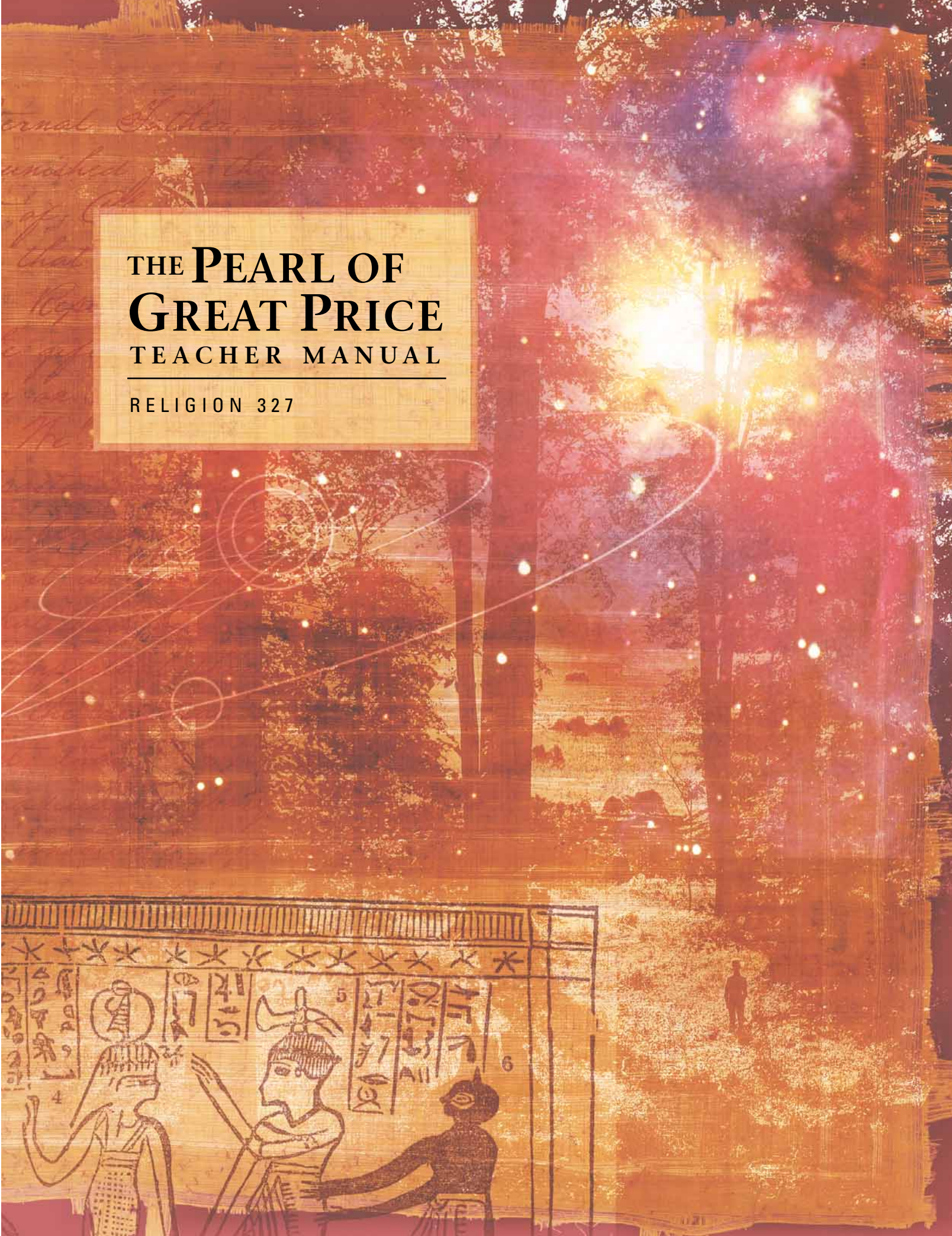


THE PEARL OF  
GREAT PRICE  
TEACHER MANUAL

RELIGION 327



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GREAT PRICE  
TEACHER MANUAL

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RELIGION 327

Prepared by the  
Church Educational System

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# INTRODUCTION

This teacher manual should help institute teachers shepherd their 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 and doctrines 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 doctrines and principles. 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 *Teaching the Gospel: A Handbook for CES Teachers and Leaders* (1994; item 34829).

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 guides on pages 4–5).

Each teacher needs this manual (item 34704), and teachers should also periodically review *Teaching the Gospel: A Handbook*. In addition, the teacher and each student needs a set of scriptures and the *Pearl of Great Price Student Manual* (item 35852).

## TEACHING THE GOSPEL

The first objective of education in the Church is to teach “students the gospel of Jesus Christ as found in the standard works and the words of the prophets” (*Teaching the Gospel: A Handbook*, 3). 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 is to teach, testify, reveal, guide, enlighten, comfort, and sanctify (see *Teaching the Gospel: A Handbook*, 12). When a person teaches by the power of the Holy Ghost and the 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 *Teaching the Gospel: A Handbook*, 18). 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 your students (see John 15:12).

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## HOW TO PREPARE A LESSON

Effective teaching requires that you decide *what* to teach and *how* to teach it (see *Teaching the Gospel: A Handbook*, 19–24). As you study the scriptures, identify the principles, doctrines, and events you feel will interest your 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. Begin by studying the scripture block (the verses or chapters you will be teaching) until you feel you understand the principles, doctrines, and events that are in the block (see *Teaching the Gospel: A Handbook*, 32). Make a list of the teachings that will be of greatest value to your students, including the scriptures that teach about Jesus Christ and that will invite your students to come unto Him.
2. As you read, ask yourself questions that will help you understand and apply the scripture block, such as: What principles, doctrines, or events are taught in these scriptures? What gospel lessons can we learn from these verses? How do I feel when I read these verses? How are the events in these verses similar to what I and my students experience?
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.

### How to Teach

4. Next, decide how to teach each idea you have chosen (see *Teaching the Gospel: A Handbook*, 35–43). This will come from several sources, including:
  - a. Teaching methods you think of as you study the scripture block.
  - b. Suggestions for teaching in this teacher manual.
  - c. Personal experiences that you or others have had that illustrate gospel principles you are teaching.
5. As you decide how to teach each idea, remember three important points (see *Teaching the Gospel: A Handbook*, 13–15):
  - a. What will students *do* during the lesson? Use methods and activities that encourage students to participate.
  - b. How can I help keep my students interested? Change teaching methods often enough to help students stay interested.
  - c. What insights, solutions, or behaviors may result from this lesson? Constantly help students apply the teachings of the scriptures in their lives.
6. Organize the various parts of your lesson.
7. 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 your students to receive. Avoid taking too much time on activities or instructions of less important areas and thereby sacrificing instruction on what matters most.

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8. Remember the following as you teach:
    - a. Follow the inspiration of the Spirit in what you say and do. Help your 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 your students and respond to what they say (see *Teaching the Gospel: A Handbook*, 25–28).
    - 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 *Teaching the Gospel: A Handbook*, 37–39).
    - d. Bear your testimony and invite your students to bear their testimonies.
    - e. Have faith in God and the power of His word to interest and bless your students (see 2 Nephi 32:3; Alma 31:5). Have confidence in your students, and in the Lord's ability to help you be a successful teacher.



# PACING GUIDES

Adjust these guides according to the number of class sessions you will teach.

Semester System		
Class	Teaching Blocks	Lesson Title
1	Pearl of Great Price Introductory Note; introduction to the book of Moses; Moses 1:1–11	God Revealed Himself to Moses
2	Moses 1:12–23	Satan Commanded Moses to Worship Him
3	Moses 1:24–42	Moses Learned More about the Work of God
4	Moses 2:1–25 Moses 2:26–31	The Physical Creation of Heaven and Earth The Physical Creation of Man and Woman
5	Moses 3:1–7 Moses 3:8–17 Moses 3:18–25	All Things Were First Created Spiritually God Placed Adam in the Garden of Eden Adam and Eve Were Husband and Wife
6	Moses 4:1–6 Moses 4:7–19	How Lucifer Became the Devil The Fall of Adam and Eve
7	Moses 4:20–32	The Consequences of the Fall
8	Moses 5:1–15	Adam and Eve Were Taught the Gospel
9	Moses 5:16–54 Moses 5:55–59	Cain Loved Satan More than God The Gospel Was Preached from the Beginning
10	Moses 6:1–25 Moses 6:26–47	The Generations of Adam Enoch’s Call and Work
11	Moses 6:48–56 Moses 6:57–68	Enoch Preached the Plan of Salvation Enoch Saw That Adam and Eve Were Baptized
12	Moses 7:1–20 Moses 7:21–41	Enoch Led the People of God Enoch Saw What Would Happen in His Own Day
13	Moses 7:42–57 Moses 7:58–69	Enoch Saw the Days of Noah and Jesus Christ Enoch Saw the Day When the Earth Would Rest
14	Moses 8	The World Was Filled with Wickedness
15	Introduction to the book of Abraham; Abraham 1:1–4	Abraham Sought for His Blessings
16	Abraham 1:5–19; Facsimile 1	Jehovah Saved Abraham
	Abraham 1:20–31	Pharaoh, King of Egypt
17	Abraham 2:1–13	The Abrahamic Covenant
18	Abraham 2:14–25	Abraham Continued His Journey
19	Abraham 3:1–17 Abraham 3:18–28	The Lord Showed Abraham the Stars The Lord Taught Abraham about the Premortal Existence
20	Facsimiles 2–3	Abraham Taught the Egyptians
21	Abraham 4–5	Abraham’s Vision of the Creation of the Earth
22	Introduction to Joseph Smith— Matthew; Joseph Smith—Matthew 1:1–21	Jesus Christ Prophesied about the Destruction of Jerusalem
23	Joseph Smith—Matthew 1:22–37	Jesus Christ Prophesied about the End of the World
24	Joseph Smith—Matthew 1:38–55	Jesus Christ Taught Us to Prepare for His Second Coming
25	Introduction to Joseph Smith—History; Joseph Smith—History 1:1–10 Joseph Smith—History 1:11–20	An Unusual Excitement The First Vision
26	Joseph Smith—History 1:21–26 Joseph Smith—History 1:27–54	The Beginning of the Persecution of Joseph Smith The Angel Moroni Appeared to Joseph Smith
27	Joseph Smith—History 1:55–66 Joseph Smith—History 1:67–75	Joseph Smith Received the Gold Plates Joseph Smith Received the Priesthood of God
28	Introduction to the Articles of Faith; Articles of Faith 1:1–4	God and His Plan of Salvation
29	Articles of Faith 1:5–13	The Restored Church of Jesus Christ

