mentioned in
verse 24 can be likened to what we experience in mortality. Ask students why they think the Lord gives us (or allows us to have) trials in our lives (see also 2 Corinthians 12:7–10; D&C 122:7). Testify that all these consequences can be perceived as blessings.

**Moses 4:27–31. Parting Blessings**

Ask students to find the things God did for Adam and Eve before sending them away from the Garden of Eden. You may want to suggest that students mark these things in their scriptures. Discuss how each of these things was a blessing for Adam and Eve, and for us today (see Alma 12:21–26; 42:2–4).
Moses 5:1–15

Adam and Eve Were Taught the Gospel

Some Important Principles, Doctrines, and Events

- Adam and Eve labored together as husband and wife (see Moses 5:1–2; see also D&C 25:5–9).
- Adam, Eve, and their children were taught the gospel of Jesus Christ (see Moses 5:4–9, 14–15, 58–59; see also Alma 12:26–33).
- Adam and Eve received the gospel with joy and gladness, understanding the necessity and blessings of the Fall (see Moses 5:10–11; see also 2 Nephi 2:22–25; Mormon 9:12).
- Adam and Eve had children and taught them the gospel of Jesus Christ (see Moses 5:12; see also Psalm 127:3; Mosiah 4:14–15; D&C 68:25–28). Satan persuaded some of Adam and Eve’s children to love him more than God (see Moses 5:13; see also Alma 10:25; 3 Nephi 7:5).
- Because of the Fall, and because all people sin, all have become carnal, sensual, and devilish (see Moses 5:13; see also Mosiah 3:19; 16:2–4; Ether 3:2).

Suggestions for Teaching

Moses 5:1–2. Upon Leaving the Garden
Invite a student to read Moses 5:1–2 aloud. Ask students to describe the new struggles Adam and Eve had to face after they left the Garden of Eden. How are the struggles, temptations, and tests that the Lord allowed Adam and Eve to have like the struggles we face today (see 2 Nephi 2:11; Abraham 3:24–26)?

Moses 5:5–6. The Law of Obedience
Discuss various reasons why people obey the commandments. According to Moses 5:6, why was Adam obedient? You may want to display, invite a few students to read aloud, and then discuss the commentary under “Moses 5:5–6. Adam and Eve Were Obedient” in the student manual. What are some good reasons to obey the commandments?
Moses 5:7–11. Adam and Eve Believed in Jesus Christ

Write the following statement on the board: *Adam and Eve were the first Christians*. Invite students to find phrases in Moses 5:7–11 that show this statement to be true. Explain to students that most people think Christianity did not exist until Jesus Christ lived on the earth. List and discuss other people from before the time of Christ who were Christians (for examples, see 2 Nephi 25:26; Alma 46:13–15; D&C 138:12–16, 38–46). Ask students why they think the gospel of Jesus Christ has been taught since the beginning.

Video presentation—“Sacrifice and Sacrament”

You may want to show the video “Sacrifice and Sacrament” (12:41) to help students understand the relationship between animal sacrifice in Old Testament times and the sacrament in our day. In this video, a man teaches his younger self that just as all sacrifices made before the time of Christ were meant to be a type of His great sacrifice, the sacrament is a type of Christ’s sacrifice today. This video is available on LDS.org.

Moses 5:10–12. Adam and Eve Knew They Could Be Saved

Ask students which phrases in Moses 5:10–12 show how Adam and Eve felt about God and about life once they understood the plan of salvation. Invite students to read silently verses 10–11, substituting their own names for “Adam” and for “Eve, his wife.” Discuss how understanding the plan of salvation affects our feelings about God and about our experiences in this life.

Moses 5:13. Enemies to God

 Invite a student to read Mosiah 2:36–37 aloud and discuss how a person becomes an “enemy” to God. Ask a student to read Moses 5:13 aloud, and then invite students to share how and why these sons of Adam and Eve became enemies to God (see also Mosiah 16:3–5). Invite a few students to read Mosiah 3:19; 27:25–26 aloud, and then ask students to share how we can become God’s “friends” (see also John 15:12–17; D&C 84:63).
Moses 5:16–59

Cain and His Descendants and the Preaching of the Gospel

Moses 5:16–54: Cain Loved Satan More than God

Some Important Principles, Doctrines, and Events

- Cain was taught the gospel but he rebelled against it (see Moses 5:12, 16, 18, 25–31; see also Helaman 6:26–27).
- Cain made an offering to God only after Satan commanded him. His offering was not what God had commanded (see Moses 5:5) and God did not accept it (see Moses 5:18–21; see also Hebrews 11:4; D&C 124:75).
- God warns sinners, giving them many opportunities to repent (see Moses 5:22–25, 34–35; see also Mosiah 26:30; D&C 138:30–35).
- We cannot hide our sins from God (see Moses 5:35; see also Proverbs 15:3; 2 Nephi 9:20; 27:27; Alma 39:8; D&C 1:3).
- Cain and some of his descendants chose to reject the gospel and therefore did not enjoy its blessings (see Moses 5:26–54; 7:22; see also Alma 3:19; 32:19; D&C 82:3).

Suggestions for Teaching

Moses 5:16–28. Cain and His Offering

Invite students to find phrases in Moses 5:16–28 that describe Cain and his offering. How did Cain feel about the Lord? Why did Cain make an offering? What did he offer? Discuss why God did not accept his offering (see also the commentary under “Moses 5:18–21. Cain Made an Offering” in the student manual). Why was Satan pleased? Why was Cain angry?

Moses 5:21–28. Cain Was Warned

Invite a student to read Moses 5:22–26 aloud looking for the role of agency in Cain’s decision to rebel. Ask students why Cain was wroth at his punishment. What caused this punishment to come upon Cain? Review with students the commentary under “Moses 5:23–26. Cain Exercised His Agency and Chose to Rebel against God” in the student manual. Testify that Cain, like all of us, was accountable for the exercise of his agency.
Moses 5:29–35. Cain Killed Abel

Ask a student to read Moses 5:29–33 aloud. Discuss the events that took place before Cain slew Abel. Invite a student to read verse 33 aloud. Then ask students what they think Cain meant when he said he was “free” (see also the commentary under “Moses 5:33. ‘I Am Free’” in the student manual). Invite a student to read verses 34–35 aloud. Ask why we cannot hide our sins from the Lord (see also Proverbs 15:3; 2 Nephi 9:20; 27:27; Alma 39:8; D&C 1:3). Discuss the blessings that come to those who realize they cannot hide their sins from God.

Moses 5:36–41. The Lord Cursed Cain

List the curses that the Lord placed upon Cain, as described in Moses 5:36–37, 41. Discuss what Cain said in verses 38–39 when God cursed him. Compare Cain’s response to the responses of Adam and Eve after they partook of the fruit (see Moses 4:18–29; 5:10–11). Why do the wicked and the righteous respond differently when confronted with their own sins (see also 1 Nephi 16:1–3)?

Moses 5:42–54. Cain’s Descendants Were Wicked

Invite a few students to take turns reading Moses 5:42–54 aloud. List the wicked deeds of Cain’s descendants. How were Lamech and Irad related? What happened to Lamech, and why? Remind students that wicked parents share the responsibility for the sins of their children (see Ezekiel 18:20; 2 Nephi 4:3–7; D&C 68:25). Ask a few students to take turns reading 1 Nephi 17:33–41 aloud. Discuss why the Lord curses, or punishes, the wicked and blesses and makes covenants with the righteous.

Moses 5:55–59: The Gospel Was Preached from the Beginning

Some Important Principles, Doctrines, and Events

- The works of darkness began on earth with Cain and his descendants who loved Satan more than God (see Moses 5:55–57; see also Moses 5:13, 15, 28, 51; see also Helaman 6:26–30; Ether 8:15–16).

- The preaching of the gospel of Jesus Christ began on earth with Adam and Eve and their descendants who loved God (see Moses 5:58; see also Moses 5:4–12, 14–15; 1 Nephi 12:18; 2 Nephi 11:4).

- The gospel was preached by angels, by God’s own voice, by the gift of the Holy Ghost, and by Adam himself (see Moses 5:58; 6:1; see also Alma 12:26–33).
• The ordinances of the gospel began on earth with Adam and Eve. These ordinances are holy and designed to confirm mankind’s covenant relationship with God (see Moses 5:59; see also Mosiah 13:30; Alma 13:16; D&C 84:19–21; 124:39–40).

Suggestions for Teaching

Moses 5:55–58. And Thus It Began

Explain to students that in Moses 5:55, 58 there are summary statements about how the “works of darkness” and the gospel began to spread among the people of the earth. Invite students to find verses in Moses 5 that give details about these beginnings.

Ask students why they think the stories of Adam and Eve, of Cain and Abel, and of Lamech and Irad are included in the book of Moses. Use Moses 5:51, 55–59 and 2 Nephi 26:20–33 to compare the works of darkness with the works of God.

Moses 5:58. The Preaching of the Gospel

Ask a student to read Moses 5:58 aloud, and then ask students to define “the gospel.” Invite several students to take turns reading 3 Nephi 27:9–22 and Doctrine and Covenants 76:40–42 aloud. Then list the elements that comprise the gospel of Jesus Christ. In what ways is the gospel preached in Moses 5:58; 6:1? Invite students to find and share scriptures that contain examples of the gospel being preached by holy angels, by the voice of God, by the Holy Ghost, by prophets, and in other ways.

Moses 5:59. Gospel Ordinances

Ask students to list the gospel ordinances they have received. What is symbolically taught or “confirmed” by the gospel ordinances (see Romans 6:3–9; Jacob 4:5; Alma 13:16; D&C 20:68–79; 76:50–60)? Display the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles, and ask a student to read it aloud:

“Good conduct without the ordinances of the gospel will neither redeem nor exalt mankind; covenants and the ordinances are essential” (Boyd K. Packer, “The Only True Church,” Ensign, Nov. 1985, 82).
Adam’s Posterity and the Prophet Enoch


Some Important Principles, Doctrines, and Events

• The priesthood was passed in a patriarchal order from Adam to his son Seth (see Moses 6:2–3, 7; D&C 107:40–42).

• Since the time of Adam and Eve, people have written, learned from, and taught from inspired writings (the scriptures). These writings have included family lineage and the inspired actions and sayings of family members (see Moses 6:5–23, 46; see also Luke 24:32; Jacob 4:1–6; Alma 18:38–39; D&C 20:8–13, 17–26, 35; Abraham 1:28, 31).

• Those who accept the gospel are often called the “sons of God” or the “children of God.” Those who have not yet accepted the gospel or have rejected it are called the “sons of men,” “daughters of men,” or “children of men” (see Moses 5:52–56; 6:8, 15, 68; see also 2 Nephi 2:27; Helaman 14:28–31; Moses 7:1; 8:13–15, 19–21).

Suggestions for Teaching

Moses 6. Overview

Assign pairs of students to make charts showing the names and ages of the patriarchs mentioned in Moses 6:10–25 (see Moses 8:1–12; Genesis 7:1–6; 9:28–29). Ask students what they learn from this chart about the early patriarchs. What book did Enoch preach from (see Moses 6:46)? Why did Enoch preach (see verses 27–30, 68)?

Moses 6:1–3, 10–16. Seth Was a Worthy Son

Invite a few students to take turns reading Moses 5:16–21; 6:1–3, 10–16 aloud. Ask students to compare Cain, Abel, and Seth (see also D&C 107:42–43, 53; 138:40).

Moses 6:5. A Book of Remembrance

Ask a student to read Doctrine and Covenants 68:2–4 aloud, and then invite students to share what these verses teach about scripture. Invite a student to read Moses 6:5 aloud. Ask students how they think Doctrine and Covenants 68:2–4 applies to the book of remembrance kept by Adam. Display and ask a student to read aloud the statement by Elder Bruce R. McConkie about this book of remembrance in the
commentary under “Moses 6:5–6. The Origin of Language and Writing” in the student manual. Discuss the statement as a class.

**Moses 6:15. The Children of Men**
Show students that in the book of Moses two groups or types of people are mentioned: the “children of God” or “sons of God,” who were righteous (see Moses 6:8, 68), and the “children of men” or “sons of men,” who had not yet accepted or who had rejected the gospel (see Moses 5:52; 6:15, 23). Assign a few students to share what they learn in Moses 5:52–56; 6:15 about the children of men, and assign others to share what they learn about the children of God in Moses 6:8–14, 16–25.

**Moses 6:15. Satan “Raged in Their Hearts”**
Invite a student to read Moses 6:15 aloud. Ask students what the words *dominion* and *rage* mean. What did Satan’s dominion and rage lead to in the days of Seth? Discuss what 2 Nephi 28:20–22 teaches about Satan’s methods in the last days. How is Satan able to get into people’s hearts?

**Moses 6:23. Preachers of Righteousness**
Ask several students to take turns reading Moses 6:23 and Alma 4:19; 17:9–17; 31:5 aloud. Then invite students to share what they learned about the preaching of righteousness from these verses. Point out that in the remaining verses of Moses 6–7 there are several excellent examples of true preachers of righteousness. Ask students to name people in the Church today who could be called “preachers of righteousness.”

**Moses 6:26–47: Enoch’s Call and Work**

**Some Important Principles, Doctrines, and Events**
- Those who are humble and willing can succeed in the service of God, in spite of their feelings of inadequacy (see Moses 6:26–32; see also Jeremiah 1:4–10, 17–19; D&C 112:3–5, 7–11).
- We should obey the counsel of God more than the counsel of other people (see Moses 6:27–28, 43–44; see also Jacob 4:8–14; D&C 3:6–8).
- A “seer” is a prophet who is blessed by the Spirit to see things not visible to the natural eye (see Moses 6:35–36; see also Mosiah 8:13–18).
- The wicked often take offense at the words of the prophets (see Moses 6:37–47; see also 1 Nephi 16:1–3).
Suggestions for Teaching

Moses 6:26–36. A Call to Serve the Lord
 Invite a few students to take turns reading Moses 6:26–36 aloud. What was Enoch called to do? Why did he feel reluctant? Ask a student to read verses 32–36 aloud. List what helped Enoch accomplish what the Lord commanded (see also 1 Nephi 3:7). Invite students to share examples of how they have felt about calls to serve, and how the Lord has helped them succeed in their callings.

Moses 6:26–36. Heart, Ears, and Eyes
 Invite a few students to take turns reading Moses 6:26–36 aloud, while the rest of the class follows along and compares Enoch’s heart, ears, and eyes to the hearts, ears, and eyes of the people. What was Enoch blessed to feel, hear, and see that the people could not? Why? Ask students to suggest truths illustrated by Enoch’s washing of his eyes (see verses 35–36). Invite students to find and share scriptures that teach how we can open our heart, ears, and eyes to the Lord.

 Ask a student to read Moses 6:37–38 aloud. Invite students to share why they think the people reacted as they did. Review the Lord’s promises in verses 32–35 and their fulfillment in verses 36–39, 47 (see also Moses 7:13).

Moses 6:43–47. Counsel from the Lord
 Ask students to find the question that Enoch asked the people in Moses 6:43, and then invite them to restate the question in their own words. Compare the people of Enoch’s day in Moses 6:27–28, 43 to the principles Jacob taught in Jacob 4:8, 10, 14. Ask students why they think some people prefer their own counsel to the counsel of the Lord. Discuss what we can do to better seek and follow the Lord’s counsel.
Moses 6:48–68

Enoch’s Teachings

Moses 6:48–56: Enoch Preached the Plan of Salvation

Video presentation—“The Plan of Salvation”

You may want to show all or part of the video “The Plan of Salvation” (10:39) to help students understand how knowledge of Heavenly Father’s plan helps us understand our purpose on earth. In this video, President Boyd K. Packer of the Quorum of the Twelve Apostles likens the plan of salvation to a three-act play. If you want to show only a portion of this video, play the video from time code 1:40 to time code 6:00. This video is available on LDS.org.

Some Important Principles, Doctrines, and Events

• Because of the Fall and our own sins, we are “shut out” from the presence of God (see Moses 6:48–49; see also Mosiah 16:3–4; Ether 3:2).

• Those who repent and are baptized will receive the gift of the Holy Ghost. If they endure in faith to the end, they will obtain salvation through the Atonement of Jesus Christ (see Moses 6:50–52; see also 2 Nephi 31:10–20; Articles of Faith 1:3–4).

• Because of the Atonement of Jesus Christ, all children are born innocent (see Moses 6:53–54; Mosiah 3:16; see also Moroni 8:8; D&C 29:46; 93:38; Articles of Faith 1:2).

• God allows His children the freedom to sin. In this way we experience the opposition that comes through temptation and we learn the bitterness of sin and its consequences (see Moses 6:55; see also 2 Nephi 2:10, 15–16; D&C 29:39).

• Moral agency (the freedom to act for good or evil) is a gift from God to all mankind (see Moses 6:56; see also 2 Nephi 2:27; Helaman 14:30; D&C 101:78).

Suggestions for Teaching

Moses 6:43–52. Teaching the Gospel to Others

Invite students to list (or invite a missionary or returned missionary to share about) the doctrines and principles of the plan of salvation that missionaries teach those who are investigating the Church. Compare the principles we teach today to the principles Enoch taught in Moses 6:43–52. Which principles are similar? Why? Which are different? Why?

Moses 6:48–56. Because of the Fall

Display the following statement by President Ezra Taft Benson (1899–1994), and ask a student to read it aloud:
“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” (Ezra Taft Benson, “The Book of Mormon and the Doctrine and Covenants,” Ensign, May 1987, 85; italics added).

Write the following on the board, and invite students to complete the phrase using the ideas in Moses 6:48–50, 55–56:

Because of the Fall, ________________

Ask students to share why the Fall is important in the plan of salvation. Then ask students how they would answer Adam’s question, quoted by Enoch, in verse 53.

