

Lesson 1

1 Kings 1–16

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.

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Complete any two of assignments 1–4 and complete assignment 5:

1. 1 Kings 1–2. David Died and Solomon Became King

- a. Read 1 Kings 1 and the Bible Dictionary entries for each of the individuals listed below. Also read the institute student manual commentary on 1 Kings 1:1, “How Could Adonijah and Solomon Both Have Claim to the Throne of Israel?” (pp. 1–2).

David
Adonijah
Nathan the prophet
Solomon
Joab
Zadok
Abiathar

- b. From what you learned from your reading, write two or three paragraphs that summarize the succession of Solomon to the throne of David, mentioning the roles played by each of the individuals listed above.
- c. Read 1 Kings 2:1–4 and record in your own words the charge David gave to Solomon.
- d. David said to Solomon, “Shew thyself a man” (1 Kings 2:2). Read 1 Kings 2:3; 2 Nephi 1:21; Alma 48:11–18. Make a list of the characteristics of a man of God that you find in these verses. Using your list and the student manual

commentary for 1 Kings 2:2–3, “Be Thou Strong . . . Shew Thyself a Man” (p. 2), write a paragraph on what you feel is the definition of a man of God.

2. 1 Kings 3–4. “A Wise and an Understanding Heart”

In 1 Kings 3, Solomon had a sacred experience seeing the Lord. Read 1 Kings 3:9–28; 4:29–31 and then answer the following questions in writing:

- Why do you think Solomon asked for an understanding heart? Why do you think his choice was pleasing to the Lord? What would more worldly people have asked for?
- How did Solomon demonstrate that he had received this spiritual gift at the beginning of his reign?
- How could this spiritual gift help you in your life? What do 1 Corinthians 12:31 and Doctrine and Covenants 46:8, 28, 30 explain about how you could develop more gifts of the Spirit?
- How do 1 Kings 4:1–25 and 1 Samuel 11–20 relate to each other?

3. 1 Kings 6–8. Dedication of the Temple Built by Solomon

- a. Read and mark in your scriptures 1 Kings 6:11–14. Describe in writing what the Lord promised those who build temples. From 1 Kings 6:17–38 write a sentence about what impresses you most about the materials used for this temple.
- b. Read Exodus 28:36; 1 Kings 6:38; 7:1; 8:17–20. Explain in writing how long it took Solomon to build the temple. How long did it take him to build his own house? How did his priorities foreshadow his later problems?
- c. Read 1 Kings 7:23–26 and the student manual commentary for 1 Kings 7:23–26, “What Was the Molten Sea and How Was It Used?” (p. 6).
- d. Often this temple is referred to as Solomon’s temple. Read 1 Kings 8:43 and identify whose house Solomon recognized this temple was. What is the statement found on the outside of

temples today that indicates who the temples belong to?

- e. Read 1 Kings 8:22–54 and list at least four blessings Solomon prayed would come to the people because of the temple. Write about one of these blessings that you have experienced, or talk with someone you think has experienced one of these blessings and write about your conversation.
- f. Write about visits, experiences, and feelings you associate with temples. Write about those times when you have been able to perform ordinances either for yourself or for those who are dead. You may wish to record information about the temple nearest you or dedications and open houses you have participated in or hope to participate in. Additionally you may wish to record your feelings about the importance of a temple recommend and living worthy of having one.

4. 1 Kings 9:1–7. Conditional Promises of the Lord

- a. Read 1 Kings 9:1–3; Doctrine and Covenants 110:1–10. In writing compare the two experiences. What similarities were there? What differences?
- b. Using the following chart, identify commandments and consequences by listing the if-then statement found in 1 Kings 9:4–7.

If	Then

5. 1 Kings 11–12. Solomon and the Children of Israel Turned from the Lord

- a. Read 1 Kings 11 and write a statement describing the events that led up to Solomon falling away from the Lord. What can be concluded regarding Solomon’s many marriages? What were the results of his actions? Read 2 Nephi 31:15–16; Doctrine and Covenants 14:7 and write about what important gospel principle found in these verses was lacking in Solomon’s character.
- b. Read 1 Kings 12:1–15 and write this story in your own words by using the following leads:
 - The problem . . . (vv. 1–5)
 - Advice from old men . . . (vv. 6–7)
 - Advice from young men . . . (vv. 8–11)
 - What Rehoboam did . . . (vv. 12–15)
- c. According to 1 Kings 12:19–21, what happened to the kingdom of Israel as a result of Rehoboam’s decisions?
- d. Read 1 Kings 12:26–32; 14:22; 15:25–26; 16:30–33 and describe in a few sentences the actions of the children of Israel. In what ways do you think the behavior of leaders affect the people?
- e. Read 1 Kings 14:15 and explain in writing the prophetic warning for Israel’s disobedience. Then read Doctrine and Covenants 1:13–16 and summarize what the Lord has promised concerning those who do not obey Him in this dispensation.

Lesson 2

1 Kings 17–2 Kings 2

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Complete assignments 1–3 and either of the remaining assignments:

1. 1 Kings 17:1–22. Elijah the Prophet

- Look up the name *Elijah* in the triple combination index and notice his prominent role as a resurrected personage. Nephi, son of Helaman, was a mighty prophet like Elijah. Both men played a prominent role in the temporal and spiritual salvation for the people of their day. The Lord granted both of these men the sealing power. Study Helaman 10:4–10; 1 Kings 17:1–24. What significant promises did God make? List in writing the examples of faith and priesthood power you see in these scriptures.
- Read in the Bible Dictionary under “Chronology” (p. 637). Find the name *Elijah* under the column “Internal History.” Write answers to the following questions: When did Elijah live? (see far-left column). Who was king of Judah at the time?
- Elijah has played a significant role in both modern and ancient times. Read 2 Kings 2:1–12; Matthew 17:1–4 (see also 3*b*); Doctrine and Covenants 110:13–16 and the Bible Dictionary entry for “Elijah” (p. 664). Write a paragraph about how the keys restored by Elijah in the latter days have affected your life. How would your life be different if those keys had not been restored by Elijah?

2. 1 Kings 18:17–40. The Lord, He Is God; Follow Him

- Read 1 Kings 18:17–22 and find the question Elijah asked the people. What indicators are there in the story that people did not recognize they were halting “between two opinions”? For each of the following references, explain who is speaking, to whom, and how the principle taught in 1 Kings 18:21 applies:

Matthew 6:24
Alma 5:39–42
Joshua 24:15

- Read 1 Kings 18:17–40 and write your answers to the following questions:

- What did Elijah propose for a contest?
- How many priests of Baal opposed Elijah?
- How long did they pray for Baal to consume their sacrifice?
- What was the righteous motive of Elijah’s request for this contest? (see 1 Kings 18:36–37).
- What was the temporary effect of the contest on the people?
- What happened to the priests of Baal?

3. 1 Kings 19:1–18. “A Still Small Voice”

Study 1 Kings 19:1–18; 1 Nephi 17:45; Moroni 10:5 and answer the following questions:

- What did Jezebel want to do about Elijah?
- Where did Elijah go, and why?
- What did the Lord teach Elijah about revelation?
- Conclude this assignment reading Doctrine and Covenants 8:2–3; Luke 24:31–32; Acts 2:37, and then write a paragraph about how revelation typically comes to us.

4. 2 Kings 2. Mantle of Elijah Fell on Elisha

- Read 2 Kings 2:11, using the chapter summary and the footnotes to determine what happened to Elijah. Read 3 Nephi 28:7–9, 19–22, 30, 36–40 and the institute student manual commentary for 2 Kings 2:11, “Was Elijah Really Taken into Heaven?” (p. 64). In one or two paragraphs, write about what you learned

about the nature of translated beings and their purpose.

b. Read 1 Kings 19:16–21; 2 Kings 2:1–15 and write a statement explaining the following questions:

- Who was to succeed Elijah as prophet?
- How did the Lord call him?
- When asked by Elijah, what did Elisha say his desire was?
- What did Elisha see?
- What evidence is there that the Lord blessed Elisha with his desire?

5. 1 Kings 17–2 Kings 1. The Miracles of the Lord through Elijah

a. Read the following scriptures and list the miracles the Lord performed through the prophets Elijah in each case:

- 1 Kings 17:1. _____

- 1 Kings 17:2–6. _____

- 1 Kings 17:8–16. _____

- 1 Kings 17:17–22. _____

- 1 Kings 18:31–38. _____

- 1 Kings 18:41–45. _____

- 1 Kings 21:17–19; 22:34–38. _____

- 2 Kings 1:9–14. _____

b. Write a paragraph that gives examples from what you read of how the sealing keys can both bless and curse.