Quarter System		
Class	Teaching Blocks	Lesson Title
1	Introduction to the Pearl of Great Price; introduction to the book of Moses; Moses 1:1–11	God Revealed Himself to Moses
2	Moses 1:12–23 Moses 1:24–42	Satan Commanded Moses to Worship Him Moses Learned More about the Work of God
3	Moses 2:1–25 Moses 2:26–31 Moses 3:1–7	The Physical Creation of Heaven and Earth The Physical Creation of Man and Woman All Things Were First Created Spiritually
4	Moses 3:8–17 Moses 3:18–25 Moses 4:1–6	God Placed Adam in the Garden of Eden Adam and Eve Were Husband and Wife How Lucifer Became the Devil
5	Moses 4:7–19 Moses 4:20–32 Moses 5:1–15	The Fall of Adam and Eve The Consequences of the Fall Adam and Eve Were Taught the Gospel
6	Moses 5:16–54 Moses 5:55–59	Cain Loved Satan More than God The Gospel Was Preached from the Beginning
7	Moses 6:1–25 Moses 6:26–47	The Generations of Adam Enoch's Call and Work
8	Moses 6:48–56 Moses 6:57–68	Enoch Preached the Plan of Salvation Enoch Saw That Adam and Eve Were Baptized
9	Moses 7:1–20 Moses 7:21–41	Enoch Led the People of God Enoch Saw What Would Happen in His Own Day
10	Moses 7:42–57 Moses 7:58–69	Enoch Saw the Days of Noah and Jesus Christ Enoch Saw the Day When the Earth Would Rest
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13	Abraham 1:20–31 Abraham 2:1–13	Pharaoh, King of Egypt The Abrahamic Covenant
14	Abraham 2:14–25 Abraham 3:1–17	Abraham Continued His Journey The Lord Showed Abraham the Stars
15	Abraham 3:18–28 Facsimiles 2–3	The Lord Taught Abraham about the Premortal Existence Abraham Taught the Egyptians
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20	Introduction to the Articles of Faith; Articles of Faith 1:1–4 Articles of Faith 1:5–13	God and His Plan of Salvation The Restored Church of Jesus Christ

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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



*A pearl in an oyster*

### 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 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. You see, the man was so overcome by the beauty of the exterior that he failed to see the pearl of great price” (in Conference Report, Oct. 1982, 88; or *Ensign*, Nov. 1982, 61).

Tell 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

Invite students to write the following statement on the title page of their 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. Ask: 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”**

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

### **Introductory Note. Choice Materials**

Discuss the meaning of the word *preserved*. Have students read Alma 37:8–9, 12, 14; Doctrine and Covenants 42:56–60; and Abraham 1:31 to discover who preserves the scriptures, and why. You may also want to have students read the first two paragraphs of the Introductory Note of the Pearl of Great Price to find out how the Pearl of Great Price came to be the Church’s fourth standard work. As students read and discuss these paragraphs, invite them to mark the dates given and have them tell in their own words what happened on those dates. You may also want to review the information under “Title Page. Why Is It Called the ‘Pearl of Great Price?’” in the student manual (p. 2).

### **Contents Page. A Brief Introduction**

Introduce students to the contents of the Pearl of Great Price by reviewing the last five paragraphs of the Introductory Note of 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.

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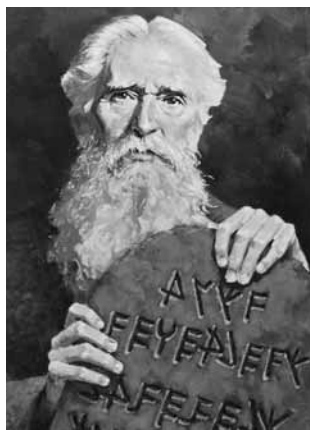
# THE BOOK OF MOSES

## 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 B.C. 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 (JST). 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' 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. Have students 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). Have them read 3 Nephi 20:23; Doctrine and Covenants 107:91–92; and 138:41 and discuss the titles by which Moses was known. Tell 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

Tell students that the Prophet Joseph Smith recorded the following in his journal for 1 December 1831: “I resumed the translation of the Scriptures [the Bible], and continued to labor in this branch of my calling” (*History of the Church*, 1:238). 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). Invite students to write 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*.

### Media Suggestion. “Many Plain and Precious Things”

*Old Testament Video* presentation 2, “Many Plain and Precious Things” (6:20), can be used to help students review the reasons for and the nature of the Joseph Smith Translation of the Bible, thus helping them see the book of Moses in that context (see *Old Testament Video Guide* [1991; item 32318] for teaching suggestions).

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Review the information under “Title Page. An Extract from the Translation of the Bible” in the student manual (p. 3). Tell 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 your students, you may want to invite them to compare verses in Genesis 1–6 with corresponding verses in Moses 1–8, seeing 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 Moses’ confrontation with Satan (see vv. 12–24).

### Media Suggestion. “God’s Work and Glory”

*Old Testament Video* presentation 3, “God’s Work and Glory” (8:28), can be used as an introduction to help the students understand our worth as children of God (see *Old Testament Video Guide* for teaching suggestions).

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

Have students read Moses 1:1–2 and 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”

Have students carefully read Moses 1:2, 9–11 to see what happened to Moses. Discuss what happened to Moses by referring to the commentary for Moses 1:2, 9–11 in the student manual (p. 4). 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”

Have students 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” (v. 3; see 1 Nephi 7:12; Mosiah 4:9; Ether 3:4; D&C 93:17).
2. “Endless is my name” (v. 3; see D&C 19:9–12; 20:17; Moses 7:35).
3. “All things are present with me” (v. 6; see D&C 38:1–2; 130:4–7). Also review the statement by Elder Neal A. Maxwell in the commentary for Moses 1:6 in the student manual (p. 5).
4. “I know them all” (v. 6; see 2 Nephi 9:20; Alma 26:35; Moroni 7:22). Also read the statements by the Prophet Joseph Smith and Elder James E. Talmage in the commentary for Moses 1:6 in the student manual (p. 5).

### 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? Have students mark “my son” in Moses 1:4, 6–7. Review the commentary for Moses 1:4–6 in the student manual (p. 4). 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”

Read Moses 1:6 and tell students that “in the similitude” means “resembling another” or “to be in the form or image of another.” In what ways was Moses’ 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,



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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”**

Read Moses 1:6 and ask students to suggest some ideas, objects, or people that we sometimes place ahead of God in our lives. Read the commentary for Moses 1:6 in the student manual (pp. 4–5).

## 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 2 Nephi 22:26; Ether 8:26; D&C 101:28; *Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [1976], 208).
- 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?

Read Moses 1:12 and 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. Have students read the following verses and 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

Have students read Moses 1:23, 41. Tell them that Moses’ 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).



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### **Moses 1:12. “Moses, Son of Man”**

Read Moses 1:4, 6–7, 40 and 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 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**

Have students read Moses 1:12–24 and explain 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 v. 14). Your students could also discuss how to apply these principles as they discern between influences of good and evil in their lives today. Ask: 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 tell why they think the account of these experiences was preserved for our day.

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

Read Moses 1:19, and then read and discuss the following quotations. The Prophet Joseph Smith explained that “the nearer a person approaches the Lord, a greater power will be manifested by the adversary to prevent the accomplishment of His purposes” (in Orson F. Whitney, *Life of Heber C. Kimball*, 3rd ed. [1967], 132). Elder Wilford Woodruff, then a member of the Quorum of the Twelve Apostles, pointed out that “there never was a prophet in any age of the world but what the devil was continually at his elbow” (in *Journal of Discourses*, 13:163).

### **Moses 1:12–24. “Depart Hence”**

Have students list and discuss what Moses did in Moses 1:12–22 to resist Satan’s temptations. Share with students the quotation from Elder Spencer W. Kimball in the commentary for Moses 1:12–22 in the student manual (pp. 5–6). Have students read James 4:6–10; Alma 13:27–29; and Helaman 5:12 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).

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## SUGGESTIONS FOR TEACHING

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

Have students read Moses 1:18, 24–25 and find what Moses did and why. Read verses 26–29 and ask students how they think this preparation helped him accomplish his mission. Invite students to tell 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’ did God answer in the last phrases of verse 31? Did He give a more complete answer at any time? (compare v. 39). Why do you think Heavenly Father answered Moses’ question in this manner? What do you think “worlds without number” (v. 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 students to read verses 31–39 and list what Moses learned about himself and Deity. Read the statement by Elder Marion G. Romney in the commentary for Moses 1:35–39 in the student manual (p. 6). 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). President Spencer W. Kimball said, “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” (in Conference Report, Sept.–Oct. 1978, 109; or *Ensign*, Nov. 1978, 72). Also read the commentary under “Moses 1:39. Immortality and Eternal Life” in the student manual (p. 6).

### 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 vv. 6, 25–26). How was Moses prepared to accomplish this work? (see v. 2; see also D&C 84:6). How does our knowledge of the Lord’s work help us assist Him more effectively? Read the statement by President Marion G. Romney under “Moses 1:39. The Unselfishness of God” in the student manual (p. 6).

### Media Suggestion. “For Mine Own Purpose”

*Old Testament Symposium 1995 Resource Videocassette* presentation 1, “For Mine Own Purpose” (2:00; item 53248), depicts Heavenly Father revealing His purposes to Moses.

## 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

### Media Suggestion. “The Creation”



*Old Testament Video* presentation 5, “The Creation” (6:47), can be used to show the importance of the Creation and the plan of salvation (see *Old Testament Video Guide* for teaching suggestions). Also consider using this video when discussing the account of the Creation in Abraham 4–5 (see pp. 40–41).

### Overview of Moses 2. The Creation of the Physical Earth

Most people have questions about the creation of the physical earth. Read Doctrine and Covenants 101:32–34. 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”

Compare the “light” in Moses 2:3–4 to the “lights” in verses 14–19. See also Doctrine and Covenants 88:7–13. Read the quotation from Elder John Taylor in the commentary for Moses 2:3–4 in the student manual (p. 7).



### Moses 2:3–26. Not by Accident

Have students find and mark 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 use the quotation from Elder John A. Widtsoe of the Quorum of the Twelve Apostles cited under “Moses 2:1. The Earth Was Not Created by Accident nor Chance” in the student manual (p. 7; see also Alma 30:17, 37–46).

### Moses 2:5–23. A Day of Creation

Have students find and mark the phrases *first day*, *second day*, *third day*, *fourth day*, and *fifth day* in Moses 2:5–23. Help students understand that we do not know the duration of each “day” of the Creation. Read and discuss the commentary for Moses 2:5 in the student manual (p. 7).



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

Have students read Moses 2:11–12, 21–22, 24–25, 27–28, looking for the two commandments God gave to every living thing. Discuss the meaning of the phrases *after his kind* and *after their kind*, and read the statement by Elder Boyd K. Packer of the Quorum of the Twelve Apostles in the commentary for Moses 2:11–12, 21, 24–25 in the student manual (p. 8).