Moses 6:54–55. “They Are Whole”

Show pictures of a small baby or invite a parent to bring a small baby to class. Write the following statements on the board and ask if each is true or false, and why. (Statements 2 and 3 are false.)

1. Children are subject to the Fall of Adam and Eve.
2. Children under the age of eight must repent and be baptized.
3. Children are capable of committing sin before the age of eight.
4. Children would be damned without the Atonement of Jesus Christ.
5. Children who die before reaching the age of accountability are saved in the celestial kingdom.

Ask students to identify phrases from Moses 6:54–55; Moroni 8:8–13, 19–20; and Doctrine and Covenants 137:10 that show the above statements to be true or false. Testify of the mercy and power of Jesus Christ.

Moses 6:55. “That They May Know to Prize the Good”

Ask students to think about lessons they have learned from their mistakes. Invite two students to take turns reading Moses 6:55 and Doctrine and Covenants 105:9–10 aloud. Discuss how life would be different if we were not allowed to experience the bitterness of sin and its consequences.
Note: Be sure students understand that it is not necessary to commit sin in order to learn about the consequences of sin. The Savior learned about the consequences of sin by taking upon Himself the sins of the world (see Alma 7:11–13). Like the Savior, we must resist temptation and strive to obey all of God’s commandments.

Moses 6:56. "Agents unto Themselves"
Give a student the choice of selecting one of two items to eat, one delicious and the other distasteful, that you have hidden in two small bags or boxes. Gradually explain to the student about each item until she or he makes a choice. Then show the student the two items, and ask how he or she feels about his or her decision. Ask a student to read Moses 6:56 aloud. Explain the relationship of knowledge and agency to accountability.

Moses 6:57–68: Enoch Saw That Adam and Eve Were Baptized

Some Important Principles, Doctrines, and Events
- The Lord has commanded parents to teach their children to repent (see Moses 6:57–58; see also D&C 68:25).
- The three elements of water, blood, and spirit are involved in the birth of each child. Likewise, those who are spiritually “born again” must enter into the kingdom of heaven by water (baptism by immersion), by the Spirit (the gift of the Holy Ghost), and by the cleansing blood of Jesus Christ (see Moses 6:59–60; see also John 3:3–5; Mosiah 27:25; Alma 36:17–24; D&C 5:16).
- The Holy Ghost comforts, teaches, enlivens, and testifies of truth (see Moses 6:61; see also John 14:26; Ether 12:41; D&C 11:12–13).
- All things, both temporal and spiritual, have been created to symbolically teach and testify of Jesus Christ and His gospel (see Moses 6:63; see also 2 Nephi 11:4).
- Adam was baptized by water and received the gift of the Holy Ghost. He was carried down into and brought up out of the water by the Spirit of the Lord (see Moses 6:64–66).
- All who follow the plan of salvation can become exalted sons and daughters of God (see Moses 6:68; see also Mosiah 5:7; 27:24–27; Moroni 7:48; D&C 25:1; 39:4; 76:50–59).

Suggestions for Teaching
Moses 6:57. “Teach It unto Your Children”
Ask a student to read Moses 6:15, 57 aloud, and then invite students to share about ways they plan to teach their children. Discuss various kinds of family teaching situations, including what students think parents should do when a child does not want to be taught or when a child rebels against what is taught.

Video presentation—“Proclamation Series: Children”
You may want to show the video “Proclamation Series: Children” (1:56) to help students understand why parents are commanded to teach their children to learn
by faith, repent, and follow the Lord’s commandments. This video is available on LDS.org.

**Moses 6:59–61. Physical and Spiritual Birth**

Write two headings on the board: *Born into the World* and *Born Again into the Kingdom of Heaven.* Ask students to find in Moses 6:59 the three elements (water, blood, and spirit) that fall under each heading and to explain the part each element plays in the birth process. Display and ask a few students to take turns reading aloud the statement by Elder Bruce R. McConkie in the commentary under “Moses 6:59. Water, Blood, and Spirit” in the student manual. Discuss the statement with the class.

**Moses 6:62–63. “All Things Have Their Likeness”**

Ask a student to read Moses 6:63 aloud. Then ask students to give examples of things “in the heavens,” “on the earth,” “in the earth,” or “under the earth,” and invite them to share how they think these things symbolically “bear record” of Christ. For example, the planets witness the “handiwork” of God (D&C 104:14; see also Alma 30:44), and seeds that are planted in the ground and then sprout into life bear record of Christ’s Resurrection (see John 12:23–24; 1 Corinthians 15:35–38).

**Moses 6:68. The Plan of Salvation**

Explain to students that Moses 6:48–62 gives details of the plan of salvation, verses 63–66 teach how we learn about and participate in the plan, and verses 67–68 tell us about the ultimate destiny of those who follow the plan. Ask several students to take turns reading verses 48–68 aloud. Invite students to explain the plan of salvation based on what they read.
Moses 7:1–41

Enoch Was a Leader of God’s People and a Seer

Moses 7:1–20: Enoch Led the People of God

Some Important Principles, Doctrines, and Events

- Enoch saw the Lord and talked with Him face-to-face (see Moses 7:3–4; see also Exodus 33:11; 2 Nephi 11:2–3; Moses 1:2, 11, 31; Joseph Smith—History 1:17).
- The Lord curses the wicked and their lands, and He blesses the righteous and their lands (see Moses 7:7–20; see also Leviticus 18:25–30; 1 Nephi 17:35–38; 2 Nephi 1:7).
- The Lord will preserve the righteous, protect them, and lead them to safety (see Moses 7:13–20; see also Isaiah 54:17; 1 Nephi 22:16–17).
- The Lord allows the wicked to destroy the wicked (see Moses 7:15–16; see also Mormon 4:5; D&C 3:18).
- Enoch built a city called “Zion.” The people of Zion were of one heart and one mind, lived in righteousness, and had no poor among them (see Moses 7:17–20; see also 4 Nephi 1:2–3, 15–16; D&C 97:21).

Suggestions for Teaching

Moses 7. Overview

Ask students to review Moses 7:2–11, 20–67, looking for the questions that Enoch asked the Lord. Discuss the Lord’s responses. Invite students to share what they would ask or say if they had the opportunity to speak with the Lord as Enoch did.

Moses 7:3–4. “I Saw the Lord”

Ask a student to read Moses 7:3–4 aloud. Divide the class into four groups and assign each group a different book of scripture (the Bible, the Book of Mormon, the Doctrine and Covenants, or the Pearl of Great Price). Assign each group to find and list the names of people in their book of scripture who saw God (students may want to use the Topical Guide as a resource). Invite each group to read their list to the rest of the class. Why is it important to have the records left by these witnesses?

Moses 7:6–20. The People and Their Lands

Ask students to find what the Lord did to the land in Moses 7:7–8 and what He did to the land in verse 17. According to verses 7–20, what did the Lord do to, and for, the people of these lands? Discuss how people bring curses upon themselves and how we can help make our lands “blessed.”

Moses 7:13–20. Zion

Explain to students that “Zion” can refer to a place, a kind of people, or a way of life. Ask students to find and share scriptures that teach about these three ideas. Compare Enoch’s Zion (see Moses 7:13–20), to the Zion described in the Book of
Mormon (see 4 Nephi 1:1–18), and the Zion that will be established in the last days (see D&C 45:63–71). Ask students what they think it would be like to live in Zion.

**Moses 7:18–20. Establishing Zion Today**

Ask a student to read Moses 7:18–20 aloud. Invite students to share about their experiences in a ward or branch that was almost like Zion. Ask several students to take turns reading Doctrine and Covenants 6:6; 35:24–25; 97:12–21 aloud. Discuss how we can help establish Zion in our day. Display the following statement by President Spencer W. Kimball (1895–1985), and ask a student to read it aloud. Then discuss the statement as a class:

> “May I suggest three fundamental things we must do if we are to ‘bring again Zion’ [3 Nephi 16:18], three things for which we who labor for Zion must commit ourselves.

> “First, we must eliminate the individual tendency to selfishness that snares the soul, shrinks the heart, and darkens the mind. …

> “Second, we must cooperate completely and work in harmony one with the other. …

> “Third, we must lay on the altar and sacrifice whatever is required by the Lord. We begin by offering a ‘broken heart and a contrite spirit’ [3 Nephi 9:20]. We follow this by giving our best effort in our assigned fields of labor and callings. We learn our duty and execute it fully. Finally we consecrate our time, talents, and means as called upon by our file leaders and as prompted by the whisperings of the Spirit” (Spencer W. Kimball, “Becoming the Pure in Heart,” Ensign, May 1978, 81).

**Moses 7:21–41: Enoch Saw What Would Happen in His Own Day**

**Some Important Principles, Doctrines, and Events**

- Because of their righteousness, Enoch, the people of his city, and other righteous people after Enoch’s day were taken into heaven (“translated”) without suffering physical death (see Moses 7:21, 27; Joseph Smith Translation, Genesis 14:26–34 [in the Bible appendix]; see also Genesis 5:24; Hebrews 11:5; D&C 107:48–49; Moses 7:67–69).

- Satan and his angels laugh and rejoice over the wickedness of God’s children (see Moses 7:26; see also 3 Nephi 9:2; Moses 5:19–21).

- God has emotions; He weeps in sorrow and His anger is kindled when His children do not obey Him (see Moses 7:28–37; see also Judges 2:12; Isaiah 53:3; 63:7–10; D&C 63:32–33).

- The “throne” of God (where He dwells) is a place of peace, justice, truth, and mercy (see Moses 7:31).

- At death, the wicked go to a prison in the spirit world where they must wait in torment. After His death, Christ went to the spirit world to prepare the way for the wicked to repent and receive the gospel (see Moses 7:37–40; see also 1 Peter 3:18–20; D&C 138:36–37).
Suggestions for Teaching

Moses 7:21–27. Translation
Ask a student to read Moses 7:21, 27, 69 aloud. Explain to students that in verse 69 Enoch and his people were “translated.” This also happened to Melchizedek (see Joseph Smith Translation, Genesis 14:26–34 [in the Bible appendix]), Moses (see Deuteronomy 34:6; Alma 45:18–19), Elijah (see 2 Kings 2:11), John the Beloved (see D&C 7:1–3), Alma (see Alma 45:19), and three of the Nephite disciples (see 3 Nephi 28:6–8). Review the commentary under “Moses 7:21. Translation” in the student manual, and discuss with students the purposes of translation.

Moses 7:26. Satan and His Angels
Ask students to give reasons why people do what Satan wants them to do. Invite two students to take turns reading Moses 7:26 and 3 Nephi 9:2 aloud. Discuss how Satan and his angels react when we sin. Compare this to the Lord’s reaction in Moses 7:28–33.

Moses 7:28–41. The God of Heaven Wept
Invite students to think about the last time they cried. Then invite a student to read Moses 7:28–31 aloud. Ask students to find reasons why Enoch was puzzled when he saw that God wept. What reasons did God give in verses 32–40 for the heavens weeping? According to verses 41 and 44, how did Enoch feel after he understood the Lord’s answer? Ask students what these verses teach about the Lord.

Moses 7:38–40. A Prison
Ask students to compare what happened to the people in Enoch’s day who chose to follow God (see Moses 7:27) to those who chose to follow Satan (see Moses 7:34, 38–39). Ask students what they think life in prison is like. Ask several students to take turns reading the following scriptures aloud that describe what life is like in the spirit world: Alma 40:11–14; Doctrine and Covenants 138:11–23, 50, 57. Discuss these verses as a class.
Moses 7:42–69

Enoch Foresaw the Days of Noah, the Time of Jesus Christ, and the Last Days

Moses 7:42–57: Enoch Saw the Days of Noah and Jesus Christ

Some Important Principles, Doctrines, and Events

• A knowledge of Jesus Christ and His Atonement should cause us to be glad and lift up our hearts, despite any feeling of being overwhelmed by the wickedness that may surround us (see Moses 7:42–47; see also John 16:33; Moroni 9:25–26).

• Jesus Christ is the “Lamb” who was chosen in the premortal life to be slain for the sins of the world. His blood sanctifies us through faith in Him (see Moses 7:45–47; see also John 1:29; 1 Peter 1:18–21; Mormon 9:6).

• The earth serves its divine purpose (see Moses 7:48–49, 54–56; see also 1 Nephi 19:12; D&C 88:17–20, 25–26; Moses 5:35–37).

• The Lord covenanted with Enoch that after the Flood of Noah he would never again destroy the earth with a flood (see Moses 7:50–52; see also Joseph Smith Translation, Genesis 9:21–25 [in the Bible appendix]; Isaiah 54:9).

• At the time of Christ’s Resurrection, all of the righteous who had died before Christ were also resurrected. The wicked who had died still await their resurrection (see Matthew 27:52–53; Mosiah 15:20–24; Moses 7:53–57).

Suggestions for Teaching

Moses 7:41–47. “I Will Refuse to Be Comforted”

Ask the class to share some recent events that indicate the world’s wickedness. Invite a student to read Moses 7:41–43 aloud. Then ask students to describe events in Noah’s day. According to verses 44–45, how did Enoch feel when he saw the events of Noah’s day? What did the Lord show Enoch in verses 46–47 that gave him comfort? How can what Enoch saw be a comfort to us?


Invite a student to read aloud the words spoken by the earth in Moses 7:48, and invite another student to read aloud what Enoch said in verse 49. Discuss the events that occurred in verse 56. Display and ask a student to read aloud the statement by President Joseph Fielding Smith in the commentary under “Moses 7:48. The Earth Spoke” in the student manual. Ask students what they think the earth might be saying about what is happening on it today.
Invite students to share in their own words what Enoch asked of the Lord in Moses 7:50, 59. What were the Lord’s responses in verses 51–52, 60? Ask students what they learn from these verses about the Lord and covenants. What do they learn about prayer? How could this knowledge help us make and keep covenants with the Lord?

Ask a student to read Moses 7:53 aloud, and then invite students to search the scriptures (using the Topical Guide, if necessary) to find verses that refer to the Lord as a “rock” or “stone.” Invite them to share the scriptures they find and share what the imagery of the rock or stone means to them.

Moses 7:55–57. The First Resurrection
List and discuss what the Lord showed Enoch would happen at the death and Resurrection of Christ (see Moses 7:55–57). Who came forth from prison, and why (see D&C 76:71–74; 138:29–34)? Who were “reserved in chains,” and why (see Mosiah 15:26; D&C 76:81–85; 88:100–101)? Ask students what the righteous do when they go to the spirit world (see D&C 138:57). When will they be resurrected (see 1 Corinthians 15:23; D&C 88:95–102)?

Moses 7:58–69: Enoch Saw the Day When the Earth Would Rest

Some Important Principles, Doctrines, and Events

- Before the earth rests (during the Millennium), there will be great spiritual and physical tribulations among the wicked and the Lord will bless the righteous (see Moses 7:61–62, 66; see also Matthew 24:21–22; Revelation 7:13–17; 1 Nephi 14:12–17; 2 Nephi 30:10).

- Before the earth rests, many of the Lord’s elect will gather to Zion, a New Jerusalem (see Moses 7:62–63; see also D&C 29:7–8; 45:65–71).

- The earth will rest at the Second Coming of Christ, when the people of the city of Enoch will return to earth to dwell among the righteous for a thousand years (see Moses 7:63–65).

Suggestions for Teaching

Moses 7:60–67. Before the Earth Shall Rest

Explain to students that the Lord showed Enoch events that would occur in our day. Write on the board the following concepts from Moses 7:60–66:

Wickedness and vengeance
Heavens darken
Veil of darkness covers the earth
The Lord’s people preserved in the midst of great tribulations
Invite students to share their understanding of each of these prophecies and to give examples of ways some of them are already being fulfilled. Ask a student to read Moses 7:67 aloud, and then discuss what students can do to be among the elect at the “hour of their redemption.”

**Moses 7:60–67. Preserved in the Midst of Tribulation**

Invite a student to read Moses 7:66 aloud. Ask students to find phrases in verses 60–67 that help them to be of good cheer, in spite of the tribulations prophesied for our day (see also D&C 58:2; 59:2; 61:36; 68:6; 78:18; 101:22).

**Moses 7:64. “The Earth Shall Rest”**

Draw the earth on the board and next to it write the question the earth asked in Moses 7:48. Ask students to give the answer to the earth’s question (which Enoch also asked in verses 54 and 58; see verse 64 for the answer). You may want to assign seven students to report what the following scriptures teach about what will happen on the earth when it is at rest: 1 Nephi 22:26; 2 Nephi 30:12–18; Doctrine and Covenants 43:29–33; 45:58–59; 63:49–53; 101:22–34; Articles of Faith 1:10. Ask students which of these events they most look forward to during the earth’s millennial “rest,” and why.
Moses 8

The World Was Filled with Wickedness

Some Important Principles, Doctrines, and Events

- Noah was a great prophet of the Lord (see Moses 8:2–3, 8–9, 27; see also Luke 1:11–19; D&C 27:6–7; 107:52; 128:21; Bible Dictionary, “Noah”).

- The Lord desires His chosen people to marry within the gospel covenant (see Moses 8:13–15; see also Deuteronomy 7:3–4; 2 Corinthians 6:14; Alma 5:57; D&C 132:15–17).

- The Lord does not send destruction upon people without first giving them many warnings and sufficient opportunity to repent (see Moses 8:15–24; see also Amos 3:7).

- Those who reject the prophets will suffer destruction (see Moses 8:18–30; see also 3 Nephi 28:34; D&C 1:12–16).