Lesson 3 2 Kings 3–25

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Complete either assignment 1 or 4 and any two of the other assignments:

1. 2 Kings 4–5. Elisha Administered the Blessings of the Lord

- a. Read 2 Kings 4 and compare it to the references below from the life of Christ. Write the scripture references from 2 Kings 4 next to the corresponding references in the New Testament. Briefly explain in writing how each experience is similar:

Savior’s Miracles	Priesthood Blessings of Elisha in 2 Kings 4
Matthew 14:15–21	
Luke 7:11–16	
John 2:1–11 (see also Joseph Smith Translation)	

- b. Carefully read the full account of Elisha and Naaman in 2 Kings 5:1–15. Outline the story. List all of the people mentioned in the recorded story. By each name briefly describe how their faith and attitude positively or negatively affected the outcome. Then answer the following questions:

- Read 1 Nephi 17:41. What happened to Israel in the wilderness? How does the principle found in Alma 37:6–7 apply to both Naaman and the children of Israel? How is the story of Naaman an example of the principle found in these scriptures?
- What are simple behaviors and practices we have been counseled to do by our leaders that some might think are unnecessary, senseless, or too simple to make a real difference?
- What part did pride play in Naaman’s initial refusal?
- What did Elisha want Naaman to understand? What did Naaman testify of after his healing?
- What truths from this story can you apply in your life?

- c. Read 2 Kings 5:15–27 and the institute student manual commentary for 2 Kings 5:15–16, 20–26, “Why Did Elisha Refuse Gifts from Naaman?” (pp. 75–76). Then write a few sentences describing Gehazi’s sin and answer the following questions:

- Why do you think Elisha refused a temporal blessing from Naaman?
- What lesson do you think Elisha was trying to teach Gehazi?

2. 2 Kings 6–7. Trust the Prophet

- a. Read 2 Kings 6 and the student manual commentary for 2 Kings 6:8–23, “The Lord’s Host” (p. 76). Mark important verses or phrases. Consider the following situations and choose one that you wish to respond to. As you write, consider principles from 2 Kings 6 and the student manual that could help in the situation:

- Could anything like this happen to you? How? (see Hebrews 1:13–14; D&C 84:88; 109:22).
- You are on a full-time mission and there is much opposition to your work. Almost no members live in the area, and it seems that nearly everyone you talk to is against the Church.

- A person at your employment or school doesn't like you and is often unkind to you. In a rare opportunity, you have the chance to get back at him or her.
- You want to keep the standards of the Church, but doing so is difficult because you are one of only a few Church members in your area.

- b. Read 2 Kings 7. This account is an example of the Lord fighting battles for his people. Imagine you are giving a talk on 2 Kings 7 and need to use three other scriptures from the standard works in your talk to make the point to trust in the prophet. What scriptures would you choose? (see Topical Guide, "God to Fight Our Battles," 183; "Prophets, Rejection of," 398; triple combination index, "Trust," 377). List them and briefly describe why.

3. 2 Kings 8–17. Rebellion and Bondage

- a. Read the chapter headings from 2 Kings 8–17 and make a list describing the kingdoms of Israel and Judah during this time period. From your list, circle the words and phrases you think are also descriptive of the same events in the lives of people and nations in our day.
- b. Through the prophet Nephi, the Lord said that He had never destroyed a group of people, save it were foretold them by the prophets (see 2 Nephi 25:9). Using the Topical Guide or the Guide to the Scriptures, find five scriptures that affirm this truth.
- c. When the Lord first gave the Israelites their promised land, He gave them some warnings. Summarize in writing the prophecy of the Lord to Israel in Deuteronomy 4:24–28. In what ways was that prophecy being fulfilled in 2 Kings 17; 18:11–12?
- d. Read Deuteronomy 4:29–31 and summarize the promise the Lord made to the people and their descendants who were scattered.
- e. Read 1 Kings 12:21; 2 Chronicles 11:14, 16; 15:9. Make a list of other groups in addition to the tribe of Judah (see 2 Kings 17:18) who lived in the kingdom of Judah and were also saved from Assyrian bondage.

4. 2 Kings 18–20. The Righteous Example of Hezekiah

In 2 Kings 18–20 we read of a time in history when Assyria conquered the northern kingdom of

Israel. At this same time Hezekiah became king of the southern kingdom of Judah. He led the people toward increased righteousness, but they still feared the Assyrian armies. The Lord tested their righteousness. Read the following scripture passages and write a brief statement about how each of them could be seen as a test for the people. Answer the questions connected to each scripture reference:

- 2 Kings 18:19–35; Isaiah 36:12–20. What was Rab-shakeh's goal with Hezekiah's servants?
- 2 Kings 19:1–5; Isaiah 37:1–5. What was Hezekiah's reaction? Whom did he seek and where? How might you better follow this pattern?
- 2 Kings 19:6–7. Under what authority did Isaiah respond to Hezekiah's plea?
- 2 Kings 19:14–19; Isaiah 37:14–20. What impresses you about Hezekiah's prayer? What was the desire of his heart?
- 2 Kings 19:20–37; Isaiah 37:29–36; 2 Chronicles 32:20–23; student manual commentary for 2 Kings 19, "Hezekiah Prayed for Deliverance and Isaiah Brought the Lord's Answer" (p. 128). What are the key points in Isaiah's response to Hezekiah, and how did the Lord keep His promise? When have you been delivered by the Lord from a difficult situation?
- 2 Chronicles 29:1–11, 15–16, 22–24; 30:5–9, 20; 31:5; 32:7–8. The events in these verses took place before Assyria threatened the southern kingdom of Judah. How did Hezekiah prepare his people spiritually and physically for their deliverance? What lessons can we learn from what they did?

5. 2 Kings 24–25. Judah Taken Captive by Babylon

Read the chapter summaries for 2 Kings 21–23, and read 2 Kings 23:31–32, 36–37. Write a few sentences describing the condition of the kingdom of Judah. According to 2 Kings 23:27, what is the danger of being in this condition? Read 2 Kings 24; 2 Kings 25:1–11 and the student manual commentary for 2 Kings 25:1–7, "Zedekiah Learned That the Prophets Speak the Truth" (p. 216); commentary for 2 Kings 25:18–26, "Were All the Jews Killed or Carried Away into Captivity?" (p. 216). Summarize what happened to the kingdom of Judah. Explain in

writing how 1 Nephi 1:4; Omni 1:15 relate to 2 Kings 24–25. What other people (not mentioned

in the Bible) were living in Jerusalem just before these events?

Lesson 4

Ezra, Nehemiah, Esther, Job

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Complete two of the three assignments:

1. Ezra 1–10; Nehemiah 1–13. The Jews Delivered from Babylonian Captivity

Cyrus, king of Persia, captured Babylon and announced that captive Jews in Babylon could return to Jerusalem and rebuild their temple (see 2 Chronicles 36:22–23; Ezra 1). There were three major returns to Jerusalem: one approximately 538 B.C. under the direction of Zerubbabel (Haggai and Zechariah’s ministry), a second approximately 458 B.C. under the direction of Ezra, and a third 444 B.C. under the direction of Nehemiah.

- Read Ezra 1 and list all that Cyrus did to help the Jews in Babylon return to Jerusalem. Read Isaiah 44:24, 26, 28; 45:1–3, 13; JST, Genesis 50:29, 33; 2 Nephi 3:6–7, 15, 17; 10:3 and write a summary of everything the Lord revealed through the prophet Isaiah nearly 200 years earlier. Who else has had his name revealed in scripture before his birth?
- Read the chapter headings for Ezra 2–9. Write at least three insights or impressions that come to as you read Ezra’s prayer as found in Ezra 9:4–15. Write a few sentences about the congregation’s reaction to Ezra’s prayer found in 10:1–5.
- Nehemiah, like Ezra, pleaded with the Lord concerning his brethren, the Jews. Read Nehemiah 1 and the institute student manual commentary “Where Do the Books of Ezra and

Nehemiah Fit in the Old Testament?” (p. 319). Then add two additional insights or impressions to those you wrote from studying Ezra’s prayer.

