



Doctrine and Covenants

Teacher Manual

Religion 324–325

September 2017

Doctrine and Covenants Teacher Manual

Religion 324 and 325

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Comments and corrections are appreciated. Please send them to:

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Introduction to Doctrine and Covenants Teacher Manual (Religion 324–325)

Our Purpose

The Objective of Seminaries and Institutes of Religion states:

“Our purpose is to help youth and young adults understand and rely on the teachings and Atonement of Jesus Christ, qualify for the blessings of the temple, and prepare themselves, their families, and others for eternal life with their Father in Heaven” (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 1).

To achieve our purpose, we teach students the doctrine and principles of the gospel as found in the scriptures and in the words of the prophets. The doctrine and principles are taught in a way that leads to understanding and edification. We help students fulfill their role in the learning process and prepare them to teach the gospel to others.

To accomplish these aims, you and the students you teach are encouraged to incorporate the following Fundamentals of Gospel Teaching and Learning as you study the scriptures together:

- Teach and learn by the Spirit.
- Cultivate a learning environment of love, respect, and purpose.
- Study the scriptures daily, and read the text for the course.
- Understand the context and content of the scriptures and the words of the prophets.
- Identify, understand, feel the truth and importance of, and apply gospel doctrine and principles.
- Explain, share, and testify of gospel doctrine and principles.
- Master key scripture passages and the Basic Doctrines.

The teaching suggestions in this manual model ways to achieve these outcomes in your teaching. (Note that the Fundamentals of Gospel Teaching and Learning should be seen as outcomes rather than teaching methods.) “When implemented wisely and in harmony with each other, these fundamentals contribute to the students’ ability to understand the scriptures and the doctrine and principles they contain. They also encourage students to take an active role in their learning of the gospel and increase students’ ability to live the gospel and teach it to others” (*Gospel Teaching and Learning*, 10).

Lesson Preparation

The Lord commanded those who teach His gospel to “teach the principles of my gospel” (D&C 42:12). He further instructed that these truths should be taught as “directed by the Spirit,” which “shall be given . . . by the prayer of faith” (D&C 42:13–14). As you prepare each lesson, prayerfully seek the guidance of the Spirit to help you understand the scriptures and the doctrine and principles they contain. Likewise, follow the promptings of the Spirit when planning how to help your students understand the scriptures, be taught by the Holy Ghost, and feel a desire to apply what they learn.

In this course, the Doctrine and Covenants is your primary text as you prepare and teach. Prayerfully study the sections or verses you will be teaching. Seek to understand the historical context and the content of the scripture block. As you become familiar with the context and content of each scripture block, identify the doctrine and principles it teaches, and decide which of these truths are most important for your students to understand and apply. Once you have identified what your focus will be, you can determine which methods, approaches, and activities will best help your students learn and apply the sacred truths found in the scriptures.

This manual and the corresponding Doctrine and Covenants Student Manual are designed to aid you in this process. Carefully review the lesson material corresponding to the scripture block you will teach. This material will help you understand the context and content of each scripture block and will assist you in identifying some of the doctrine and principles it contains. The teaching suggestions in this manual will also help you and your students to incorporate many of the Fundamentals of Gospel Teaching and Learning into each lesson. You may choose to use all or some of the suggestions for a scripture block, and you may adapt the suggested ideas according to the direction of the Spirit and the needs and circumstances of the students you teach. When adapting teaching suggestions or substituting ideas of your own, be sure to consider which fundamental outcome a particular teaching suggestion is intended to bring about, and select an alternative teaching idea that will help bring about that same outcome.

It is important that you help students study the entire scripture block in each lesson. Doing so will help students grasp the full message the Lord, through His prophet, intended to convey. However, as you plan your lesson, you may discover that you do not have enough time in a class period to use all the teaching suggestions in the manual. Seek the direction of the Spirit and prayerfully consider the needs of your students as you determine which portions of the scripture block to emphasize in order to help students feel the truth and importance of gospel truths and apply them in their lives. If time is short, you may need to adapt other portions of the lesson by briefly summarizing a group of verses or by guiding students to quickly identify a principle or doctrine before moving on to the next group of verses.

When considering how to adapt lesson materials, be sure to follow this counsel from Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:

“President Packer has often taught, in my hearing, that we first adopt, then we adapt. If we are thoroughly grounded in the prescribed lesson that we are to give, then we can follow the Spirit to adapt it” (“A Panel Discussion with Elder Dallin H. Oaks” [Seminaries and Institutes of Religion satellite broadcast, Aug. 7, 2012], LDS.org).

During your lesson preparation, you might choose to use the Notes and Journal tools on LDS.org or in the Gospel Library app for mobile devices. You can use these tools to mark scriptures, conference addresses, Church magazine articles, and lessons. You can also add and save notes for use during your lessons. To learn more about how to use these tools, see the Notes and Journal Help page on LDS.org.

How This Manual Is Organized

Religion 324–325 is designed as a two-semester course. Religion 324 guides students in studying Doctrine and Covenants 1–76. Religion 325 covers Doctrine and Covenants 77–138 and Official Declarations 1 and 2. This teacher manual contains 56 lessons, 28 for each semester of the Doctrine and Covenants. Each lesson is intended to be taught during a 50-minute class session. If your class meets twice each week, you would teach one lesson each class session. If your class meets only once each week for 90 to 100 minutes, it is recommended that you teach two lessons for each class session.

The lessons in this manual consist of the following features:

Introduction

Each lesson begins with a brief introduction of the section or sections of the Doctrine and Covenants that will be studied in that lesson. The introduction provides a summary of the historical context and the content of each section. These introductions, also found in the student manual, will provide you and your students with a basic overview of the passages of scripture studied in each lesson.

Timeline

Each introduction is accompanied by a timeline. This timeline will help you understand the context of each section of the Doctrine and Covenants by showing when it was received in relation to other events in Church history.

Suggestions for Teaching

The main body of each lesson contains guidance and ideas for how you might teach a specific passage of scripture, including questions, quotations, diagrams, activities, and historical information. These ideas demonstrate how to incorporate the Fundamentals of Gospel Teaching and Learning into your teaching to help students deepen their conversion to the Lord and His gospel.

Verse Grouping and Contextual Summary

Each lesson in this manual focuses on a block of scripture rather than on a particular concept, doctrine, or principle. This format will help you and your students study the scriptures sequentially and consider doctrine and principles in context as they emerge naturally from the scripture text. The scripture block for

each lesson is generally divided into smaller segments, or verse groupings, that follow a particular train of thought or focus on a specific topic. Each of these segments begins with a scripture reference listing the verses included in that segment, followed by a contextual summary of the events or teachings discussed in that group of verses.

Doctrine and Principles

In the body of each lesson, you will find key doctrine and principles highlighted in bold. These doctrine and principles are identified in the curriculum because (1) they reflect a central message of the scripture block, (2) they are particularly applicable to the needs and circumstances of the students, or (3) they are key truths that can help students deepen their relationship with the Lord. President Henry B. Eyring of the First Presidency has counseled: “As you prepare a lesson, look in it for converting principles. . . . A converting principle is one that leads to obedience to the will of God” (“Converting Principles” [evening with a general authority, Feb. 2, 1996], 1). Be aware that this manual does not attempt to identify all doctrine and principles that might be found in the Doctrine and Covenants.

The teaching suggestions in this manual provide students with many opportunities to identify doctrine and principles in the scriptures. The lessons may also suggest occasions when you as the teacher may choose to identify a doctrine or principle. As students identify truths that they discover, be careful not to suggest that students’ answers are wrong simply because the words they use to express them differ from those used in the manual or because they identify a truth that is not mentioned in the curriculum. However, if a student’s statement could be more accurate or is doctrinally incorrect, consider carefully how you could kindly clarify or correct his or her understanding while maintaining an atmosphere of love and trust.

Teaching Helps

Teaching helps are included with the teaching suggestions throughout the lessons. These teaching helps explain the Fundamentals of Gospel Teaching and Learning and offer guidance on the effective use of various teaching methods, skills, and approaches. As you come to understand the principles contained in the teaching helps, look for ways to apply them consistently in your teaching.

Supplemental Teaching Ideas

Supplemental teaching ideas appear at the end of some lessons. These provide suggestions for teaching doctrine and principles that may not be identified or emphasized in the main body of the lesson. In some cases, they offer an alternative approach to teaching a scripture block. You should not feel obligated to use these teaching ideas. You should make decisions about whether to use these suggestions based on the time available, the needs of your students, and the guidance of the Spirit.

The 2013 Edition of the Scriptures

The information in this manual is based on the 2013 edition of the scriptures published by The Church of Jesus Christ of Latter-day Saints. The 2013 edition of

the scriptures includes revised section headings for some sections of the Doctrine and Covenants. Changes to section headings, including adjustments to some dates and locations, have been made to reflect recent research and historical findings and to provide additional or clearer context for the scriptures.

The text of the 2013 edition of the scriptures is available online at scriptures.lds.org and in the Gospel Library app for digital devices.

Some of your students may be using the previous (1981) edition of the scriptures. Most of the changes in the 2013 edition are minor and will not impact students' study of the Doctrine and Covenants. However, be aware that dates, places, and other information in section headings may vary depending on the edition of the scriptures students are using. In these instances, it would be wise to call attention to the 2013 revisions by asking a student who has the current edition to read or by pointing students to the 2013 edition on the Gospel Library app.