Suggestions for Teaching

Moses 8:4–30. “If Men Do Not Repent”

Ask students to review Moses 8 and make a list of what the Lord and Noah did to encourage the people to repent. What did Noah preach (see verses 23–24)? How did the people respond to the preaching of Noah and his sons (see verses 18, 20–21, 24)? Discuss possible parallels between the people in the days of Noah and people in our day. Compare what the people in Noah’s day said about themselves in verse 21 to what verse 22 says they were really like. (Review what Enoch learned about the wickedness among these people in Moses 7:33, 36.) What will happen in the last days because people reject the prophets (see Malachi 4:1; Luke 17:20–30; D&C 45:22–33, 48–53)?

Moses 8:13–15. Marry in the Covenant

Ask a student to read Moses 8:13–14 aloud. Remind students that the “sons of God” were the righteous, and their daughters married the “sons of men,” who were wicked. What did the Lord say about Noah’s granddaughters in verse 15? Invite students to give reasons why it is important for members of the Church to marry other worthy members (see also Deuteronomy 7:3–4). Display the following statement by President Ezra Taft Benson (1899–1994), and ask a student to read it aloud. Then discuss the statement as a class:
“There will be a new spirit in Zion when the young women will say to their boyfriends, ‘If you cannot get a temple recommend, then I am not about to tie my life to you, even for mortality!’ And the young returned missionary will say to his girlfriend, ‘I am sorry, but as much as I love you, I will not marry out of the holy temple’” (Ezra Taft Benson, “To the Young Women of the Church,” Ensign, Nov. 1986, 84).

Moses 8:27. The Flood

Ask students what they think “grace” means in Moses 8:27. (You may want to review “Grace” in the Bible Dictionary.) Why did Noah find grace in the eyes of the Lord? How was the Flood an act of grace? (Answers might include that by sending the Flood the Lord stopped the people from committing further wickedness, or that it was an act of grace for the premortal spirits because if there had not been a Flood those spirits would not have had an opportunity to be born into righteous families [see also 2 Nephi 26:24].) Display the following statement by the Prophet Joseph Smith (1805–44), and invite a student to read it aloud:

“As far as we degenerate from God, we descend to the devil and lose knowledge, and without knowledge we cannot be saved, and while our hearts are filled with evil, and we are studying evil, there is no room in our hearts for good, or studying good” (Teachings of Presidents of the Church: Joseph Smith [2007], 265–66).

What happened to the spirits of the wicked who died in the Flood (see D&C 138:1–11, 28–34, 58–59)?
The Book of Abraham

Some Important Principles, Doctrines, and Events

- The Lord prepared the way for the Church to acquire a small collection of ancient Egyptian records written on papyrus (see 1 Nephi 13:39).
- The book of Abraham is the word of God and a powerful witness of the prophetic call of Joseph Smith (see D&C 21:1; 124:125).
- From the book of Abraham, Church members in Joseph Smith’s day learned several gospel doctrines and principles not previously known. The book of Abraham also helped clarify truths revealed in other books of scripture (see 1 Nephi 13:39–40).
- The Prophet Joseph Smith’s explanations of the three facsimiles in the book of Abraham are scripture and should be studied along with the rest of the book. There are no official Church explanations for the Abraham facsimiles besides the Prophet Joseph Smith’s explanations that accompany them.

Suggestions for Teaching

The Prophet Abraham

Review together the information about Abraham in the Bible Dictionary. Invite students to summarize what they learn about the places Abraham lived, the tests he faced, and his current status. You may want to draw a chart on the board of Abraham’s family, using Genesis 16:1–2, 15–16; 21:1–5; 25:19–26; 35:22–26. Invite students to use the lineage declared in their patriarchal blessings to determine where they fit into Abraham’s family.

Records That Have “Fallen into Our Hands”

To help students understand the significance of the book of Abraham and how it came to be, review with them the material under “Who Is Abraham and When Did He Live?”; “How Did the Church Obtain the Book of Abraham?”; “What Did the Prophet Joseph Smith Do with His Translation?”; and “What Is the Significance of the Book of Abraham?” in the introduction to the book of Abraham in the student manual. You may want to ask questions that students can answer from the student manual material (for example: How did the Prophet feel about receiving these writings?).
**Translated from Papyrus**

Write a simple sentence on the board, and ask for a volunteer to translate it into any foreign language. Then ask for a volunteer to translate a more difficult sentence (such as Abraham 1:2). Discuss some of the challenges involved in translating writings from one language to another. Invite students to look at Abraham facsimile 1 and “translate” it into a story line, without looking at the explanation below it. Discuss how one might try to “translate” drawings, such as the Egyptian hieroglyphics of the book of Abraham. Display and invite a student to read aloud the material under “How Did the Prophet Translate the Ancient Writings?” in the introduction to the book of Abraham in the student manual; then discuss the material as a class. You may want to refer to the Gospel Topics Essay “Translation and Historicity of the Book of Abraham” (available on LDS.org) as you help students understand the context and translation of the book of Abraham. Testify of the inspired work of the Prophet Joseph Smith.

**Contributions of the Book of Abraham**

Write the following phrases on the board, and ask students what they know about these topics:

- The Abrahamic covenant
- Ham and Egyptus
- The Urim and Thummim
- The Lord’s time
- Planetary times of reckoning
- Kolob and Kokaubeam
- Spirits in the premortal existence
- The first and second estates
- Writings that cannot be revealed to the world
- The Gods
- Planning the Creation of the earth

Explain to students that in the book of Abraham they will be studying these and other wonderful doctrines and principles of the gospel.
The Facsimiles

Ask students what they know about Egyptian history, religion, and writings that may relate to the Abraham facsimiles. Point out that the explanations for facsimile 1, figures 2, 10; facsimile 2, figures 2, 7; and facsimile 3, figures 1, 3 demonstrate the link between these drawings and Abraham.

Explain to students that the facsimiles may be looked upon symbolically as follows: facsimile 1 shows that Abraham overcame the tests and trials of earth life; facsimile 2 shows that Abraham obtained the knowledge that would help him return to God’s presence and become like Him; and facsimile 3 shows that Abraham entered the presence of God and obtained eternal life.
Abraham 1:1–4

Abraham Sought the Blessings of the Fathers

Some Important Principles, Doctrines, and Events

• Because of the people’s wickedness, Abraham’s life was endangered by his continued residence in the land of Chaldea (see Abraham 1:1; see also Abraham 1:5, 12).

• In ancient times the Melchizedek Priesthood was passed from father to son. Abraham was a rightful heir of the Melchizedek Priesthood, but because his father was not worthy, Abraham sought the priesthood from other priesthood holders (see Abraham 1:2–4; see also D&C 84:14–16; 86:8–11; 107:40–52).

• The blessings of the Melchizedek Priesthood include some of the greatest gifts God offers to mankind, including authority, happiness, peace, rest, knowledge, and posterity (see Abraham 1:2; see also D&C 84:33–38; 132:20–24, 28–31).
Suggestions for Teaching

Abraham 1:1. “In the Land of the Chaldeans”

Invite students to share about times they or their families have moved, and why. Which student has made the longest move? How many miles (kilometers) was it? If students have access to the Latter-day Saint edition of the King James Bible, ask them to turn to map 9, “The World of the Old Testament,” in the Bible Maps section. Study the map together and ask students to calculate approximately how many miles (kilometers) Abraham traveled from Ur to Haran to Egypt. (Note: There are two possible sites on the map where Ur may have been located.) Review Abraham 1:1, 5, 12, and discuss why Abraham sought a new home.

Abraham 1:2. Abraham Sought for His Blessings

Discuss what it means to “seek.” Ask a student to read Abraham 1:2 aloud. List on the board what Abraham was seeking. Display the following statement by President Spencer W. Kimball (1895–1985), and invite a student to read it aloud:

*Remember that Abraham sought for his appointment to the priesthood. He did not wait for God to come to him; he sought diligently through prayer and obedient living to learn the will of God. …

*As we follow Abraham’s example, we will grow from grace to grace, we will find greater happiness and peace and rest, we will find favor with God and with man. As we follow his example, we will confirm upon ourselves and our families joy
Video presentation—“Power of God”

You may want to show the video “Power of God” (3:24) to help students understand the significance and power of the priesthood of God. This video is available on LDS.org.

Abraham 1:3–4. “It Came Down from the Fathers”

Invite a priesthood holder to share how and from whom he received the priesthood. Ask a student to read Abraham 1:3–4 aloud. Discuss what these verses say about how the priesthood was conferred anciently. Invite students who hold the priesthood to share how they prepared to be ordained and how they felt when they received the priesthood (or were advanced in the priesthood). Write the following words on the board: authority, happiness, peace, rest, knowledge. Explain that these are blessings of the priesthood.
Abraham 1:5–31; Facsimile 1

*The Lord Saved Abraham from Death and Covenanted with Him*

**Abraham 1:4–19 and Facsimile 1: Jehovah Saved Abraham**

**Some Important Principles, Doctrines, and Events**

- When Abraham called upon his wicked father to repent and stop worshiping idols, his father and the priest of Pharaoh sought to kill him (see Abraham 1:5–7, 12; facsimile 1, figures 2–4; see also 1 Nephi 1:20).

- We should call upon the Lord for deliverance in times of trouble and need (see Abraham 1:15; facsimile 1, figures 1–2; see also Genesis 32:7–12; Psalm 50:14–15; Alma 38:5; D&C 3:7–8).

- The Lord delivers the righteous from physical harm, if it is in accordance with His will (see Abraham 1:15–16, 20; facsimile 1, figure 1; see also 1 Nephi 1:20; Alma 14:10–13; 58:10–11; D&C 24:1).

- The Lord called Abraham to receive the priesthood and preach the gospel of Jesus Christ in a “strange land” (see Abraham 1:16–19; see also Genesis 12:1–3; Hebrews 11:8).

**Suggestions for Teaching**

**Video presentation—“Deliverance of Abraham”**

To help students understand the content and context of Abraham 1:15–19, consider showing the video “Deliverance of Abraham” (1:38). This video depicts the Lord delivering Abraham from the priest of Pharaoh. This video is available on LDS.org.

**Abraham 1:5–7. They Refused to Hearken to Abraham**

Ask students what they would do if their parents set their hearts on evil and worshiped false gods. Review Abraham 1:5–7. What did Abraham try to do? Compare the courage of Abraham to other people in the scriptures or to people who students know. You may also want to display and invite a student to read aloud the commentary under “Abraham 1:4–6. The Courage of Abraham” in the student manual.
Abraham 1:8–15. “I Lifted Up My Voice”
Ask students to search Abraham 1:8–15 for answers to the following questions: What was customary for the priest of Pharaoh to do? Where did he do it? What kind of offering did he make? Who had been offered before? Why did the priest of Elkenah want to sacrifice Abraham? What did Abraham do as he lay bound on the altar? Who came to be with Abraham? Invite a few students to take turns reading Psalm 50:15; Alma 38:5; and Doctrine and Covenants 3:7–8 aloud, and then discuss these verses as a class.

Abraham 1:15–17, 20. “I Have Come Down to Deliver Thee”
Invite a student to read Abraham 1:15–17, 20 aloud. Discuss what the Lord did and said He would do for Abraham. Compare the power of the priest and the power of the Lord. Invite a few students to take turns reading Alma 14:10–13; 58:10–12; Doctrine and Covenants 24:1 aloud. Ask students to compare times when the Lord delivers or does not deliver the righteous from physical harm.

Facsimile 1. The Lord Saved Abraham
Invite students to study facsimile 1, including the explanations for the twelve figures. Assign them to find verses in chapters 1–3 of Abraham that they can relate to one or more of the twelve explanations. Invite a student to share in his or her own words the story of what is portrayed in facsimile 1. Ask students to suggest titles for facsimile 1.

Ask students to list the promises the Lord made to Abraham in Abraham 1:16–19. Explain to students that the Lord often leads righteous people away from the wicked (for examples, see Genesis 19:15–17; 1 Nephi 2:1–4; 2 Nephi 5:1–7; Omni 1:12–13; Moses 6:15–17).

Invite two students to take turns reading Abraham 1:3–4, 18–19 aloud. Ask students to list the names in Abraham’s priesthood “line of authority,” using Doctrine and Covenants 84:14–16. Invite students to compare the covenant the Lord made with Abraham to the covenant the Lord made with Enoch in Moses 7:50–52 (see also Moses 8:19).
Abraham 1:20–31: Pharaoh, King of Egypt

Some Important Principles, Doctrines, and Events

- The pharaoh (king) of Egypt in Abraham’s day was a wicked descendant of Ham, son of Noah, who falsely claimed the right to the patriarchal order of the priesthood of God (see Abraham 1:20–27).

- Abraham possessed sacred records that showed that he, not the pharaohs, held the right of the priesthood (see Abraham 1:28, 31; see also Abraham 1:3–4).

Suggestions for Teaching

Abraham 1:20–31. A False Claim

Refer students to the accompanying illustration, where Pharaoh is portrayed crowned and seated on a throne. Explain that the crown and throne are symbols of Pharaoh’s authority and power as the king of Egypt. Next refer students to facsimile 3, figure 1 in the book of Abraham, where Abraham is portrayed as crowned and seated on a throne. Note that the explanation states Abraham’s crown represents the priesthood. Assign a few students to study Abraham 1:20–27 and explain in their own words why Pharaoh did not have a legitimate claim to the priesthood. Assign other students to study verses 3–4, 20–31 and explain why Abraham did have a legitimate claim to the priesthood.

Help students understand the eternal importance of divine authority. Assign students to read the scriptures listed under the three topics below, and discuss the aspects of this eternal conflict over claims to God’s authority.

1. The conflict in premortal life when Lucifer rebelled against Heavenly Father and Jesus Christ (see D&C 29:36–38; 76:25–33; Moses 4:1–4).

2. The confrontation on this earth between the church of the devil and the true Church of Jesus Christ (see 1 Nephi 14:7–17).

3. The Church’s true claims to the rights of the priesthood today (see D&C 27:12–13; 42:11; 84:33–35; Joseph Smith—History 1:68–72; Articles of Faith 1:5).

**Abraham 1:26. Imitating the Priesthood**

Invite a student to read Abraham 1:26 aloud. Discuss the blessings Pharaoh received and did not receive. How could he eventually receive the priesthood (see D&C 138:32–35, 58–59)? Why does it take more than righteous behavior to officiate in the priesthood (see Hebrews 5:4; D&C 42:11; 138:30)?


Ask students to list documents in society today that can be used to verify or prove something (such as birth certificates, medical records, passports, wills, and so forth). Invite a student to read Abraham 1:28, 31 aloud. Discuss the value of these records that showed Abraham’s right to the priesthood. What other important information was contained in these records? Ask students what records or documents they have that could provide evidence of their gospel blessings (such as records of baptism or ordination to the priesthood, missionary calls, temple recommends, and so forth). How could these records or documents be of benefit to their posterity?
The Abrahamic Covenant

Some Important Principles, Doctrines, and Events

- Abraham and his family left Ur to travel to the land of Canaan. Along the way they stopped to live for a time in the land of Haran. The Lord appeared to Abraham in Haran and promised him that the land of Canaan would be an everlasting possession for Abraham and his descendants (see Abraham 2:1–8; see also Genesis 11:27–32; 12:1–5; 15:18–21; Acts 7:2–5; Abraham 1:16).

- The Lord sometimes uses nature or natural calamities to teach and test us (see Abraham 2:1, 5; see also Genesis 47:13–20; 50:18–21; 1 Kings 17:1; 18:1–2; Helaman 11:3–18; Abraham 1:29–30).

- The Lord promised Abraham that his descendants would take the priesthood and the blessings of the gospel of Jesus Christ to all the nations of the earth (see Abraham 2:9–11; see also Genesis 12:2–3; 2 Nephi 29:14; D&C 27:10).

- All those who receive the ordinances and live the gospel of Jesus Christ receive the same promises that the Lord gave to Abraham. They will be called Abraham’s seed (posterity), and will receive eternal life (see Abraham 2:10–11; see also Galatians 3:6–9, 14, 26–29; D&C 84:33–34; 132:29–32).
Suggestions for Teaching

Video presentation—“Abraham”

You may want to show the video “Abraham” (0:58) to help students understand the context of the Abrahamic covenant. This video is available on LDS.org.

Abraham 2. Overview

Ask students what they think they would do if a prolonged food shortage occurred in their area. You may want to invite students to search Abraham 1:29–2:21 for the word famine. You may also want to suggest that students mark this word in their scriptures. Ask students to explain how each famine in these verses influenced Abraham and his family (see also Alma 32:13–16; Helaman 12:3–5). Invite students to share about adversity or other circumstances in their lives or in the lives of others that have helped them remember the Lord.

Abraham 2:6–8, 12–20. “And the Lord Appeared”

Ask a few students to take turns reading aloud about the two appearances of the Lord to Abraham, in Abraham 2:6–8, 12–20. Invite students to share what gospel doctrines and principles they learn from these experiences of Abraham (for example, Abraham 2:6 teaches about the Lord’s desire for us to take the gospel message to others).

Abraham 2:6, 9–11. Promise of the Abrahamic Covenant

Consider dividing the class into four small groups of students and discussing the promised blessings in the Abrahamic covenant (land, posterity, priesthood and the gospel, and salvation or eternal life; see also the commentary under “Abraham 2:6, 9–11. The Abrahamic Covenant” in the student manual). Invite each group to discover answers to the following questions and share their findings with the class:

• When and how were each of these promised blessings restored to the Church in the dispensation of the fulness of times?

• What can each of these promised blessings mean to me personally? What can I do to qualify for them?