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

### SOME IMPORTANT PRINCIPLES, DOCTRINES, AND EVENTS

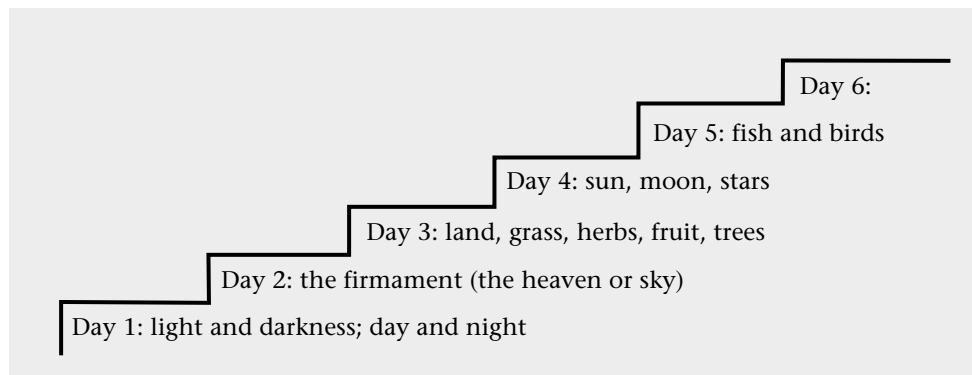
- God’s greatest creations are man and woman. They are the only ones created in the image and likeness of Heavenly Father and His Only Begotten Son (see Moses 2:26–27; see also Psalm 8:4–6; Moses 6:9).
- All of the posterity of Adam and Eve are children of God, endowed with divine potential that they 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:



Ask students to explain why the creations on each of the preceding days were necessary for the creations of the sixth day to take place. Have students read Moses 2:26–31 and tell what they would write for the sixth step or day.

### Moses 2:26–27. The Creation of Adam and Eve

Have students review Moses 2:26–27. Ask what it means to be created in the likeness and image of Heavenly Father and Jesus Christ. Share the following statement by the First Presidency—Joseph F. Smith, John R. Winder, and Anthon H. Lund:

*“The word of the Lord declares 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.”*

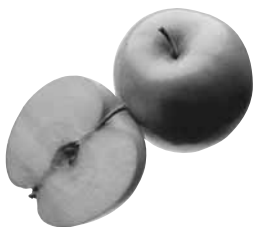
“It is held by some that Adam was not the first man upon this earth, and that the original human being was a development from lower orders of the animal creation. These, however, are the theories of men. The word of the Lord declares that Adam was ‘the first man of all men’ (Moses 1:34), and we are therefore 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” (“The Origin of Man,” *Improvement Era*, Nov. 1909, 80).

### Moses 2:27. The Divine Potential of Adam’s Posterity

Have students describe characteristics they have inherited from their earthly parents. Read Moses 2:27 and have them 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”

Read Moses 2:26, 28–30 and 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 (p. 8; 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. Read Moses 2:12, 28 and 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 (p. 8). 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*, Nov. 1995, 102).

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

### SOME IMPORTANT PRINCIPLES, DOCTRINES, AND EVENTS

- God ended His work of creating the heaven 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; JST, Mark 2:26–27).
- 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

Tell 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. Have them ask their questions and 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

Invite students to read Moses 3:1–3 and then tell what they think the word *rest* means in these verses (see also the commentary for Moses 3:2–3 in the student manual, p. 9). 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 for Moses 3:5 in the student manual (p. 9). 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

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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

##### Moses 3:9–20. Life in the Garden of Eden

Have students 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 students to read Moses 3:9 and 2 Nephi 2:15–16 and tell why they think God placed the tree of knowledge of good and evil in the middle of the Garden of Eden. Have students explain 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 help meet 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; 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 Help Meet 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 and ask: How much more functional is a complete ball than a half? Read Moses 3:18–23 and tell students that one half of the ball represents man, and the other half represents woman. You may want to read the commentary for Moses 3:18 in the student manual (p. 11). Discuss ways that man without woman, or woman without man, is incomplete (see also 1 Corinthians 11:11–12).

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### Moses 3:21–23. Adam’s Rib



Read Moses 3:21–23 and ask students to suggest possible symbolic meanings of Eve being made from Adam’s rib. Review the commentary for Moses 3:21–23 in the student manual (p. 11). Discuss examples of how husbands and wives can work side by side.

### Moses 3:24–25. The First Marriage

Have students read Moses 3:24–25 and 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.) Tell 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, 3 vols. [1954–56], 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 4:1–6 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

#### Media Suggestion. “The Fall”

*Old Testament Video* presentation 6, “The Fall” (4:40), can be used to introduce Moses 4.

Have students read 2 Nephi 2:15, marking the phrase *it must needs be that there was an opposition*. Then have five students 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. Read Moses 1:39 and discuss ways that Satan’s actions assisted the Lord in accomplishing His purposes.

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

Have students read Moses 4:1–2 looking for how the Savior and Satan responded to Heavenly Father’s plan of salvation. Review the quotation from Elder Neal A. Maxwell of the Quorum of the Twelve Apostles in the commentary for Moses 4:1–2 in the student manual (p. 12). Have students 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”

Tell students that one of the names for Jesus Christ is “the Firstborn.” Have them find scripture references in the Topical Guide (at the back of the LDS edition of the King



James Bible, under “Jesus Christ, Firstborn,” p. 247) that use the title *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 before the Father (see Colossians 1:13–15; D&C 93:21).

#### **Media Suggestion. “Pride”**

*Book of Mormon Video* presentation 6, “Pride” (9:45), can be used to demonstrate Satan’s character (see *Book of Mormon Video Guide* [1997; item 34810] for teaching suggestions).

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? Read the commentary for Moses 4:4 in the student manual (p. 12). Ask: How can understanding the desires of Satan and Jesus Christ help us understand our own relationship with God?

#### **Moses 4:1–6. The Devil**

Have students 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?

#### **Media Suggestion. “Spiritual Crocodiles”**

*Book of Mormon Video* presentation 5, “Spiritual Crocodiles” (8:24), can be used to illustrate some of the tactics of Satan (see *Book of Mormon Video Guide* for teaching suggestions).

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

Have students review Moses 4:1–3 and 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).

#### **Media Suggestion. “The Plan of Salvation”**

*Old Testament Video* presentation 4, “The Plan of Salvation” (7:17), can be used to give an overview of the plan of salvation (see *Old Testament Video Guide* for teaching suggestions).

#### **Moses 4:4. Satan’s Power**

Read Moses 4:4 and ask: 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? Ask: 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**

Read Moses 4:6 and Doctrine and Covenants 10:43 and 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).



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## 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

Have students read Moses 4:13–17 and 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 mankind?

##### 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

Have students read Moses 4:20–21 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” according to the

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student manual (p. 14). 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.”

**Moses 4:22–26, 29. The Fall of Adam and Eve Brought Many Consequences, Including Mortality, Work, and the Opportunity to Have and Raise Children.**



Tell students that neither Eve nor Adam were “cursed” for their transgression, but the Lord did pronounce consequences upon them. Have students read Moses 4:22–26, 29 looking for the consequences of Adam and Eve’s transgression. Discuss the findings of students 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 4:23. ‘In Sorrow Shalt Thou Eat of It All the Days of Thy Life’”; and “Moses 4:25. Death Entered the World” in the student manual (pp. 14–15). 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 and mark the things God did for Adam and Eve before sending them away from the Garden of Eden. 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 Proverbs 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

**Media Suggestion. “The Atonement”**

*Old Testament Video* presentation 7, “The Atonement” (3:25), can be used to explain how the Atonement was symbolized in the sacrifice that Adam and Eve offered on the altar (see *Old Testament Video Guide* for teaching suggestions).

**Moses 5:1–2. Upon Leaving the Garden**

Have students read Moses 5:1–2 and 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).

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### 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 read and discuss the commentary for Moses 5:5–6 in the student manual (p. 16). 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*. Have students find phrases in Moses 5:7–11 that show this statement to be true. Tell 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 example, 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.

### Media Suggestion. “Sacrifice and Sacrament”

*Old Testament Symposium 1995 Resource Videocassette* presentation 2, “Sacrifice and Sacrament” (10:00), can be used to explain that all sacrifices made before the time of Christ were meant to be a type of His great sacrifice, just as the sacrament is today.

### 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 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

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

## 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

Have students find phrases in Moses 5:16–28 that describe Cain and his offering. Ask: How did Cain feel about the Lord? Why did Cain make an offering? What did he offer?

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Discuss why God did not accept his offering (see also the commentary for Moses 5:18–21 in the student manual, p. 17). Ask: Why was Satan pleased? Why was Cain angry?

#### **Moses 5:21–28. Cain Was Warned**

Have students read Moses 5:22–26 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 for Moses 5:23–26 in the student manual (pp. 17–18). Testify that Cain, like all of us, was accountable for the exercise of his agency.

#### **Moses 5:29–35. Cain Killed Abel**

Have students read Moses 5:29–33 and discuss the events that took place before Cain slew Abel. Read verse 33 and ask students what they think Cain meant when he said he was “free” (see also the commentary for Moses 5:33 in the student manual, p. 18). Read verses 34–35 and 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**

Have students read Moses 5:42–54 and 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). Have students read 1 Nephi 17:33–41 and 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**

Tell 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.



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Have students 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**

Read Moses 5:58 and ask students to define “the gospel.” Invite students to study 3 Nephi 27:9–22 and Doctrine and Covenants 76:40–42 and then list the elements that comprise the gospel of Jesus Christ. Ask: 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). Tell students that Elder Boyd K. Packer, then a member of the Quorum of the Twelve Apostles, said, “Good conduct without the ordinances of the gospel will neither redeem nor exalt mankind; covenants and the ordinances are essential” (in Conference Report, Oct. 1985, 105; or *Ensign*, Nov. 1985, 82).



## **Moses 6:1–25**

### **The Generations of Adam**

#### **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, 23, 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 vv. 27–30, 42, 68).

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

Have students study Moses 5:16–21; 6:1–3, 10–16 and compare Cain, Abel, and Seth (see also D&C 107:42–43, 53; 138:40).

##### **Moses 6:5. A Book of Remembrance**

Have students read Doctrine and Covenants 68:2–4 and tell what these verses teach about scripture. Read Moses 6:5 and ask students how they think Doctrine and Covenants 68:2–4 applies to the book of remembrance kept by Adam. Read and discuss the statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles in the commentary for Moses 6:5–6 in the student manual (p. 19).



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### 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 5:52–56; 6:15, 23). Assign a few students to tell what they learn in Moses 5:52–56; 6:15 about the children of men, and assign others to tell what they learn about the children of God in Moses 6:8–14, 16–25.



### Moses 6:15. Satan “Raged in Their Hearts”

Read Moses 6:15 and 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

Have students tell what they learn about the preaching of righteousness in Moses 6:23 and Alma 4:19; 17:9–17; 31:5. 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

Read Moses 6:26–36. Ask: What was Enoch called to do? Why did he feel reluctant? Have students read verses 32–36 and 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

Have students study Moses 6:26–36 and compare Enoch’s heart, ears, and eyes to the hearts, ears, and eyes of the people. Ask: 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 vv. 35–36). Invite students to find and share scriptures that teach how we can open our heart, ears, and eyes to the Lord.

#### Moses 6:37–39. “A Wild Man Hath Come”

Have students read Moses 6:37–38 and tell 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).