Student Expectations for Graduation Credit

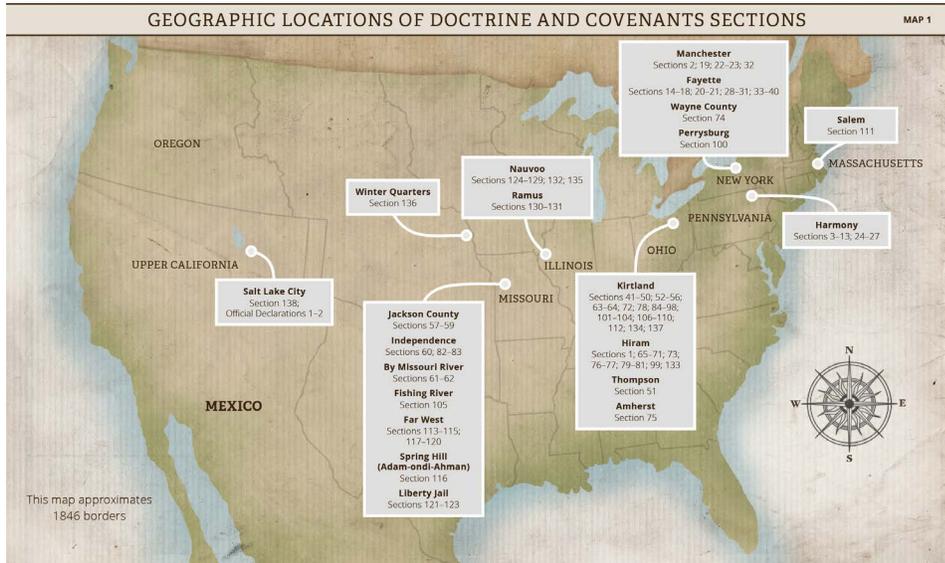
To receive credit toward institute graduation, students are required to read the scripture text for the course (Doctrine and Covenants 1–76 for Religion 324, and Doctrine and Covenants 77–138 and Official Declarations 1 and 2 for Religion 325) and must also meet attendance requirements and demonstrate competency with course material by completing a learning assessment.

How Can I Adapt Lessons for Those with Disabilities?

As you prepare to teach, be mindful of students who have particular needs. Adjust activities and expectations to help them succeed. Seek ways to help them feel loved, accepted, and included. Foster a relationship of trust.

For more ideas and resources, consult the Disability Resources page at disabilities.lds.org and the Seminaries and Institutes of Religion policy manual section titled “Adapted Classes and Programs for Students with Disabilities.”