Video presentation—“The Abrahamic Covenant”

You may want to show the video “The Abrahamic Covenant” (1:07) to help students understand the significance of the Abrahamic covenant in our day. This video is available at www.lds.org/media-library/video/2012-09-9070-the-abrahamic-covenant.

Abraham 2:9–11. The Abrahamic Covenant

Ask a student to read Abraham 2:9–11 aloud, while the rest of the class follows along and lists the principles these verses teach about faithful members of the Church (see also the commentary under “Abraham 2:10. Abraham’s Seed” in the student manual). Ask students which items on the list are blessings the Lord has promised them and which are responsibilities He has given them. Invite students to share about blessings they have received that are on the list. How have you fulfilled the responsibilities we listed?
Abraham 2:12–14. “Now I Have Found Thee”

Invite a few students to take turns reading Abraham 1:2, 4, 15; 2:3–6, 12 aloud. Discuss phrases that show Abraham sought the Lord “earnestly.” What does a person do who is earnestly seeking the Lord? Compare Abraham’s thoughts and actions in Abraham 2:13–14 to the thoughts and actions of today’s righteous Church members.
Abraham 2:14–25

Abraham Continued His Journey

Some Important Principles, Doctrines, and Events

• Abraham preached the gospel of Jesus Christ to the people of Haran, and some of them became converted to the Lord (see Abraham 2:14–15; see also Genesis 12:5; D&C 52:9–10; 88:81).

• As Abraham traveled from Haran to Egypt, he built altars, offered sacrifices, prayed to the Lord, received guidance, and gave thanks (see Abraham 2:16–21; see also Genesis 12:6–10).

• To save Abraham’s life, the Lord commanded him to tell the Egyptians that his wife Sarai was his sister (see Abraham 2:22–25; see also Genesis 12:11–20; Deuteronomy 8:1–3; Matthew 7:21–24; 1 Nephi 4:10–18; D&C 130:21).

Suggestions for Teaching

Abraham 2:14–15. Abraham Taught the Gospel

Invite a student to read Abraham 2:4, 15 aloud. Ask students to compare the people Abraham took with him when he left Ur to the people he took with him when he left Haran. How had Abraham already begun to bless the families of the earth, as the Lord prophesied in verse 11? Invite students to share about some of their experiences of helping people by sharing the gospel with them.

Abraham 2:15–20. From Haran to Canaan

Ask a few students to take turns reading Abraham 2:15–20 aloud. Invite the rest of the class to follow along and list what happened (including what Abraham did) as Abraham’s group traveled from Haran to Canaan. Ask students how this journey can be compared to our journey through life. For example, what are some ways the Lord has led, protected, and blessed us? How is the Lord a “covering” and a “rock” in our lives (see also Isaiah 4:5–6; Helaman 5:12)?

Abraham 2:21–25. “Let Her Say … She Is Thy Sister”

Invite students to compare Abraham 2:21–25 with the biblical account in Genesis 12:10–13. What important clarification does the account in the book of Abraham add? You may want to display, invite a few students to take turns reading aloud, and then discuss the commentary under “Abraham 2:24–25. Sarai’s Obedience” in the student manual. Ask a few students to take turns reading Genesis 12:14–20 aloud to learn what happened to Sarai, Pharaoh, and Abraham.

Abraham 2. Abraham and Sarai Obeyed the Lord

Invite students to find each of the commandments the Lord gave to Abraham and Sarai in Abraham 2 and how they responded to them. Ask students which verse or verses in Abraham 2 help explain Abraham’s obedience. The Prophet Joseph Smith (1805–44) taught, “I made this my rule: When the Lord commands, do it” (Teachings of Presidents of the Church: Joseph Smith [2007], 160). Invite students to think about how they have applied these principles in their own lives.
Abraham 3:1–28

The Lord Showed Abraham His Creations and Taught Him about the Premortal Existence

Abraham 3:1–17: The Lord Showed Abraham the Stars

Some Important Principles, Doctrines, and Events

• Abraham was a seer and used an instrument known as the “Urim and Thummim” to obtain revelation from the Lord about the planets and stars (see Abraham 3:1–2; see also Mosiah 8:13; Joseph Smith—History 1:35).

• *Kolob* is the name of the greatest of all the stars that God showed Abraham. It is located nearest to the presence of the Lord and governs all the other stars that He showed Abraham (see Abraham 3:3, 9, 16–17; see also D&C 88:7–13).

• The Lord’s way of “reckoning” (measuring) time on stars and planets is determined by their relationship to Kolob, the central governing star (see Abraham 3:4–10; see also 2 Peter 3:8; D&C 88:42–45; 130:4–5; Abraham 5:13).

• Before Abraham entered Egypt, the Lord appeared to him face-to-face and reconfirmed the covenant He had made with him in Haran. The Lord also commanded Abraham to teach the gospel to the Egyptians (see Abraham 3:11–15; see also Genesis 32:30; Exodus 33:11; D&C 76:22–23; Moses 1:2).

• The Lord does everything that He takes “in his heart to do” (Abraham 3:17; see also Matthew 24:35; D&C 1:38).
Suggestions for Teaching

Abraham 3. Overview

Ask if any students like to “stargaze,” or if they have ever looked through a telescope at the stars and other planets. If any answer “yes,” invite them to share their feelings about the vastness of the universe. Then invite several students to take turns reading Abraham 3:1–17 aloud. Make a list on the board with students of what Abraham learned about the stars, planets, and so forth. You may want to refer to the commentary under “Abraham 3:1–17. The Lord Showed Abraham the Stars” in the student manual for help teaching these verses. Then ask a few students to take turns reading Abraham 3:18–23 aloud. Make a second list on the board with students of what Abraham learned about the Lord and the premortal spirit children of Heavenly Father. (You may want to refer to the commentary under “Abraham 3:18–23. The Spirit Children of Heavenly Father” and “Abraham 3:18–23. The Premortal Existence” in the student manual.) Display the following statement about Abraham 3:1–23, and invite a student to read it aloud:

“At first glance, it may appear that Abraham is dealing with two separate ideas, each deserving a chapter of its own. A more careful reading, however, reveals that the second part of the chapter is a deliberate restatement of the first. Each principle describing the relationship of one star or planet to another proves to be equally descriptive of the nature and relationship of pre-earth spirits one to another. The revelation on planets ends in the eighteenth verse where the revelation on pre-earth spirits begins. The two parts of the revelation are welded at that point with the words ‘as, also,’ which is simply to say what is true of the stars is ‘also’ true of the spirits” (Joseph F. McConkie, “The Heavens Testify of Christ,” in Studies in Scripture: Volume Two, the Pearl of Great Price, ed. Robert L. Millet and Kent P. Jackson [1985], 239–40).

Review the two lists you made and help students compare what they learned about stars and planets to what they learned about premortal spirits. Ask students to search Doctrine and Covenants 138:38–57 and find where they are mentioned “among the noble and great ones.”

Abraham 3:1–2. The Urim and Thummim

Ask a student to read Abraham 3:1–2 aloud. Review with students what the Urim and Thummim is by using the commentary under “Abraham 3:1. What Is the Urim and Thummim?” in the student manual (see also Bible Dictionary, “Seer,” “Urim and Thummim”).
Abraham 3:2–4, 18. “If You Could Hie to Kolob”
Sing together “If You Could Hie to Kolob” (Hymns, no. 284). Then ask students to compare the words of this hymn to Abraham 3:2–4, 18 (see also Moses 1:2–5, 8, 31–33; D&C 132:20, 29–32).

Abraham 3:2–9, 16–17 and Facsimile 2, Figures 1–2, 5. Kolob and Christ
Invite students to find and explain ways that the description of Kolob in Abraham 3:2–9, 16–17 and in the explanations for facsimile 2, figures 1–2, 5 are like Jesus Christ. How do these examples help us understand the Savior?

Abraham 3:11–15. “Go into Egypt”
Ask students where they think some of the more challenging missionary assignments in today’s world might be, and why. Remind students of what happened in Abraham 1:12–20, and ask them why it would have been difficult for Abraham to go preach the gospel in Egypt. How could what Abraham saw and learned in Abraham 3:1–14 have helped him find the courage to go to Egypt?

Abraham 3:18–28: The Lord Taught Abraham about the Premortal Existence

Some Important Principles, Doctrines, and Events

- Each person on earth has a dual nature and is composed of a mortal, physical body born to earthly parents and of an eternal spirit created by our Heavenly Father in the premortal life. Our spirits were organized to receive knowledge and intelligence (see Abraham 3:18–19, 21; see also Hebrews 12:9; D&C 88:15; 93:29–38; Moses 3:7; Abraham 5:7).

- Each spirit child of Heavenly Father differs in intelligence. Jesus Christ is more intelligent than all of Heavenly Father’s spirit children, and His wisdom excels them all. As an individual acquires more light and intelligence they may in time become more like Heavenly Father (see Abraham 3:18–21; see also D&C 88:41; 93:36–37).

- In the premortal existence, Heavenly Father chose His noble and great spirit children to become rulers in His work on earth (see Abraham 3:22–23; see also Romans 8:29; Alma 13:3; D&C 138:55–56).

- Noble and great spirit children of Heavenly Father helped Jesus Christ create the earth (see Abraham 3:24).
• One purpose of life is to be tested, to prove whether we will do whatever the Lord commands us (see Abraham 3:25; see also Mosiah 23:21–22; D&C 98:14).

• The spirit children of Heavenly Father who “kept their first estate” (were obedient to God in the premortal life) have received additional opportunities by coming to earth as mortal beings, with bodies of flesh and bones. Those who were not obedient in their first estate will not receive such opportunities. Those who keep their second estate, accepting and obeying the gospel in mortality (or in the postmortal spirit world), will receive eternal glory from God (see Abraham 3:26; see also Jude 1:6; Revelation 12:7; D&C 29:36–38; 76:69–74; 138:32–35).

• In the premortal life, Heavenly Father chose Jesus Christ to implement the plan of salvation. The rebellious Lucifer was not chosen and was cast out of heaven, along with his followers (see Abraham 3:27–28; see also 1 Peter 1:19–20; Ether 3:14; D&C 76:25–29; Moses 4:1–4).

**Suggestions for Teaching**

**Abraham 3:18–22. “One Shall Be More Intelligent than the Other”**

Show a picture or illustration of a clear sky at night depicting many astronomical orbs and stars differing in brightness and glory. Invite a student to read Abraham 3:16–18 aloud. Discuss what we learn in these verses about the differences in the heavenly orbs and the differences among the spirit children of Heavenly Father.

To help students understand that the “intelligences” in Abraham 3:22–23 refer to spirit children of Heavenly Father, display the following statement by the First Presidency and Quorum of the Twelve Apostles, and invite a student to read it aloud:

> “God showed unto Abraham ‘the intelligences that were organized before the world was’; and by ‘intelligences’ we are to understand personal ‘spirits’ (Abraham 3:22, 23); nevertheless, we are expressly told that ‘intelligence’ that is, ‘the light of truth was not created or made, neither indeed can be’ (Doc. & Cov. 93:29)” (“The Father and the Son: A Doctrinal Exposition from the First Presidency and the Twelve,” in James R. Clark, comp., *Messages of the First Presidency of The Church of Jesus Christ of Latter-day Saints* [1971], 5:26).

Discuss the statement with the class.
Refer students to the statement by President Joseph Fielding Smith under “Abraham 3:18–19. What Does It Mean to Be ‘More Intelligent’?” in the student manual. Ask how one spirit can be more intelligent than another.

Invite a student to read Abraham 3:19, 21 aloud. Ask what it means to be “more intelligent than they all.” Remind students that in Abraham 3 astronomical orbs are compared to each other as to their “greatness.” Invite a student to read Abraham 3:16 aloud. Then ask which is the greatest of all the Kokaubeam (stars) shown to Abraham. Next invite a few students to take turns reading Abraham 3:3–4, 9, 16, aloud, while the rest of the class follows along, looking for phrases describing Kolob that might also figuratively describe the greatness of Jesus Christ.

Invite two students to take turns reading Doctrine and Covenants 93:36–40; 130:18–19 aloud. Then ask the following questions:

- How can any of Heavenly Father’s children attain more intelligence?
- Why is it important to increase in intelligence?

Caution: As already noted, the intelligences mentioned in Abraham 3:22–23 refer to spirits. Inasmuch as questions arise concerning the nature and origin of “intelligence,” it is imperative for the gospel teacher to consider the following statement by President Joseph Fielding Smith: “Some of our writers have endeavored to explain what an intelligence is, but to do so is futile, for we have never been given any insight into this matter beyond what the Lord has fragmentarily revealed. We know, however, that there is something called intelligence which always existed. It is the real eternal part of man, which was not created nor made. This intelligence combined with the spirit constitutes a spiritual identity or individual” (Answers to Gospel Questions, comp. Joseph Fielding Smith Jr. [1963], 4:127).


Invite a student to read Abraham 3:22–23 aloud, and then ask students what they think their generation in the Church is expected to accomplish for the Lord—in the world and in the Church. Display the following statement by President Gordon B. Hinckley (1910–2008), and invite a student to read it aloud:

> “This is the time when the God of heaven has moved in fulfillment of His ancient promise that He would usher in the fulness of the gospel in the Dispensation of the Fulness of Times. … You’re not just here by chance. You are here under the design of God” (Teachings of Gordon B. Hinckley [1997], 720).

Invite students to share their thoughts and feelings about being among the noble and great spirits who were preserved to come to earth in the last days.
Ask students how they feel about quizzes, exams, and tests. Write on the board: *Life is a test!* Ask a student to read Abraham 3:24–25 aloud, and then invite students to share about the ways Abraham and Sarai were tested in Abraham 1–3. What did the Lord command Abraham and Sarai to do? How did they respond to each command?

Abraham 3:26. Keeping Our First and Second Estates
Ask various students to explain Abraham 3:26 in their own words. Invite a student to explain, as if he or she were teaching a person who is not a member of the Church, how the plan of salvation makes it possible for us to become like Heavenly Father, having “glory added upon [our] heads for ever and ever.”

Abraham 3:27. “Here Am I, Send Me”
Invite a student to read Abraham 3:27 aloud, and ask students what Jesus volunteered to do. Invite students to ponder Jesus Christ’s willingness to fulfill the Father’s plan and become our Savior. Display the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles, which he made in reference to Jesus’s declaration, “Here am I, send me.” Ask a student to read it aloud:

“It was one of those special moments when a few words are preferred to many. Never has one individual offered, in so few words, to do so much for so many as did Jesus when He meekly proffered Himself as ransom for all of us” (Neal A. Maxwell, *Plain and Precious Things* [1983], 53).

Ask how we can follow the Savior’s example of obedience to Heavenly Father and unselfish service to others.
Facsimiles 2–3; Abraham 4–5

Abraham Taught the Egyptians and Saw a Vision of the Creation of the Earth

Facsimiles 2–3

Abraham Taught the Egyptians

Some Important Principles, Doctrines, and Events

- God will reveal to the faithful all the doctrines and ordinances necessary for them to return to His presence and become like Him (see facsimile 2, figures 7–8; see also Alma 12:9–10).

- Abraham was a willing representative of the Lord. He went to Egypt and preached the gospel of Jesus Christ to the Egyptians (see facsimile 3, figures 1–6; see also Helaman 8:16–18; Abraham 3:15).

Suggestions for Teaching

Facsimiles 2 and 3. Abraham Taught the Egyptians

Invite a student to read Abraham 3:15 aloud. Assign students to study facsimiles 2 and 3, including the explanations of the facsimiles, and ask them to make a list of what Abraham taught the Egyptians. How did the Egyptians respond to the teachings of Abraham (see facsimile 3, figure 1)? Ask students why they think the Egyptians had so much respect for Abraham and the truths he taught.

Facsimile 2. A Hypocephalus

Review with students the commentary under “Facsimile 2. General Information” in the student manual. Discuss what a hypostyle is and how and why it was used by the ancient Egyptians. You may want to display facsimile 2 so you can point to the figures and their numbers as you discuss them with students. To encourage students to think about these figures and understand their importance, use the explanations for the figures along with the material under “Facsimile 2, figure 1. Kolob”; “Facsimile 2, figure 3. A Crown of Eternal Light”; “Facsimile 2, figure 5. Enish-go-on-dosh”; and “Facsimile 2, figures 7–8. Returning to God’s Presence” in the student manual.
**Facsimiles 1, 2, and 3. Review**

Divide students into three groups, and instruct each group to study one of the facsimiles and make a list of gospel principles and doctrines that can be derived from it. Give each group a time limit, such as five minutes, and then invite a representative from each group to read the group’s list to the class.

Point out to students that even though we cannot understand everything in the Abraham facsimiles, there is much we can learn and understand from them.

**Abraham 4–5**

*Abraham’s Vision of the Creation of the Earth*

- Video presentation—“We Lived with God”

You may want to show the video “We Lived with God” (4:00) to help students better understand the Creation and our relationship with the Creator. This video is available on LDS.org.

**Some Important Principles, Doctrines, and Events**

- The earth and the heavens were made from existing materials (see Abraham 3:24; 4:1).
- The Gods worked together to organize and form the heavens and the earth (see Abraham 4:1; see also Ephesians 3:9; Hebrews 1:1–2).
- Before They organized and formed the heavens and the earth, the Gods planned and counseled together regarding what They would do (see Abraham 4:31; 5:1–3, 5).
Suggestions for Teaching

Abraham 4:1. The Gods and the Creation
Ask students what they would say if someone who was not a member of the Church asked them if we believed in only one God. How does Abraham 3:22–24; 4:1 help answer this question?