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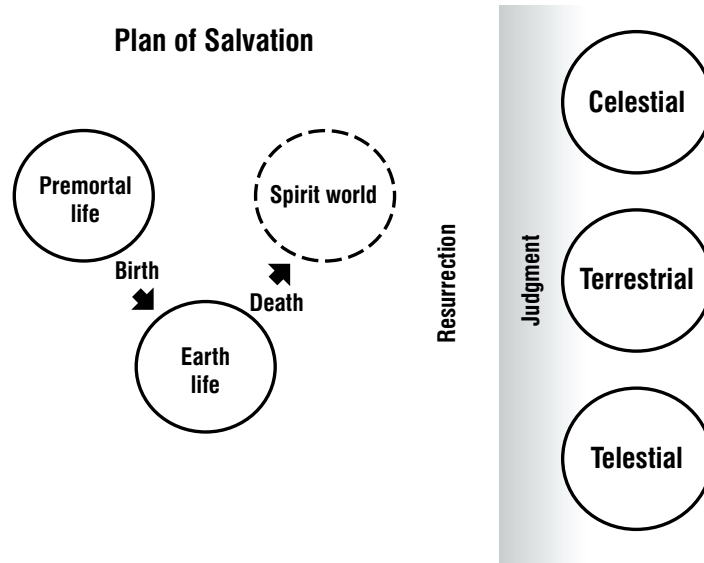
## Moses 6:43–47. Counsel from the Lord

Have students find the question that Enoch asked the people in Moses 6:43, and then have them 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 6:48–56 Enoch Preached the Plan of Salvation

**Media Suggestion.** “The Plan of Salvation”

*Doctrine and Covenants and Church History Video* presentation 1, “The Plan of Salvation” (10:13), can be used as an overview of the plan of salvation, thus helping students see how the plan can help them live better lives.



### 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 Christ (see Moses 6:50–52; see also 2 Nephi 31:10–20; Articles of Faith 1:3–4).
- Because of the Atonement of 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

**Media Suggestion.** “First Principles and Ordinances”

*Old Testament Video* presentation 8, “First Principles and Ordinances” (11:41), can be used to help explain the first principles and ordinances of the gospel in the context of our salvation (see *Old Testament Video Guide* for teaching suggestions).

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

Invite students to list (or invite a missionary or returned missionary to tell 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. Ask: Which principles are similar? Why? Which are different? Why?

### Moses 6:48–56. Because of the Fall

Share this quotation from President Ezra Taft Benson: “No one adequately and properly knows why he needs Christ until he understands and accepts the doctrine of the Fall and its effect upon all mankind” (in Conference Report, Apr. 1987, 106; or *Ensign*, May 1987, 85). Write the following on the board and ask students to complete the phrase using the ideas in Moses 6:48–50, 55–56: *Because of the Fall, \_\_\_\_\_*. Ask students to explain why the Fall is important in the plan of salvation. Ask students how they would answer Adam’s question that was 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. Little children are fallen beings.
2. Little children must repent and be baptized.
3. Little children begin to sin at age eight.
4. Without the Atonement little children would be damned.
5. Little children who die are saved in the celestial kingdom.

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

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

Ask students to think about lessons they have learned from their mistakes. Read Moses 6:55 and Doctrine and Covenants 105:9–10 and 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 tell the student about each item until he makes a choice. After seeing the two items, ask how he feels about his decision. Ask students to read Moses 6:56 and explain the relationship of knowledge and agency to accountability.

### Media Suggestion. “Act for Themselves”

*Book of Mormon Video* presentation 4, “Act for Themselves” (18:39), can be used to demonstrate how the vital principle of agency works (see *Book of Mormon Video Guide* for teaching suggestions).



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**Media Suggestion. “Children of Israel”**

*Old Testament Symposium 1995 Resource Videocassette* presentation 3, “Children of Israel” (7:00), presents children’s views of God’s purposes and the plan of salvation.

## 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).

Three elements  
of birth:

water

blood

spirit

#### SUGGESTIONS FOR TEACHING

##### Moses 6:57. “Teach It unto Your Children”

Have students read Moses 6:15, 57 and tell 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.

##### Media Suggestion. “The Importance of the Family”

*Doctrine and Covenants and Church History Video* presentations 21 and 22, “The Importance of the Family” (11:00; 10:25), can be used to teach the principles of successful families from “The Family: A Proclamation to the World” (see *Ensign*, Nov. 1995, 102).

##### 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 that fall under each heading, and to explain the part each element plays in the birth process. Read and discuss the statement by Elder Bruce R. McConkie in the commentary for Moses 6:59 in the student manual (p. 21).

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

Read Moses 6:63 and ask students to give examples of things “in the heavens,” “on the earth,” “in the earth,” or “under the earth,” and have them tell how they think these things symbolically “bear record” of Christ. For example, the planets witness



the handiwork of God (see 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**

Tell 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 students to study verses 48–68 and explain the plan of salvation based on what they read.

## **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**

Have students review Moses 7:2–11, 20–67 looking for the questions that Enoch asked the Lord. Discuss the Lord's responses. Invite students to tell 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”**

Read Moses 7:3–4 to students, and then 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 at the back of the LDS edition of the King James Bible). Have each group read their list to the rest of the class. Ask: Why is it important to have the records left by these witnesses?

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

Have students find what the Lord did to the land in Moses 7:7–8, and what He did to the land in verse 17. Ask: 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 ways we can help make our lands “blessed.”

##### **Moses 7:13–20. Zion**

Tell 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

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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**

Read Moses 7:18–20 and invite students to tell about their experiences in a ward or branch that was almost like Zion. Have students study Doctrine and Covenants 6:6; 35:24–25; 97:12–21 and discuss how we can help establish Zion in our day. Read and discuss this quotation from President Spencer W. Kimball:

“May I suggest three fundamental things we must do if we are to ‘bring again Zion,’ three things for which we who labor for Zion must commit ourselves.

*“First, we must eliminate the individual tendency to selfishness.”*

“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.”*

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

*“Third, we must . . . sacrifice whatever is required by the Lord.”*

“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.’ 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” (in Conference Report, Apr. 1978, 122–24; or *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; JST, Genesis 14:26–34; 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**

Read aloud Moses 7:21, 27, 69. Tell students that in verse 69 Enoch and his people were “translated.” This also happened to Melchizedek (see JST, Genesis 14:26–34), 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 for Moses 7:21 in the student manual (p. 22), and discuss with students the purposes of translation.

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### Moses 7:26. Satan and His Angels

Ask students to give reasons why people do what Satan wants them to do. Have them read Moses 7:26 and 3 Nephi 9:2 and 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 have students study Moses 7:28–31 and find reasons why Enoch was puzzled when he saw that God wept. Ask: What reasons did God give in verses 32–40 for the heavens weeping? According to verses 41, 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. Read and discuss the following scriptures that describe what life is like in the spirit world: Alma 40:11–14; Doctrine and Covenants 138:11–23, 50, 57.

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

### SOME IMPORTANT PRINCIPLES, DOCTRINES, AND EVENTS

- A knowledge of 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 JST, Genesis 9:21–25; 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 Moses 7:53–57; Mosiah 15:20–24; Matthew 27:52–53).



### SUGGESTIONS FOR TEACHING

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

Bring a recent newspaper to class and read some headlines or articles that are examples of the world's wickedness. Ask students to read Moses 7:41–43 and make up some headlines that could describe events in Noah's day. Ask: 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?

#### Moses 7:48–49. “The Mother of Men”

Invite a student to do a dramatic reading of 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. Read the statement by Elder Joseph Fielding Smith in the commentary for Moses 7:48 in the student manual (p. 23). Ask students what they think the earth might be saying about what is happening on it today.

#### **Moses 7:50–52, 59–60. “The Lord Could Not Withhold”**

Invite students to tell in their own words what Enoch asked of the Lord in Moses 7:50, 59. Ask: 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?

#### **Moses 7:53. “The Rock of Heaven”**

Read Moses 7:53, and then invite students to search the scriptures (using the Topical Guide at the back of the LDS edition of the King James Bible, if necessary) to find verses that refer to the Lord as a “rock” or “stone.” Have them share the scriptures they find, and tell 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). Ask: 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**

Tell 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  
Righteousness sent out of heaven  
Truth sent forth out of the earth  
Righteousness and truth sweep the earth

The elect are gathered  
Enoch and his people meet and receive the elect  
The Lord comes to dwell with His people  
Great tribulations among the wicked  
Men's hearts fail them

Invite students to explain their understanding of each of these prophecies and to give examples of ways some of them are already being fulfilled. Read Moses 7:67 and 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**

Read Moses 7:66 and 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 vv. 54, 58; see v. 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 vv. 23–24). How did the people respond to the preaching of Noah and his sons? (see vv. 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).

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### Moses 8:13–15. Marry in the Covenant

Read Moses 8:13–14 and remind students that the “sons of God” were the righteous, and their daughters married the “sons of men,” who were wicked. Ask: 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). Discuss the following statement by President Ezra Taft Benson: “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.’” (“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.) Ask: 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].) Tell students that the Prophet Joseph Smith taught, “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 the Prophet Joseph Smith*, 217). What happened to the spirits of the wicked who died in the Flood? (see D&C 138:1–11, 28–34, 58–59).

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# 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).
- The book of Abraham contains writings of the Old Testament prophet Abraham, who traveled to Egypt about 2000 B.C. These records tell about the earlier parts of Abraham's life (see the Introductory Note of the Pearl of Great Price; see also Genesis 11:27–32; 12:1–20; 15:1–7; 17:1–9).
- 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 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 student manual (pp. 28–29). 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. Read and discuss the material under “How Did the Prophet Translate the Ancient Writings?” in the student manual (p. 28). Testify of the inspired work of the Prophet Joseph Smith.





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## 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

Tell 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.

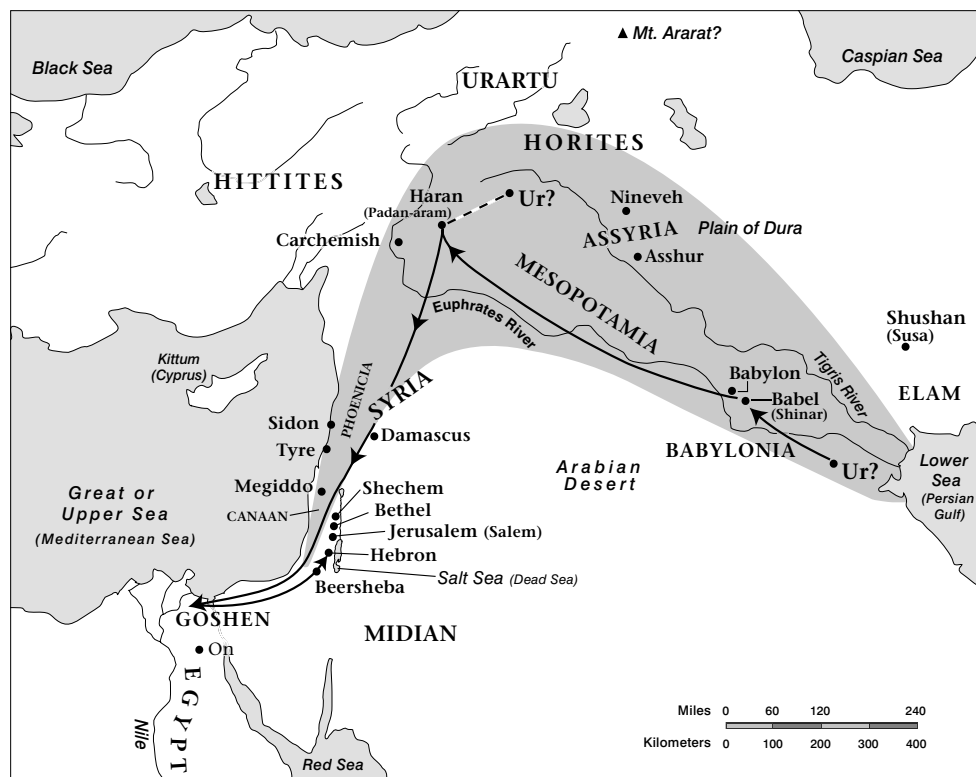
Tell students that the facsimiles may be looked upon symbolically as follows: Facsimile 1 shows that Abraham overcame the tests and trials of earth life; Facsimile 2 shows that Abraham obtained the knowledge that would help him return to God's presence and become like Him; and Facsimile 3 shows that 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 tell about times they or their families have moved, and why. Which student has made the longest move? How many miles (kilometers) was it? Study together Bible map 9 (map 2 in the 1979 edition) at the back of the LDS edition of the King James Bible and have students 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.” Read Abraham 1:2 with your students, and list on the board what Abraham was seeking. Share this quotation from President Spencer W. Kimball:

“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 and fulfillment in this life and for all eternity” (“The Example of Abraham,” *Ensign*, June 1975, 7).