- Read in the student manual Enrichment J–3, “The First Return of the Jews” (pp. 312–13), and the commentary for Ezra 4:1–10, “Who Were the Samaritans Who Hindered the Work on the Temple?” (pp. 320–21). In addition read Ezra 4:1–5; Nehemiah 2:10–20; 4:1–20. For additional understanding, read “Samaritans” in the Bible Dictionary (p. 768). From your understanding, write a short paper describing the origins of the Samaritans and the animosity between the Samaritans and the Jews. Include in your paper any experience you may have witnessed with opposition to the building of modern temples.
- The book of Nehemiah contains the account of someone who did a great work to protect himself and his people from enemies. He faced opposition (in various forms and from various sources), but when enticed to leave his work he responded that he was doing a great work and would not “come down” and let the work cease (Nehemiah 6:3). Reflect on what “wall-building” efforts you are making in your life. Then answer the following questions:
 - What “walls” of protection has the Lord commanded we have in place to guard against temptation?
 - What are you trying to build for your future?
 - In what ways are you tempted to leave that good work and “come down” to less worthy pursuits?
 - How can Nehemiah’s example help you?

2. Esther 1–8. Selfless Courage Helped Save the Jewish People

- Write a page describing each of the three people listed below. Include in your writing ways each of them put their own interests and safety aside to courageously stand for truth or help others in need. Include the scripture references found in Esther 1–8 that support your comments. Conclude your paper with two

or three attributes these three possessed that you would like to incorporate or strengthen more in your life. Write a brief plan of how you will develop these attributes.

- Queen Vashti (Esther 1)
- Mordecai (Esther 3–4)
- Esther (Esther 2–4, chapter summaries 5–8)

3. Job. Enduring the Challenges of Life Ultimately Brings the Blessings of Heaven

- a. Job is a book about dealing with affliction. Study Job 1–2, 42 and the student manual commentary for Job 13:7–28, “Trust in God” (p. 29). Write a one-page paper supporting the principle that not all suffering comes as a punishment for sin and that enduring well results in the Lord’s blessings. Use the principles from John 9:1–3; Doctrine and Covenants 14:7 to help answer questions like what blessings the Lord reserves for the righteous and when the His blessings come. Sometimes the Lord’s blessings don’t come

until the next life. What blessings does Doctrine and Covenants 59:23 suggest we can expect in this life and the next life?

- b. In a way Job teaches us more about how to endure suffering than he provides reasons for suffering. For each of the following references write a statement that describes how Job effectively endured his suffering. At the end of this assignment write a paragraph about how you could use the example of Job to more effectively endure your trials:

- Job 1:21–22
- Job 2:9–10
- Job 9:15–22
- Job 12:1–6
- Job 13:14–19
- Job 14:5–15
- Job 19:25–27
- Job 23:8–16
- Job 27:4–6
- Job 31:6
- Job 42:1–6

Lesson 5

Psalms, Proverbs, Ecclesiastes

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Complete two of the three assignments:

1. Psalms. Praying and Singing Praises unto God

Most of the book of Psalms is a collection of sacred poems, prayers, and songs that praise God. While Psalms covers a number of topics, the most beautiful and important ones teach about the promised Messiah, Jesus Christ. The New Testament quotes the book of Psalms more than any other Old Testament book. For a list of Old Testament scriptures quoted in the New Testament, see “Quotations” in the Bible Dictionary (pp. 756–59). As you prepare for your study of the book of Psalms, read “Psalms” in the Bible Dictionary (pp. 754–55). Write a paragraph summarizing what the book of Psalms consists of, who the authors are, and how the book is put together.

- Read Psalm 23. If available, read the hymn “The Lord Is My Shepherd” from the hymnal (*Hymns*, no. 108). Describe in writing how the truths in this psalm have in the past or could in the future bring peace and comfort to your life.
- Using [Psalm 24:1–4](#) and Doctrine and Covenants 97:15–17 as a guide, write a paragraph on the conditions and blessings of those who enter the temple.
- Read Psalm 118:22; Acts 4:10–12; Ephesians 2:19–20. Explain in writing how these

scriptures are connected and what Peter taught concerning Psalm 118:22.

- Study 10 of the references below. Then briefly describe in writing what each of the prophecies states about Jesus Christ:

- Psalm 2:7
- Psalm 16:10
- Psalm 22:6–8
- Psalm 22:16–18
- Psalm 31:5
- Psalm 31:13
- Psalm 34:20
- Psalm 35:11, 16
- Psalm 41:9
- Psalm 65:7
- Psalm 69:9 (see *9a*; chapter heading)
- Psalm 69:20–21
- Psalm 78:2
- Psalm 91:11–12
- Psalm 95:7

2. Proverbs. Wisdom and Knowledge from God

- Read “Proverbs, Book of” in the Bible Dictionary (p. 754). Write a paragraph describing what the name *proverbs* means in Hebrew and a summary of what is included in the book.
- Some people feel that Proverbs 1:7; 9:10 describes one of the themes of the book of Proverbs. (*Note:* The word *fear*, as used in these verses, means reverence or deep respect for God.) Read these verses together with [Doctrine and Covenants 88:118; 130:18–19; 2 Nephi 9:28–29](#); Jacob 4:8. List the principles that lead a person to learning and knowledge in the Lord’s way.
- Write a paragraph explaining how someone you have read about in the scriptures is an example of [Proverbs 3:5–6](#).
- Read Proverbs 6:16–19. List the behaviors the Lord hates. Next to each behavior listed, add your thoughts about what would be a good opposite behavior to emulate.

- e. Read and make a scripture chain from the following scriptures by writing the reference of number 2 in the margins of your scriptures next to the verses of number 1, number 3 next to number 2, and so on:

1. Proverbs 10:18–19
2. Proverbs 11:13
3. Proverbs 13:3
4. Proverbs 15:1
5. Proverbs 17:9
6. Proverbs 18:13
7. Proverbs 21:23
8. Proverbs 29:11

Write a few paragraphs about how the principles of these verses are connected and what you could do to better practice them in your life.

- f. Study Proverbs 16:32 and the institute student manual commentary for Proverbs 16:32, “Becoming Master of Oneself” (p. 17). Write a paragraph about what you could do to improve self-mastery in your life.
- g. Read Proverbs 23:7 and the student manual commentary for Proverbs 23:7, “One’s Actions Follow One’s Thoughts” (p. 18). Share by writing down some of the practices you have used successfully to control your thoughts. How could you control your thoughts even more consistently?
- h. Proverbs 31:10–31 gives a description of a godly woman. List five qualities you believe to be important and why.

3. Ecclesiastes. Seeing Life Clearly

- a. Read the Bible Dictionary for “Ecclesiastes,” (p. 659) and complete the following statements:
- The book of Ecclesiastes consists of _____.
 - The author describes himself as _____.
 - Ecclesiastes is written from the point of view of the _____.
 - Ecclesiastes should not be construed as _____.
- b. Read Ecclesiastes 1–2 and list five ways the author sought happiness but couldn’t find it. After each item on your list, write the reference of the verse where you found it.
- c. Read Ecclesiastes 3:1–8 and compare it with the principles that are taught in Mosiah 4:27; Doctrine and Covenants 10:4; 111:11; Luke 10:38–42. Write a paragraph describing why the timing and order of our activities are so important. Note some examples of how major events of life when done at the wrong time or out of order could seriously hurt an individual’s eternal progress. What do you think the Lord wants you to accomplish during this “time and season” of your life?
- d. As you read Ecclesiastes 4–5, choose two principles to incorporate into your life. Write about them.
- e. Read Ecclesiastes 12:7, 13–14 and answer the following questions:
- What happens to us when we die?
 - What is “the whole duty of man”?
 - Why is this a good description of man’s purpose?

Lesson 6

Isaiah 1–23

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Complete assignment 5 and any two of the remaining assignments:

1. Introduction to the Book of Isaiah

- a. Isaiah is the only book of scripture that the Lord commanded by name that we should read and search diligently (see 3 Nephi 23:1). To better understand Isaiah, read 2 Nephi 25:1–7; 3 Nephi 20:11; 23:1–3 and the chapter in the institute student manual entitled “Enrichment E, Understanding Isaiah” (pp. 131–35). If you were to explain to someone who didn’t understand Isaiah, and you could only emphasize three helps from this chapter, record which three you would choose and why.
- b. The prophet Nephi quoted from the book of Isaiah as did the Savior when He ministered to the Nephites. In doing so they identified some of the major themes of the book of Isaiah. Read 1 Nephi 15:20; 19:23; 2 Nephi 11:2–5; 25:4–8; 3 Nephi 20:11–13 and the Bible Dictionary entry “Isaiah” (p. 707). From what you read, list the prevalent themes in the book of Isaiah.