Abraham 4:1–25. Preparing the Earth for Mankind
Invite students to find the verbs in Abraham 4:1–25 that describe what actions the Gods performed as They prepared the earth to be inhabited by man. (Went, organized, formed, divided, caused, called, ordered, pronounced, and so forth.) You may want to suggest that students mark these verbs in their scriptures. Then invite students to share what these verses teach about the process of the Creation. Ask students to describe the things that help them appreciate the glory and beauty of the heavens and the earth. Invite students to explain how the Creation of the earth is an evidence of the love Heavenly Father has for His children.

Abraham 5:21. The End of the Book of Abraham
Explain to students that Abraham 5:21 was the last verse of the book of Abraham that the Prophet Joseph Smith published before his death (although we know that the book of Abraham contained much more). Abraham’s vision of the Creation of the heavens and the earth would fit into the text of the Old Testament in Genesis chapter 12. You may want to suggest that students write in their Bibles, next to Genesis 12:10: See Abraham 3–5. You may also suggest that students write next to Genesis 11:31: See Abraham 1–2.
• Shortly before His death, the Savior met with His disciples on the Mount of Olives and prophesied concerning events that would shortly come to pass, as well as events surrounding the last days and His Second Coming. These prophecies are recorded in the Bible in Matthew 24.

• As the Prophet Joseph Smith worked on his inspired revision of the Bible, he made many changes to Matthew 24. The Joseph Smith Translation of Matthew 24 is printed as “Joseph Smith—Matthew” in the Pearl of Great Price. The Lord also revealed additional information pertaining to this discourse on the Mount of Olives, which is recorded in section 45 of the Doctrine and Covenants (see D&C 45:15–61).

• We should study what the Lord and His prophets have said about the great and important events leading up to the Second Coming (see Matthew 22:29; 2 Peter 1:20–21; D&C 1:37).

Suggestions for Teaching

An Extract from the Translation of the Bible

Ask students to compare Matthew 23:39 to Joseph Smith—Matthew 1:1. Discuss how the changes the Prophet Joseph Smith made to this verse help us better understand what Jesus said. You may also want to compare Matthew 24:1 to Joseph Smith—Matthew 1:2; Matthew 24:2 to Joseph Smith—Matthew 1:3; and Matthew 24:3 to Joseph Smith—Matthew 1:4. Review together the insights and commentary under “What Is Joseph Smith—Matthew?”; “When Did the Prophet Joseph Smith Translate This Portion of the Bible?”; “What Are Some of the Changes the Prophet Made to Matthew 24?”; “How Did Joseph Smith—Matthew Become a Part of the Pearl of Great Price?”; and “Why, among the Many Parts of the Joseph Smith Translation of the Bible, Did the Translation of Matthew 24 Become a Part of Our Standard Works?” in the student manual. You may want to suggest that students
consider writing notes in the margins of Joseph Smith—Matthew describing what they learn about these verses (for example, Joseph Smith added nearly 450 words to the biblical text). Invite students to share how these changes testify of the divine inspiration of the Joseph Smith Translation.

**Joseph Smith—Matthew. Overview**

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You may want to suggest that students mark their scriptures in a way that reflects the three-part organization of Joseph Smith—Matthew 1, using lines, boxes, notes, or different colors. This chapter, known also as the Olivet Discourse (because the Savior and His disciples were on the Mount of Olives), is organized as follows: (1) verses 1–4 are the introduction, including the disciples’ questions; (2) verses 5–21 are prophecies about the destruction of Jerusalem that would occur shortly after Jesus’s death; and (3) verses 21–55 are prophecies about the latter days, the end of the world, and the Second Coming. Because the Prophet Joseph Smith rearranged several verses during his inspired revision, this organization is much more apparent in Joseph Smith—Matthew than in Matthew 24.

Ask students to find three events that Jesus prophesied would happen in the days shortly after His death and also in the latter days (see verses 6 and 22; verses 10 and 30; verses 12 and 32). Which latter-day event did Jesus prophesy about twice (see verses 23, 28)? Remind students that Doctrine and Covenants 45:15–61 contains more information from the Olivet Discourse. Invite two students to take turns reading Doctrine and Covenants 45:9–10, 15–17 aloud. Discuss why Jesus gave these two prophecies to His disciples of old, and why they have been repeated in our scriptures today.

**Studying the Events Prophesied for the Last Days**

Display the following statement by President Harold B. Lee (1899–1973), and invite a few students to take turns reading it aloud. Then discuss why the scriptures should be our primary source for learning about the events of the last days.
“There are among us many loose writings predicting the calamities which are about to overtake us. Some of these have been publicized as though they were necessary to wake up the world to the horrors about to overtake us. Many of these are from sources upon which there cannot be unquestioned reliance.

“Are you … aware of the fact that we need no such publications to be forewarned, if we were only conversant with what the scriptures have already spoken to us in plainness? …

“Read the 24th chapter of Matthew—particularly that inspired version as contained in the Pearl of Great Price [Joseph Smith—Matthew].

“Then read the 45th section of the Doctrine and Covenants where the Lord, not man, has documented the signs of the times.

“Now turn to section 101 and section 133 of the Doctrine and Covenants and hear the step-by-step recounting of events leading up to the coming of the Savior.

“Finally, turn to the promises the Lord makes to those who keep the commandments when these judgments descend upon the wicked, as set forth in the Doctrine and Covenants, section 38.

“… These are some of the writings with which you should concern yourselves, rather than commentaries that may come from those whose information may not be the most reliable and whose motives may be subject to question” (Harold B. Lee, “Admonitions for the Priesthood of God,” *Ensign*, Jan. 1973, 106).
Jesus Christ Prophesied about the Destruction of Jerusalem

Some Important Principles, Doctrines, and Events


- Jesus Christ warned His disciples in Jerusalem of the impending destruction of that city so they could prepare both spiritually and temporally (see Joseph Smith—Matthew 1:11–18; see also Matthew 24:15–21; D&C 87:8; 101:22–23).

- The destruction of the temple by the Romans in AD 70 and the scattering of the Jews was just the beginning of the persecution that has been brought against the Jews (see Joseph Smith—Matthew 1:19; see also Matthew 24:8; 1 Nephi 19:13–14; 2 Nephi 6:10; 10:3–6; 25:9–15).

- Because of the covenant God made with the house of Israel, Jesus said that God would not allow the wicked to completely destroy the Jews (see Joseph Smith—Matthew 1:20; see also Matthew 24:22; 1 Nephi 19:15–17; 2 Nephi 6:11, 14; 2 Nephi 10:7; 25:16–18; 3 Nephi 20:29–31).

Suggestions for Teaching

**Joseph Smith—Matthew 1:2, 4. The Disciples’ Questions**

Ask students to identify what the disciples asked Jesus in Joseph Smith—Matthew 1:2, 4. Explain to students that the prophecies in this chapter are Jesus’s answers to His disciples’ questions.


Invite students to find in Joseph Smith—Matthew 1:5–10 the ways Church members in New Testament times would be overcome and fall away from the truth. (Note especially the word *deceive* in verses 5, 6, 9; see also verses 22, 37.) You may want to suggest that students mark what they find in their scriptures. Invite a student to read verse 11 aloud, and ask students what we can do to remain “steadfast” against these obstacles. Display the following statement by the First Presidency, and invite a student to read it aloud:
“In the providence of the Almighty persecution serves a most useful purpose. Every faithful Saint must perceive and acknowledge this. Each one feels its effect upon himself; he sees its effect upon his friends and neighbors. Persecution develops character. Under its influence we all know ourselves better than we did before we felt its pressure; and we discover traits in our brethren and sisters of the existence of which, perhaps, we were in entire ignorance” (First Presidency, in James R. Clark, comp., Messages of the First Presidency of The Church of Jesus Christ of Latter-day Saints [1966], 3:48).

Joseph Smith—Matthew 1:12–19. Holy Places

Ask a few students to take turns reading Joseph Smith—Matthew 1:12; Doctrine and Covenants 45:32; 87:8; 101:22–23 aloud while the rest of the class follows along. Invite students to share what they think it means to “stand in holy places.” Display the following statement by President Harold B. Lee (1899–1973), and ask a student to read it aloud:

“As one studies the commandments of God, it seems to be made crystal clear that the all-important thing is not where we live but whether or not our hearts are pure” (Harold B. Lee, in Conference Report, Oct. 1968, 62).

Ask students to summarize the counsel Jesus gave His disciples in Joseph Smith—Matthew 1:13–17. Compare what the Lord said in these verses to Doctrine and Covenants 133:7–15. Invite students to suggest ways they could prepare both spiritually and temporally for the coming of the Lord.

Joseph Smith—Matthew 1:19–20. According to the Covenant

Display and invite a student to read aloud the commentary under “Joseph Smith—Matthew 1:19. ‘Only the Beginning of the Sorrows’” in the student manual. Explain to students that the Lord prophesied in Joseph Smith—Matthew 1:19–20 that the Jews would suffer great persecutions, but that some would survive. Invite several students to take turns reading 1 Nephi 15:19–20; 19:15; 2 Nephi 6:11, 14; 10:7; 29:4–5; 30:2–7; 3 Nephi 29:8–9 aloud while the rest of the class follows along. Ask students to summarize the prophetic destiny of the Jews who come unto Christ in the latter days.
Jesus Christ Prophesied about the End of the World

Some Important Principles, Doctrines, and Events

• In the last days false Christs and false prophets will show great signs and wonders, deceiving many people (see Joseph Smith—Matthew 1:22; see also 2 Nephi 25:18; Helaman 13:26–29; D&C 64:38–39).

• In the last days there will be wars and rumors of war, famines, pestilences, and earthquakes (see Joseph Smith—Matthew 1:23, 28–29; see also D&C 29:16; 45:26, 33; 63:32–33; 87:2, 6).

• All mankind will see Christ's glory at His Second Coming (see Joseph Smith—Matthew 1:26, 36; see also Isaiah 40:5; Matthew 16:27; D&C 34:7–8; 45:16, 44; 101:23; 133:45–49).

• In the last days the gospel of Jesus Christ will be preached throughout the world and the righteous will be gathered into the kingdom of God (see Joseph Smith—Matthew 1:27, 31, 37; see also D&C 58:64–65; 65:2; 88:84; 133:37–38).

• The wicked will be destroyed at Christ’s Second Coming (see Joseph Smith—Matthew 1:32; see also Isaiah 13:6–11; Malachi 4:1, 3; 2 Thessalonians 1:7–9; 1 Nephi 22:14–16, 23; D&C 29:9, 17; 45:49–50; 133:63–64, 70–71).

• Shortly before Christ comes again, great signs and wonders will appear in the heavens (see Joseph Smith—Matthew 1:33–36; see also Joel 2:30–31; 3:14–16; Revelation 6:12–17; D&C 29:14; 34:9; 45:40–42; Moses 7:61).

• Those who treasure up the word of God will recognize the signs of Christ’s coming and will gather with the elect (see Joseph Smith—Matthew 1:37; see also D&C 84:54–58).
Suggestions for Teaching

**Joseph Smith—Matthew 1:22–37. Signs Preceding the Second Coming**

Invite several students to take turns reading Joseph Smith—Matthew 1:22–37 aloud while the rest of the class follows along. Ask students to list as many signs of the Second Coming as they can find. Then ask them to write 1, 2, or 3 next to each of the signs on their lists, depending on which of the following categories each sign belongs to: (1) signs that have already been completely fulfilled, (2) signs that are in the process of being fulfilled, and (3) signs that have not yet begun to be fulfilled. Invite a few students to share their lists with the class. Invite students to share their feelings about living in the last days. Display the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles, and invite a student to read it aloud:

> “Teenagers … sometimes think, ‘What’s the use? The world will soon be blown all apart and come to an end.’ That feeling comes from fear, not from faith. … Everything that I have learned from the revelations and from life convinces me that there is time and to spare for you to carefully prepare for a long life”

Invite students to share what they think makes living on the earth at this time a privilege and an opportunity.

**Joseph Smith—Matthew 1:22, 25. False Prophets**

Ask a student to read Joseph Smith—Matthew 1:22 aloud. Then display the following statement by Elder Bruce R. McConkie (1915–85) of the Quorum of the Twelve Apostles, and invite a student to read it aloud:

> “What are false prophets? They are teachers and preachers who profess to speak for the Lord when, in fact, they have received no such appointment. …
> 
> False prophets are false teachers; they teach false doctrine; they neither know nor teach the doctrines of salvation. Rather, they have followed cunningly devised fables that they suppose make up the gospel of Christ, and they preach them as such. They are the ministers who proclaim a false way of salvation, the expounders of doctrines that are not of God, and the proclaimers of every man-made system of religion on earth. They are the political leaders … who lead men to accept freedom-destroying systems. They are the philosophers and sages who seek to explain God, existence, right and wrong, agency, immortality, and other religious concepts without reference to revelation. They are all of the political and religious leaders who proclaim philosophies and doctrines that lead men away from God and the salvation he offers to men”
> (Bruce R. McConkie, *The Millennial Messiah: The Second Coming of the Son of Man* [1982], 70–71).

Ask students how we can know the difference between true and false prophets and how we can avoid being deceived by false prophets.

Invite a student to read Joseph Smith—Matthew 1:23, 28–29 aloud, and then ask students to make a list of some of the wars that have been fought in the past one hundred years. What rumored or impending wars are there in the world today? Why will wars and rumors of war precede the Second Coming (see 1 Nephi 22:13–14; 3 Nephi 6:20–30)?

Joseph Smith—Matthew 1:26, 36. “With Power and Great Glory”

Ask several students to take turns reading aloud the following scriptures: Joseph Smith—Matthew 1:26, 36; Isaiah 40:3–5; Matthew 16:27; Doctrine and Covenants 34:7–8; 45:44; 101:22–25; 133:46–49. Invite students to try to visualize what the Second Coming will be like as they listen and follow along.

Joseph Smith—Matthew 1:27, 31, 37. “Preached in all the World”

Show students a map of the world and ask them to identify nations and lands where the gospel is currently being preached and places where the gospel is not yet being taught. Which nations have recently (in the past several years) been opened for the preaching of the gospel? Discuss events that have occurred to prepare the way for these nations to be opened for the preaching of the gospel and what it may take for all nations to become open.


Invite a student to read Joseph Smith—Matthew 1:31 aloud. Discuss with students what they think will make the difference when it is decided who will be saved with the righteous and who will be destroyed with the wicked at the Second Coming. Ask students to search Isaiah 13:6–11; Malachi 4:1; 2 Thessalonians 1:7–9; 1 Nephi 22:14–16, 23; Doctrine and Covenants 29:9, 17; 45:49–50; 133:63, 71 and list what the Lord has said will make the difference. Invite a few students to take turns reading 2 Nephi 26:8; 3 Nephi 9:10–13; 10:12, 14 aloud. Note how listening to and following the Lord’s living prophets becomes a matter of life and death—physically
as well as spiritually. Encourage students to examine their lives and prepare themselves to ensure that they will be among the righteous at the Second Coming.

**Joseph Smith—Matthew 1:30, 37. “He That Shall Not Be Overcome”**

Invite a student to read Joseph Smith—Matthew 1:30 aloud. Ask students what they think it means to be “overcome.” Why does sin cause people to lose their ability to love? Invite a student to read verse 37 aloud. Discuss how treasuring up the word of God will protect us from being deceived and help save us.
Joseph Smith—Matthew 1:38–55

Jesus Christ Taught Us to Prepare for His Second Coming

Some Important Principles, Doctrines, and Events

- The “elect” will watch for the signs of Christ’s Second Coming and know when His coming is near. They will be ready no matter when it happens (see Joseph Smith—Matthew 1:38–39; see also Luke 12:37–38; 1 Thessalonians 5:4–9; D&C 45:37–39, 56–57).

- No mortal man knows the day and hour of Christ’s Second Coming (see Joseph Smith—Matthew 1:40, 46; see also Matthew 25:13; Luke 12:40; D&C 39:21; 49:7; 133:11).

- The Second Coming will take the wicked by surprise, just as the Flood took the wicked by surprise in the days of the prophet Noah (see Joseph Smith—Matthew 1:41–48; see also 1 Thessalonians 5:1–3, 7; Revelation 3:3; 3 Nephi 29:1–4).

- At His Second Coming, Jesus Christ will reward His faithful servants and destroy the evil servants who procrastinated their repentance because they believed He was delaying His coming (see Joseph Smith—Matthew 1:49–55; see also Joseph Smith Translation, Luke 12:50–57 [in the Bible appendix]; D&C 45:44; 68:11–12; 106:4–5).

Suggestions for Teaching


Ask students how they know when the weather is going to change. Invite a student to read Joseph Smith—Matthew 1:38–39 aloud. Ask students what “at the doors” means to them. Display the following statement by Elder James E. Talmage (1862–1933) of the Quorum of the Twelve Apostles, and invite a student to read it aloud:

“Many of us are prone to think that the day of His coming, the day of the setting up of the Kingdom of Heaven in its power and glory is yet far distant. … How would you feel if authoritative proclamation were made here today that on the literal morrow, when the sun shall rise again in the east, the Lord would appear in His glory to take vengeance upon the wicked, and to establish His Kingdom upon the earth? Who amongst you would rejoice? The pure in heart would, the righteous in soul would, but many of us would wish to have the event put off. … We are very loath to accept and believe that which we do not want to believe, and the world today does not wish to believe that the coming of Christ is near at hand, and consequently all kinds of subterfuges are invented for explaining away the plain words of scripture. … It has long been a favorite excuse of men who were not ready for the advent of the Lord, to say, ‘The Lord delayeth His coming.’ Don’t attach too much importance to the fact that He has thus far delayed His
Joseph Smith—Matthew 1:38–55

Joseph Smith—Matthew 1:40, 46. “No One Knoweth”
Write the following statement on the board: The Second Coming is tomorrow. Invite a student to read Joseph Smith—Matthew 1:40, 46 aloud. Discuss what a person might do if he or she knew the exact day and hour of the Second Coming. Discuss reasons why the Lord would not want anyone to know the exact time of His Second Coming. Compare this to how one would respond if he or she knew the exact day that he or she would die and how that would interfere with the mortal test of walking by faith in God (see Abraham 3:25–26). Explain to students that many false teachers have claimed over the ages to know when the Second Coming would be and have deceived many people. Invite a student to read Doctrine and Covenants 64:23–25 aloud. Encourage students to prepare “today,” so they will be ready for the Second Coming “tomorrow.”