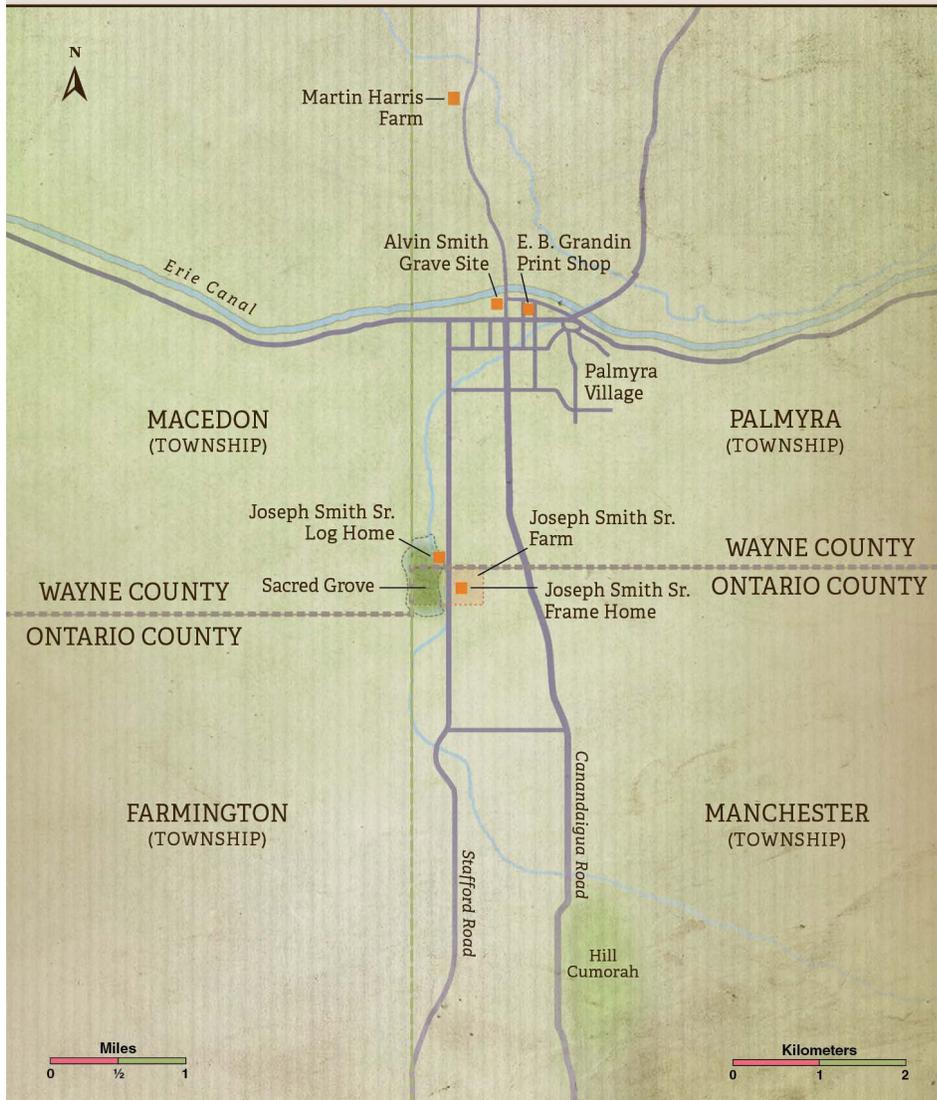
Maps





PALMYRA-MANCHESTER, NEW YORK, 1820-1831

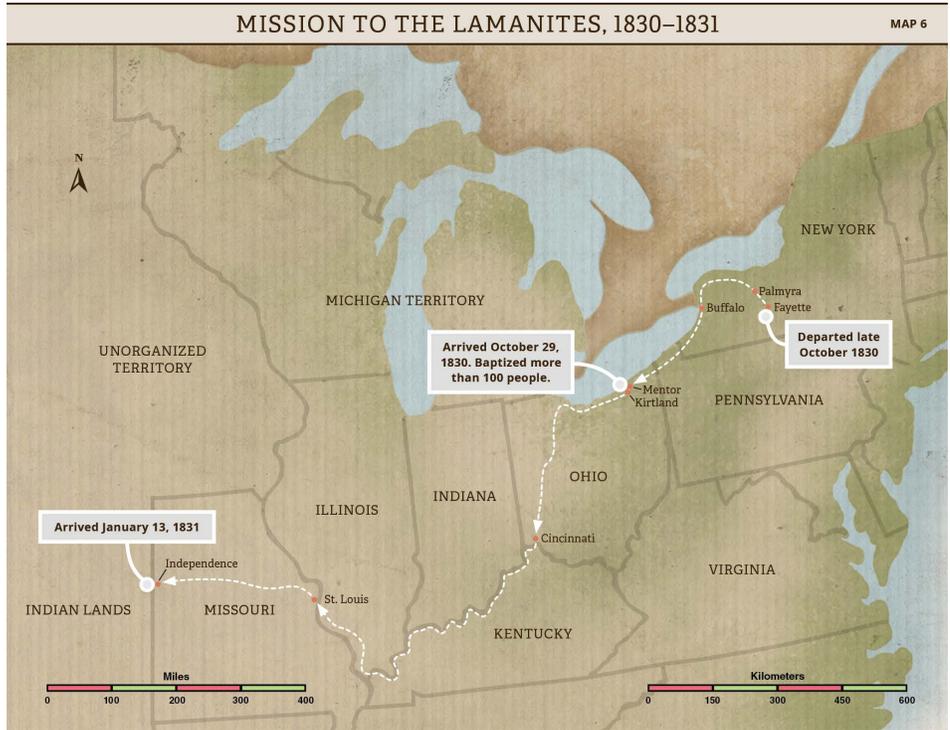
MAP 4



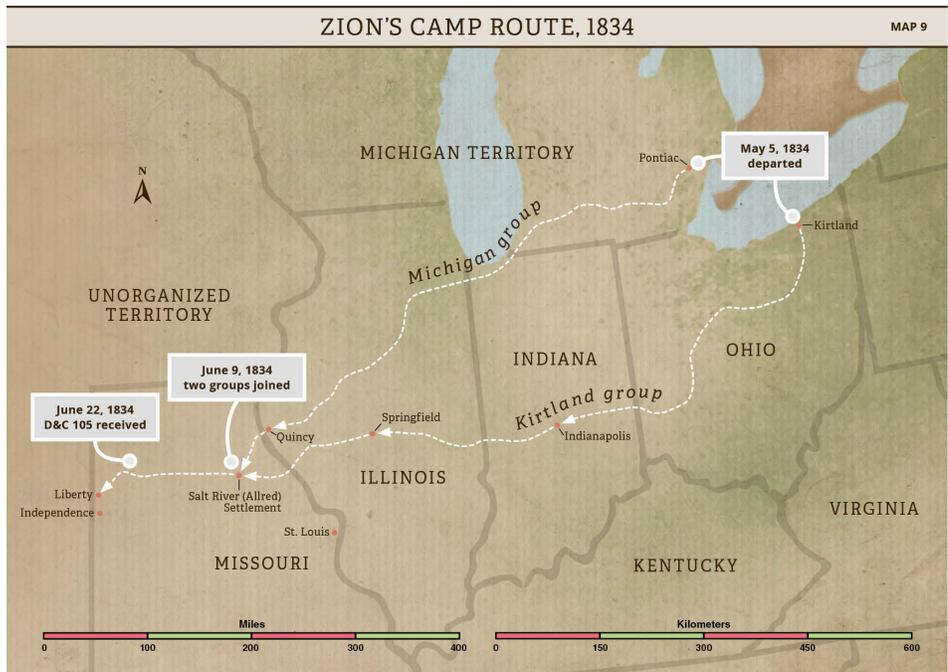
THE NEW YORK, PENNSYLVANIA, AND OHIO AREA OF THE UNITED STATES

MAP 5

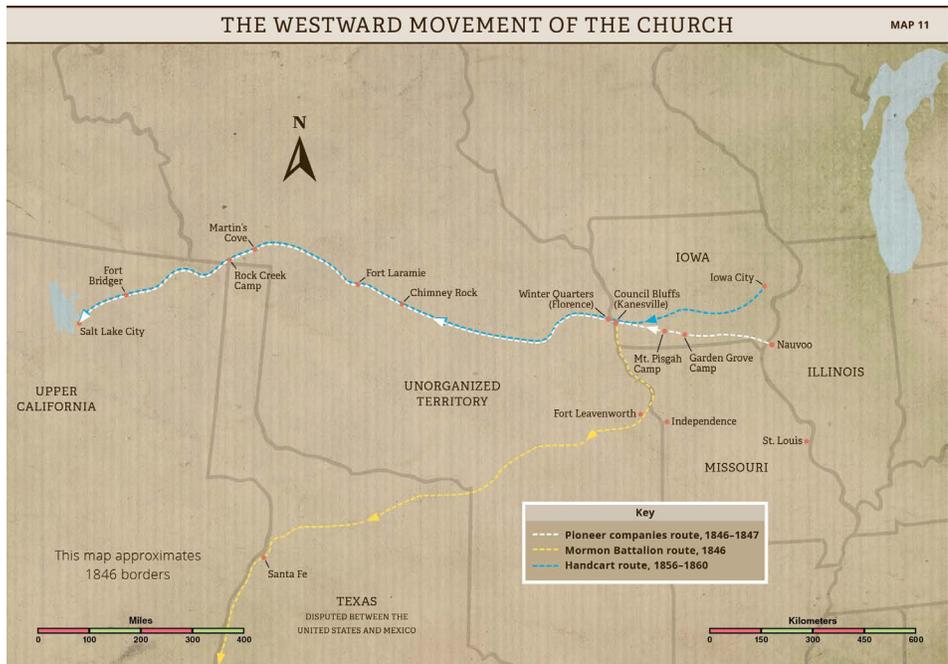












LESSON 1

Introduction to the Doctrine and Covenants; Doctrine and Covenants 2

Introduction and Timeline

“The Doctrine and Covenants is a collection of divine revelations and inspired declarations given for the establishment and regulation of the kingdom of God on the earth in the last days” (introduction to the Doctrine and Covenants, paragraph 1). These revelations were received through the Prophet Joseph Smith and some of his successors and “contain an invitation to all people everywhere to hear the voice of the Lord Jesus Christ, speaking to them for their temporal well-being and their everlasting salvation” (introduction to the Doctrine and Covenants, paragraph 1).

The earliest dated section in the Doctrine and Covenants consists of words spoken to Joseph Smith by the angel Moroni in 1823, when the Smith family lived near Palmyra, New York. During that visit, Moroni shared several important prophecies from the Old and New Testaments, including one from Malachi about the promised mission of the prophet Elijah in the latter days. That prophecy, recorded in Doctrine and Covenants 2, is essential to our understanding of Heavenly Father’s plan to redeem His children.

Late 1816

The Smith family moved from Vermont to Palmyra, New York.

Spring 1820

God the Father and Jesus Christ appeared to Joseph Smith.

September 21–22, 1823

The angel Moroni visited Joseph Smith (Doctrine and Covenants 2).

November 19, 1823

Joseph Smith’s older brother Alvin died.

January 18, 1827

Joseph Smith and Emma Hale were married.

Suggestions for Teaching

Introduction to the Doctrine and Covenants

The Doctrine and Covenants contains revelations given to Joseph Smith and subsequent prophets

Using the Curriculum

When you prepare a lesson, prayerfully review the curriculum in tandem with your study of the scripture block. As you do so, the Holy Ghost can help you personalize the lesson for the needs of your students. You may choose to use all or part of the teaching suggestions for a scripture block, or you might adapt the suggested ideas according to the needs and circumstances of your class.

Before class, make a list on the board of difficult situations, circumstances, or decisions young adults face. (Consider including some of the following: whom to marry, educational opportunities, career choices, social pressure, and temptation.)

- In addition to what's on the board, what other difficult situations, circumstances, or decisions do young adults face?

Ask students to reflect on the challenges they are facing or anticipate facing in the future. Invite them to look for truths as they study the introduction to the Doctrine and Covenants in today's lesson that will help them know how to receive divine guidance and comfort to aid them in these circumstances.

Point out that the Doctrine and Covenants contains an introduction that briefly recounts the events of the Restoration, describes how the Doctrine and Covenants came to be, and explains how this sacred volume of scripture can bless the lives of all of Heavenly Father's children.

Invite a few students to take turns reading paragraphs 1–3 of the introduction to the Doctrine and Covenants aloud. Ask the class to follow along and look for phrases that explain what the Doctrine and Covenants is and why we should study it.

- What words or phrases define what the Doctrine and Covenants is?
- What reasons did you find for studying the Doctrine and Covenants that are important to you?

On the board, list the reasons for studying the Doctrine and Covenants that the students identify. As students share their insights, ensure that they identify the following principle found in paragraphs 1 and 3: **As we study the Doctrine and Covenants, we can hear the voice of the Savior speaking to us in our day.**

To help students better understand this principle, invite them to read Doctrine and Covenants 18:34–36 silently, looking for what the Lord says about the words of this revelation.

- What do you find significant about the Lord's explanation of the words of this revelation?
- What experiences have you had in hearing and coming to know the Lord's voice through your study of the scriptures?

Encourage students to seek to hear the Lord's voice speaking to them by setting a goal to read the Doctrine and Covenants daily.

Encourage students to read the text for the course

All of the standard works are inspired writings that contain doctrines and principles of the gospel. They illustrate the workings of Heavenly Father with His children and teach about the Atonement of Jesus Christ. They give a greater understanding of the gospel and the plan of salvation. Students and teachers should read and study the book of scripture that corresponds with each course of study.

Invite a student to read paragraph 6 of the introduction aloud, and ask the class to look for the circumstances that most often led to the revelations recorded in the Doctrine and Covenants.

- What phrases in this paragraph describe the circumstances in which these revelations were received?
- Based on what Joseph Smith and others did to receive these revelations, what principle can we learn about receiving guidance from the Lord? (After students respond, write the following principle on the board: **If we seek help and pray in times of need, the Lord will give us the guidance we need.**)
- How do you think studying the revelations in the Doctrine and Covenants can increase our faith that the Lord will give us guidance?

Invite a few students to share their testimony of this principle.

Doctrine and Covenants 2

An angel appears to Joseph Smith in response to his prayer

Explain that the earliest section of the Doctrine and Covenants came as a result of the Prophet Joseph Smith praying and seeking the Lord's help in a time of need. Briefly summarize Joseph Smith—History 1:29–39 by explaining that three years after the First Vision, Joseph Smith prayed to know his standing before the Lord. In answer, he was visited by the heavenly messenger Moroni. The angel told young Joseph that God had a work for him to do, which included translating an ancient record written on golden plates. Moroni then quoted many passages from the Bible, including an inspired adaptation of the prophecy found in Malachi 4:5–6 that speaks of the mission of the prophet Elijah. This prophecy, as given by the angel Moroni to Joseph, is recorded in Doctrine and Covenants 2.

Have a student read Doctrine and Covenants 2:1 aloud. Ask the class to follow along, looking for what the Lord said He would do before the Second Coming.

- What did the Lord say He would do before the Second Coming?

To help students better understand Elijah's latter-day mission spoken of in this revelation, display the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles, and invite a student to read it aloud. Encourage class members to listen for what is meant by the priesthood revealed by Elijah.



"Elijah was an Old Testament prophet through whom mighty miracles were performed. ...

"We learn from latter-day revelation that Elijah held the sealing power of the Melchizedek Priesthood and was the last prophet to do so before the time of Jesus Christ' (Bible Dictionary, "Elijah"). ...

"Elijah appeared with Moses on the Mount of Transfiguration (see Matthew 17:3) and conferred this authority upon Peter, James, and John. Elijah appeared again with Moses and others on April 3, 1836, in the Kirtland Temple and conferred the same keys upon Joseph Smith and Oliver Cowdery" (David A. Bednar, "The Hearts of the Children Shall Turn," *Ensign or Liahona*, Nov. 2011, 24).

- Why is the sealing power of the priesthood so vital in the latter-day work of salvation for God's children?

To help students better understand the significance of the sealing power of the priesthood revealed through Elijah, display the following explanation by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles, and invite a student to read it aloud.



The sealing power of the priesthood is "the power to bind and seal on earth ... and to have the act ratified in heaven. ...

"... When the ordinances of salvation and exaltation are performed by or at the direction of those holding [priesthood] keys, such rites and performances are of full force and validity in this life and in the life to come" (Bruce R. McConkie, *Doctrinal New Testament Commentary* [1965], 1:389, 424).

Have a student read Doctrine and Covenants 2:2 aloud while the class follows along, looking for what influence Elijah's coming would have on families. Ask a student to report what they find.

To help students analyze the meaning of verse 2, display the following two statements, and invite one student to read the first statement aloud and another student to read the second aloud. Ask the class to look for the identity of the fathers and the children referred to in verse 2.



Elder Bruce R. McConkie taught that in the prophecy that "Elijah shall plant in the hearts of the children the promises made to the fathers," the phrase "*the fathers*" (emphasis added) refers to "Abraham, Isaac, and Jacob, to whom the promises were made. What are the promises? They are the promises of a continuation of the family unit in eternity" (*The Millennial Messiah* [1982], 267).



President Joseph Fielding Smith explained that in the prophecy that “the hearts of the children shall turn to their fathers” (D&C 2:2), the phrase “*their fathers*” (emphasis added) refers to “our dead ancestors who died without the privilege of receiving the Gospel, but who received the promise that the time would come when that privilege would be granted them. The children are those now living who are preparing genealogical data and who are performing the vicarious ordinances in the Temples” (*Teachings of Presidents of the Church: Joseph Fielding Smith* [2013], 221).

- Who are “the fathers” spoken of in this prophecy, and what are the promises that are to be planted in the hearts of the children?
- What are some ways the children will turn their hearts to “their fathers,” or ancestors?
- How can the prophecy that the hearts of the children will turn to their fathers relate to us? (After students respond, write the following truth on the board: **Our hearts are turned to our ancestors as we perform ordinances for them in temples.**)

Invite a student to read Doctrine and Covenants 2:3 aloud. Ask the class to look for what would happen if the power to unite families for eternity were not restored to the earth.

- According to this prophecy, what would happen if the power to unite families were not restored to the earth? (After students respond, write the following doctrine on the board: **Without the power to unite families for eternity, the earth would be utterly wasted at Jesus Christ’s Second Coming.**)
- Why do you think that the earth would be “utterly wasted” (D&C 2:3) at the Second Coming of Jesus Christ without the restoration of the sealing power?

To help students better understand how the earth would be “utterly wasted” without the appearance of Elijah in 1836 and the restoration of his keys, display the following explanation by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, and invite a student to read it aloud.



“Without that [sealing power] no family ties would exist in the eternities, and indeed the family of man would have been left in eternity with ‘neither root [ancestors] nor branch [descendants].’ Inasmuch as such a sealed, united, celestially saved family of God is the ultimate purpose of mortality, any failure here would have been a curse indeed, rendering the entire plan of salvation ‘utterly wasted’” (Jeffrey R. Holland, *Christ and the New Covenant* [1997], 297–98).