2. Isaiah 1–4. Isaiah’s Teachings about the Last Days

- a. Read Isaiah 1:2–14, 21–23, 30–31. List the images or symbols Isaiah used to describe the people of Judah and their sins. Read **Isaiah 1:16–20** and explain in writing what Isaiah charged them to do to be forgiven of their sins.

What does Isaiah 3:9–11 teach concerning the consequences of sin?

- b. Read Isaiah 2:1–5; student manual commentary for Isaiah 2:1–5, “In the Last Days . . . the Mountain of the Lord’s House Shall Be Established” (p. 138); commentary for “Isaiah 2:3, “Out of Zion Shall Go Forth the Law . . . the Word of the Lord from Jerusalem” (pp. 138–39). Briefly summarize the significance of these verses as they deal with the Restoration and the last days.
- c. Read Isaiah 2:6–9 and answer the following questions:
 - What is the divine invitation to the family of Jacob?
 - Note or list the wickedness that interferes with the divine invitation.
 - What word in 2 Nephi 12:9 is added to Isaiah 2:9 to bring more clarity to the verse?
- d. After reading Isaiah 2:6–22, select words or phrases that indicate pride among the people.
- e. Read Isaiah 4:5–6 and the first paragraph in the Bible Dictionary for “Temple” (p. 780–81). After you study these verses and the footnotes, explain in writing what Isaiah taught about the potential of our homes. What do you feel a family must do to receive these promises?

3. Isaiah 5:26–30; 11:12; 18:1–7. An Ensign to the Nation

- a. Read Isaiah 5:26; 11:12; 18:1–7; the words to the hymn “High on the Mountain Top” (*Hymns*, no. 5); and the student manual commentary for Isaiah 5:26–30, “‘He Will Lift Up an Ensign to the Nations’ in the Latter Days” (p. 142). List two themes that connect the scriptures with the hymn.
- b. What will the Lord do to extend the ensign to other nations, and where will He bring them?

4. Isaiah 6. Isaiah’s Call and Vision

- a. Carefully read Isaiah 6 and the student manual commentary for Isaiah 6:5–8, “The Prophet Received Forgiveness” (p. 144). Write a one-

page paper describing Isaiah’s feelings as he was called by the Lord. Include answers to the following questions as you write your paper:

- How did Isaiah feel at the beginning of the vision?
- What happened to change those feelings? What is the symbolism? How does this experience relate to Doctrine and Covenants 121:45–46?
- What evidence was there that Isaiah had confidence in the presence of the Lord?
- How does this experience compare to Alma 36:10–22?
- What do the accounts of Isaiah and Alma teach you about the effect the Atonement can have upon a person?

- b. Write about either (1) a time when you experienced a change in your confidence with the Lord or (2) what you can do to more effectively draw upon the powers of the Atonement so you, like Isaiah, may experience its transforming effects, bringing confidence in the presence of the Lord.

5. Isaiah 7:14–16; 8:13–15; 9:1–7; 12:2. Messianic Prophecies

- a. Read Isaiah 7:14–16; 9:1–7. Use chapter summaries, footnotes, and the student manual for further help to understand these verses. Write a detailed explanation of what was promised in these Messianic prophecies. Which of these prophecies were fulfilled in the “First Coming” of the Lord? Which pertain to the “Second Coming”?
- b. Read Isaiah 8:13–15 and explain in writing how Jesus can be both the rock upon which we build a sure foundation (see Helaman 5:12) and a “stone of stumbling” and a “rock of offence” (Isaiah 8:14).
- c. Read the following verses from Isaiah 1–12, and list all of the different names and name-titles Isaiah used for Jesus Christ:
- Isaiah 1:24
 - Isaiah 2:3
 - Isaiah 3:1
 - Isaiah 5:16

- Isaiah 5:24
- Isaiah 7:14
- Isaiah 8:14
- Isaiah 9:6
- Isaiah 11:1 (see chapter heading)
- Isaiah 12:2

Write what you think is significant about each particular name. What do the name and name-titles emphasize about the Lord’s character, actions, or mission?

- d. Read Isaiah 19:20; 22:20–25 and the student manual commentary for Isaiah 22:15–25, “Types of Christ” (pp. 158–59). Write a few sentences about what these Messianic verses teach about Jesus Christ.

6. Isaiah 13–14. Babylon and Lucifer

- a. Read Doctrine and Covenants 1:16; 16g and the student manual commentary for Isaiah 13:1, “What Was the Burden of Babylon?” (p. 153), and identify what is symbolically represented by the term *Babylon*. Read Isaiah 13 and write a paragraph about what Isaiah prophesied would happen to “Babylon.” How is this chapter of Isaiah an example of dualistic prophecy—a prophecy that applies to more than one time period and people? How does the world today compare to how Babylon is described in these verses? Inasmuch as we are surrounded by the world, what are some ways you could be less influenced by what is happening in the world?
- b. Read Isaiah 14:12–14; Abraham 3:26–28 and the student manual commentary for Isaiah 14:12–15, “Who Was ‘Lucifer, Son of the Morning’?” (p. 155). From the information in these scriptures, explain how Lucifer became Satan.
- c. One of the reasons we try to learn about Jesus Christ is so we can follow His example and be more like Him. The scriptures briefly mention how Satan became the devil so we can identify what we must do to avoid following him. As you think about what you read in Isaiah 14 about Lucifer’s fall, describe in a paragraph the characteristics and motives of Satan that you would want to avoid in your own life.

Lesson 7

Isaiah 24–47

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 four of the following assignments:

1. Isaiah 24. The Second Coming of Jesus Christ

- Read Doctrine and Covenants 5:19; 84:96–98 and write about *how* and *why* the Lord will do what He said He would do in Isaiah 24:1.
- Describe in writing the correlation you see between Isaiah 24:5 and Doctrine and Covenants 1:15–16. How does the Doctrine and Covenants reference help clarify Isaiah?
- Read Doctrine and Covenants 1:17, 35–36; 45:31–35; 97:22–28 and the institute student manual commentary for Isaiah 24:19–23, “Great Physical Changes Will Attend the Second Coming of the Lord” (p. 162). Explain in writing how a person can be saved in the midst of the destructions prophesied in Isaiah 24:1–12, 19–23.
- According to Isaiah 24:21–22, write about what will happen to those who will be destroyed at the time of these prophecies. According to Doctrine and Covenants 138:29–35, what has the Lord prepared for this group?

2. Isaiah 25–26. Destruction, Second Coming, Rejoicing, and Resurrection

- Read Isaiah 25:1, 4, 8–9; 26:3–4, 9, 19 and the student manual commentary for Isaiah 25:1–11, “The Second Coming Will Be a Time

of Great Rejoicing for the Righteous” (p. 162). Then answer the following questions:

- What specific blessings did Isaiah mention?
- What desires did Isaiah express?
- What specific promises are given?
- If you were asked to speak at a funeral and could share two thoughts from these verses, which two would you share and why?

3. Isaiah 29. The Book of Mormon and the Restoration

- Compare Isaiah 29:11–14 to Joseph Smith—History 1:18–19, 63–65. Explain in writing how you would describe the “marvellous work and a wonder” to a nonmember friend. In your response explain how this prophecy was fulfilled, what the book was, and who the men were.
- Read the following verses in Isaiah 29 and tell whether they are about the Apostasy or the Restoration. Then explain what the verses teach about their respective subject:
 - Verses 9–10
 - Verse 15
 - Verses 18–21
 - Verse 24

4. Isaiah 30. Israel Rejected the Seers

Read Isaiah 30; 2 Timothy 4:3–4; Helaman 13:26–30; Doctrine and Covenants 21:4–6 and the student manual commentary for Isaiah 30, “Woe to the Rebellious Children” (p. 166). Then answer the following questions:

- In whose wisdom were the children of Israel trusting?
- Who were they rejecting?
- Describe the attitude that permeated the children of Israel at this time.
- What did the people mean when they told the prophets to speak “smooth things”?
- What do these verses teach us about accepting and following the words of prophets?

- What principles in these verses would you use to help a friend understand why he or she should follow the living prophet today?