### Media Suggestion. “‘And My Soul Hungered’”

*Book of Mormon Video* presentation 8, “‘And My Soul Hungered’” (10:06), depicts a person who is struggling to become better and hungers to be in touch with the Lord (see *Book of Mormon Video Guide* for teaching suggestions).

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

Invite a priesthood holder to tell how and from whom he received the priesthood. Read Abraham 1:3–4 and discuss what these verses say about how the priesthood was

conferred anciently. Invite students who hold the priesthood to tell 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* and explain that they are blessings of the priesthood.

## Abraham 1:5–19 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 priests 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

#### Media Suggestion. “For I Am with Thee”

*Old Testament Symposium 1995 Resource Videocassette* presentation 4, “For I Am with Thee” (10:00), portrays Abraham being freed from the altar.

#### Abraham 1:5–7. They Refused to Harken 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. Ask: What did Abraham try to do? Compare the courage of Abraham to other people in the scriptures or to people the students know. You may also want to read the commentary for Abraham 1:4–6 in the student manual (p. 30).

#### Abraham 1:8–15. “I Lifted Up My Voice”

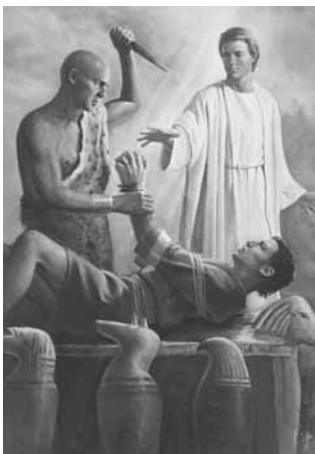
Have students search Abraham 1:8–15 for answers to the following questions: What was customary for the priest of Pharaoh to do? Where did he do it? What kind of offering did he make? Who had been offered before? Why did the priest of Elkenah want to sacrifice Abraham? What did Abraham do as he lay bound on the altar? Who came to be with Abraham? Read and discuss Psalm 50:15; Alma 38:5; and Doctrine and Covenants 3:7–8.

#### Abraham 1:15–17, 20. “I Have Come Down to Deliver Thee”

Read Abraham 1:15–17, 20 and discuss what the Lord did and said He would do for Abraham. Compare the power of the priest and the power of the Lord. Have students read Alma 14:10–13; 58:10–12; Doctrine and Covenants 24:1 and compare times when the Lord delivers or does not deliver the righteous from physical harm.

#### Facsimile 1. The Lord Saved Abraham

Have students 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 tell in his or her own words the story of what is portrayed in Facsimile 1. Ask students to suggest titles for Facsimile 1.



### Abraham 1:16–19. “I Will Lead Thee by My Hand”

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

### Abraham 1:18–19. “The Priesthood of Thy Father”

Read Abraham 1:3–4, 18–19. Have students list the names in Abraham’s priesthood “line of authority,” using Doctrine and Covenants 84:14–16. Have students 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 illustration on page 32 of the student manual (also shown here), 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 Joseph Smith—History 1:68–72; D&C 27:12–13; 42:11; 84:33–35; Articles of Faith 1:5).

You may want to read and discuss the material under “Abraham 1:2. What Is ‘the Right Belonging to the Fathers?’”; “Abraham 1:3. Who Conferred the Priesthood upon Abraham?”; “Abraham 1:20–27. A Pharaoh in Egypt”; “Abraham 1:25. ‘The First Government of Egypt . . . Was after the Manner of the Government of Ham, Which Was Patriarchal’”; “Abraham 1:24–27. The Pharaoh and the Priesthood”; and “Abraham 1:27. What Does It Mean to ‘Fain Claim’ the Right of the Priesthood?” in the student manual (pp. 30, 32–33).



Pharaoh



Abraham

### Abraham 1:26. Righteous Imitation

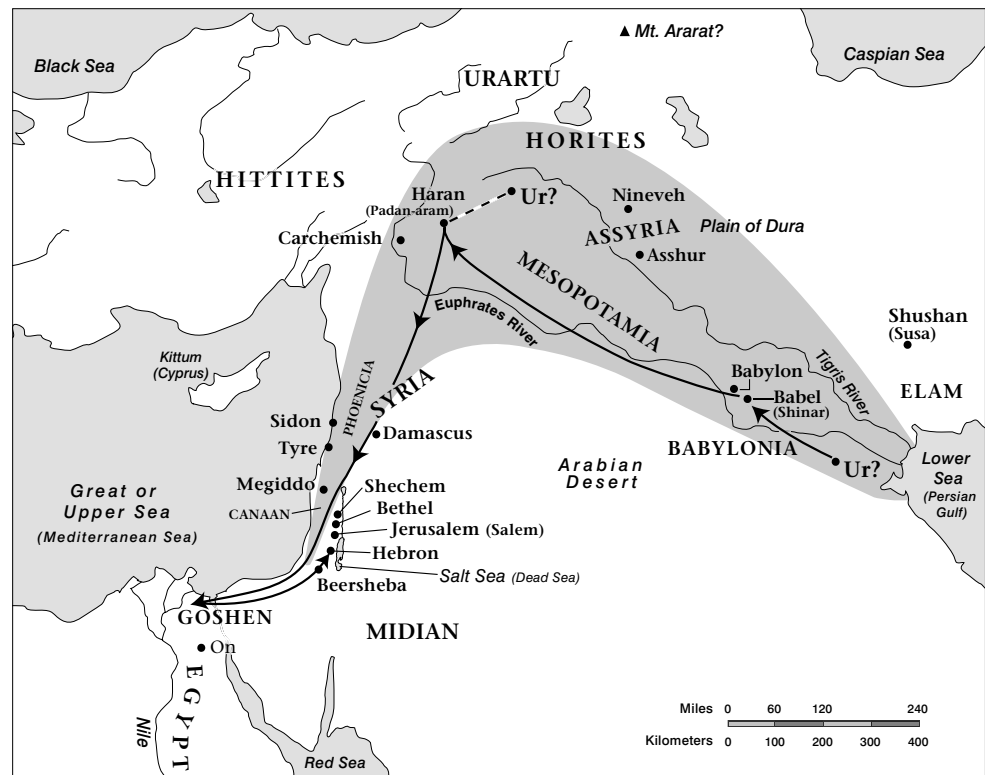
Read Abraham 1:26 and discuss the blessings Pharaoh received and did not receive. Ask: How could he eventually receive the priesthood? (see D&C 138:32–35, 58–59). Why does it take more than righteous behavior to officiate in the priesthood? (see Hebrews 5:4; D&C 42:11; 138:30).

### Abraham 1:28, 31. “Records of the Fathers”

Have students 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; you may want to show students any such documents that you may have). Read Abraham 1:28, 31 and discuss the value of these records that showed Abraham’s right to the priesthood. Ask: 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?

## Abraham 2:1–13 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

### Media Suggestion. “The Abrahamic Covenant”

Consider showing the first few minutes of *Old Testament Video* presentation 9, “The Abrahamic Covenant” (10:05), which deals with the meaning and power of covenants (see *Old Testament Video Guide* for teaching suggestions).

### Abraham 2. Overview

Ask students what they think they would do if a prolonged food shortage occurred in their area. You may want to have students search Abraham 1:29–2:21 and mark the word *famine*. Have students 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 tell 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”

Have students tell about the two appearances of the Lord to Abraham, in Abraham 2:6–8, 12–20. Invite students to tell 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 for Abraham 2:6, 9–11 in the student manual, pp. 33–34). Have each group 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?

### Abraham 2:9–11. The Abrahamic Covenant

Assign students to study Abraham 2:9–11 and list the principles these verses teach about faithful members of the Church (see also the commentary for Abraham 2:10 in the student manual, p. 34). 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 tell about blessings they have received that are on the list. Ask: How have you fulfilled the responsibilities we listed?

### Abraham 2:12–14. “Now I Have Found Thee”

Have students read Abraham 1:2, 4, 15; 2:3–6, 12 and 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.

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## 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

Have students read Abraham 2:4, 15 and 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 tell about some of their experiences of helping people by sharing the gospel with them.

##### Abraham 2:15–20. From Haran to Canaan

Have students read Abraham 2:15–20 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”

Have students compare Abraham 2:21–25 with the biblical account in Genesis 12:10–13. Ask: What important clarification does the account in the book of Abraham add? You may want to read and discuss the commentary for Abraham 2:24–25 in the student manual (p. 35). Read Genesis 12:14–20 with students to learn what happened to Sarai, Pharaoh, and Abraham.

##### Abraham 2. Abraham and Sarai Obeyed the Lord

Ask 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 said, “Whatever God requires is right” (*Teachings of the Prophet Joseph Smith*, 256). He also taught, “I made this my rule: *When the Lord commands, do it*” (*History of the Church*, 2:170). Invite students to think about how they have applied these principles in their own lives.

## 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 carefully read Abraham 3:1–17 with students and make a list of what Abraham learned about the stars, planets, and so forth. You may want to refer to the commentary for Abraham 3:1–17 in the student manual (pp. 36–37) for help teaching these verses. Read Abraham 3:18–23 together and make a list of what Abraham learned about the Lord and the premortal spirit children of Heavenly Father. (You may want to refer to the commentary for these verses in the student manual, p. 37.) Share with students this quotation about Abraham 3:1–23:



“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. Have students 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

Read Abraham 3:1–2 and review with students what the Urim and Thummim is by using the explanation under “Abraham 3:1. What Is the Urim and Thummim?” in the student manual (p. 36; 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 have students 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. Ask: How do these examples help us understand the Savior?