- How can you and your family be blessed because of the restored sealing power?

Ask students to consider when they have felt their heart turn to their fathers. Explain that this process often includes a desire to learn more about parents, grandparents, and ancestors and to perform needed temple ordinances on their behalf. Invite a few students to share their experiences with the class.

Conclude the lesson by testifying of the principles in this lesson.

Supplemental Teaching Idea

Introduction to the Doctrine and Covenants. The Value of the Doctrine and Covenants

Invite students to read the first sentence of paragraph 8 of the introduction to the Doctrine and Covenants silently, looking for one or more doctrines they are interested in learning more about.

- Which doctrines are you most interested in learning more about?
- Why do you think it would be valuable to have greater knowledge and understanding of those truths?

Explain that although knowledge of these doctrines is of critical importance, the Doctrine and Covenants contains another vital truth of great value. Invite a student to read the last sentence of paragraph 8 aloud, and invite the class to follow along and look for the truth that makes the Doctrine and Covenants so valuable.

- According to the last sentence of paragraph 8, what makes the Doctrine and Covenants “of great value” (introduction to the Doctrine and Covenants)? (Using students’ words, write the following principle on the board: **By studying the revelations in the Doctrine and Covenants, we can strengthen our testimonies of Jesus Christ.**)
- Why do you think studying the Doctrine and Covenants will strengthen your testimony of Jesus Christ?

Invite students to consider how their lives might benefit from a stronger testimony of the Savior. Consider sharing how studying the Doctrine and Covenants has strengthened your testimony of Jesus Christ.

LESSON 2

Doctrine and Covenants 1

Introduction and Timeline

By November 1831, the Lord had given more than 60 written revelations through the Prophet Joseph Smith for the benefit of the Church and individual members. To make these revelations more accessible to Church members, Church leaders decided to publish them as a volume to be called the Book of Commandments. On November 1, 1831, the Prophet convened a conference of elders at the home of John and Elsa (or Alice) Johnson in Hiram, Ohio, during which a committee of elders consisting of Sidney Rigdon, Oliver Cowdery, and William E. McLellin attempted unsuccessfully to write a preface for the Book of Commandments. After this attempt, Joseph Smith received by revelation what is now known as Doctrine and Covenants 1 (see *The Joseph Smith Papers, Documents, Volume 2: July 1831–January 1833*, ed. Matthew C. Godfrey and others [2013], 104). The Lord declared, “This [revelation] is ... my preface unto the book of my commandments” (D&C 1:6). He also declared that all people would hear His “voice of warning” (verse 4) and that those who refused to heed His voice and the words of His servants would be cut off from among His people. The Lord testified that the revelations given to the Prophet Joseph Smith are true and commanded His people to search them.

September 1831

Joseph and Emma Smith moved from Kirtland to Hiram, Ohio.

November 1831

A conference of elders voted to publish 10,000 copies of the Book of Commandments.

November 1, 1831

Doctrine and Covenants 1 was received in Hiram, Ohio.

November 20, 1831

Oliver Cowdery and John Whitmer left for Missouri with the manuscript of the Book of Commandments for printing.

Suggestions for Teaching

Doctrine and Covenants 1:1–17

The Lord’s voice of warning is to all people

Invite a student to read aloud the following account told by Elder Joseph B. Wirthlin (1917–2008) of the Quorum of the Twelve Apostles:



“On December 26, 2004, a powerful earthquake struck off the coast of Indonesia, creating a deadly tsunami that killed more than 200,000 people. It was a terrible tragedy. In one day, millions of lives were forever changed.

“But there was one group of people who, although their village was destroyed, did not suffer a single casualty.

"The reason?"

"They knew a tsunami was coming.

"The Moken people live in villages on islands off the coast of Thailand and Burma (Myanmar). A society of fishermen, their lives depend on the sea. For hundreds and perhaps thousands of years, their ancestors have studied the ocean, and they have passed their knowledge down from father to son.

"One thing in particular they were careful to teach was what to do when the ocean receded. According to their traditions, when that happened, the 'Laboon'—a wave that eats people—would arrive soon after.

"When the elders of the village saw the dreaded signs, they shouted to everyone to run to high ground.

"Not everyone listened.

"One elderly fisherman said, 'None of the kids believed me.' In fact, his own daughter called him a liar. But the old fisherman would not relent until all had left the village and climbed to higher ground" (Joseph B. Wirthlin, "Journey to Higher Ground," *Ensign or Liahona*, Nov. 2005, 16).

- Why do you think some people would not listen to or believe the village elders' warnings?
- If you had been one of the people who initially doubted the warning, how would you have felt toward the village elders after the tsunami?

Help students fulfill their role in the learning process

Spiritual learning requires effort and the exercise of agency by the learner. As students actively fulfill their role in gospel learning, they open their hearts to the influence of the Holy Ghost.

Explain that like the Moken people, we have also been warned about calamities that are to come. Invite students to look for the Lord's warnings as they study Doctrine and Covenants 1 and for truths that will help them know how to prepare for these events.

Invite a student to read aloud the section heading for Doctrine and Covenants 1, and ask the class to follow along, looking for when and why the Lord gave this revelation to Joseph Smith. You might explain that the compilation mentioned here was the earliest version of the Doctrine and Covenants and was called the Book of Commandments.

- Point out that in verse 6, the Lord referred to this revelation as "my preface unto the book of my commandments." How does seeing this revelation as a preface help us understand its purpose?

Invite a student to read Doctrine and Covenants 1:1–4 aloud, and ask the class to follow along, looking for who would be warned by the Lord.

- To whom would the Lord raise His voice of warning?
- What warning did the Lord give in verse 3?

- According to verse 4, how would the Lord send His warning to all people?

Summarize Doctrine and Covenants 1:5–9 by explaining that in these verses, the Lord declared that His servants who go forth proclaiming His words will have power and authority to seal up the wicked “unto the day when the wrath of God shall be poured out upon the wicked” (verse 9). Explain that this phrase refers to the Second Coming of Jesus Christ.

Invite a few students to take turns reading aloud from Doctrine and Covenants 1:10–16, and ask the class to follow along, looking for additional warnings from the Lord.

- Why might verse 10 be considered a warning?
- What phrase in verse 11 illustrates that the Lord is willing to let us choose whether we will heed His warnings?

What principle can we identify from the Lord’s warning in verse 14? (Using students’ words, write a principle on the board similar to the following: **If we will not heed the voice of the Lord and the words of His prophets and apostles, then we will be cut off from God’s people.**) Explain that to be cut off from God’s people is to be separated from the righteous and from God’s power, protection, influence, and blessings, and ultimately His presence.

- What words or phrases did the Lord use in verses 15–16 to describe the people who have cut themselves off from the Lord? How might these words and phrases describe our world today?
- What do you think it means that “every man walketh in his own way ... after the image of his own god” (verse 16)?
- How can living at a time when many follow after the world make it difficult to heed the prophets and apostles?

To help students understand the importance and urgency of heeding the words of prophets and apostles, invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency:



“Every time in my life when I have chosen to delay following inspired counsel or decided that I was an exception, I came to know that I had put myself in harm’s way. Every time that I have listened to the counsel of prophets, felt it confirmed in prayer, and then followed it, I have found that I moved toward safety” (Henry B. Eyring, “Finding Safety in Counsel,” *Ensign*, May 1997, 25).

- What counsel or warnings have the Lord’s prophets and apostles given recently? (Consider sharing a few statements of counsel or warning from a recent general conference.)

Ask students to consider how well they have heeded that counsel and what they might do to give better heed to counsel and warnings from prophets and apostles. Invite them to follow any promptings they receive.

Invite a student to read Doctrine and Covenants 1:17 aloud. Ask the class to follow along, looking for what the Lord said He did because of the calamity that He knew would come upon the earth. Before the student reads, explain that the word *calamity* in verse 17 refers to the affliction, misery, and adversity that would come because of the wickedness of the world.

- According to verse 17, what did the Lord do because He knew the calamity that would come in the last days? (Students may use different words, but make sure they identify the following truth: **Because the Lord knew the calamity that would come in the last days, He called Joseph Smith as His prophet and gave him revelation and commandments.** Invite students to consider marking this truth in verse 17.)
- In what ways do the calling of the Prophet Joseph Smith and the revelations and commandments he received help us withstand the calamity of the last days?

Doctrine and Covenants 1:18–33

The Lord gives Joseph Smith power to translate the Book of Mormon and establish His true Church

Determine pacing

Avoid the mistake of taking too much time on the first part of the lesson and having to rush through the last part. As you prepare, estimate how long each section of the lesson will take using the teaching methods you have chosen. Because you will almost always have more material to teach than there is time to teach it, determine which portions of the scripture block to emphasize and which to summarize.

Invite students to scan Doctrine and Covenants 1:18–23, looking for the effect the commandments and revelations contained in the Doctrine and Covenants would have on the world.

Invite a student to read Doctrine and Covenants 1:24–28 aloud, and ask the class to follow along, looking for additional reasons the Lord gave these commandments and revelations.

- According to these verses, what are some ways that we can be blessed by studying the revelations found in the Doctrine and Covenants?

Invite a student to read Doctrine and Covenants 1:29–30 aloud, and ask the class to follow along, looking for what the Lord gave Joseph Smith and others power to do. Invite students to report what they found.

- How did the Lord describe the Church in verse 30? (Help students identify the following doctrine: **The Church of Jesus Christ of Latter-day Saints is the only true and living church upon the earth.** Encourage students to mark this truth in verse 30.)
- What do you think the phrase “the only true and living church” means? (If needed, you might refer students to the student manual commentary for Doctrine and Covenants 1:30.)

Ensure that students understand that the Lord’s declaration concerning His Church does not mean that other churches are not without some truth. President Gordon B. Hinckley (1910–2008) taught that our invitation to those of other faiths is to “bring with you all that you have of good and truth which you have received from whatever source, and come and let us see if we may add to it” (“The Marvelous Foundation of Our Faith,” *Ensign* or *Liahona*, Nov. 2002, 81).

To help students better understand the Lord’s declaration that His Church is a “living” church, display a plant and an inanimate object such as a rock (or show pictures of these items). Ask students to describe the characteristics of something that is living, such as a plant, compared to an object that is not living, such as a rock. (A plant changes, grows, needs nourishment and light, and can produce fruit.)