5. Isaiah 33–34. Who “Shall Dwell with Everlasting Burnings”?

- Read the chapter summaries for Isaiah 33–34 and the student manual commentary for Isaiah 33:14–15, “Who . . . Shall Dwell with Everlasting Burnings?” (p. 167). Then write your answers to the following questions:
 - As you contemplate the Second Coming of Jesus Christ, what thoughts do you have? What do you imagine it will be like?
 - In what ways is Isaiah 33:14–16 a message of hope?
- Write a brief definition for each of the following phrases from Isaiah 33:15:
 - “Walketh righteously”
 - “Speaketh uprightly”
 - “Despiseth the gain of oppressions”
 - “Shaketh his hands from holding of bribes”

- “Stoppeth his ears from hearing of blood”
- “Shutteth his eyes from seeing evil”

6. Isaiah 40–46. Beside Me There Is No Savior

- In the following verses the Lord teaches who He (Jehovah) is and how He is unlike false gods. Read the student manual commentary for Isaiah 42:9–16, “The Restoration of the Gospel in the Latter Days Foretold” (p. 184) and the commentary for Isaiah 45:15–25, “The God of Israel Is the Lord, the Savior Jesus Christ” (p. 187). Read these verses and make a list of the characteristics, attributes, and names of Jehovah:
 - Isaiah 40:10–31
 - Isaiah 41:1–4, 10–14
 - Isaiah 42:9–16
 - Isaiah 43:1–7, 10–15, 22–25
 - Isaiah 44:6–8; 21–24
 - Isaiah 45:20–25
 - Isaiah 46:3–9
- Write a note using at least three truths contained in Isaiah 43:1–12 that might bring hope to someone who is discouraged.

Lesson 8

Isaiah 48–66

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 assignment 3 and any two of the remaining assignments:

1. Isaiah 48. Israel Invited to Repent

The Book of Mormon helps us understand Isaiah's writings. In 1 Nephi 19 the prophet Nephi explained why he was about to quote Isaiah 48–49. Isaiah 48 is about God's dealings with the Jews. Isaiah 49 is about God's dealings with the Nephites. In 1 Nephi 19:21, Nephi wrote "and he surely did show unto the prophets of old all things concerning them [the Jews]; and also did show unto many [prophets] concerning us [the Nephites]; wherefore, it needs be that one know concerning them." Nephi then quoted Isaiah 48–49 from the brass plates to show God's dealings with these two branches of the house of Israel in different parts of the world.

- Compare Isaiah 48:1–2 with 1 Nephi 20:1–2 and make a list of their differences. Make note of whom the Lord is speaking to in these verses.
- For verses 4, 6, 8, write one word you think best describes what the Lord said about the Israelites. (Your words do not have to be from the verses.)
- From Isaiah 48:9–22 make a list of promises the Lord made to the straying Israelites.

- Describe in writing what the Lord said we must do in order to have peace and happiness (see D&C 59:23).

2. Isaiah 49:18–23; 51, 54, 62. The Gathering of Israel

- Read Isaiah 49:1–3 and the institute student manual commentary for Isaiah 49:1–3, "Thou Art My Servant, O Israel, in Whom I Will Be 'Glorified'" (pp. 191–92). Explain in writing how in these verses Isaiah referred to Joseph Smith and the Restoration of the gospel in the latter days.
- Read Isaiah 49:18–23 and the student manual commentary for Isaiah 49:18–21, "Israel's Latter-day Gathering Shall Be Rapid and Sustained" (p. 193), and Isaiah 49:22–26, "How Will the Gentiles Be Nursing Fathers and Mothers to Israel?" (p. 193–94). Write a paragraph or two about how these verses might relate to the recent history of the development of the state of Israel.
- Read the chapter summaries for Isaiah 49, 51, 54, 62. Write a sentence that describes a major theme throughout these chapters.

3. Isaiah 50; 52–53. Prophecies of the Messiah and His Suffering

- Read Isaiah 50:5–7; 1 Nephi 19:9; Doctrine and Covenants 19:16–19 and the student manual commentary for Isaiah 53:4–9, "He Was Wounded for Our Transgressions" (pp. 197–98). Write a few sentences on what these scripture passages teach you about:
 - What the Savior endured to accomplish the Atonement.
 - What motivated Him to fulfill the Father's will.
 - How this affects your life.
- Read Isaiah 52:1–8. Read the interpretation the Lord gave for these verses in Doctrine and Covenants 113:7–10. What does "put on thy strength" mean? What do "the bands of thy neck" refer to?
- Read the verses in the middle column of the chart below. Then read Isaiah 53 looking for a

verse or verses that correspond to the event you read about in the middle column. In the third column, briefly describe the principles of the matching verses.

Verse in Isaiah 53	Fulfillment	Description
	Matthew 13:54–58	
	D&C 19:16	
	Luke 22:54–62	
	John 1:11	
	Matthew 26:36–46	
	Mosiah 3:7	
	2 Nephi 9:21	
	Alma 7:11–13	
	Mark 15:25–28	
	John 19:4–12	
	John 19:38–42	
	D&C 45:3–5	

4. Isaiah 55:8–11. The Lord’s Thoughts and Ways

- a. Read **Isaiah 55:8–11**; Jacob 4:8; 1 Corinthians 2:14–16, and then answer the following questions:
 - How is the message of these verses one of comfort?
 - How can we come to better understand God’s thoughts and ways?
 - Give an example of when you have observed a clear example of God’s ways being higher than man’s ways.

5. Isaiah 56–58. Sabbath Day and Fasting

- a. Read Isaiah 56:1–8; 58:13–14; Doctrine and Covenants 59:9–16. Imagine you were preparing a 5–10 minute lesson about the Sabbath day for family home evening or Sunday School. Outline how you would teach the principles in these verses pertaining to keeping the Sabbath day holy.
- b. Read Isaiah 58:3–12 and complete the following tasks in writing:
 - Write a paragraph about what fasting *is* and one about what fasting is *not*.
 - How do you think fast offerings help fulfill the purposes of fasting as Isaiah taught? Which verses support these purposes?
 - List the blessings that can come from fasting (see student manual commentary for Isaiah 58:8–12, “Promises for Those Who Fast Properly,” p. 205).
 - Read Isaiah 58:7; Mosiah 4:26. What are we able to do with the cost of the meals we skipped from our fasting? What did King Benjamin say was a blessing to us when we “impart of [our] substance to the poor”?

6. Isaiah 63–65. The Second Coming and Millennial Reign of Jesus Christ

- a. Read Isaiah 63; 64:1–4; Doctrine and Covenants 133:45–53 and find answers to the following questions:
 - What did Isaiah see the Lord wearing?
 - According to these scriptures, why will the Lord be attired in this way?
 - What do we learn from these verses about the Atonement and Second Coming?
 - What will the redeemed say when He comes?
 - What do these scriptures teach about the wicked during this period of time?
- b. List what you learn about the Millennium from Isaiah 65:17–25 (making note of the Joseph Smith Translation change in Isaiah 65:20) and from Doctrine and Covenants 101:30–31. From what you listed, what would you most like to experience if you were to live during the Millennium? Why?

Lesson 9

Jeremiah 1–33

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 four of the following assignments:

1. Jeremiah 1. “I Ordained Thee a Prophet”

- a. According to the summary of Jeremiah chapter 1, when did the Lord call Jeremiah to be a prophet? Foreordination is an important principle that helps us understand the existence of a premortal life and how it relates to this life. Read Jeremiah 1:4–5; Alma 13:3–5; Abraham 3:22–23 and the institute student manual commentary for Jeremiah 1:1–3, “The Setting” (p. 235). Then write your understanding of foreordination. If you have access to the Internet, you might also study the entry on foreordination in Guide to the Scriptures, found at <http://scriptures.lds.org/en/gsf/23>.
- b. Find and describe Jeremiah’s response to his call and what the Lord said to him in Jeremiah 1:6–10, 17–19. Compare his call and reactions with those of Enoch (see Moses 6:26–27, 31–32), Moses (see Exodus 3:8–10; 4:10), and Gideon (see Judges 6:15).
 - What did the Lord say that would have helped Jeremiah overcome his worries about preaching the gospel?
 - How could this help a missionary with similar concerns about his or her calling?

2. Jeremiah 2–7. Repentance Taught

- a. Read the chapter headings for Jeremiah 2–6, the student manual commentary for Jeremiah 13:22–27, “Can a Leopard Change His Spots” (p. 240), and the commentary for Jeremiah 5:1–31, “National Corruption” (p. 237). Describe in writing the condition of the kingdom of Judah at that time. Explain how 1 Nephi 1:4 relates to Jeremiah. Jeremiah began preaching in about 628 B.C. According to the dating at the bottom of the page in the Book of Mormon, what other prophet preached repentance in Jerusalem at the same time?
- b. The people of Judah offered unworthy sacrifices at the temple and did not obey the Lord in their daily lives. Read Jeremiah 7:21–28 and list some of the specific sins of the people of Judah.