Video presentation—“The Gardener”
You may want to show the video “The Gardener” (3:54) to illustrate the importance of preparing for the Lord’s Second Coming. This video is available on LDS.org.

Joseph Smith—Matthew 1:41–48. “In Such an Hour As Ye Think Not”
Invite students to share about times they have been totally surprised by events in the news or in their personal lives. Ask a few students to take turns reading Joseph Smith—Matthew 1:41–48 aloud. Explain why the righteous will not be surprised by the Second Coming (see also 1 Thessalonians 5:4–9; D&C 45:37–39, 56–57; 68:11; 106:4–5).

Joseph Smith—Matthew 1:49–55. Servants
Discuss the roles of servant and lord (master). How would a master feel about servants who are not diligent? Invite a few students to take turns reading Joseph Smith—Matthew 1:49–55 aloud while the rest of the class follows along. Ask students to identify and discuss phrases in these verses that teach us how to be better “servants.”
Joseph Smith—History

Some Important Principles, Doctrines, and Events

• Joseph Smith—History contains excerpts from Joseph Smith’s official testimony and history of the Church. He prepared it in 1838, and it was published in the Church publication *Times and Seasons* in Nauvoo, Illinois. Joseph Smith’s official testimony and history of the Church is found in *History of the Church*, volumes 1–6 (see the introduction to the Pearl of Great Price).

• The fundamental messages of Joseph Smith—History are that God the Father and His Son Jesus Christ have appeared again to mankind; that there was an Apostasy of the true Church; that Joseph Smith was a prophet of God; that the Book of Mormon is the word of God; and that the Church of Jesus Christ has been restored to the earth (see Joseph Smith—History 1:17–19, 25, 33–34, 72–73; see also D&C 20:1–11; 128:19–21).

• Any person who sincerely studies, ponders, and prays about the truthfulness of the accounts given by the Prophet Joseph Smith may know by the power of the Holy Ghost that they are true (see 2 Nephi 32:3–5; Alma 5:45–47; Moroni 10:3–5).

Suggestions for Teaching

An Extract from the History of Joseph Smith

Invite a student to read Doctrine and Covenants 21:1 aloud. Ask the rest of the class to follow along and listen for what the Prophet Joseph Smith was commanded to do. Discuss possible reasons why the Lord would want Joseph to keep a record. Ask a student to read aloud the paragraph about Joseph Smith—History in the introduction to the Pearl of Great Price. (If available, show students one or more volumes of *History of the Church*, and invite students to look through them. Or, show students one or more volumes of *The Joseph Smith Papers*, either in electronic or hard copy format.) Review with students the material under “What Is Joseph Smith—History?” and “Who Wrote Joseph Smith—History?” in the student manual.
Joseph Smith—History. Overview

Invite a few students to take turns reading aloud the five italicized summary statements that are found throughout Joseph Smith—History. Ask students to make a list of the major events that are summarized. Write the following five statements on the board:

- God the Father and His Son Jesus Christ have appeared to mankind in modern times.
- There was an apostasy of the true Church.
- Joseph Smith was a prophet of God.
- The Book of Mormon is the word of God.
- The Church of Jesus Christ has been restored.

If any one of these statements were false, how would that affect the other statements, and why? Display the following statement by President Ezra Taft Benson (1899–1994), and invite a student to read it aloud:

“All the Church stand[s] or fall[s] with the truthfulness of the Book of Mormon. The enemies of the Church understand this clearly. This is why they go to such great lengths to try to disprove the Book of Mormon, for if it can be discredited, the Prophet Joseph Smith goes with it. So does our claim to priesthood keys, and revelation, and the restored Church. But in like manner, if the Book of Mormon be true—and millions have now testified that they have the witness of the Spirit that it is indeed true—then one must accept the claims of the Restoration and all that accompanies it” (Ezra Taft Benson, “The Book of Mormon—Keystone of Our Religion,” Ensign, Nov. 1986, 6).

Explain the relationship between a testimony of the Book of Mormon and a testimony of Joseph Smith’s other work. Bear your testimony of the truth of the events described in Joseph Smith—History, and invite students to share their thoughts and feelings.
Joseph Smith—History 1:1–20

Joseph Smith’s Early Life and the First Vision

Joseph Smith—History 1:1–10: An Unusual Excitement

Some Important Principles, Doctrines, and Events

- Satan circulates false reports through “evil-disposed and designing” people to distort the true nature of the Church and its inspired leaders (Joseph Smith—History 1:1–2; see also Helaman 16:22; 3 Nephi 1:22; D&C 10:22–27, 28; Moses 4:4).

- Events in the lives of Joseph Smith’s family members during his early years reveal the guiding and protecting hand of the Lord (see Joseph Smith—History 1:3–5; see also Proverbs 3:5–6; Romans 8:28).

- Events leading up to the First Vision help explain the Apostasy and the loss of the true Church of Jesus Christ from the earth (see Joseph Smith—History 1:5–10; see also 2 Thessalonians 2:1–3; 2 Timothy 3:1–5; 2 Peter 2:1–2; 1 Nephi 13:23–29; D&C 1:15–16).

Suggestions for Teaching

Joseph Smith—History 1:1. Many Reports by “Evil-Disposed and Designing Persons”

Invite a few students to take turns reading Helaman 16:22; 3 Nephi 1:22; Doctrine and Covenants 10:22–27; and Moses 4:4 aloud. Ask the rest of the class to follow along and make a list of what Satan does to try to keep people from the truth. Next, invite a student to read Joseph Smith—History 1:1–2 aloud and explain Joseph’s reasons for writing this history. You could also display and ask a few students to take turns reading aloud the commentary under “Joseph Smith—History 1:1. What Were the ‘Many Reports … by Evil-Disposed and Designing Persons?’” in the student manual. Discuss ways students can help “disabuse the public mind” and “put all inquirers after truth in possession of the facts” (verse 1).
Joseph Smith—History 1:3–4. “I Was Born”

Ask students why the information in Joseph Smith—History 1:3–4 is important and helpful to know. Invite students to turn to Church history maps in the appendix to the triple combination and find the places where the Smith family lived. You may want to suggest that students mark these places on the maps in their scriptures. You may also want to review with students some of the stories about Joseph Smith’s family and his early life under “Joseph Smith—History 1:3. What Was Joseph Smith’s Early Life Like?” and “Joseph Smith—History 1:4. Joseph Smith’s Family” in the student manual. Discuss ways that Joseph’s personality and character were influenced by his family and his circumstances. Ask students if they would have liked being in Joseph Smith’s family, and why.

Joseph Smith—History 1:5–20. Overview

Ask students to list the events that they can remember from the story of the First Vision, in the order the events occurred. Invite students to share their lists, and then quickly review Joseph Smith—History 1:5–20 to see how well the students knew this important story. Invite students to share about times when they have told the story of the First Vision to people who are not members of the Church.


Invite students who have lived with family members who belong to other religious faiths to share what it is like. Give students a moment to use a computer or mobile device to search and list the names of several churches in your area. Ask students what they would say if somebody asked them why there are so many different churches. How would you respond to those who say that all churches are about the same, or that all churches are true and can lead us to heaven? Invite a few students to take turns reading Joseph Smith—History 1:5–7 and 1 Nephi 13:23–29 aloud while the rest of the class follows along. Ask students to explain how the subject of Nephi’s prophecy contributed to the religious climate described by Joseph Smith.
Joseph Smith—History 1:8–10. “Serious Reflection and Great Uneasiness”
Invite a student to read Joseph Smith—History 1:8–10 aloud. Ask students if any of them have ever had such experiences or feelings. Explain to students that Joseph’s struggles are similar to the struggles many of us go through (see 1 Nephi 1:4–6; 2:16; Enos 1:2–4; Alma 22:15–18). What gospel principles did you learn from such experiences?

Joseph Smith—History 1:11–20: The First Vision

Some Important Principles, Doctrines, and Events

- God answers the sincere prayers of those who ask in faith (see Joseph Smith—History 1:11–13; see also Matthew 7:7–11; James 1:5–6; 1 Nephi 15:8–11; 3 Nephi 18:19–20; D&C 42:68).
- Satan is a real being with power. The power of God is greater than the power of Satan (see Joseph Smith—History 1:14–17; see also 2 Nephi 9:8–9; D&C 3:1; 10:14, 20, 43; 76:25–29).
- God the Father and His Son Jesus Christ appeared to Joseph Smith. They are separate, distinct, glorified beings with bodies of flesh and bones (see Joseph Smith—History 1:17; see also Acts 7:55–56; D&C 76:20–23; 130:22).
- The Lord commanded Joseph Smith not to join any church because all of them were wrong (see Joseph Smith—History 1:18–20; see also 2 Timothy 4:3–4; Mormon 8:28, 32–38).
- God and Satan both know who we are and the roles we can play in the establishment of the kingdom of God. Satan uses whatever means he can to try to thwart us from attaining our divine destiny (see Joseph Smith—History 1:20; see also 2 Thessalonians 2:3–10; Moses 7:26).

Suggestions for Teaching

- Video presentation—“Ask of God: Joseph Smith’s First Vision”

Explain to students that there are several accounts of Joseph Smith’s First Vision. The account recorded in Joseph Smith—History was first published in 1842 in the *Times and Seasons*, the Church’s newspaper in Nauvoo, Illinois. Consider showing the video “Ask of God: Joseph Smith’s First Vision” (6:35), which depicts the First Vision with details from several of Joseph Smith’s accounts. For further information on Joseph Smith’s accounts of the First Vision, see the Gospel Topics Essay “First Vision Accounts,” available on LDS.org.
Joseph Smith—History 1:10–16. Joseph Smith’s First Vocal Prayer

Invite a student to read Joseph Smith’s questions in Joseph Smith—History 1:10 aloud while the rest of the class follows along. You may want to suggest that students mark these questions in their scriptures. What did Joseph do in verses 11–16 to get answers to his questions? Ask students how they could apply in their own lives what Joseph Smith did.

Joseph Smith—History 1:11–17. An “Actual Being from the Unseen World”

Invite a few students to take turns reading Joseph Smith—History 1:11–17 aloud, and ask the rest of the class to follow along. Invite students to make two lists on the board: (1) ways the Lord helped Joseph receive answers to his questions, and (2) things Satan did to try to hinder Joseph. Ask students to explain how the power of Satan was overcome. Display the following statement by President Wilford Woodruff (1807–98), and invite a student to read it aloud:

“There are two powers on the earth and in the midst of the inhabitants of the earth—the power of God and the power of the devil. … Whenever the Lord set His hand to perform any work, those powers [of the devil] labored to overthrow it” (Wilford Woodruff, in Brian H. Stuy, ed., Collected Discourses Delivered by President Wilford Woodruff, His Two Counselors, the Twelve Apostles, and Others [1992], 5:198).

Why is the combination of our righteous choices and the power of God always greater than the power of Satan (see D&C 3:1; 10:43; 29:36–38; Moses 1:12–22)? Testify of the truth of the appearance of the Father and the Son to the boy Joseph.
Joseph Smith—History 1:14–20. The Significance of the First Vision

Invite a few students to take turns reading Joseph Smith—History 1:14–20 aloud (see also James E. Faust, “The Magnificent Vision Near Palmyra,” Ensign, May 1984, 68; see also Carlos E. Asay, “One Small Step for a Man; One Giant Leap for Mankind,” Ensign, May 1990, 63–64). Ask the rest of the class to follow along and make a list of the truths we learn from these verses. (Answers might include that Satan is a real being who seeks to stop the work of God; God appears to man; man is made in the literal image of God; Jesus is a personage, separate and distinct from Heavenly Father; there was an apostasy of the Church that Jesus Christ established during His mortal ministry; the true Church was not on the earth in 1820; the Lord keeps the promise found in James 1:5; direct revelation from the heavens has not ceased.) Read or sing “Joseph Smith’s First Prayer” (Hymns, no. 26). Display and ask a student to read aloud the following statement by Elder Robert L. Simpson (1915–2003) of the Seventy. Then discuss the meaning of the statement as a class:

“[The First Vision is] the most significant singular event in the world since the resurrection of the Lord and Savior Jesus Christ. The First Vision is the very foundation of this Church, and it is my conviction that each member of this Church performs his duty in direct ratio to his personal testimony and faith in the First Vision” (Robert L. Simpson, “Our Fundamental Obligation: The Priesthood,” Ensign, Jan. 1974, 87).

Invite students who would like to share what they thought and felt when they first heard about the First Vision to do so. Also invite students who have had the opportunity to teach investigators about the First Vision to share their experiences.


Read or sing “The Morning Breaks” (Hymns, no. 1), and then invite students to ponder how their lives have been influenced by this singular event.


Write God, Satan, and Joseph Smith on the board. Invite a student to read the last part of Joseph Smith—History 1:20 aloud, which begins “it seems as though …,” and ask who of these three people knew who Joseph Smith really was and why he was here on earth. How did Joseph Smith know that Satan knew his destiny? Replace Joseph Smith with You on the board. Display the following statement by
President Russell M. Nelson of the Quorum of the Twelve Apostles, and ask a student to read it aloud. Then discuss the statement as a class:

“There is great protection when you know who you are, why you are here, and where you are going. Let your unique identity shape each decision you make on the path toward your eternal destiny” (Russell M. Nelson, “Choices,” Ensign, Nov. 1990, 75).
Joseph Smith—History 1:21–54

Joseph Smith Was Persecuted after the First Vision and Received Visitations from the Angel Moroni

Some Important Principles, Doctrines, and Events

- We should be cautious about how and with whom we share the stories of our spiritual experiences (see Joseph Smith—History 1:21–23; see also Matthew 7:6; D&C 6:12; 10:37; 41:6).

- Satan uses ridicule, false doctrine, lies, and prejudice to persecute the humble followers of God (see Joseph Smith—History 1:21–25; see also Isaiah 32:6–7; 1 Timothy 4:1–2; 3 Nephi 1:6, 22; D&C 109:29–30).


- We should be more concerned about offending God than offending people (see Joseph Smith—History 1:25; see also Acts 5:29; 24:16; D&C 3:6–8).

- The Lord teaches His people “line upon line.” We should remain faithful to the direction we receive from the Lord until He gives us further instructions (see Joseph Smith—History 1:26–27; see also 2 Nephi 28:30; D&C 42:61).

Suggestions for Teaching

Joseph Smith—History 1:20–23. Joseph Told Others of His Vision

Ask students who they would want to tell if they had an unusual spiritual experience, and why. Who did Joseph Smith tell about his vision (see Joseph Smith—History 1:20)? Display the following statement, and invite a student to read it aloud:


Ask a student to read Joseph Smith—History 1:21 aloud. Ask the rest of the class to follow along and find another person Joseph told. Explain to students that Joseph
trusted that the minister would welcome his great news from heaven. Invite students to read silently and ponder the last sentence of verse 23. Discuss guidelines students should follow in sharing their spiritual experiences with others. The following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles may be helpful:

“I have come to believe also that it is not wise to continually talk of unusual spiritual experiences. They are to be guarded with care and shared only when the Spirit itself prompts you to use them to the blessing of others” (Boyd K. Packer, “The Candle of the Lord,” Ensign, Jan. 1983, 53; see also Matthew 7:6; D&C 6:12; 10:37; 41:6).


Ask students to search Joseph Smith—History 1:22–23, 27 for who else eventually heard about Joseph’s vision, and how. According to these verses, what did these people do to Joseph? (Answers might include that they stirred up prejudice, inflicted great persecution, excited the public mind against him, and so forth.) Discuss other times that Satan used these tools to persecute the righteous and deceive the people (see Matthew 9:32–34; 26:57–68; 28:9–15; Acts 16:16–24; 1 Nephi 17:17–22; Alma 1:16–20; 12:1–6; Helaman 16:13–23; 3 Nephi 6:10–15; D&C 71, section heading). Display the following statement by Elder Marvin J. Ashton (1915–94) of the Quorum of the Twelve Apostles, and invite a student to read it aloud:

“Neither the Apostle Paul nor Joseph Smith wavered, though they faced severe trials. … In our present day there are many who are sowing seeds of dissension and discord. With half truths and slander, they are endeavoring to lead members of the Church of Jesus Christ into apostasy” (Marvin J. Ashton, “The Word Is Commitment,” Ensign, Nov. 1983, 63).

Discuss this statement and how we can recognize and overcome these negative influences today.

Joe Smith—History 1:24–25. Severe Persecution

Display and ask a student to read aloud the following statement by President Gordon B. Hinckley (1910–2008), which he made in reference to Joseph Smith—History 1:25:

“There is no lack of certitude in that statement. For Joseph Smith that experience was as real as the warmth of the sun at noonday. … It is that kind of certitude that has moved this Church forward in the face of persecution, ridicule, sacrifice of fortune, the leaving of loved ones to travel to distant lands to carry the gospel message. That conviction motivates today as it has done from the beginning of this work. Faith in the hearts of millions that this
cause is true, that God is our Eternal Father, and that Jesus is the Christ, must ever be the great 
motivating force in our lives” (Gordon B. Hinckley, “Faith: The Essence of True Religion,” Ensign, 

Discuss the character traits required to remain faithful to God in the face of 
opposition. How did Joseph Smith demonstrate these traits in his life?