- How might this relate to how The Church of Jesus Christ of Latter-day Saints is a “living” church? (One possible answer is that the Church continues to adapt to changing circumstances in the world and to grow in understanding through ongoing revelation from God.)
- Why do you think it is important to understand that while eternal truths and doctrines do not change, the Church continues to adapt and grow according to the revealed will of the Lord?
- What experiences have helped you come to know that The Church of Jesus Christ of Latter-day Saints is the only true and living Church?

Doctrine and Covenants 1:34–39

The Lord’s words and revelations contained in the Doctrine and Covenants are true and will all be fulfilled

Summarize verses 34–36 by explaining that the Lord expressed His desire that all people be warned to prepare for His Second Coming.

Invite students to read Doctrine and Covenants 1:37–39 silently, looking for truths the Lord taught at the conclusion of His preface to the Doctrine and Covenants. You might explain that *faithful* as used in verse 37 means sure, reliable, or trustworthy.

- What truths can we identify in these verses? (Although students may identify several truths, ensure that they identify the following: **The Lord expects us to study the Doctrine and Covenants. The prophecies and promises of the Lord are true and will all be fulfilled. The words of the Lord are true whether they are spoken by Him or by His servants.**)

Invite students to write one or two sentences based on today’s lesson that summarize why they feel it is important for them to study the Doctrine and Covenants. Invite several students to share what they wrote. After students share, encourage them to continue searching and studying the Doctrine and Covenants.

Supplemental Teaching Ideas

Doctrine and Covenants 1:31–33. Receiving forgiveness for sins

Invite a student to read Doctrine and Covenants 1:31–33 aloud. Ask the class to follow along, looking for what the Lord taught about sin and repentance.

- What are some reasons that the “Lord cannot look upon sin with the least degree of allowance” (verse 31)?
- What principle can we identify in verse 32 about receiving forgiveness for sins? (Help students identify the following truth: **If we repent and keep the Lord’s commandments, then we will be forgiven.**)

To help students deepen their understanding of this principle, display and invite a student to read aloud the following statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles:



“[Doctrine and Covenants 1:31–32] emphasizes that the Lord cannot abide sin but He will forgive the repentant sinner because of His perfect love. It also teaches that not only is it important to keep a commandment you have broken, but by obeying *all* of the commandments you will obtain additional power and support in the process of repentance” (Richard G. Scott, “To Be Free of Heavy Burdens,” *Ensign or Liahona*, Nov. 2002, 87).

- According to Elder Scott, what is the relationship between repentance and obedience to God?

LESSON 3

Doctrine and Covenants 3; 10

Introduction and Timeline

In the summer of 1828, Martin Harris left Harmony, Pennsylvania, with 116 pages of the Book of Mormon manuscript to show to members of his family living in Palmyra, New York. When Martin did not return to Harmony at the appointed time, Joseph Smith traveled to his parents' home in Manchester, New York, where he learned that Martin had lost the manuscript pages. Joseph was distraught and left the next day for his home in Harmony. After arriving there in July 1828, he received the revelation recorded in Doctrine and Covenants 3. In this revelation the Lord rebuked Joseph and told him that he had lost the privilege of translating for a season, but the Lord also reassured him, saying, "Thou art still chosen, and art again called to the work" (D&C 3:10). Further, the Lord explained His purpose for bringing forth the Book of Mormon and declared that His work would prevail despite the wickedness of men.

After Joseph Smith went through a "season" of repentance (D&C 3:14), the plates, which Moroni had taken from him at the time the manuscript was lost, were returned to him and he was again given the gift to translate. After resuming the translation, Joseph received the revelation in Doctrine and Covenants 10 (a portion of this revelation may have been received as early as the summer of 1828). In this revelation, the Lord commanded that Joseph not retranslate the lost manuscript pages. The Prophet learned that inspired preparations had been made anciently to compensate for the lost manuscript and to preserve the message of the Book of Mormon.

June 14, 1828

Martin Harris took the 116 pages of the Book of Mormon manuscript from Harmony, Pennsylvania, to Palmyra, New York.

July 1828

Joseph Smith traveled to Manchester, New York, and learned that the manuscript had been lost.

July 1828

Joseph Smith returned to Harmony, Pennsylvania, and received Doctrine and Covenants 3.

September 22, 1828

Having lost the golden plates and Urim and Thummim after his transgression involving the manuscript, Joseph Smith received them again from Moroni.

April 5, 1829

Oliver Cowdery arrived in Harmony to assist with the Book of Mormon translation.

April 1829

Doctrine and Covenants 10 was received (a portion may have been received in summer 1828).

Suggestions for Teaching

Doctrine and Covenants 3:1–20

The Lord declares that His work cannot be frustrated and rebukes Joseph Smith

Fundamentals of Gospel Teaching and Learning

Each lesson in this manual focuses on a scripture block rather than on a particular concept, theme, doctrine, or principle. As teachers and students study these scripture blocks sequentially, they can incorporate many of the Fundamentals of Gospel Teaching and Learning. These fundamentals include understanding context and content; identifying, understanding, and feeling the truth and importance of gospel doctrines and principles; and applying doctrines and principles.

Invite students to think of a time when someone tried to persuade them to act contrary to God’s commandments.

- Why can it be difficult at times to resist social pressure to do something wrong?

Explain that while translating the Book of Mormon, Joseph Smith faced pressure to set aside God’s counsel. Invite students to look for truths as they study Doctrine and Covenants 3 and 10 that can help them resist pressure from others to act contrary to the counsel of God.

Invite students to explain what they know about the loss of the 116 pages of the Book of Mormon manuscript. As needed, add the following details to students’ answers:

From April to June 1828, the Prophet translated the plates at his home in Harmony, Pennsylvania, with Martin Harris, a prosperous farmer, acting as his scribe. Martin was 22 years older than Joseph, had provided financial assistance to Joseph and Emma in their move to Harmony (where Emma’s family lived), and assisted the Prophet while he was translating. Martin’s wife, Lucy, became increasingly concerned about Martin’s interest and financial involvement in Joseph’s work. She and others pressed Martin for evidence of the plates’ existence. To ease their concerns, Martin requested that Joseph ask the Lord for permission to take the 116 pages of manuscript they had completed to show as evidence.

- Why might this request have put the Prophet in a difficult position?

Invite a student to read the following account by Joseph Smith aloud:

“I did inquire, and the answer was that he must not [take the manuscript]. However, he was not satisfied with this answer, and desired that I should inquire again. I did so, and the answer was as before. Still he could not be contented, but insisted that I should inquire once more”
(*Teachings of Presidents of the Church: Joseph Smith* [2007], 62).

- Why do you think Joseph persisted in asking God the same question even after receiving a clear answer?

Invite another student to read the following additional historical details:

After much pleading from Martin, Joseph asked the Lord a third time, and the Lord gave permission for Martin to take the manuscript “on certain conditions” (*Teachings: Joseph Smith*, 62). Martin covenanted that he would show the manuscript only to his wife and a few other specific family members. Martin returned to New York with the manuscript but after several weeks did not return or send word as he and the Prophet had agreed upon. Finally, Joseph traveled to his parents’ home and sent for Martin to find the reason for his absence. After taking all morning to arrive, Martin sat down to eat with the Smiths but immediately dropped his utensils. When asked if he was all right, he cried out, “I have lost my soul!” and eventually admitted that he had lost the 116 pages of manuscript (see Lucy Mack Smith, “Lucy Mack Smith, History, 1845,” 130–31, josephsmithpapers.org).

- What thoughts, feelings, and concerns might you have had if you were in Joseph’s position at this time?

Ask a student to read aloud Joseph’s words upon learning that the manuscript was missing:

“All is lost! [A]ll is lost! [W]hat shall I do? I have sinned; it is I who tempted the wrath of God; for I should have been satisfied with the first answer, which I received from the Lord—for he told me that it was not safe to let the writing go out of my possession” (Joseph Smith, in Lucy Mack Smith, “Lucy Mack Smith, History, 1845,” 131, josephsmithpapers.org).

Explain that because Joseph had “weari[ed] the Lord in asking for the privilege of letting Martin Harris take the writings” (Manuscript History of the Church, vol. A-1, p. 10, josephsmithpapers.org), Moroni took the plates and the Urim and Thummim, and Joseph lost the gift to translate. However, Moroni had promised that Joseph could receive them again if he would be humble and repentant. After Joseph returned to Harmony and pleaded with the Lord for forgiveness, Moroni temporarily returned the Urim and Thummim, through which Joseph received the revelation recorded in Doctrine and Covenants 3.

Invite a student to read Doctrine and Covenants 3:1–3 aloud. Ask the class to look for what the Lord wanted Joseph to understand.

- What truth did the Lord teach Joseph Smith about His work? (Students should identify a truth similar to the following: **The work of God cannot be frustrated.**)
- How might knowing this truth have helped Joseph Smith during this difficult time?

Invite several students to take turns reading aloud from Doctrine and Covenants 3:4–11. Ask the class to look for the counsel and correction the Lord gave Joseph Smith concerning his role in the loss of the manuscript.

- In what way had Joseph “gone on in the persuasions of men” and “feared man more than God” (D&C 3:6–7)?
- What can we learn from these events about what can happen when we fear man more than God?

- According to verse 8, what principle can we identify about what the Lord will do for us if we are faithful to Him? (**If we are faithful to the Lord, He will support us against the fiery darts of the adversary and be with us in times of trouble.**)
- How can pressure from others to do wrong be likened to the fiery darts of the adversary?

Ask students to think about a time when they chose to be faithful to the Lord rather than give in to pressure from other people. Invite a few students to share about the ways the Lord has supported them in their trials because of their obedience.

Encourage students to determine now to remain faithful to the Lord and not give in to pressures around them.

Prepare each lesson with your students in mind

As you prepare to teach, consider what outcomes you hope will occur in your students' lives as a result of the lesson. President Thomas S. Monson reminded gospel instructors: "The goal of gospel teaching ... is not to 'pour information' into the minds of class members. ... The aim is to inspire the individual to think about, feel about, and then do something about living gospel principles" (in Conference Report, Oct. 1970, 107).

Summarize Doctrine and Covenants 3:12–20 by explaining that the Lord reminded Joseph that he lost the privilege of translating for a time because he did not trust the Lord's counsel. However, the Lord reassured him that His work would go forth and that through the Book of Mormon, the Lord's people would come to know the Savior.