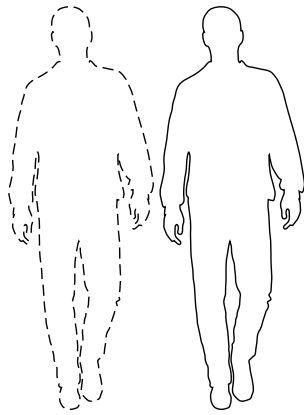


### Abraham 3:11–15. “Go into Egypt”

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



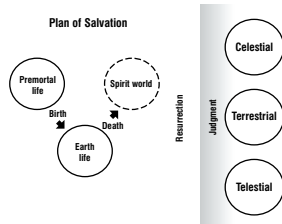
- Each person on earth has a dual nature and is composed of a mortal, physical body born to earthly parents and of an eternal spirit created by our Heavenly Father in the premortal life. Our spirits were organized to receive knowledge and intelligence (see Abraham 3:18–19, 21; see also Hebrews 12:9; 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 students to read Abraham 3:16–18 and discuss what we learn in these verses concerning the differences in the heavenly orbs and about the differences between 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, read and discuss the following statement from the First Presidency—Joseph F. Smith, Anthon H. Lund, and Charles W. Penrose: “God showed



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*“By ‘intelligences’” in these verses “we are to understand personal ‘spirits.’”*



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*, 6 vols. [1965–75], 5:26).

Refer students to the statement by President Joseph Fielding Smith in the student manual under the heading “Abraham 3:18–19. What Does It Mean to Be ‘More Intelligent?’” (p. 37). Ask how one spirit can be more intelligent than another.

Invite students to read Abraham 3:19, 21. 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.” Have students read Abraham 3:16; then ask which is the greatest of all the Kokaubeam (stars) shown to Abraham. Next invite students to review Abraham 3:3–4, 9, 16 looking for phrases that describe Kolob that might also figuratively describe the greatness of Jesus Christ.

Read and discuss Doctrine and Covenants 93:36–40; 130:18–19. Ask:

- 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, then President of the Quorum of the Twelve Apostles: “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., 5 vols. [1957–66], 4:127).

Refer to Doctrine and Covenants 93:29–38 and the material in the student manual under the heading “Abraham 3:18–19. Our Spirits Are Eternal” (p. 37) for more information on the nature of intelligence.

#### **Abraham 3:22–23. “The Noble and Great Ones”**

Read Abraham 3:22–23 and ask students what they think their generation in the Church is expected to accomplish for the Lord, in the world and in the Church. Share the following quotation from President Gordon B. Hinckley: “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.

#### **Abraham 3:24–25. “We Will Prove Them”**

Ask students how they feel about quizzes, exams, and tests. Write on the board: *Life is a test!* Read Abraham 3:24–25 and ask students to tell 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”**

Read Abraham 3:27 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. Referring to Jesus’ statement, “Here am I, send me,” Elder Neal A. Maxwell of the Quorum of the Twelve Apostles said: “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” (*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 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

Read Abraham 3:15. Assign students to study Facsimiles 2 and 3, including the explanations of the facsimiles, and have them make a list of what Abraham taught the Egyptians. Ask: 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 information under “Facsimile 2. General Information” in the student manual (p. 39). Discuss what a *hypocephalus* is, and how and why it was used by the ancient Egyptians. You may want to make an overhead transparency of Facsimile 2 so you can point to the figures and their numbers as you discuss them with students. Use the explanations for the figures, along with the material in the student manual that pertains to Facsimile 2, figures 1–8 (pp. 39–40), to encourage students to think about these figures and try to understand their importance.

#### Facsimiles 1, 2, and 3. Review

Divide students into three groups and assign 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 have a representative from each group read their 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.



Facsimile 2



Hypocephali

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## Abraham 4–5

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

#### Media Suggestion. “The Creation”

*Old Testament Video* presentation 5, “The Creation” (6:47), can be used to show the importance of the Creation and the plan of salvation (see *Old Testament Video Guide* for teaching suggestions; you may have already shown this presentation when teaching Moses 2).

#### 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

Have students find and mark 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.) Then have students tell what these verses teach about the process of the Creation. Invite 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

Tell 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. Have students write in their Bibles, next to Genesis 12:10: *See Abraham 3–5*. Then have students write next to Genesis 11:31: *See Abraham 1–2*.



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# JOSEPH SMITH—MATTHEW

## SOME IMPORTANT PRINCIPLES, DOCTRINES, AND EVENTS



- 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

Have students 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 “Joseph Smith—Matthew” in the student manual (pp. 42–43). Invite students to write 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 tell how these changes testify of the divine inspiration of the Joseph Smith Translation.

### Joseph Smith—Matthew. Overview

The Organization of Joseph Smith—Matthew	
<b>Part 1</b> <i>verses 1–4</i>	introduction, including the disciples’ questions
<b>Part 2</b> <i>verses 5–21</i>	prophecies about the destruction of Jerusalem
<b>Part 3</b> <i>verses 21–55</i>	prophecies about the latter days, the end of the world, and the Second Coming

Invite students to 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’ 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 vv. 6 and 22; vv. 10 and 30; vv. 12 and 32). Which latter-day event did Jesus prophesy about twice? (see vv. 23, 28). Remind students that Doctrine and Covenants 45:15–61 contains more information from the Olivet Discourse. Read Doctrine and Covenants 45:9–10, 15–17. 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

Read the following statement from President Harold B. Lee, and 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” (in Conference Report, Oct. 1972, 128; or *Ensign*, Jan. 1973, 106).

## Joseph Smith—Matthew 1:1–21 Jesus Christ Prophesied about the Destruction of Jerusalem

### SOME IMPORTANT PRINCIPLES, DOCTRINES, AND EVENTS

- In New Testament times Satan and his followers used lies, violence, hatred, betrayal, and sin in efforts to overcome the righteous. This ushered in the period of the Great Apostasy (see Joseph Smith—Matthew 1:5–11; see also Matthew 24:4–5, 9–13; John 15:18–20; Acts 20:29–30; 2 Peter 2:1–3, 12–15).
- 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 A.D. 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).

Photo by Gerald Silver on Lynn Hilton Expedition 1976



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## SUGGESTIONS FOR TEACHING

### Joseph Smith—Matthew 1:2, 4. The Disciples' Questions

Have students identify what the disciples asked Jesus in Joseph Smith—Matthew 1:2, 4. Tell students that the prophecies in this chapter are Jesus' answers to His disciples' questions.

### Joseph Smith—Matthew 1:5–11. Jesus Prophesied of the Apostasy in New Testament Times

Have students find and mark 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 vv. 5, 6, 9; see also vv. 22, 37.) Read verse 11 and ask students what we can do to remain “steadfast” against these obstacles. Read and discuss this quotation from the First Presidency:

*“Persecution develops character.”*

“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” (in James R. Clark, comp., *Messages of the First Presidency of The Church of Jesus Christ of Latter-day Saints*, 6 vols. [1965–75], 3:48).

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

*“The all-important thing is not where we live but whether or not our hearts are pure.”*

Have students read Joseph Smith—Matthew 1:12; Doctrine and Covenants 45:32; 87:8; 101:22–23 and tell what they think it means to “stand in holy places.” Share this quotation from Elder Harold B. Lee, then a member of the Quorum of the Twelve Apostles: “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” (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

Read the commentary for Joseph Smith—Matthew 1:19 in the student manual (p. 45). Tell students that the Lord prophesied in Joseph Smith—Matthew 1:19–20 that the Jews would suffer great persecutions, but that some would survive. Have students read 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 and summarize the prophetic destiny of the Jews who come unto Christ in the latter days.

## Joseph Smith—Matthew 1:22–37 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

*“There is time and to spare for you to carefully prepare for a long life.”*

Have students read Joseph Smith—Matthew 1:22–37 and list as many signs of the Second Coming as they can find. Then have them 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. Have a few students share their lists with the class. Invite students to share their feelings about living in the last days. Read the following statement by Elder Boyd K. Packer of the Quorum of the Twelve Apostles: “Teenagers also 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” (in Conference Report, Apr. 1989, 72; or *Ensign*, May 1989, 59). Invite students to tell what they think makes living on the earth at this time a privilege and an opportunity.

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

Read Joseph Smith—Matthew 1:22 and the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles:

“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” (*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.

### Joseph Smith—Matthew 1:23, 28–29. “Wars, and Rumors of Wars”

Read Joseph Smith—Matthew 1:23, 28–29, 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”**

Have students read the following scriptures silently, trying to visualize what the Second Coming will be like: 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.

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

Show students a map of the world and have them 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.

### **Joseph Smith—Matthew 1:31. “The Destruction of the Wicked”**

Read Joseph Smith—Matthew 1:31 and 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. Have students 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. Read 2 Nephi 26:8; 3 Nephi 9:10–13; 10:12, 14. 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”**

Read Joseph Smith—Matthew 1:30 and ask students what they think it means to be “overcome.” Why does sin cause people to lose their ability to love? Read verse 37 and 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 JST, Luke 12:50–57; D&C 45:44; 68:11–12; 106:4–5).

### **SUGGESTIONS FOR TEACHING**

#### **Joseph Smith—Matthew 1:38–39. “Even at the Doors”**

Ask students how they know when the weather is going to change. Read Joseph Smith—Matthew 1:38–39 and ask students what “at the doors” means to them.

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Share this quotation from Elder James E. Talmage, who was a member of the Quorum of the Twelve Apostles:

“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 coming, for He has repeatedly told us that the day of His coming is very, very near, even at our doors” (in Conference Report, Apr. 1916, 129–30).

**Media Suggestion. “They That Are Wise”**

*Doctrine and Covenants and Church History Video* presentation 8, “They That Are Wise” (8:30), can be used to teach the parable of the ten virgins. This presentation helps students understand why and how to prepare for the Second Coming.

**Joseph Smith—Matthew 1:40, 46. “No One Knoweth”**

Write the following statement on the board: *The Second Coming is tomorrow*. Read Joseph Smith—Matthew 1:40, 46 and 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). Tell students that many false teachers have claimed over the ages to know when the Second Coming would be and have deceived many people. Read Doctrine and Covenants 64:23–25 and encourage students to prepare “today,” so they will be ready for the Second Coming “tomorrow.”

**Media Suggestion. “The Second Coming”**

*Old Testament Video* presentation 24, “The Second Coming” (14:05), can be used to show the importance of Christ’s Second Coming (see *Old Testament Video Guide* for teaching suggestions). This presentation was originally intended to help teach the book of Joel. It presents one of the scriptures that Moroni quoted to Joseph Smith as he began to prepare him for his work.

**Media Suggestion. “The Second Coming”**

*New Testament Video* presentation 19, “The Second Coming” (3:46), contains excerpts from general conference on the topic of the Second Coming (see *New Testament Video Guide* [1995; item 34232] for teaching suggestions).

**Joseph Smith—Matthew 1:41–48. “In Such an Hour As Ye Think Not”**

Invite students to tell about times they have been totally surprised by events in the news or in their personal lives. Have students read Joseph Smith—Matthew 1:41–48 and 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? Have students carefully study Joseph Smith—Matthew 1:49–55, and identify and discuss phrases in these verses that teach us how to be better “servants.”