3. Jeremiah 12, 15–38. The Strength of Jeremiah’s Commitment

- a. Jeremiah served the Lord faithfully but suffered for his obedience. Read the following verses and make a list of hardships Jeremiah experienced as he prophesied to an unreceptive people:
 - Jeremiah 12:6
 - Jeremiah 15:15–18
 - Jeremiah 20:1–7
 - Jeremiah 26:8–11
 - Jeremiah 32:2–3
 - Jeremiah 37:11–21
 - Jeremiah 38:6
 - Jeremiah 43:1–6 (see chapter heading)

In what circumstances might you have to follow Jeremiah’s example as described in Jeremiah 15:17?

- b. Write one or two paragraphs about what Jeremiah 20:8–9 teaches about Jeremiah’s commitment to the Lord despite living in an environment of wickedness and persecution. How do you think a person becomes that committed? What can you do to increase your commitment to the Lord?

4. Jeremiah 16:1–21. Old Testament Destruction and Latter Day Hope

- a. Read Jeremiah 16:10–13 and list five reasons why Jeremiah prophesied that Jerusalem would be destroyed and Judah taken captive.
- b. Read **Jeremiah 16:14–21** and describe in a few sentences what is prophesied to happen in the days to come. Additionally, answer the following questions:
 - How will the Lord take His word to the whole earth?
 - Why do you think the Lord used the terms *fishers* and *hunters* to describe what He would do? (see student manual commentary for Jeremiah 16:13–21, “Doom and Delivery” (p. 241).
 - According to Moses 7:62; Alma 22:14 what will be their message?

5. Jeremiah 29–30. Hope for Those in Sin

- a. Read Jeremiah 29:11–14; Deuteronomy 4:29–31 and write about how this message to Jews captive in Babylon could be used as a message of hope to someone today who is in the captivity of sin.
- b. Read Jeremiah 30:9; 33:15–18. These verses say that in some future time Israel will not “want” (lack or need) a man to sit and rule on

David’s throne, nor will they “want” men to perform sacrifices. List at least six ways in which Jesus Christ eternally fulfilled the roles of king, priest, and sacrifice for His people. (see Jeremiah 23:4–6; Luke 1:32–33; John 18:36–37; 3 Nephi 9:19–20).

6. Jeremiah 16–30. The Gathering: Recovering Scattered Israel

- a. One of the major themes in Jeremiah is the gathering of Israel. Read and write a brief summary for each of the following verses. Then answer the accompanying questions:

Jeremiah 16:14–21

Jeremiah 23:1–6

Jeremiah 24:7

Jeremiah 29:12–14

Jeremiah 30:3, 9–10, 18–24

Jeremiah 31:1–12, 16, 28, 31–33

Jeremiah 32: 36–44

Jeremiah 33:7–15

- Who is to be gathered?
 - How are they to be gathered?
 - Where are they to be gathered?
- b. What insights do you gain about those gathering today from reading Doctrine and Covenants 29:7; 110:11; 133:4–5, 14–16, 26–32; Articles of Faith 1:10?

Lesson 10

Jeremiah 34–Lamentations

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 three of the following assignments:

1. Jeremiah 34–52. Prophecies Fulfilled, Jerusalem Destroyed

- Read 1 Nephi 1:4; Jeremiah 34:1–3 and refer to the Bible Dictionary chronology chart (p. 639). Then answer the following questions:
 - In what year of Zedekiah’s reign did Nephi begin his record?
 - What did Nephi state was happening at this time in Jerusalem?
- What was Jeremiah commanded to declare unto Zedekiah?
- Read Jeremiah 52:1–13 and the institute student manual commentary for Jeremiah 37–39, “A Prophet’s ‘Reward’” (pp. 248–49). Describe in writing what took place. After reading Jeremiah 38:14–28; Jeremiah 39:1–7, write a description of the dialogue between Zedekiah and Jeremiah and the outcome that followed. What advice would you give Zedekiah?

2. Jeremiah 43:1–7. Jeremiah’s Day versus the Latter Days

- Review Jeremiah 43:1–7 and the student manual Points to Ponder section “True Prophets Are Never Popular with the Wicked”

(p. 251). List a few situations prevalent in the latter days that unfortunately indicate that people are ignoring or fighting against the living prophets’ counsel and teachings.

- As you consider Jeremiah’s ministry to an unrepentant people, read the following verses:
 - 1 Nephi 16:2
 - Helaman 13:24–27
 - John 7:7
 - Galatians 1:10–12

Write two or three paragraphs about how these verses apply to Jeremiah’s writings and people who choose to ignore prophets.

3. Jeremiah 46, 50. A Future Promise to Scattered Israel

- Read Jeremiah 46:27–28; 50:17–20, 33–34, 41 and explain in a paragraph or two what promises were given to scattered Israel. Read Doctrine and Covenants 110:11 and describe in writing what happened in this verse that relates to the promises of Jeremiah. What has happened since 1836 toward the fulfillment of these promises?

4. Lamentations 1–5. Jeremiah’s Lamentations

- In Lamentations 1:1–11 Jeremiah spoke for himself, while in verses 12–22 he spoke as if he were the whole country of Judah. Read Jeremiah 1:1–11 and list four phrases from Jeremiah’s words that explain why he “lamented.” Read Jeremiah 1:12–22 comparing it with Mormon 6:17–22 and describe the similarities you find.
- Read the chapter summaries for Lamentations 2–5 and make note of the reason for the suffering and destruction of the kingdom of Judah. How does Alma 41:10 apply to this period of history?
- Read Lamentations 5:15–22 and identify in writing characteristics of a person humble enough to repent.

Lesson 11 Ezekiel–Daniel

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 six of the following assignments:

1. Ezekiel 1–3. Watchman for the Lord

Read Ezekiel 1:1; 2:1–4; 3:17–21; 33:1–7 and the institute student manual commentary for Ezekiel 1:1, 4–28, “Ezekiel’s Record of His Vision” (p. 265). Then answer the following questions:

- What did Ezekiel see?
- What was Ezekiel called to do?
- What was the previous and current condition of the children of Israel?
- What are the responsibilities of a watchman?
- How do Jacob 1:19; Moroni 9:6 relate to the principles of being a “watchman” for the Lord?
- Who has the Lord called as watchman in the Church today?

2. Ezekiel 5–8; 16; 18; 22. Wickedness, Repentance, and Enduring to the End

a. Read Ezekiel 5:11; 6:3–4; 7:23; 8:15–16; 16:46–50; 22 and the student manual commentary for Ezekiel 5:1–4, 12, “What Was Meant by the Cutting and Dividing of Ezekiel’s Hair?” (p. 269). Then list the sins of Judah. How did these sins contribute to their captivity in Babylon?

- b. Read Ezekiel 18:21–24, 30; 2 Nephi 31:15–16; Doctrine and Covenants 14:7 and explain in writing what these verses say about repentance and enduring to the end. Include in your writing evidences from these verses about the essential role of enduring to the end. Why do you think that enduring to the end is so important?
- c. Read Ezekiel 34:1–10, 18–19 and the student manual commentary for Ezekiel 34:1–10, “Should Not the Shepherds Feed the Flocks?” (p. 282). Then make a list of characteristics of Israel’s leaders who the Lord reproved. As a contrast, list the qualities of a good shepherd found in Ezekiel 34:11–16. Give an example of when your life was blessed by a Church leader who was a true shepherd.

3. Ezekiel 11; 20; 28; 36. A Future Gathering of Israel

Spread throughout the book of Ezekiel is the topic of a future gathering of Israel. Read Ezekiel 11:16–19; 20:37–38, 42; 28:25–26; 36:24–28. Explain in writing why you think Ezekiel continually preached this topic to a captive Israel. Using these scriptures, write a few paragraphs that describe all the details you can find about the gathering of Israel.

4. Ezekiel 26–27; 32, 35. Don’t Rejoice over Others’ Tribulation

Read Ezekiel 26:1–3; 35:3–5 and write a statement that describes the reasons for the Lord’s anger with these nations. Read the chapter summaries for Ezekiel 27, 32. Describe in writing how Ezekiel felt about the fall of these foreign powers. List some ways you can develop empathy for those who suffer.