Doctrine and Covenants 10:1–29

The Lord reveals Satan's plan to destroy Joseph Smith and the work of God

Explain that after receiving the revelation recorded in Doctrine and Covenants 3, Joseph Smith continued to humble himself before God and eventually regained the gift to translate the Book of Mormon in September 1828. By April 1829 he had also received the revelation recorded in Doctrine and Covenants 10, although he may have received portions of this revelation as early as the previous summer. Invite a student to read the section heading for Doctrine and Covenants 10 aloud. Ask the class to look for what the Lord told the Prophet concerning the lost 116 manuscript pages.

Invite a student to read Doctrine and Covenants 10:1–7 aloud, and ask the class to look for the counsel the Lord gave Joseph as he began to translate again. Invite a few students to report what they find.

- What principle can we learn from the Lord's counsel to Joseph in verse 5? (Students may use different words, but help them identify the following principle: **If we pray always, we can conquer Satan and those who uphold his work.**)

- How can prayer help us to conquer Satan, and escape those who uphold his work?

Invite a few students to share examples of how prayer has helped them resist Satan's temptations. (Remind students that they should not share experiences that are too personal or private.)

Summarize Doctrine and Covenants 10:8–19 by explaining that the Lord warned Joseph about Satan's evil plan to discredit the work that would come to pass if Joseph retranslated the lost 116 manuscript pages.

Explain that in Doctrine and Covenants 10:20–29, the Lord spoke about the influence of Satan on the people who obtained the 116 manuscript pages and how he accomplishes his wicked purposes. Draw two columns on the board. Label one column *Satan's aims* and the other column *Satan's strategies*. Divide the class into two groups. Ask one group to read Doctrine and Covenants 10:20–29 silently and look for what these verses teach about Satan's aims. Ask the other group to read the same verses and look for the strategies Satan uses to accomplish his aims. After sufficient time, invite students to report what they have discovered and record their responses in the appropriate column on the board.

- What do we learn from these verses about Satan's purposes? (As students share the principles they have identified, emphasize the following truth: **Satan desires to destroy our souls and the work of God.** Consider writing this truth on the board. You may want to suggest that students mark the phrases that teach this truth in verses 22–23 and 27.)
- How can being aware of Satan's aims and strategies help us avoid and escape his traps?

Doctrine and Covenants 10:30–70

Joseph Smith learns of God's plan to thwart Satan's efforts to destroy the work

Summarize Doctrine and Covenants 10:30–45 by explaining that the Lord commanded that Joseph Smith not retranslate the portion of the plates from which the 116 pages had been translated. Instead, the Lord commanded the Prophet to translate the record contained on the small plates of Nephi. Because of His omniscience, the Lord inspired Mormon to include in his record the small plates of Nephi, which covered approximately the same time period as the lost pages. Invite a student to read verses 44–45 aloud, and ask the class to notice what the Lord says about the record that had been lost compared to the record contained on the small plates of Nephi.

Summarize Doctrine and Covenants 10:46–70 by explaining that the Lord also instructed Joseph about the role of the Book of Mormon in establishing His doctrine.

Conclude by sharing your testimony of the doctrine and principles taught in these revelations.

Supplemental Teaching Idea

Doctrine and Covenants 10:46–70. The Lord explains the purpose of the Book of Mormon and its role in establishing His Church

Ask students to think about a time when they prayed for someone else, and the Lord answered their prayers. Invite a few students to share their experiences with the class. (Remind students not to share anything too personal or private about themselves or the other person.)

Invite a few students to take turns reading aloud from Doctrine and Covenants 10:46–52. Ask the class to look for who prayed for whom and how the Lord answered those prayers.

- How did the Lord answer the prayers of His disciples?
- In what ways is the coming forth of the Book of Mormon an answer to their prayers?

Explain that in Doctrine and Covenants 10:53–60, the Lord declared that the coming forth of the Book of Mormon would prove that He has other sheep.

Invite a student to read Doctrine and Covenants 10:61–62 aloud, and invite the class to look for what the Lord said the Book of Mormon would bring to light.

- What will the Book of Mormon bring to light?
- What principle can we identify from these verses about what we will know if we study the Book of Mormon? **(As we study the Book of Mormon, we will come to know the true doctrine of Christ.)**
- According to verse 63, how will the Lord use the true points of His doctrine to overcome the works of Satan?

Invite students to read Doctrine and Covenants 10:64–70 silently, looking for the Lord's promises. After sufficient time, invite students to share their testimonies about one or more of these promises.

LESSON 4

Doctrine and Covenants 5; 17

Introduction and Timeline

Several months after Martin Harris lost the 116 pages of the Book of Mormon manuscript, he desired further proof of the reality of the golden plates. His wife was speaking out against the Prophet Joseph Smith, accusing him of defrauding her husband and others with his claims of having the ancient record. In March 1829, Martin returned to Harmony, Pennsylvania, to ask if he could see the plates. Joseph learned through the revelation recorded in Doctrine and Covenants 5 that the Lord would call three witnesses who would view the plates and testify of them to the world. The Lord promised Martin that if he humbled himself, he would be allowed to view the plates.

In June 1829, as recorded in Doctrine and Covenants 17, the Lord said that Oliver Cowdery, David Whitmer, and Martin Harris could view the plates and other sacred items according to their faith. After gaining their witness of the plates, they were to “testify of them, by the power of God” (D&C 17:3).

Early 1829

The translation of the Book of Mormon plates proceeded slowly.

March 1829

Martin Harris requested to see the plates; Doctrine and Covenants 5 was received.

April–May 1829

Oliver Cowdery assisted as scribe as Joseph Smith translated the plates.

June 1829

Joseph Smith and Oliver Cowdery moved to Fayette, New York.

June 1829

Doctrine and Covenants 17 was received.

June 1829

Moroni visited Joseph Smith and the Three Witnesses and showed them the plates.

About July 1, 1829

Joseph Smith and Oliver Cowdery completed the translation of the Book of Mormon.

Suggestions for Teaching

Doctrine and Covenants 5:1–22

The Lord will bring forth His word in the last days through the Prophet Joseph Smith, and three witnesses will testify of it

Write the following phrase on the board: *Seeing is believing.*

- What are some ways that people might apply this phrase to matters of faith and religion?

Ask students to think about how they would respond to someone who says that he or she can't believe in God or in the Book of Mormon without physical proof. As students study Doctrine and Covenants 5 today, invite them to look for truths that will help them know how they could respond to someone who says that he or she can't believe without physical proof.

Tell students that in March 1829, Martin Harris traveled from Palmyra, New York, to visit the Prophet Joseph Smith in Harmony, Pennsylvania. Approximately eight months had passed since Martin had lost the 116 manuscript pages, and Martin and Joseph had not seen each other since that time. Invite a student to read Doctrine and Covenants 5:1–3 aloud, and ask the class to follow along, looking for what Martin Harris desired from Joseph Smith and how the Lord told the Prophet to respond to Martin's request.

- What did Martin desire and what did the Lord tell the Prophet to say in response to Martin's request?
- Given Martin's request, what did he apparently feel was the best method for obtaining a witness of the truthfulness of Joseph's claims?

Understand context and content

One Fundamental of Gospel Teaching and Learning is to understand the context and content of the scripture block. Context includes the circumstances that surround or the background to a particular scriptural passage, event, or story. The content is the story, people, events, sermons, and inspired explanations that make up the scriptural text.

Point out that people in our day also say that if they had physical evidence, they would believe that the Book of Mormon is true. Invite a student to read aloud the following statement by President Joseph Fielding Smith (1876–1972):



"Frequently when [people] ... hear the story of the coming forth of the Book of Mormon, they ask if the plates are in some museum where they may be seen. Some of them with some scientific training, [suggest] that if the scholars could see and examine the plates and learn to read them, they would then bear witness to the truth of the Book of Mormon and the veracity of Joseph Smith, and the whole world would then be converted" (Joseph Fielding Smith, *Church History and Modern Revelation* [1953], 1:40).

Invite a few students to take turns reading Doctrine and Covenants 5:4–10 aloud. Ask the class to follow along, looking for why the Lord told Joseph Smith not to display the plates before the world.

- What reasons did the Lord give for commanding Joseph Smith not to display the plates before the world? (If people did not believe the Lord's words revealed through Joseph Smith, they still would not believe even if they saw the plates)

[see D&C 5:7]; the Lord kept the plates from the world “for a wise purpose” [see D&C 5:9].)

- What do the Lord’s words to Joseph in these verses teach us about the phrase written on the board (“Seeing is believing”)?

Write the following question on the board under “Seeing is believing”: *How can I gain or deepen my witness of the truthfulness of the Book of Mormon?*

Invite students to find at least two answers to this question as they continue to study the Lord’s words to Joseph and Martin.

Invite a student to read Doctrine and Covenants 5:11–15 aloud. Ask the class to follow along, looking for one way the Lord said He would help the world know of the truthfulness of the Book of Mormon.

- According to verse 11, what did the Lord say He would do to help the world believe Joseph Smith’s testimony of the Book of Mormon? (After students respond, write the following truth on the board: **The testimony of Joseph Smith and of the Three Witnesses will stand as evidence of the truthfulness of the Book of Mormon.**)
- According to verses 12–13, how would the Three Witnesses gain their witness of the truthfulness of the Book of Mormon?
- How would the testimony of the Three Witnesses differ from the testimony that others would receive?
- How can the testimony and witnesses of others, including that of the Prophet Joseph Smith and that of the Three Witnesses, strengthen your own witness of the truthfulness of the Book of Mormon?

Questions that invite students to look for information

Ask questions that help students build their basic understanding of the scriptures and encourage them to search for important details relating to the scripture block’s content.

Invite a student to read Doctrine and Covenants 5:16 aloud, and ask the class to follow along, looking for a principle that the Lord taught regarding how we can gain a witness of the truth. (If students need help understanding this verse, you might suggest that they cross-reference verse 16 with Ether 4:11.)

- What did the Lord say He would do for those who believe His words? (After students respond, write the following principle on the board: **If we believe God’s words, He will give us a witness of their truthfulness through His Spirit.**)

To help students better understand this principle, invite a student to read aloud the following statement by Bishop Glenn L. Pace, formerly a member of the Presiding Bishopric:



"There is no other way to gain a testimony but through the witness of the Holy Ghost. You can rely on nothing else. . . . We have numerous scriptural examples of how pointless a physical manifestation can be without the accompanying receipt of the witness of the Holy Ghost. Conversion comes not by physical manifestations from heaven" (Glenn L. Pace, "The Elusive Balance," *New Era*, Mar. 1989, 49).