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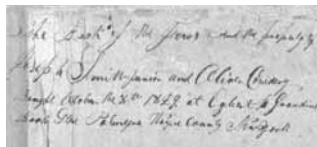
# JOSEPH SMITH—HISTORY

## 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 Introductory Note of 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



Have students read Doctrine and Covenants 21:1 and find what the Prophet Joseph Smith was commanded to do. Discuss possible reasons why the Lord would want Joseph to keep a record. Read the paragraph about Joseph Smith—History in the Introductory Note of 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.) Review with students the material under “What Is Joseph Smith—History?” and “Who Wrote Joseph Smith—History?” in the student manual (pp. 52–53).

### Joseph Smith—History. Overview

Have students read the five italicized summary statements that are found throughout Joseph Smith—History and list the major events that are described in the text. 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.

Ask students: If any one of these statements were false, how would that affect the other statements, and why? Invite students to consider the following quotation from President Ezra Taft Benson, and then explain the relationship between a testimony of the Book of Mormon and a testimony of Joseph Smith’s other work.

“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” (in Conference Report, Oct. 1986, 5; or *Ensign*, Nov. 1986, 6).

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 1:1–10 An Unusual Excitement

### SOME IMPORTANT PRINCIPLES, DOCTRINES, AND EVENTS

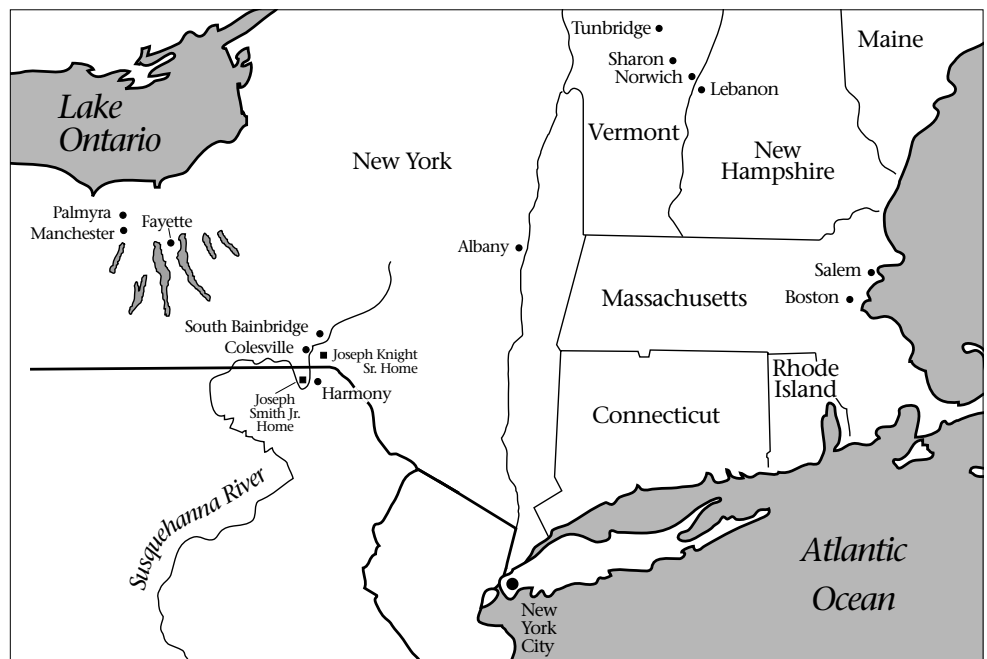
- Satan circulates false reports through “evil-disposed and designing” people to distort the true nature of the Church and its inspired leaders (Joseph Smith—History 1:1–2; see also Helaman 16:22; 3 Nephi 1:22; D&C 10:22–27, 28; Moses 4:4).
- Events in the lives of Joseph Smith’s family members during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

Have students read Helaman 16:22; 3 Nephi 1:22; Doctrine and Covenants 10:22–27; and Moses 4:4 and list what Satan does to try to keep people from the truth. Next, have students read Joseph Smith—History 1:1–2 and tell Joseph’s reasons for writing this history. You could also read with students the material under “Joseph Smith—History 1:1. What Were the ‘Many Reports . . . by Evil-Disposed and Designing Persons?’” in the student manual (pp. 53–54). Discuss ways students can help “disabuse the public mind” and “put all inquirers after truth in possession of the facts” (v. 1).

#### Joseph Smith—History 1:3–4. “I Was Born”



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Ask students why the information in Joseph Smith—History 1:3–4 is important and helpful to know. Have students look at the maps at the end of the Doctrine and Covenants to find and mark the places where the Smith family lived. You may 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 (pp. 54–55). 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.

**Media Suggestion. “Joseph Smith—Prophet of the Restoration”**

*Doctrine and Covenants and Church History Video* presentation 19, “Joseph Smith—Prophet of the Restoration” (21:30), can be used to introduce Joseph Smith to students taking the Pearl of Great Price course.

**Joseph Smith—History 1:5–20. Overview**

Before reading Joseph Smith—History 1:5–20, have students list the events that they can remember from the story of the First Vision, in the order the events occurred. Have students 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 tell about times they have told the story of the First Vision to people who are not members of the Church.

**Joseph Smith—History 1:5–7. Different Religious Parties**

Ask students who have lived with family members who belong to other religious faiths to tell what it is like. Give students a telephone book and have them look up 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. Ask: 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? Have students review Joseph Smith—History 1:5–7 and 1 Nephi 13:23–29 and tell 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”**

Have students read Joseph Smith—History 1:8–10. Ask if any of them have ever had such experiences or feelings. Tell 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). Ask: 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

### Joseph Smith—History 1:10–16. Joseph Smith’s First Vocal Prayer

Invite students to mark Joseph Smith’s questions in Joseph Smith—History 1:10. Ask: 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”

Have students make two lists from Joseph Smith—History 1:11–17: (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. Share this quotation from President Wilford Woodruff: “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” (in Brian H. Stuy, ed., *Collected Discourses Delivered by President Wilford Woodruff, His Two Counselors, the Twelve Apostles, and Others*, 5 vols. [1987–92], 5:198). Ask: 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

Ask students to list the truths we learn from Joseph Smith—History 1:14–20 (see also James E. Faust, in Conference Report, Apr. 1984, 92–93; or *Ensign*, May 1984, 68; see also Carlos E. Asay, in Conference Report, Apr. 1990, 80–81; or *Ensign*, May 1990, 63–64). (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). Discuss the meaning of the following statement by Elder Robert L. Simpson, who was then an Assistant to the Twelve Apostles: “[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” (in Conference Report, Oct. 1973, 102; or *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. Invite students who have had the opportunity to teach investigators about the First Vision to share their experiences.



### Joseph Smith—History 1:18–20. Joseph Listened to the Lord

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.

### Joseph Smith—History 1:20. “I Was Destined”

Write *God*, *Satan*, and *Joseph Smith* on the board. Read to students the last part of Joseph Smith—History 1:20, 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, and discuss the following statement by Elder Russell M. Nelson of

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the Quorum of the Twelve Apostles: “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” (in Conference Report, Oct. 1990, 97; or *Ensign*, Nov. 1990, 75).

## Joseph Smith—History 1:21–26

### The Beginning of the Persecution of Joseph Smith

#### 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).
- True followers of God will remain faithful to Him, no matter how intense persecution becomes or how long it lasts (see Joseph Smith—History 1:24, 27; see also Daniel 3:13–18; Acts 5:40–42; 12:1–11; 16:19–25; 26:19–23; Mosiah 17:5–20; Alma 20:28–30; D&C 121:7–8; 122:5–7).
- 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

*“Eventually [Joseph] confided his theophany [vision of God] to other family members.”*

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). Read the following to students: “Eventually [Joseph] confided his theophany [vision of God] to other family members. His brother William affirmed, ‘We all had the most implicit confidence in what he said. He was a truthful boy. Father and Mother believed him, why should not the children?’ [in J. W. Peterson, “Another Testimony, Statement of William Smith, Concerning Joseph the Prophet,” *Deseret Evening News*, 20 Jan. 1894, p. 11]” (in *Church History in the Fulness of Times* [Religion 341–43 student manual, 1993], 34). Have students read Joseph Smith—History 1:21 and find another person Joseph told. Tell students that Joseph naively believed that the minister would welcome his great news from heaven. Have students read and ponder the last sentence of verse 23. Discuss guidelines students should follow in sharing their spiritual experiences with others. The following statement by Elder Boyd K. Packer, 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” (“The Candle of the Lord,” *Ensign*, Jan. 1983, 53; see also Matthew 7:6; D&C 6:12; 10:37; 41:6).

##### Joseph Smith—History 1:22–23, 27. “The Public Mind”

Have students 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

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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). Discuss the following statement by Elder Marvin J. Ashton of the Quorum of the Twelve Apostles: “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” (in Conference Report, Oct. 1983, 89; or *Ensign*, Nov. 1983, 63). Discuss how we can recognize and overcome these negative influences today.

### **Joseph Smith—History 1:24–25. Severe Persecution**

Referring to Joseph Smith—History 1:25, President Gordon B. Hinckley, then a member of the First Presidency, commented:

“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” (in Conference Report, Oct. 1981, 6–7; or *Ensign*, Nov. 1981, 7).

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

### **Joseph Smith—History 1:25. Offending God**

Have students read Genesis 39:9; Revelation 2:14–15, 20–23; and Doctrine and Covenants 59:21 looking for what offends God. Ask: In Joseph Smith—History 1:25, what did Joseph Smith say would have been offensive to God? Elder Marvin J. Ashton said: “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” (in Conference Report, Oct. 1983, 89; or *Ensign*, Nov. 1983, 62). Encourage students to strive to live each day with a conscience free of offense toward God (see Matthew 13:20–21; Acts 24:16; D&C 135:4).

### **Joseph Smith—History 1:25–26. Joseph’s Mind Was Satisfied**

Have students read Joseph Smith—History 1:25–26 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. Ask: 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 truths 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 gold 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 coming forth of the Book of Mormon continued the latter-day work of the Restoration spoken of by numerous Old Testament, New Testament, and Book of Mormon prophets (see Joseph Smith—History 1:36–41, 45; see also Ezekiel 37:15–23; Acts 3:19–21; 3 Nephi 21:1–11, 28; Mormon 8:14–16; Ether 4:17).
- 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

*“While Joseph sought perfection, he did not claim perfection.”*

Ask students what commanded their time and attention during their teenage years. Read Joseph Smith—History 1:27–29 and discuss the habits Joseph Smith said he “fell into” during these years. How did Joseph Smith feel about these years? Read the following statement by Elder James E. Faust, then a member of the Quorum of the Twelve Apostles:

“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” (in Conference Report, Oct. 1981, 107; or *Ensign*, Nov. 1981, 77).

Invite students to mark the phrase “no one need suppose me guilty of any great or malignant sins” (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. Have students 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 have students 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.



