

## Lesson 8

## Abraham 1–2; Facsimile 1

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

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

**Complete assignments 1 and 5 and at least one of the remaining assignments:**

### 1. The Book of Abraham

- a. Read the Bible Dictionary entry “Abraham” (pages 601–2) and the institute student manual commentary “Who Is Abraham and When Did He Live?” (page 28) and study the map showing Abraham’s journeys on page 29 of the student manual. Draw a table like the one below, and fill in information about Abraham:

Meaning of Abraham’s name	
Abraham’s original name and its meaning	
When Abraham lived (approximately)	
Places Abraham lived	
The names of Abraham’s son and grandson the covenant continued through	

Several important events in Abraham’s life	
Several things we learn about Abraham from modern-day revelation	

- b. Read the following student manual commentaries: “How Did the Church Obtain the Book of Abraham?”; “How Did the Prophet Translate the Ancient Writings?”; “Why Did the Prophet Joseph Smith Say He Translated the Writings of Abraham When the Manuscripts Do Not Date to Abraham’s Time?”; “What Did the Prophet Joseph Smith Do with His Translation?”; and “What Happened to the Mummies and the Papyri?” (pages 28–29). Then write one or two sentences about each of the following topics, explaining how each relates to the book of Abraham:

- Michael Chandler
- “The greatest evidence of the truthfulness of the book of Abraham”
- The Metropolitan Museum of Art in New York City
- *Times and Seasons*

### 2. Abraham 1:1–4. Abraham Sought the Blessings of the Fathers

- a. Read Abraham 1:1–4, and write short responses to the following:
  - List the blessings in Abraham 1:1–4 that Abraham “sought for” and desired.
  - What blessings do you desire in your life, and what are a few specific things you are doing to seek them?

- b. Read the student manual commentaries “Abraham 1:2: What Is ‘the Right Belonging to the Fathers?’” and “Abraham 1:3: Who Conferred the Priesthood upon Abraham?” (page 30). Then write short answers to the following:

- According to President Joseph Fielding Smith, what does it mean to say that the order of the priesthood was patriarchal?
- Using Doctrine and Covenants 84:14–16 list the names in Abraham’s priesthood line of authority.
- List specific words and phrases from Abraham 1:1–4 that indicate ways Abraham was an example of how a man should prepare to receive the priesthood.

### 3. Abraham 1:5–19 and Facsimile 1. Jehovah Saved Abraham

- a. Imagine what you would do if your father set his heart on evil and worshipped false gods. Read Abraham 1:5–7 and the student manual commentary “Abraham 1:4–6: The Courage of Abraham” (page 30), and write responses to the following:
- What did Abraham do when his fathers turned to idolatry?
  - Think of three people you know or people from the scriptures who have shown courage as Abraham did. List ways they demonstrated their courage.
- b. Study Abraham 1:8–19 and facsimile 1 (including the explanation for the figures). Then list the reasons the Lord gave for why He delivered Abraham.

### 4. Abraham 1:20–31. Pharaoh, King of Egypt

- a. Study Abraham 1:20–27 and the student manual commentaries “Abraham 1:20–27: A Pharaoh in Egypt” and “Abraham 1:24–27: The Pharaoh and the Priesthood” (page 32). Then write a paragraph explaining why Pharaoh did not have a legitimate claim to the priesthood.
- b. Study Abraham 1:3–4, 28, 31 and write a few sentences explaining why Abraham did have a legitimate claim to the priesthood.
- c. According to the First Presidency letter of June 8, 1978 (see Official Declaration 2), what are the requirements to hold the priesthood in our day? (see also student manual commentary

“Abraham 1:24–27: The Pharaoh and the Priesthood,” page 32).

### 5. Abraham 2:1–13. The Abrahamic Covenant

- a. Read Abraham 2:1–13. Then read and study the student manual chart “The Abrahamic Covenant” (pages 93–98), marking and highlighting important details in your manual and in your scriptures. Identify the four main categories of the Abrahamic covenant, and write short responses to the following:
- *Land.* How will the promise of an “everlasting” inheritance of land ultimately be fulfilled for all the righteous?
  - *Priesthood and gospel blessings.* What are some modern-day fulfillments of the promise that “through thy ministry my name shall be known in the earth forever”? (Abraham 1:19).
  - *Posterity.* List two ways the promise “I will multiply thee, and thy seed after thee” (Abraham 3:14) is fulfilled. How can a person become a child of Abraham and heir of the Abrahamic covenant, regardless of whether he or she is a literal descendant of Abraham? (see also Galatians 3:26–29; 2 Nephi 30:2; student manual commentary “Abraham 2:10: Abraham’s Seed,” page 34).
  - *Salvation and eternal life.* List three ways the promise is fulfilled that “in thy seed after thee . . . shall all the families of the earth be blessed” (Abraham 2:11).
  - According to 1 Nephi 15:18, when will some portions of the Abrahamic covenant have their fulfillment?
- b. Review Abraham 2:9–11 and read the student manual commentaries “Abraham 2:6: An Everlasting Possession”; “Abraham 2:6, 9–11: The Abrahamic Covenant”; and “Abraham 2:11: ‘This Right Shall Continue in Thee, and in Thy Seed’” (pages 33–34).
- Write a paragraph explaining in your own words what it means to be an heir to the Abrahamic covenant.
  - Read Doctrine and Covenants 132:29–32 and review the four main categories of the Abrahamic covenant—land, priesthood and gospel blessings, posterity, and salvation and eternal life (see student manual, pages 93–98). Write a paragraph detailing what each of us must do to

receive the promised blessings of the Abrahamic covenant.

### 6. Abraham 2:14–25. Abraham Continued His Journey

- a. Read Abraham 2:4, 15 and the student manual commentary “Abraham 2:11: ‘This Right Shall Continue in Thee, and in Thy Seed’” (page 34). Then write responses to the following:
  - List the people Abraham took with him when he left Ur; list those he took with him when he left Haran.
  - Explain how Abraham had already begun to fulfill the responsibility to bear the Lord’s name and the priesthood unto all nations (see Abraham 1:19; 2:9).
  - What is the meaning of the phrase “the souls that we had won” in Abraham 2:15?
  - Write about a time when you fulfilled your responsibility as heir to the Abrahamic covenant by sharing the gospel with others.
- b. Read Abraham 2:15–20.
  - Describe in writing evidences that Abraham was continuing to honor the covenant he made with the Lord.
- c. Compare Abraham 2:21–25 with the biblical account in Genesis 12:10–13. Then write responses to the following:
  - Write a short comparison between Abraham’s journey and our journey through life (see also Hebrews 11:8–10, 13–16). In your response, include ways the Lord has led, protected, and blessed you.
  - According to both accounts, what was the reason for telling the Egyptians that Sarai was Abraham’s sister?
  - According to the book of Abraham, why did Abraham recommend this course of action? (Compare Abraham 2:22–24 with Genesis 12:11–13.) Why is this clarification important?
  - According to Abraham 3:15, what reason did the Lord give for Abraham going to Egypt?
  - Read the student manual commentary “Abraham 2:24–25: Sarai’s Obedience” (page 35). Write a few sentences explaining how this experience would have been a trial of faith for both Abraham and Sarai and what principle they understood that enabled them to endure this trial.