- Why do you think the Lord confirms His words through the Spirit and not merely through physical evidence?

Invite students to think about a time when the Lord manifested the truthfulness of His words to them through His Spirit. Ask a few willing students to share their experiences with the class.

Summarize Doctrine and Covenants 5:17–22 by explaining that the Lord told Joseph Smith that the testimony of the Three Witnesses would go forth to the world and bring condemnation upon those who harden their hearts against it. The Lord also explained that a scourge would be poured out upon the people of the earth if they would not repent.

Doctrine and Covenants 5:23–35

The Lord tells Martin Harris that he could be one of the Three Witnesses if he repents

Invite students to think again about a time when the Lord manifested the truthfulness of His words to them through His Spirit. Ask them to write down on a piece of paper what they did to help prepare themselves to receive that manifestation.

Invite students to read Doctrine and Covenants 5:23–25 silently, looking for what the Lord told Martin Harris he needed to do in order to gain a witness of the plates.

- What similarities exist between the list you made and what the Lord told Martin Harris in these verses?
- Based on what the Lord told Martin Harris in verse 24, what principle can we learn about gaining a witness of the truth for ourselves? (After students respond, write the following principle on the board: **If we humble ourselves and ask God in prayer with faith and a sincere heart, we will receive a witness of the truth.**)
- What does it mean to pray with humility, faith, and sincerity?
- When have you prayed with humility, faith, and sincerity? What made this prayer different from other prayers you have heard or offered?

Encourage students to pray with humility, faith, and sincerity in order to gain or strengthen their witness of the truth.

Summarize Doctrine and Covenants 5:26–35 by explaining that the Lord told Martin Harris that unless he acknowledged his wrongdoings before the Lord and kept the commandments, he would not have the privilege of seeing the plates. The Lord also told Joseph Smith to stop translating for a season. The Lord promised to send Joseph help to accomplish the translation.

Doctrine and Covenants 17:1–9

The Lord commands the Three Witnesses to testify of the plates

Explain that in April 1829, the Lord sent Oliver Cowdery to assist Joseph Smith in translating the Book of Mormon. By June 1829, Joseph Smith and Oliver Cowdery were nearing the completion of the translation while living at the home of Peter Whitmer Sr. in Fayette, New York.

Invite a student to read aloud the section heading for Doctrine and Covenants 17. Ask the class to follow along, looking for what led to this revelation. Invite students to report what they discover.

Lead students through the learning process

One way to help students understand the scriptures and discover the doctrines taught in the scriptures is for you to lead them through a learning process that is similar to the one you experienced during lesson preparation.

Invite a student to read Doctrine and Covenants 17:1–2 aloud, and ask the class to follow along, looking for what the Three Witnesses needed to do in order to see the plates and what additional items the Lord promised to show them.

- What did the Three Witnesses need to do in order to see the plates?
- Besides the plates, what other items did the Lord promise to show them?

Invite students to read Doctrine and Covenants 17:3–6 silently, looking for the responsibility the Three Witnesses would have after seeing the plates.

- According to verse 3, what did the Lord expect of Oliver, David, and Martin after they were shown the plates?
- Based on what the Lord told the Three Witnesses in verse 3, what is our responsibility after we receive a witness of the truth? (Students should identify a principle similar to the following: **After we obtain a witness of the truth, we have a responsibility to testify of it.**)
- Why do you think the Lord would require us to testify of the truth after we have gained a witness of it?
- When have you been grateful that you shared your witness of the truth with someone else?
- How has your life been blessed by others who have shared and testified of the truth after gaining their witness?

Explain that shortly after this revelation was received, Joseph Smith, Martin Harris, David Whitmer, and Oliver Cowdery retired to the woods near the Whitmer home in Fayette, New York, to pray that they might receive the promised witness. In answer to their prayer, they saw an angel holding the plates, and they heard God's voice declaring that the Book of Mormon was translated "by the gift and power of God" ("The Testimony of Three Witnesses," Book of Mormon). In obedience to the Lord's command, "The Testimony of Three Witnesses" has been published in every copy of the Book of Mormon since its first publication.

Invite students to think about what truths they could testify of. Encourage them to commit to share their witness of the truth with others.

LESSON 5

Doctrine and Covenants 6; 8–9

Introduction and Timeline

Without a regular scribe, the translation of the Book of Mormon proceeded sporadically until March 1829, when the Prophet Joseph Smith was commanded to stop and wait for help (see D&C 5:30–34). In fulfillment of the Lord’s promise to “provide means” (D&C 5:34), Oliver Cowdery arrived at the Prophet’s home in Harmony, Pennsylvania, and offered his help. Joseph Smith began translating again on April 7, 1829, with Oliver assisting as a scribe. Later that month, the Prophet received the revelation recorded in Doctrine and Covenants 6. In this revelation, Oliver received counsel concerning his role in the Lord’s work.

As the translation of the Book of Mormon proceeded, Oliver desired an opportunity to translate. In a revelation received in April 1829 and recorded in Doctrine and Covenants 8, the Lord promised Oliver the gift of revelation and the ability to translate ancient records.

Oliver began his attempt to translate but was unable to continue. At Oliver’s request, Joseph Smith inquired of the Lord and received the revelation recorded in Doctrine and Covenants 9, in which the Lord explained why Oliver struggled to translate and also provided principles regarding revelation.

Late 1828

Oliver Cowdery learned about Joseph Smith while living in Manchester, New York.

April 1829

Oliver Cowdery traveled to Harmony, Pennsylvania, to meet Joseph Smith.

April 1829

The translation of the Book of Mormon proceeded in earnest with Oliver Cowdery acting as scribe.

April 1829

Doctrine and Covenants 6 and 8 were received.

April 1829

Oliver Cowdery attempted to translate.

April 1829

Doctrine and Covenants 9 was received.

Suggestions for Teaching

Doctrine and Covenants 6:1–24

The Lord teaches Oliver Cowdery concerning his role in God’s work

Invite students to think about situations they are facing now or anticipate facing in the future that require Heavenly Father’s guidance.

- Why would it be important to receive Heavenly Father’s guidance in those situations?

Write the following questions on the board:

How can we recognize the Lord’s guidance?

What must we do to prepare ourselves to receive His guidance?

As students study Doctrine and Covenants 6, 8, and 9 today, invite them to ponder these questions and to look for doctrines and principles that will help answer them.

Explain that in the spring of 1829, the Prophet Joseph Smith prayed that the Lord would send someone to help him with the work of translation as had been promised (see Lucy Mack Smith, “Lucy Mack Smith, History, 1845,” 143–44, josephsmithpapers.org; see also D&C 5:30, 34). The Lord’s promise was fulfilled in part with the arrival of Oliver Cowdery on April 5, 1829. Joseph and Oliver then began working on the translation in earnest, with Oliver acting as scribe. Shortly after they commenced the translation, the Prophet received the revelation recorded in Doctrine and Covenants 6.

Summarize Doctrine and Covenants 6:1–4 by explaining that the Lord told Joseph and Oliver that “a great and marvelous work [was] about to come forth” (verse 1) and that those who desire to assist are called by God to help.

Invite a student to read Doctrine and Covenants 6:5–9 aloud. Ask the class to follow along, looking for the counsel and promises the Lord gave to Oliver Cowdery.

- What counsel and promises did the Lord give to Oliver? (If necessary, point out the Lord’s repeated counsel to keep the commandments.)
- What words or phrases indicate that the Lord is willing to answer our prayers and give us guidance?

Understand context and content

As you help students understand the context and content of the scriptures, they will be prepared to recognize the authors’ inspired messages.

Summarize Doctrine and Covenants 6:10–13 by explaining that the Lord told Oliver Cowdery that he had the gift of revelation.

Invite students to read Doctrine and Covenants 6:14–17, 22–24. Ask them to identify doctrine and principles the Lord taught Oliver regarding revelation.

- What doctrine and principles concerning receiving revelation stand out to you in these verses?

As the class identifies truths taught in these verses, you may wish to ask a student to list them on the board. Students may identify several truths, including the

following: **As often as we seek answers from Heavenly Father, He will instruct us through the Spirit. As we inquire of the Lord, He will enlighten our minds. The Lord speaks peace to our minds as a witness of truth.**

Ask students to reflect on experiences when they have received revelation from the Lord in one of these ways. Invite a few students to share their experiences with the class. (Remind students not to share anything too personal or sacred.)

Point out the phrases “cast your mind upon the night that you cried unto me” in verse 22 and “I have told you things which no man knoweth” in verse 24. Explain that after this revelation was given, Oliver told the Prophet about an experience he had while staying with Joseph’s family in Palmyra, New York. Oliver related that, after learning about the plates, he had “called upon the Lord to know if these things were so, and that the Lord manifested to him that they were true, but that he had kept the circumstance entirely secret, and had mentioned it to no being, so that after this revelation [was] given, he knew that the work was true, because no being living knew of the thing alluded to in this revelation, but God and himself” (Manuscript History of the Church, vol. A-1, p. 15, josephsmithpapers.org).

Historical setting

One way to help students understand content and context is to teach the historical setting of the block of scripture you are studying.

Encourage students to continue to seek for their own witness of truth from the Lord.

Doctrine and Covenants 6:25–37

The Lord counsels Joseph Smith and Oliver Cowdery to translate and to “doubt not, fear not”

Summarize Doctrine and Covenants 6:25–31 by explaining that the Lord gave Joseph Smith and Oliver Cowdery the keys to bring to light the scriptures. The Lord told Oliver that if he desired it, he could have the gift to translate and to stand with Joseph Smith as a second witness of the Book of Mormon. Explain that Joseph and Oliver may have felt doubtful at this time about whether others would accept the Book of Mormon. Point out that the Lord promised Joseph and Oliver that they would be blessed even if others rejected the work.

Invite a few students to read Doctrine and Covenants 6:32–37 aloud. Ask the class to follow along, looking for how the Lord encouraged Joseph and Oliver. (It might be helpful to point out that the phrase “earth and hell” [D&C 6:34] refers to humankind and Satan).

- What words or phrases in these verses are meaningful to you and can help you overcome doubt and fear?