Joseph Smith—History 1:25. Offending God

 Invite a few students to take turns reading Genesis 39:9; Revelation 2:14–15, 20–23; 
and Doctrine and Covenants 59:21 aloud, looking for what offends God. In Joseph 
Smith—History 1:25, what did Joseph Smith say would have been offensive to 
God? Display the following statement by Elder Marvin J. Ashton (1915–94) of the 
Quorum of the Twelve Apostles, and ask a student to read it aloud:

“Joseph Smith placed commitment ahead of life itself. From the time of his first 
vision until his martyrdom, he was a victim of bitter persecution, reviling, and 
ridicule, but never did he falter” (Marvin J. Ashton, “The Word Is 
Commitment,” 62).

Encourage students to strive to live each day with a conscience free of offense 


 Ask a student to read Joseph Smith—History 1:25–26 aloud. Invite the rest of the 
class to follow along and list the truths that Joseph Smith said he learned from his 
experience. Compare what Joseph learned to what he was confused about or did 
not know before his vision. What are some important aspects of the gospel of Jesus 
Christ that Joseph would learn about later? Why did the Lord not reveal all those 
thruths to Joseph during the First Vision (see 2 Nephi 28:30; Alma 12:9)?

Joseph Smith—History 1:27–54: The Angel Moroni 
Appeared to Joseph Smith

Some Important Principles, Doctrines, and Events

• We are all weak and imperfect, so we all need to constantly strive to improve 
(see Joseph Smith—History 1:28–29; see also 1 John 1:8–9; 2 Nephi 4:17–19; 
Alma 7:15–16; Helaman 12:1; Ether 12:27; D&C 62:1).
• The prophet Moroni, the last writer in the Book of Mormon, appeared as a glorified, resurrected being to Joseph Smith. He told Joseph about a book buried in a hill near the Smith farm, written on golden plates and containing the fulness of the gospel (see Joseph Smith—History 1:30–35; see also Revelation 14:6; Mormon 8:1, 4, 12–14; Moroni 1:1–4; 10:34; D&C 20:6–10; 27:5; 128:20).


• The visitations of Moroni to the Prophet Joseph Smith are an example of how the Lord instructs those He calls to serve Him. Regular, repeated, inspired instruction and interviews regarding how to fulfill our callings are an important part of conducting the affairs of the kingdom of God. For almost all of us instructions come through authorized servants rather than from divine manifestations, but it is the same as divine messengers speaking to us (see Joseph Smith—History 1:33–54; see also D&C 1:38; 33:16; 38:23; 88:78; 107:85–89).

• Our only motive for Church service should be to build the kingdom of God; otherwise, the work we do will not prosper (see Joseph Smith—History 1:46; see also Proverbs 16:3; Moroni 7:6–7; D&C 4:2, 4–5; 88:67–68).

• We should share our spiritual experiences with righteous parents, who can help and encourage us to do what is right (see Joseph Smith—History 1:49–50).

• Doing things according to the Lord’s timetable is an important part of accomplishing His work (see Joseph Smith—History 1:53–54; see also Ecclesiastes 3:1; D&C 88:73).

Suggestions for Teaching
Joseph Smith—History 1:27–29. Joseph Smith’s Teenage Years
Ask students what commanded their time and attention during their teenage years. Ask a student to read Joseph Smith—History 1:27–29 aloud, and then discuss the habits Joseph Smith said he “fell into” during these years. How did Joseph Smith feel about these years? Display the following statement by President James E. Faust (1920–2007) of the First Presidency, and invite a student to read it aloud:
While Joseph sought perfection, he did not claim perfection. If he were intending to fabricate a great falsehood or wanted to perpetrate a fraud or practice deceit, would he have been so truthful about his own humanness? His complete candor in admitting human frailties and in declaring the loving discipline of God offers powerful proof of his honesty and probity [uprightness]. His statements stand on more solid footing because they were declarations against human nature and admissions against self-interest” (James E. Faust, “The Expanding Inheritance from Joseph Smith,” Ensign, Nov. 1981, 77).

You may want to suggest that students mark the phrase “no one need suppose me guilty of any great or malignant sins” in their scriptures (Joseph Smith—History 1:28). Point out what a great blessing it is to be able to describe one’s life in this way. Discuss why our younger years can be so challenging and how we can stay close to Heavenly Father during this time (see Alma 37:35–37; 53:20–21).

Joseph Smith—History 1:29. Joseph Asked for a Divine Manifestation

Compare what certain scribes and Pharisees asked of the Lord in Matthew 12:38–39 to what Joseph Smith asked for in Joseph Smith—History 1:29. Invite students to use Doctrine and Covenants 63:8–12 to explain why Joseph received his manifestation, while others, such as the scribes and Pharisees in Matthew 12, did not. You may want to invite students to study other examples of people who asked for and received manifestations from the Lord (see Judges 6:11–24; 2 Kings 20:8–11; Mark 9:20–27; Helaman 11:1–5; Ether 3:6–16). Make sure students understand the importance of asking in faith and of accepting the will of the Lord when asking for any kind of inspiration or divine manifestation.

Joseph Smith—History 1:30–54. “God Had a Work for Me to Do”

Ask students to imagine that they have been assigned to teach someone to do a task that is difficult and complex, such as building a house or performing surgery. Invite several volunteers to share what steps they would follow to accomplish this training responsibility. Explain to students that the angel Moroni had such an assignment with young Joseph Smith. Ask students to search Joseph Smith—History 1:30–54 and list what Moroni did to teach Joseph. (For example, Moroni called Joseph by name and introduced himself, see verse 33; he briefly explained what was to be done, see verse 34; he gave Joseph insights into the importance of his work, see verses 36–41; he gave clear and specific instructions, see verse 42; he repeated his instructions to Joseph several times, adding new insights each time, see verses 44–45; and so forth.)
Show students pictures of temples that have a statue of the angel Moroni on top, and invite them to share what they know about Moroni’s mortal and postmortal life. You may want to review with students Mormon 8:1–7; Moroni 1:1–4; 9:20–22, 25–26; 10:1–2; Doctrine and Covenants 27:5; and Joseph Smith—History 1:33, discussing what we learn about Moroni from these verses. List on the board and discuss what Moroni taught Joseph Smith regarding the Book of Mormon and its translation in Joseph Smith—History 1:34–35.


Review with students Joseph Smith—History 1:36–41. Divide the class into five groups, and assign each group to study and report what one of the following scripture blocks from the Bible teaches: Isaiah 11:1–16; Joel 2:28–32; Malachi 3:1–6; 4:1–6; Acts 3:19–21. Invite each group to explain the main points of their assigned scripture block and how those verses apply to the mission of the Prophet Joseph Smith and the latter-day work. What do all of these scriptures have in common? (Answers might include that they are all prophecies of the last days, soon to be fulfilled; they all predict the Restoration of the gospel; and they all speak of Christ.)

Joseph Smith—History 1:42, 46–54. “No Other Object in View”

How does Satan tempt people? Why do people sometimes give in to temptation? Ask a student to read Joseph Smith—History 1:42, 46 aloud. Display the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles, and invite a student to read it aloud:

“When the young prophet first went to Cumorah, in 1823, the angel refused to give him the plates containing the Book of Mormon, saying it was not yet time (Joseph Smith—History 1:53). During the four years he had to wait before receiving the plates, young Joseph struggled with his motives. In 1832 he looked back on this period and wrote:

‘I had been tempted of the adversary and sought the Plates to obtain riches and kept not the commandment that I should have an eye single to the glory of God therefore I was chastened and sought diligently to obtain the plates and obtained them not until I was twenty one years of age’ (D. Jessee, The Personal Writings of Joseph Smith, p. 7).

“In this revealing account we find the Lord seeing into the heart of the young prophet, chastening him for his improper motives in respect to the plates, giving him time to repent and mature, and eventually forgiving him and allowing him to go forward with the performance of his mission” (Dallin H. Oaks, Pure in Heart [1988], 16).
Discuss how our motives can help us resist Satan’s temptations. Ask a few students to take turns reading Joseph Smith—History 1:49–54 aloud. Invite students to share how they think Moroni helped Joseph examine and refine his motives for obtaining the golden plates (see also the commentaries under “Joseph Smith—History 1:50–53. Joseph’s First Visit to the Hill Cumorah” and “Joseph Smith—History 1:54. Joseph’s Annual Visits to the Hill” in the student manual).


Ask a student to read Joseph Smith—History 1:49–50 aloud. Explain to students that the history written by Lucy Mack Smith (Joseph’s mother) states:

> “The personage whom he saw the night before came to him again and said, ‘Why did you not tell your father what I told you?’ Joseph said he was afraid his father would not believe him. ‘He will,’ said the angel, ‘believe every word you say to him’” (Lucy Mack Smith, “Lucy Mack Smith, History, 1844–1845,” book 3, page 11, josephsmithpapers.org; capitalization, punctuation, and spelling standardized).

Ask students why they think it was important for Joseph’s father to know about this experience. Invite students to share how talking with their parents about their experiences has helped them in their lives.

**Joseph Smith—History 1:53. The Time Had Not Yet Arrived**

Ask students to give examples of areas of their lives that require proper “timing.” (Answers might include dating, missions, marriage, and so forth.) Discuss why the timing of things is so important. What can go wrong when one’s timing is “off”? Invite a student to read Joseph Smith—History 1:53 aloud. Apply these principles of timing to Joseph’s circumstances. What blessings can we receive by doing things in the Lord’s proper time and way, rather than our own (see Jacob 4:8–10; D&C 98:1–2; 112:10; 121:41–42)? Share with students an experience from your life when you were blessed by following the Lord’s timing instead of your own.
Joseph Smith—History 1:55–75

Joseph Smith Received the Golden Plates and the Priesthood

Joseph Smith—History 1:55–65: Joseph Smith Received the Golden Plates

Some Important Principles, Doctrines, and Events

• An important part of Joseph Smith’s preparation to do the work of the Lord was meeting and marrying Emma Hale (see Joseph Smith—History 1:55–58; see also 1 Corinthians 11:11; Ephesians 5:31; D&C 42:22; 131:1–2).

• The golden plates were protected from the enemies of God by the efforts of Joseph Smith and the wisdom of the Lord. Joseph returned the plates to the angel Moroni when his work with them was completed (see Joseph Smith—History 1:59–61; see also Jacob 1:3; Enos 1:15–16; Alma 37:4, 14; Mormon 5:12, 8:14–16; D&C 42:56).

• The Lord can provide timely and generous assistance in the midst of our afflictions (see Joseph Smith—History 1:61–62, 66–67, 75; see also Psalm 46:1; 2 Corinthians 1:3–4; Hebrews 4:16; 1 Nephi 1:20; 17:3, 13–14; D&C 84:87–88; 112:19).

• Some of the events surrounding the coming forth of the Book of Mormon were prophesied by Isaiah and fulfilled by Martin Harris and others (see Joseph Smith—History 1:62–65; see also Isaiah 29:4–24; 2 Nephi 26:14–19; 27:4–35).

Suggestions for Teaching

Joseph Smith—History 1:55–58. September 1823 to September 1827

Invite students to list the major events of their lives in the past four years. Explain to students that in Joseph Smith—History 1:55–58 Joseph tells us about four major events in his life. Ask students to identify the four events. (The death of his brother, Alvin; his job doing manual labor; the experience of digging for a silver mine; and his marriage to Emma Hale.) Discuss how each event may have prepared Joseph to receive the plates and complete his life’s mission. (For example, you may want to ask the following: How might the experience of dating and marrying Emma have helped Joseph in his preparation?)

Joseph Smith—History 1:59. A Charge

Display and invite a few students to take turns reading aloud the story in the commentary under “Joseph Smith—History 1:59–60. Joseph Received the Plates” in the student manual. Then invite a student to read aloud the warnings that Moroni gave Joseph in Joseph Smith—History 1:42, 59. Ask students how they think Joseph felt when he received the warning in verse 59. What promise did Moroni give Joseph?
Joseph Smith—History 1:60–62, 66–67. September to December 1827
Discuss how Joseph received, preserved, and began to translate the plates in the midst of persecution and harassment. Invite students to report in their own words what the Lord and others did to help Joseph accomplish his work, according to Joseph Smith—History 1:62, 66–67.

Joseph Smith—History 1:63–65. December 1827 to February 1828

Joseph Smith—History 1:66–75: Joseph Smith Received the Priesthood of God

Some Important Principles, Doctrines, and Events

• The work of translating the Book of Mormon was done by the gift and power of God (see Joseph Smith—History 1:35, 62, 67–68; see also D&C 1:29; 3:12; 20:8; 135:3).

• John the Baptist restored the Aaronic Priesthood to the earth, conferring it upon Joseph Smith and Oliver Cowdery, who then baptized and ordained each other (see Joseph Smith—History 1:68–72; see also Hebrews 5:4; D&C 13, section heading; 13:1; 27:8; 84:18, 26–28).

• Those who act with the authority of the Aaronic Priesthood do so under the direction of those who hold the Melchizedek Priesthood (see Joseph Smith—History 1:72; see also D&C 107:13–20).

• The Holy Ghost enables prophets to prophesy of things to come and can help us understand the meaning and intention of the scriptures (see Joseph Smith—History 1:73–74; see also Genesis 40:8; Numbers 11:25; Daniel 2:28; Luke 1:67; 2 Peter 1:20–21; 1 Nephi 22:2; D&C 107:56).

• The testimony of Oliver Cowdery at the end of Joseph Smith—History is a second witness from a man who was involved in many of the early events of Church history. Oliver’s testimony helps establish the truthfulness of the account of the Prophet Joseph Smith (see Joseph Smith—History 1:71, note; see also Matthew 18:16; 2 Nephi 11:3; Ether 5:4; D&C 6:20–28; 17:1–9; 18:1–5; 24:10–12; 28:1).
Suggestions for Teaching

Joseph Smith—History 1:67–68. The Translation of the Book of Mormon

Display the following description of the translation of the Book of Mormon, and invite a student to read it aloud (you may also want to refer to the commentary under “Joseph Smith—History 1:67. The Translation of the Book of Mormon” in the student manual):

“When Joseph Smith began translating in 1827, he evidently started with the book of Lehi from Mormon’s abridgment of the large plates of Nephi (see heading to D&C 10). After the loss of the 116 pages of manuscript, Joseph apparently started with the book of Mosiah, also found on the large plates. He had just begun the book of Mosiah when Oliver Cowdery was sent to him in early April of 1829. Five weeks later, May 15, 1829, they were on 3 Nephi and the Savior’s sermon on baptism to the Nephites. Not until arriving at the Whitmer residence in Fayette did Joseph translate the small plates of Nephi, which contain 1 Nephi through the Words of Mormon. The Prophet was commanded to translate the small plates to replace the 116 lost pages (see D&C 10:43–45)” (in Church History in the Fulness of Times Student Manual, 2nd ed. [Church Educational System manual, 2003], 59).

Ask a few students to take turns reading aloud what the Lord said about the work of translating the Book of Mormon in Doctrine and Covenants 1:29; 3:12; 17:6; 20:8, and what other witnesses said about it in “The Testimony of Three Witnesses” and “The Testimony of Eight Witnesses” in the front of the Book of Mormon. Testify of the truthfulness of the Book of Mormon and invite students to share their testimonies of it.

Joseph Smith—History 1:68. “A Messenger from Heaven”

Ask students who they think are some of the greatest prophets of all time, and why. Then invite a student to read Joseph Smith—History 1:68, 72 aloud. Ask students to list what they learned about this “messenger” from these verses. To learn more about John the Baptist and to help students understand why he was chosen to restore the Aaronic Priesthood, briefly review Luke 1:5–25, 57–66; 3:1–20 and Doctrine and Covenants 84:26–28 (see also Bible Dictionary, “John the Baptist”). Invite a student to read aloud what the Savior said about John the Baptist in Matthew 11:11. Ask students why they think John the Baptist should be on their lists of the greatest prophets.
Joseph Smith—History 1:68–72. The Aaronic Priesthood

List and discuss what we learn about the Aaronic Priesthood in Joseph Smith—History 1:68–72. (Answers might include the keys that belong to the Aaronic Priesthood, the power that does not belong to the Aaronic Priesthood, the direction the Aaronic Priesthood functions under, and so forth.) Ask students who hold the Aaronic Priesthood to raise their hands. (If any who hold the Melchizedek Priesthood do not raise their hands, ask them why they did not; and if any Melchizedek Priesthood holders do raise their hands, ask them why they did. Remind students that all those who hold the Melchizedek Priesthood also have authority to function in the Aaronic Priesthood.)

Joseph Smith—History 1:73–74. The Holy Ghost

Invite a student to read Joseph Smith—History 1:73 aloud while class members listen for what Joseph Smith and Oliver Cowdery were able to do because of the Holy Ghost. You may want to suggest that students mark the answer in their scriptures. Ask students if Joseph and Oliver were members of the Church yet. (They were not, because the Church was not yet organized.) Had they received the gift of the Holy Ghost? (They had not, because it is only given by Melchizedek Priesthood holders when confirming people as members of the Church.) Help students understand the difference between receiving the influence of the Holy Ghost and receiving the gift of the Holy Ghost (see also Bible Dictionary, “Holy Ghost”).