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

Invite 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 tell what steps they would follow to accomplish this training responsibility. Tell students that the angel Moroni had such an assignment with young Joseph Smith. Have students 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 v. 33; he briefly explained what was to be done, see v. 34; he gave Joseph insights into the importance of his work, see vv. 36–41; he gave clear and specific instructions, see v. 42; he repeated his instructions to Joseph several times, adding new insights each time, see vv. 44–45; and so forth.)

### Joseph Smith—History 1:33–35. Moroni and the Book of Mormon

Show students pictures of temples that have a statue of the angel Moroni on top, and invite them to tell 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 and discuss what Moroni taught Joseph Smith regarding the Book of Mormon and its translation in Joseph Smith—History 1:34–35.

### Joseph Smith—History 1:36–41. “The Fulness of the Gentiles Was Soon to Come In”

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. Have each group 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. Ask: 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”

Ask: How does Satan tempt people? Why do people sometimes give in to temptation? Read Joseph Smith—History 1:42, 46 and share this quotation from Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:

“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” (*Pure in Heart* [1988], 16).

Discuss how our motives can help us resist Satan’s temptations. Invite students to read Joseph Smith—History 1:49–54 and tell how they think Moroni helped Joseph examine and refine his motives for obtaining the gold plates (see also the commentaries for Joseph Smith—History 1:50–53 and Joseph Smith—History 1:54 in the student manual, pp. 60–61).





### Joseph Smith—History 1:49–50. “Tell Him of the Vision”

Read Joseph Smith—History 1:49–50 and tell students that the history written by Lucy Mack Smith (Joseph’s mother) states: “The messenger whom he had seen 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 believe every word you say to him,’ said the angel” (*The Revised and Enhanced History of Joseph Smith by His Mother*, ed. Scot Facer Proctor and Maurine Jensen Proctor [1997], 108). Ask students why they think it was important for Joseph’s father to know about this experience. Invite students to tell how sharing experiences with their parents 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”? Read Joseph Smith—History 1:53 and 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 1:55–65 Joseph Smith Received the Gold 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 gold 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

#### Media Suggestion. “For Our Day”

*Book of Mormon Video* presentation 1, “For Our Day” (11:38), can be used to teach the coming forth of the Book of Mormon and the influence this sacred book has had in the lives of Latter-day Saint youth around the world (see *Book of Mormon Video Guide* for teaching suggestions).

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

Have students list the major events of their lives in the past four years. Tell students that in Joseph Smith—History 1:55–58 Joseph tells us about four major events in his life. Have students 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

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and complete his life's mission. (For example, you may want to ask: How might the experience of courting and marrying Emma have helped Joseph in his preparation?)

### **Joseph Smith—History 1:59. A Charge**

Read to students the story in the commentary for Joseph Smith—History 1:59–60 in the student manual (p. 62). Then have students read 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**

Have students study Isaiah 29:11–12 and 2 Nephi 27:9–10, 15–20 and tell how these scriptures relate to what happened in Joseph Smith—History 1:63–65.

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

### **SOME IMPORTANT PRINCIPLES, DOCTRINES, AND EVENTS**



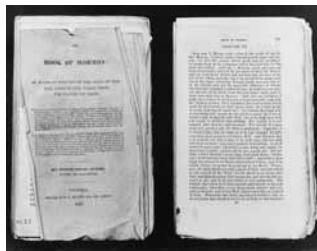
- The work of translating the Book of Mormon was done by the gift and power of God (see Joseph Smith—History 1:35, 62, 67–68; see also D&C 1:29; 3:12; 20:8; 135:3).
- John the Baptist restored the Aaronic Priesthood to the earth, conferring it upon Joseph Smith and Oliver Cowdery, who then baptized and 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 endnote; 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**

Read to students the following description of the translation of the Book of Mormon (you may also want to refer to the commentary for Joseph Smith—History 1:67 in the student manual, p. 64):

“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, 15 May 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*, 59).

Invite students to read 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 have students read Joseph Smith—History 1:68, 72 and list what they learn about this "messenger." 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"). Read what the Savior said about John the Baptist in Matthew 11:11 and 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. 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**

Have students find and mark what Joseph Smith and Oliver Cowdery were able to do because of the Holy Ghost. 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 Endnote. 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? Tell students that the endnote that follows Joseph Smith—History is an additional witness to the early events of Church history from someone who was there. Invite students to read this testimony of Oliver Cowdery (or you may want to read it together as a class). Have students search for and share information from Oliver's account that is not contained in Joseph Smith—History. Discuss how Oliver felt about these experiences. Invite students to tell 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. Tell 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. Ask: 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, have students read all of the Articles of Faith, and then tell what impresses them about these statements of belief. Ask students to explain 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. Tell 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 (pp. 66, 69). 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 read together the Wentworth Letter from the student manual (pp. 66–69).

### 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. Have students 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).

## THE ARTICLES OF FAITH

OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

*We* believe in God, the Eternal Father, and in His Son, Jesus Christ, and in the Holy Ghost.

2 We believe that men will be punished for their own sins, and not for Adam's transgression.

3 We believe that through the Atonement of Christ, all mankind may be saved, by obedience to the laws and ordinances of the Gospel.

4 We believe that the first principles and ordinances of the Gospel are: first, Faith in the Lord Jesus Christ; second, Repentance; third, Baptism by immersion for the remission of sins; fourth, Laying on of hands for the gift of the Holy Ghost.

5 We believe that a man must be called of God, by prophecy, and by the laying on of hands by those who are in authority, to preach the Gospel and administer in the ordinances thereof.

6 We believe in the same organization that existed in the Primitive Church, namely, apostles, prophets, pastors, teachers, evangelists, and so forth.

7 We believe in the gift of tongues, prophecy, revelation, visions, healing, interpretation of tongues, and so forth.

8 We believe the Bible to be the word of God as far as it is translated correctly; we also believe the Book of Mormon to be the word of God.

9 We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God.

10 We believe in the literal gathering of Israel and in the restoration of the Ten Tribes; that Zion (the New Jerusalem) will be built upon the American continent; that Christ will reign personally upon the earth; and, that the earth will be renewed and receive its paradisaical glory.

11 We claim the privilege of worshipping Almighty God according to the dictates of our own conscience, and allow all men the same privilege, let them worship how, where, or what they may.

12 We believe in being subject to kings, presidents, rulers, and magistrates, in obeying, honoring, and sustaining the law.

13 We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men; indeed, we may say that we follow the admonition of Paul—We believe all things, we hope all things, we have endured many things, and hope to be able to endure all things. If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things.

March 1, 1842

## 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

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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

Tell students that many religions of the world teach that God is a spirit or that there is only one God. Have students read Elder Dallin H. Oaks's statement under "Articles of Faith 1:1. Three Separate and Distinct Beings" in the student manual (pp. 69–70). Invite students to tell 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). Ask students to explain 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

Ask 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? Read 2 Nephi 2:17–20 and ask students to explain why they think a person should not be punished for Adam's transgression. Read and discuss the statement by Elder James E. Faust under "Articles of Faith 1:2. Adam and Eve's Transgression" in the student manual (pp. 70–71). Read 2 Nephi 2:22–25 and 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"

Read the third article of faith and 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



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remember Jesus' Atonement. Read Doctrine and Covenants 6:36–37 and have students explain how a knowledge and testimony of the Atonement 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. Then have students list additional requirements for salvation, as found in the material 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 (p. 71). Discuss some of the obstacles we face and the assistance we can receive as we strive to obey God.

### **Articles of Faith 1:4. “The First Principles and Ordinances of the Gospel”**

Read the fourth article of faith. 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

Have each group read the statements for their assigned principle or ordinance under “Articles of Faith 1:4. Faith in the Lord Jesus Christ”; “Articles of Faith 1:4. Repentance”; “Articles of Faith 1:4. Baptism by Immersion for the Remission of Sins”; and “Articles of Faith 1:4. The Laying on of Hands for the Gift of the Holy Ghost” in the student manual (pp. 71–72). Ask each group to report what they learned. Read 3 Nephi 27:19–21.



## **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' 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, 123–125; 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 explain 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 have students study and discuss some of the Church’s principles and procedures, using the fifth article of faith and some or all of the following scriptures: Numbers 27:15–23; John 15:16; Hebrews 5:4; 3 Nephi 12:12; Moroni 3:1–4; Doctrine and Covenants 2:1–3; 11:15; 13:1; 26:2; 42:11; 84:6–44; 110:1–16; 121:34–46. Invite students to share experiences that show the Lord’s involvement in their Church callings.

### Articles of Faith 1:6. “The Same Organization”

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; tell students that *pastor* is another word for *bishop* and that *evangelist* is another word for *patriarch*). Ask: 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

Have students 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 tell how these gifts can help the Church, and to recount times they have seen these gifts in operation.

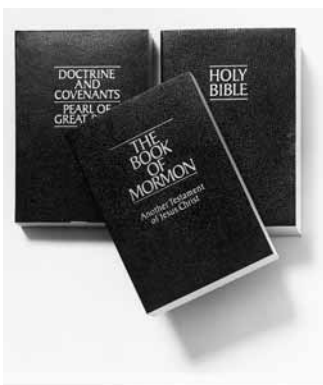
### Articles of Faith 1:8. The Bible and the Book of Mormon

Read the eighth article of faith and tell students that the Prophet Joseph Smith said, “From sundry revelations which had been received, it was apparent that many important points touching the salvation of men, had been taken from the Bible, or lost before it was compiled” (*Teachings of the Prophet Joseph Smith*, 9–10; see also 1 Nephi 13:21–29).

Have students read 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 (p. 76). 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). Ask students to explain 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. Read Doctrine and Covenants 1:30 and ask how we can tell if the Church is true and “living.” Read the material under “Articles of Faith 1:9. Continuing



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Revelation” in the student manual (p. 76). Read the ninth article of faith 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**

Tell 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. Have the students report what these scriptures teach about the events mentioned in the tenth article of faith. If necessary, review the material 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 (p. 77). Read Jacob 5:71–75 and 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.

### **Articles of Faith 1:10. Zion Will Be Built**

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 (p. 77). Read the following statement by President Brigham Young:

“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. . . .

“When we conclude to make a Zion we will make it, and this work commences in the heart of each person” (in *Journal of Discourses*, 9:283).

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

Have students read 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). Read the eleventh article of faith and 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**

Read the twelfth article of faith and have students 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**

Have students compare the thirteenth article of faith to 1 Corinthians 13:7 and Philippians 4:8. Ask: 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:

- Have students read and discuss the material under “Articles of Faith 1:13. Being Chaste” in the student manual (p. 80). What blessings can students think of that come from being chaste (sexually pure)?





- Have students read the material under “Articles of Faith 1:13. Being Benevolent” and “Articles of Faith 1:13. Doing Good to All Men” in the student manual (pp. 80–81). Invite them to share experiences they have had in “doing good” to others, or when others have shown good works or service toward them. Ask: 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. Read and discuss the material under “Articles of Faith 1:13. Paul’s Admonition to Believe, Hope, and Endure” in the student manual (p. 81).
- Have students read the last sentence of the thirteenth article of faith, and ask them to think of things that are “virtuous, lovely, or of good report or praiseworthy.” Discuss how we can fill our lives with such things. Ask: 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 tell 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.