5. Ezekiel 37:15–20. The “Stick of Judah” and the “Stick of Joseph”

a. Read Ezekiel 37:1–14 and the student manual commentary for Ezekiel 37:1–14, “Is Ezekiel’s Vision of the Valley of Bones about the Resurrection or about the Renewal of the House of Israel?” (pp. 282–83). Briefly explain in writing Ezekiel’s vision of the valley of dry bones and its meaning.

- b. Read Ezekiel 37:15–20; 2 Nephi 3:11–12; 2 Nephi 33:11–14. Explain in writing what these verses say about the Bible and the Book of Mormon, their purpose, and how they work together.

6. Ezekiel 38–39. The Battle of Gog and Magog

Read Ezekiel 38:8, 14–16, 18–22; 39:1–12. Write a paragraph or two about the battle that is to occur prior to the Savior’s visit. Read the student manual Enrichment I, “Armageddon: The Participants” (p. 292), and describe those who will be involved with this battle.

7. Ezekiel 40–46. A Future Temple to Be Built

Scan through Ezekiel 40–46 and read the student manual commentary for Ezekiel 40–44, “The Vision of a Future Temple” (pp. 286–87). Then answer the following questions:

- Where is this temple to be built?
- What do Ezekiel 44:6–9; Doctrine and Covenants 97:15–16 teach about who can enter into the temple? What can you do to be better prepared to worship in the temple?

8. Daniel 1:3–20. The Book of Daniel

Read Daniel 1:3–20 and the student manual commentary for Daniel 1:8, “What Was Offensive about the King’s Meat?” (pp. 297–98). Describe in writing what Daniel and his friends did. What was the outcome? Skim though Doctrine and Covenants 89:5–17 and make a list of what the Lord has asked us to use and what He asked us to avoid. Compare the blessing recorded in Doctrine and Covenants 89:18–21 with those experienced by Daniel and his friends.

9. Daniel 2:1–49. Daniel Interpreted the Kings Dream

- a. Read Daniel 2:1–35 and the student manual commentary for Daniel 2:31–45, “What Were the Kingdoms Represented in Nebuchadnezzar’s Dream?” (pp. 298–99). List the different parts of Nebuchadnezzar’s dream along with their interpretations.

- b. Read Daniel 2:44–45; Doctrine and Covenants 65. Write a paragraph explaining the meaning of the stone and its growth.

10. Daniel 3. Refused to Worship False Gods

Read Daniel 3:1–29 and answer the following questions:

- What were the three young men unsure about, and what were they sure about?
- What do you feel are the most powerful elements of their testimonies?
- What do you think is significant about the words “but if not”?
- What key element of spirituality did the king note about these young men in his remarks?
- What resulted from their righteous examples?
- How could this account strengthen your resolve to choose the right even in difficult circumstances?

11. Daniel 6:1–24. Daniel in the Lion’s Den

Read Daniel 6:1–24 and record your answers to the following questions:

- Why was Daniel preferred by Darius and the Lord?
- What indications are there that King Darius had faith in the Lord?
- How did the king describe the Lord in his decree to the people?
- What encouragement do these accounts give to you as you strive to live the gospel?

12. Daniel 7:9–27. Adam-ondi-Ahman

- a. Read Daniel 7:9–10, 13–14, 18, 22, 27 and the student manual commentary for Daniel 7:9–14, “Daniel Saw Adam, or the ‘Ancient of Days,’ and Also Christ Taking His Rightful Place As King over the Earth” (p. 305). Then make a list comparing this future event with a similar past meeting as described in Doctrine and Covenants 107:53–57:

<p>Previous to Adam’s Death (D&C 107)</p>	<p>Adam and Faithful Members of the Church (Daniel 7)</p>

- b. Read the student manual commentary for Daniel 7:13–14, “What Will Happen at the Great Gathering at Adam-ondi-Ahman?” (p. 305). Write a summary of the details regarding the future meeting at Adam-ondi-Ahman.

Lesson 12

Hosea, Joel, Amos, Obadiah

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 assignment 4 and any two of the other assignments:

1. Hosea. Hosea Called the Children of Israel to Return unto the Lord

- Read about “Hosea” in the Bible Dictionary (p. 705). Write a paragraph about Hosea using the following questions as an outline:
 - Where did Hosea live?
 - What is unique about him?
 - When did he live?
 - What was the condition of the people of Israel at the time?
- Read Hosea 1 and the institute student manual commentary for Hosea 1–14, “The Manner of Prophesying among the Jews” (p. 103), and Hosea 1:2–3, “How Are We to Understand God’s Commanding Hosea to Marry a Harlot?” (p. 104). Explain in writing who Hosea represents, who Gomer represents, and what is the message of Hosea 1.
- Read Hosea 6:5; 12:10; Amos 3:7; Doctrine and Covenants 1:37–38. Write a paragraph from the information in these scriptures about the role of prophets and the revelations they receive.
- Read Hosea 6:1–3, 6; 10:12; 11:8–9; 12:6; 13:4, 9–14; 14:1–9 and the student manual commentary for Hosea 10:12, “How Can Israel or Any Child of God Obtain Mercy?” (p. 109).

Write a paragraph explaining the major theme of these verses. Which of these verses stand out the most to you and why?

- Explain in a sentence or two how Hosea 6:5; 12:10; **Doctrine and Covenants 1:37–38;** **Amos 3:7** are connected.

2. Joel. “The Day of the Lord Cometh”

- Read Joel 2:1–11 and make a list of phrases that describe “the day of the Lord.” From your list, what time period is the “day of the Lord”? For more information about when this is, read the student manual commentary for Joel 1:1, “Who Was Joel and When Did He Live?” (p. 83) and the commentary for Joel 2:2–11, “The Day of the Lord Is Great and Very Terrible” (pp. 84–85) and the Bible Dictionary chronology chart (p. 638). Read Joel 1:14 and list four ways you can prepare for the Second Coming.
- Compare Joel 2:10–11 and Doctrine and Covenants 133:41–52. The Second Coming of the Lord will be accompanied by great devastation. What comforting assurances do you gain from Joel 2:11–27 as you put this great event into perspective with the purposes of the Lord? For whom will the Second Coming of Jesus Christ be great, and for whom will it be terrible?
- Read Joel 2:28–32; Joseph Smith—History 1:41; Acts 2:16–21 and the student manual commentary for Joel 2:28–32, “I Will Pour Out My Spirit upon All Flesh” (pp. 85–86). Write a statement detailing what these references have in common. What evidences do we have in the Restoration of the gospel that confirm Joel 2:28–30?
- Read Joel 3:1–16 and write a paragraph that describes the war that will precede the Second Coming.

3. Amos. Destruction Will Come to the Wicked

- Read Amos 1 and the student manual commentary for Amos 1–2, “Why Were These Nations to Be Punished?” (pp. 90–91). Then

- list all the nations involved and what will happen to each of them.
- b. Read Amos 2:4–8; 4:1; 5:11–12; 8:4; Mormon 8:35–39; Doctrine and Covenants 56:16–17 and the student manual commentary for Amos 5:4–27, “Hate Evil and Love the Good” (p. 92). Identify in writing Judah’s and Israel’s transgressions. Write a paragraph about how the sins of Israel in the days of Amos compare with those in the world today. How could you avoid those kinds of sins in your own life?
 - c. Read Amos 2:11–16; Doctrine and Covenants 1:11–16 and explain in writing what the Lord said would happen to those who refuse to listen and obey the prophets.
 - d. Read **Amos 3:7**; Mosiah 8:13–18; Hebrews 1:1; Numbers 12:6–8; Proverbs 29:18; Luke 1:70. Imagine having a nonmember friend who asks you why we need prophets today. Write a paragraph that uses these verses to explain how God has always used prophets and why we need prophets today.
 - e. In Amos 4:6–11 the Lord explained what He had done to call Israel to repentance.
 - Make a list of what the Lord had done for Israel.
 - Read Alma 32:6, 13–16; Helaman 12:2–6 and explain how you think the Lord’s judgment could influence Israel to return to Him.
 - f. Read Amos 8:11–12 and the student manual commentary for Amos 8:11–12, “A Famine in the Land” (p. 94). Describe in writing how this is a good description of a general apostasy on the earth. According to what you read, what are the results of people living in apostasy?
- 4. Obadiah. Saviors “up on Mount Zion”**
 Read Obadiah 1:17, 21; Doctrine and Covenants 128:5, 15; student manual Points to Ponder, “Saviors on Mount Zion” (p. 259); Bible Dictionary, “Obadiah” (p. 739). Explain in a paragraph or two what is taught in these references. In what ways does the temple deliver the faithful? How does the temple represent holiness?