Joseph Smith—History 1:71, note. Oliver Cowdery’s Testimony

Invite each student to imagine the following: You have just been in a traffic accident. It was clearly not your fault, but the driver of the other car is blaming you. The policeman does not know who to believe. How can the policeman learn the truth? Now imagine that a witness steps forward and establishes the truthfulness of your description of the accident. How would you feel toward that witness? Explain to students that the note to Joseph Smith—History 1:71 (located at the end of Joseph Smith—History) is an additional witness to the early events of Church history from someone who was there. Invite students to take turns reading aloud this testimony of Oliver Cowdery. Ask students to search for and share information from Oliver’s account that is not contained elsewhere in Joseph Smith—History. Discuss how Oliver felt about these experiences. Invite students to share what impresses them most in Oliver’s account, and why.
The Articles of Faith

Some Important Principles, Doctrines, and Events

• The Articles of Faith were written in 1842 by the Prophet Joseph Smith in response to a request from John Wentworth, a Chicago newspaper editor who wanted information concerning the history and beliefs of the Church. They were first published by the Church in 1843 in the *Times and Seasons* in Nauvoo, Illinois, and were included in the first publication of the Pearl of Great Price in 1851.

• The Articles of Faith were written under inspiration from God and are evidence of the divine calling of the Prophet Joseph Smith. They contain direct and simple statements of a number of doctrines and principles of our religion, expressing some of the differences between our beliefs and the beliefs of others.

Suggestions for Teaching

The Prophet Joseph Smith and the Articles of Faith

Ask students to write a short statement that represents the beliefs of their family, country, school, or other organization. Explain to students that their statements must be positive, direct, simple, and so full of wisdom that future generations of people will want to study and memorize them. Give students four or five minutes to write their statements. How did you decide what to write? What came to your minds first? How many times did you change or rewrite your statement? How difficult was this assignment? Next, ask several students to take turns reading all of the Articles of Faith aloud, while the rest of the class follows along. Invite students to share what impresses them about these statements of belief. Ask students to share why the Articles of Faith are strong evidence of the divine inspiration received by the Prophet Joseph Smith.

What Do Latter-day Saints Believe?

Ask students to give examples of questions that those who are not members of the Church ask about our Church or our beliefs. Explain to students that the Prophet Joseph Smith was often asked to explain the teachings and practices of the Church. Review the material under “What Are the Articles of Faith?” and “How Did the Articles of Faith Become Part of the Scriptures?” in the student manual. Which Articles of Faith (if any) relate to the examples students gave of questions that others ask about our Church and beliefs? Discuss what students can do to help people learn what we actually believe. You may want to display and ask several students to take turns reading “The Wentworth Letter” aloud from the student manual.

Studying the Articles of Faith

Invite students to repeat from memory any of the Articles of Faith they have learned. Encourage students to review the Articles of Faith until they can repeat all of them word-for-word. Ask students to find other scriptures that could be related to the Articles of Faith (for example, D&C 130:22; Moses 1:1–6; 2:26–27; and Abraham 4:26–27 could be used as cross-references for Articles of Faith 1:1).
Articles of Faith 1:1–4

God and His Plan of Salvation

Some Important Principles, Doctrines, and Events

• There are three members of the Godhead. God, our Eternal Father, and His Son Jesus Christ have distinct, glorified bodies of flesh and bones, but the Holy Ghost is a personage of spirit. Jesus Christ is our Savior and Redeemer. The Holy Ghost reveals truth, testifies of the Father and the Son, and performs many other roles that bless the followers of God. The three members of the Godhead are one in purpose, working together in perfect harmony for our eternal salvation (see Articles of Faith 1:1, 3–4; see also Matthew 3:17; John 14:26; 17:21; 1 John 5:7; 3 Nephi 28:11; Ether 12:41; Moroni 10:5; D&C 35:2; 130:1, 22; Joseph Smith—History 1:17).

• Each person on earth is a spirit son or daughter of heavenly parents. As their children we have inherited the potential to become like them (see Articles of Faith 1:1; see also Genesis 1:27; Acts 17:28–29; Romans 8:15–17; D&C 132:20; Moses 1:39).

• Agency is the freedom of independent choice to act, given to us by God. We are accountable to Him for the use of our agency (see Articles of Faith 1:2; see also Ezekiel 18:4; 2 Nephi 2:27; Helaman 14:30; D&C 58:27–29; Moses 6:56; Abraham 3:24–26).

• Adam and Eve brought about the Fall by using their agency, and although all are born innocent before God, the effects of the Fall, including sin and death, have come upon all mankind. The Atonement of Jesus Christ overcomes the effects of the Fall (see Articles of Faith 1:2–3; see also 1 Corinthians 15:22; 2 Nephi 2:15–21; Alma 12:22–34; Mormon 9:12; D&C 93:38; Moses 6:54).

• All are invited to come unto Christ by obeying the laws and ordinances of His gospel, thus being saved by His mercy and grace. Faith in Jesus Christ, repentance, baptism by water, and receiving the gift of the Holy Ghost by the laying on of hands are the fundamental principles and ordinances of the gospel of Jesus Christ (see Articles of Faith 1:3–4; see also Acts 2:37–39; 2 Nephi 25:23; 26:33; 31:13–21; D&C 20:25–31; Moses 6:52; Abraham 3:25–27).
Suggestions for Teaching

Articles of Faith 1:1. Three Separate and Distinct Beings

Explain to students that many religions of the world teach that God is a spirit or that there is only one God. Display and ask several students to take turns reading aloud the statement by Elder Dallin H. Oaks under “Articles of Faith 1:1. Three Separate and Distinct Beings” in the student manual. Invite students to share what they would say to explain our beliefs regarding the Godhead. What questions might they anticipate? What scriptures would they use to support their explanation?

Articles of Faith 1:1. “His Son, Jesus Christ”

Show a picture of Jesus Christ and ask students to list all the scriptural names or titles for Jesus that they can think of in two or three minutes (you may want to write them on the board). Invite students to share what some of the names and titles mean and what they teach us about Jesus Christ.

Articles of Faith 1:2. Punishment for Adam’s Transgression

Invite students to describe their feelings when they have been accused of or punished for things they did not do. How did it feel when their explanations were not accepted? Ask a student to read 2 Nephi 2:17–20 aloud, and then invite students to share why they think a person should not be punished for Adam’s transgression. Display and ask a few students to take turns reading aloud the statement by President James E. Faust under “Articles of Faith 1:2. Adam and Eve’s Transgression” in the student manual. Discuss the statement as a class. Ask a student to read 2 Nephi 2:22–25 aloud, and then invite students to find and share other scriptures that teach that we will be justly punished for our own unrepented sins (see Alma 42:10–28).

Articles of Faith 1:3. “Through the Atonement of Christ”

Ask a student to read the third article of faith aloud. Invite students to silently read and ponder one or more of the following scripture blocks: 1 Nephi 19:8–12; 2 Nephi 9:19–23; Mosiah 3:5–19; 14:3–12; 15:5–12; Alma 7:10–14. Ask students what they do to help themselves remember Jesus’s Atonement. Invite a student to read Doctrine and Covenants 6:36–37 aloud, and then ask students to share how a knowledge and testimony of the Atonement of Jesus Christ removes doubt and fear.

Articles of Faith 1:3. “Obedience to the Laws and Ordinances of the Gospel”

Review the laws (or principles) and ordinances of the gospel that are found in the third and fourth articles of faith. Display and invite a few students to take turns
reading aloud the commentary under “Articles of Faith 1:3. Obedience to God” and “Articles of Faith 1:3. The Laws and Ordinances of the Gospel” in the student manual. Then ask students to list the additional requirements for salvation that are identified in this material. Discuss some of the obstacles we face and the assistance we can receive as we strive to obey God.


Ask a student to read the fourth article of faith aloud. Divide the class into four groups and assign each group to study one of the following principles or ordinances, using the scriptures given:

- **Faith in the Lord Jesus Christ:**
  Hebrews 11:1; Alma 32:21, 26–30; Ether 12:6

- **Repentance:**
  Mosiah 26:29–30; 27:35; Alma 42:29; Helaman 15:7; Doctrine and Covenants 29:49; 58:43

- **Baptism:**
  2 Nephi 31:5, 13; Mosiah 5:2, 5, 8, 12; 18:8–9; Doctrine and Covenants 20:37, 77

- **The gift of the Holy Ghost:**
  2 Nephi 31:17–18; 32:5, 33:1; Doctrine and Covenants 50:17–20, 24

Articles of Faith 1:5–13

The Restored Church of Jesus Christ

Some Important Principles, Doctrines, and Events

• The Church of Jesus Christ of Latter-day Saints did not break off from another church. It is a restored church, established by Jesus Christ through His prophets in the last days (see Articles of Faith 1:5–7, 9–10; see also Daniel 2:44–45; Ephesians 1:10; 1 Nephi 13:34; 3 Nephi 16:7; D&C 1:17–30; Joseph Smith—History 1:18–19).

• The restored Church of Jesus Christ is patterned after the Church established during Jesus’s mortal ministry and the ministry of His Apostles, with priesthood quorums, gifts of the Spirit, sacred scripture, and continuing revelation from God (see Articles of Faith 1:5–9; see also Matthew 16:15–19; 1 Corinthians 12:3–11; Ephesians 2:19–20; 4:11–13; 2 Timothy 3:16; James 1:5).

• The Lord’s plan for His children on this earth will culminate in four great events: (1) the Second Coming of Christ, (2) a thousand-year period of peace on earth called the Millennium, (3) the Judgment of all mankind, and (4) the earth becoming the celestial kingdom of God (see Articles of Faith 1:10; see also Isaiah 11:1–9; 49:22; Ether 13:6; D&C 77:1; 88:17–26; 130:9).

• Freedom of religion is essential to God’s purposes. We should be tolerant and respectful of others’ beliefs (see Articles of Faith 1:11; see also Matthew 5:9; James 3:18; Mosiah 4:13; 3 Nephi 11:29; D&C 42:27).

• We should be good citizens wherever we live. If possible, we should also take an active part in the political process of our country (see Articles of Faith 1:12; see also Matthew 22:21; 1 Timothy 2:1–3; Mosiah 29:25, 37–39; Alma 46:9–13, 19–20; D&C 58:21–22; 98:8–10; 134:1, 5–6).

• True followers of Jesus Christ strive to do in every situation what they think the Lord would have them do, embracing honesty, truth, chastity, benevolence, virtue, charity, and hope. Truth and goodness can also be found outside the Church of Jesus Christ and its members (see Articles of Faith 1:13; see also Leviticus 19:18; Matthew 7:20; Mark 9:38–41; Acts 10:35; 1 Corinthians 13:4–7; Philippians 4:8; James 1:27; Mosiah 4:15–16; Alma 53:20; Moroni 7:12–13, 40–47; D&C 46:33; 88:118, 123–25; 121:45), but the fulness of the gospel is found only in the restored Church.

Suggestions for Teaching

Articles of Faith 1:5. “Called of God”

Ask students to describe some of the rules and regulations of non-Church organizations, clubs, teams, or groups they belong to. Ask them to also share how the leaders of these organizations are chosen and installed. How do these principles and procedures differ from those we follow in the Church? You may want to ask students to study and discuss some of the Church’s principles and procedures, using the fifth article of faith and some or all of the following

Assign students to search for references in the Bible that mention any of the five Church titles or positions mentioned in the sixth article of faith (students could use the Bible Dictionary and Topical Guide; explain to students that pastor is another word for bishop and that evangelist is another word for patriarch). How is all this evidence of the true Church? How would you explain why there are other offices and positions in the Church today that are not mentioned in the Bible (see Articles of Faith 1:9)?

Articles of Faith 1:7. Gifts of the Spirit
Ask students to use the seventh article of faith and the following scriptures to make a list of some of the gifts of the Spirit: Joel 2:28; Mark 16:17–18; Acts 2:4–8; 1 Nephi 10:19; 2 Nephi 31:13; Alma 9:21; Moroni 7:44; Doctrine and Covenants 11:12–13; 46:13–25. Invite students to share how these gifts can help the Church, and to recount times they have seen these gifts in operation.

Articles of Faith 1:8. The Bible and the Book of Mormon
Invite a student to read the eighth article of faith aloud. Display the following statement by the Prophet Joseph Smith (1805–44), and ask a student to read it aloud:

“From sundry revelations which had been received … it was apparent that many important points touching the salvation of man had been taken from the Bible, or lost before it was compiled” (Teachings of Presidents of the Church: Joseph Smith [2007], 217; see also 1 Nephi 13:21–29).
Display and invite a student to read aloud President Gordon B. Hinckley’s testimony of the Book of Mormon under “Articles of Faith 1:8. The Book of Mormon” in the student manual. Ask students to find and share scriptures that show some of the beauty, depth, and power of the Book of Mormon (for example, 2 Nephi 4:16–35; Mosiah 4:16–27; Moroni 7:27–38). Invite students to share why we need both the Bible and the Book of Mormon.

**Articles of Faith 1:9. Continuing Revelation**

Show students something that is alive (such as a plant) and something that is inanimate (such as a rock). Ask students which is alive, and how they can tell if something is living. Invite a student to read Doctrine and Covenants 1:30 aloud, and then ask how we can tell if the Church is true and “living.” Display and ask a few students to take turns reading aloud the commentary under “Articles of Faith 1:9. Continuing Revelation” in the student manual. Invite a student to read the ninth article of faith aloud, and ask students to give examples of the “many great and important things” the Lord has revealed in our day. Ask students how the truths outlined in the fifth and ninth articles of faith make The Church of Jesus Christ of Latter-day Saints different from all other churches.

**Articles of Faith 1:10. Events of the Latter Days**

Explain to students that the people of Israel have been scattered to many parts of the world. Approximately seven hundred years before Christ, ten of the tribes of Israel were taken captive by the Assyrians and became known as the “lost ten tribes.” Choose several students and assign each to study one of the following scripture blocks: Isaiah 11:4–12; 65:17–25; Nahum 1:5; Revelation 11:15; 1 Nephi 19:15–17; 2 Nephi 29:12–14; 3 Nephi 17:4; 21:26–29; Ether 13:2–4, 8–10; Doctrine and Covenants 29:7–11; 43:28–30; 45:64–71; 110:11; 133:21–41; Moses 7:62. Invite the students to report what these scriptures teach about the events mentioned in the tenth article of faith. If necessary, review the commentary under “Articles of Faith 1:10. The Gathering of Israel” and “Articles of Faith 1:10. The Restoration of the Ten Tribes” in the student manual. Ask a student to read Jacob 5:71–75 aloud. Discuss what students have done and will likely do to help in the gathering of Israel and the other events mentioned in the tenth article of faith.
Show students a map of the world and ask them to locate the two cities known in scripture as “Zion” (Independence, Missouri; and Jerusalem). Carefully review and discuss the material under “Articles of Faith 1:10. ‘Zion … Will Be Built upon the American Continent’” in the student manual. Display the following statement by President Brigham Young (1801–77), and invite a student to read it aloud:

“When we conclude to make a Zion we will make it, and this work commences in the heart of each person. …

There is not one thing wanting in all the works of God’s hands to make a Zion upon the earth when the people conclude to make it. We can make a Zion of God on earth at our pleasure, upon the same principle that we can raise a field of wheat” (Teachings of Presidents of the Church: Brigham Young [1997], 113).

**Articles of Faith 1:11. Religious Liberty**

Invite a student to read aloud what happened to Aaron and his missionary companions in Alma 21:12–14. Ask students what “crime” they think these missionaries were imprisoned for. According to verses 21–22, what political changes did King Lamoni make (see also Alma 23:1–4)? Why was political change necessary in order for the missionaries to find success? What happened to the people and the nation because of these changes (see Alma 21:23; 23:5–7, 18)? Invite a student to read the eleventh article of faith aloud, and then ask students if they would like living in a land where the rulers of government were all members of Christ’s true Church, and why they would like it. Ask students what blessings have come, or could come, because of religious freedom.
Articles of Faith 1:12. The Responsibilities of Citizenship

Invite a student to read the twelfth article of faith aloud, and ask students to make a list of all the people or organizations in their government that they are “subject” to. Discuss why they should be subject to each of them, and how they can be tolerant and respectful of them.

Articles of Faith 1:13. A Personal Code of Conduct

Invite students to compare the thirteenth article of faith to 1 Corinthians 13:7 and Philippians 4:8. What would a person’s life be like who has adopted the thirteenth article of faith as his or her personal code of conduct? Use some of the following ideas as you study the various parts of the thirteenth article of faith:

• Display and invite several students to take turns reading aloud the commentary under “Articles of Faith 1:13. Being Chaste” in the student manual, and then discuss the material as a class. What blessings can students think of that come from being chaste (sexually pure)?

• Display and ask several students to take turns reading aloud the commentary under “Articles of Faith 1:13. Being Benevolent” and “Articles of Faith 1:13. Doing Good to All Men” in the student manual. Invite them to share experiences they have had in “doing good” to others, or when others have shown good works or service toward them. How have these experiences affected your life?

• Compare the thoughts students have when they are discouraged to the thoughts they have when they are encouraged and happy. Display and ask a few students to take turns reading aloud the commentary under “Articles of Faith 1:13. Paul’s Admonition to Believe, Hope, and Endure” in the student manual, and then discuss the material as a class.

• Invite a student to read the last sentence of the thirteenth article of faith aloud, and then ask students to think of things that are “virtuous, lovely, or of good report or praiseworthy.” Discuss how we can fill our lives with such things. How do the Church and the gospel help us achieve this goal? How do other Church members also help? How do people and organizations outside the Church help?
The Pearl of Great Price. Conclusion
Testify of the truth and value of the principles, doctrines, and events you have studied together in the Pearl of Great Price. Invite students to share some of the things they have learned that have been most meaningful to them and have helped them understand why this book of scripture is a rare and precious pearl of great price. Invite students to share their testimonies.