Lesson 13

Jonah, Micah, Nahum, Habakkuk

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 all three assignments:

1. Jonah. The Lord Shows Mercy to Those Who Repent

- a. Read Jonah 1:1 and the institute student manual commentary for Jonah 1:1, “Where and When Did Jonah Live?” (p. 97). Write a brief paragraph explaining the background of Jonah. Include information about when he lived, where he was from, and what evidences there are that he was a real person and not just an allegory. Also discover who the king of Israel was at the time Jonah lived.
- b. Read Jonah 1–2 and then answer the following questions in writing:
 - Why do you think the shipmaster sought after Jonah to wake him up?
 - Whose idea was it to throw Jonah into the sea?
 - What had the Lord “prepared” to turn Jonah back to Him? How did this experience point to Christ? (see Matthew 12:39–41). What has the Lord “prepared” for all of His children to overcome their sins and mistakes?
 - Why does it seem like the lessons we learn in the midst of extremely distressing moments of life seem to stay with us the best?
 - Why did Jonah call upon the Lord?

- What words in chapter 2 describe Jonah’s deepened commitment to the Lord?

- c. Read Matthew 12:39–41 and look for how the Lord compared Himself to Jonah. Make a list of other comparisons you could make between the Savior and Jonah as found in Jonah 1–2.
- d. Read Jonah 3, the student manual Points to Ponder section, “Trying to Run Away from the Lord” (p. 100), and the student manual commentary for Micah 5:1–4, “But Thou, Bethlehem, . . . out of Thee Shall He Come . . . That Is to Be Ruler in Israel” (p. 122). Describe in writing how the repentance of the people of Nineveh effected the preaching of Jonah. According to Jonah 4, how did Jonah react to the people’s response? How could we apply this to our lives today?

2. Micah; Nahum. “The Lord Shall Reign”

- a. Read Micah 1:1–9; 2:1–11. Write a brief statement describing what Micah prophesied would happen to Israel and Samaria. Read Micah 3:4–12 and list the reasons why these things happened to them. Read Micah 4:1–3 and the student manual commentary for Micah 4:1–2, “What Special Meaning Do These Verses Have for Latter-day Saints?” (p. 121). Then make a second list of Israel’s future reasons for hope.
- b. What additional insights does Doctrine and Covenants 45:66–71 reveal about Micah 4:6–8?
- c. In your own words summarize the teachings in Micah 4:12; Isaiah 55:8–9.
- d. Read Micah 5:1–5 and list what Micah said about the first and second coming of the Lord.
- e. Read the messages of Micah 7:7–9, 18–19; Nahum 1:1–7 and the student manual commentary for Nahum 1:2–10, “The Second Coming” (pp. 219–20). Then write an outline for a three-minute talk on the topic of “The Last Days and the Second Coming.”

3. Habakkuk. Understanding the Majesty of God

- a. Read the chapter summary for Habakkuk 1. Write a paragraph explaining how Habakkuk felt after learning what the Lord was going to do.
- b. Read Habakkuk 2:3–15 and compare it with Articles of Faith 1:9; Jacob 4:8; Doctrine and Covenants 101:32–34; 121:26–31; 130:18–19. Write a one-page paper on “Understanding and Obtaining the Knowledge and Glory of the Lord.” You may wish to use other scriptures to support your paper.

Lesson 14

Zephaniah, Haggai, Zechariah, Malachi

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 all four assignments:

1. Zephaniah. The Second Coming of Jesus Christ

- a. Read Zephaniah 1:1–10 and write a description of the condition of the people in his day. How does their condition compare to the people of our day?
- b. Read the chapter summary for Zephaniah 1 as well as verses 14–18. Explain in writing how the events of these verses apply to our day.
- c. List the ways we could be better prepared for the Second Coming of Jesus Christ as found in Zephaniah 2:1–3; 3:7 and the institute student manual commentary for Zephaniah 2, “Is There Hope of Any Escaping the Wrath When the Day of the Lord Comes?” (p. 224).
- d. Study Zephaniah 3:8–20. Write your answers to the following questions and make note of the verse where you find your answer:
 - How will the Lord destroy the wicked before and at His coming? (see also D&C 5:19; 29:11; JS–H 1:37).
 - In the millennial day, what language will people speak?
 - Why will we be able to rejoice?
 - Where will the Lord be?

2. Haggai. The Value and Importance of the Temple

Read Haggai and write responses to the following questions:

- a. *The Importance of the Temple.* What did Haggai say were the consequences for delaying the building of the temple? What do you think it means to put your wages “into a bag with holes”? What does Haggai 1:4–6 tell about the priority of the temple in the lives of the people? (see also student manual commentary for Haggai 1:7–11, “The Consequences of Disobedience,” p. 325).
- b. *The People’s Response to Haggai.* What did the people do because of Haggai’s message? Explain how you are making the temple the symbol of your membership and how the temple affects the way you live.
- c. *The Lord’s Promise If They Build the Temple.* From Haggai 2 list the blessings and knowledge the people would have if they worked to rebuild the temple. Also, record three main points that describe how the temple is a place of peace.

3. Zechariah. Preparing for the Coming of the Lord

Like Haggai, Zechariah encouraged the people to continue rebuilding the temple. But he also challenged the people to rebuild their personal spiritual lives. Zechariah’s visions are both Messianic and apocalyptic. Zechariah’s prophecies about Jesus Christ in chapters 9–14 are quoted often in the four Gospels of the New Testament.

- a. Explain in writing what the Lord called upon His people to do and to become in Zechariah 7:9–10. When the people rejected the Lord’s counsel, Zechariah described their response. Read Zechariah 7:11–12 and write scriptural phrases used by Zechariah that describe how the people rejected the Lord.
- b. Read Zechariah 9:9 and the student manual commentary for Zechariah 9:9, “What Special Relevance Did This Verse Have to the Life of Jesus?” (p. 345).

- c. Read Zechariah 10:6–12; Doctrine and Covenants 29:7–11; 101:63–68; 115:5–6 and write two to three paragraphs on what you learned about the gathering of Israel and why it is important.
- d. Read Zechariah 12–14 and the student manual commentary for Zechariah 14:16–19, “Will There Be ‘Heathen,’ or Non-Israelites, Who Survive Armageddon?” (p. 348). Then write your answers to the following questions:
 - What miracles will the Lord perform for the Jews at the Second Coming? (see also D&C 45:47–53).
 - List the differences of the earth after the Lord comes from those that exist now. Include not only the surviving people but physical changes of the earth as well.
 - What events related to Zechariah’s prophecy of the Second Coming help you look forward to when the Savior comes again?
 - Read the student manual Points to Ponder section “Finishers Wanted” (p. 349). Identify insights about what you can do to be prepared for the Second Coming if it should come in your lifetime.

4. Malachi. Last Prophet Whose Writings Are Included in the Old Testament

- a. From Malachi 1:6–14 identify in writing the sins of those holding the priesthood. What was wrong with Israel’s offerings? How can priesthood leaders today avoid making poor offerings of their time, means, or service to the Lord?
- b. According to Matthew 11:7–11, identify in writing the messenger who helped fulfill Malachi 3:1. Read Doctrine and Covenants 45:9 and the student manual commentary for

Malachi 3:1, “Who Was the Messenger Sent to Prepare the Way of the Lord, and Who Was the Messenger of the Covenant?” (p. 352). Then explain how Malachi 3:1 was fulfilled again in the latter days.

- c. List the blessings contained in Malachi 3:8–12 for those who live the law of tithing. How could not paying our tithes and offerings be considered “robbing God”?
- d. Record the two questions Malachi asked in chapter 3:2. Search Malachi 3–4 and create a list comparing those who will *not* abide His coming and those who *will* abide His coming:

Will Not Abide His Coming	Will Abide His Coming

- e. Malachi 4:5–6 contains verses of scripture found in all the standard works of the Church (see 3 Nephi 25:5–6; D&C 2; 128:17; Joseph Smith—History 1:36–39). Write a paragraph describing why you think this is so important. Read Doctrine and Covenants 110:13–16; 128:10, 14–17 and the student manual commentary for Malachi 4:5–6, “What Is the Great Work Elijah Commenced” (pp. 355–56). Then explain when and how this prophecy was fulfilled. List some ways this has personally affected you.