Doctrine and Covenants 8

The Lord helps Oliver Cowdery understand the spirit of revelation

Explain that not long after Joseph Smith received the revelation recorded in section 6, Oliver Cowdery wanted to know when he could begin translating. Joseph Smith received the revelation recorded in Doctrine and Covenants 8 in response to Oliver's request.

Invite a few students to take turns reading Doctrine and Covenants 8:1–5 aloud. Ask the class to follow along, looking for principles that Oliver Cowdery needed to understand in order to translate.

- What doctrine can we learn from verses 2–3 about how the Lord communicates with us? (Students should identify a doctrine similar to the following: **The Lord speaks to our minds and hearts by the power of the Holy Ghost.**)
- In what ways does the Lord speak to our minds? In what ways does He speak to our hearts?

To help students better understand this doctrine, invite a student to read aloud the following explanation by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles:



"An impression to the *mind* is very specific. Detailed words can be heard or felt and written as though the instruction were being dictated.

"A communication to the *heart* is a more general impression. The Lord often begins by giving impressions. Where there is a recognition of their importance and they are obeyed, one gains more capacity to receive more detailed instruction to the *mind*. An impression to the heart, if followed, is fortified by a more specific instruction to the mind" (Richard G. Scott, "Helping Others to Be Spiritually Led" [address to Church Educational System religious educators, Aug. 11, 1998], 3–4).

- Based on your own experiences with this doctrine, why do you think the Lord chooses to communicate with us through both our minds and hearts?

Summarize Doctrine and Covenants 8:6–12 by explaining that the Lord blessed Oliver Cowdery with gifts that would help him assist the Prophet Joseph Smith in his role in restoring the gospel.

Note to teacher: Information regarding the "gift of Aaron" mentioned in verse 6 is found in the *Doctrine and Covenants Student Manual*. If students have questions about this gift, you might invite them to consider instances when the Lord has used physical objects to reveal His will or manifest His power (some examples include the Urim and Thummim, the Liahona, the brass serpent on the pole, the ark of the covenant, and the rods of Moses and Aaron). These examples can help students understand that the Lord manifests His power through many means and spiritual gifts for the furthering of His work.

Doctrine and Covenants 9

The Lord reveals principles regarding revelation

Explain that Oliver Cowdery began to translate, but he was unsuccessful and returned to serving as the Prophet's scribe. Joseph Smith inquired of the Lord and received a revelation explaining why Oliver could not translate.

Summarize Doctrine and Covenants 9:1–6, 11 by explaining that Oliver's fear or lack of faith prevented him from translating. The Lord counseled Oliver to be patient and promised him an opportunity to translate "other records" (verse 2) in the future.

Invite a student to read Doctrine and Covenants 9:7–10 aloud. Ask the class to follow along, looking for what Oliver Cowdery was taught about receiving revelation.

- What do you think the phrase "study it out in your mind" in verse 8 means? (To consider decisions and options, weighing alternatives carefully. Point out that this instruction from the Lord illustrates that the translation of the Book of Mormon was not accomplished without effort from the translator but required mental exertion.)
- What doctrine does verse 8 teach concerning what the Lord expects of us as we seek His direction and guidance? (Students should identify a doctrine similar to the following: **As we seek to receive and recognize revelation, the Lord requires effort on our part.**)
- When have you felt that effort on your part has increased your ability to receive revelation from the Lord?

Point out that in these verses, the Lord not only taught Oliver the importance of his own effort in receiving revelation but also taught him more concerning how the Lord may communicate with us.

- What phrases in these verses help us understand additional ways the Lord communicates with us through the Spirit?
- How does the Lord's instruction to Oliver in these verses help illustrate the doctrine that revelation comes to both our minds and hearts?

Questions that help students understand the content of the scriptures

Ask questions that help students analyze the scriptural text. Such questions could include those that help students clarify the meaning of words or phrases and assist them in analyzing the details of the story for greater meaning. This process prepares students to be able to identify principles and doctrines.

You may want to clarify that the phrases "bosom shall burn" in verse 8 and "stupor of thought" in verse 9 represent two of a number of possible ways that the Spirit might indicate whether or not something is right.

To help students understand how the Lord typically helps us feel that something is right or not right, invite a student to read aloud the following statement by Elder Richard G. Scott:



"That [stupor of thought], for me, is an unsettling, discomforting feeling. ...

"... The feeling of peace is the most common confirming witness that I personally experience. ...

"... You can feel the peace, comfort, and assurance that confirm that your decision is right. Or ... you can sense that unsettled feeling, the stupor of thought, indicating that your choice is wrong" (Richard G. Scott, "Using the Supernal Gift of Prayer," *Ensign or Liahona*, May 2007, 10).

You may want to acknowledge that even when we diligently seek God's guidance, sometimes it seems that no answer comes. Reassure students that if we are living worthily, we can have faith that God will answer us in His time.

Summarize Doctrine and Covenants 9:12–14 by explaining that the Lord did not condemn Oliver Cowdery because of his failed attempt to translate. The Lord promised that both he and Joseph would prosper if they continued faithfully in the work.

Refer students to the questions on the board that you wrote at the beginning of class. Ask them to write in their personal notes their answers to those questions based on what they learned today. Invite a few students to share their answers with the class. Encourage students to follow any promptings they may have received about what they could do to better receive and recognize revelation.

LESSON 6

Doctrine and Covenants 7; 13; 18

Introduction and Timeline

During the work of translating the Book of Mormon in 1829, Joseph Smith and Oliver Cowdery disagreed about whether the Apostle John had died or still lived on the earth. The Prophet Joseph Smith inquired of the Lord through the Urim and Thummim and received the revelation recorded as Doctrine and Covenants 7. “The revelation is a translated version of the record made on parchment by John” (D&C 7, section heading) and teaches that the Lord granted to John his desire to live and bring souls to Jesus Christ until the Second Coming.

While translating 3 Nephi in the Book of Mormon, Joseph and Oliver learned about the authority to baptize. On May 15, 1829, they retired to the woods near Joseph Smith’s farm in Harmony, Pennsylvania, and prayed about this authority. In response to their prayer, John the Baptist appeared as a resurrected personage and conferred upon them the Aaronic Priesthood. The words spoken by John the Baptist are contained in Doctrine and Covenants 13.

In June 1829, as the translation of the Book of Mormon neared completion at the home of Peter Whitmer Sr. in Fayette, New York, the Prophet Joseph Smith received a revelation containing instructions about building up Christ’s Church. This revelation, recorded as Doctrine and Covenants 18, called Oliver Cowdery and David Whitmer to preach the gospel and appointed them to search out twelve men who would serve as Apostles. The revelation also detailed many duties of those who would be called as Apostles.

April 1829

Joseph Smith and Oliver Cowdery continued translating the golden plates.

April 1829

Doctrine and Covenants 7 was received.

May 15, 1829

John the Baptist restored the Aaronic Priesthood (see Doctrine and Covenants 13).

May–June 1829

Peter, James, and John restored the Melchizedek Priesthood.

June 1829

The Three Witnesses were shown the golden plates.

June 1829

Doctrine and Covenants 18 was received.

Suggestions for Teaching

Doctrine and Covenants 7

John the Beloved is a translated being working to bring souls to Christ until the Second Coming

Hold up a key, and ask students to describe what it is used for.

- What would happen if you didn't have the proper key to something?

Invite a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles:



"Keys are important and valuable. Most of us carry keys in pockets or purses wherever we go. Other keys are not only important and valuable; they are precious, powerful, and invisible! They have eternal significance" (Russell M. Nelson, "Keys of the Priesthood," *Ensign*, Oct. 2005, 40).

- What kind of keys have eternal significance? (Priesthood keys.)

Invite students as they study Doctrine and Covenants 7 and 13 to look for truths that will help them understand what blessings the keys of the priesthood unlock for us.

Explain that as Joseph Smith and Oliver Cowdery worked on the translation of the Book of Mormon in April 1829, they had a difference of opinion concerning the Apostle John. Invite students to read the section heading for Doctrine and Covenants 7 silently, looking for the question Joseph and Oliver had about John.

Invite several students to take turns reading aloud from Doctrine and Covenants 7:1–8. Ask the class to follow along, looking for what Joseph Smith and Oliver Cowdery learned about the Apostle John.

- What does verse 3 reveal about John? (John is still on the earth as a translated being, working to bring souls to Christ, and will remain until the Second Coming.)
- According to verse 7, what did the Savior say he was going to give to Peter, James, and John? (The power and keys of the ministry.)

To help students understand the phrase "keys of this ministry" (D&C 7:7), explain that President Joseph Fielding Smith defined this phrase as "the authority of [the] Presidency of the Church in their dispensation" (*Church History and Modern Revelation* [1953], 1:49).

Doctrine and Covenants 13

John the Baptist confers the Aaronic Priesthood upon Joseph Smith and Oliver Cowdery

Remind students that "the gospel of Jesus Christ was lost from the earth through the apostasy that took place following the earthly ministry of Christ's Apostles. That apostasy made necessary the Restoration of the gospel" (Guide to the

Scriptures, “Restoration of the Gospel,” scriptures.lds.org). The keys and authority to perform priesthood ordinances and direct the Church were lost from the earth during this apostasy.

Explain that as Joseph Smith and Oliver Cowdery translated 3 Nephi in the Book of Mormon in May 1829, they learned about the authority to baptize. Desiring to know more, they retired to the woods near Joseph Smith’s farm in Harmony, Pennsylvania, to inquire of God.

Invite a student to read the section heading for Doctrine and Covenants 13 aloud, and ask the class to look for who appeared to Joseph and Oliver in response to their prayers.

Invite a student to read Doctrine and Covenants 13 aloud, and ask the class to look for what John the Baptist said about the keys of the Aaronic Priesthood as he conferred that priesthood upon Joseph and Oliver.

Identify doctrines and principles

One of the central purposes of the scriptures is to teach doctrines and principles of the gospel. Identifying doctrines and principles as they are found in the scriptures is one of the Fundamentals of Gospel Teaching and Learning. Learning how to identify doctrines and principles takes thoughtful effort and practice.

- What doctrine can we learn from this section about the Aaronic Priesthood? (Help students identify the following doctrine: **the Aaronic priesthood holds the keys of the ministering of angels, the gospel of repentance, and baptism by immersion for the remission of sins.**)

To help students better understand what is meant by the key of the ministering of angels, invite a student to read aloud the following explanation by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



“As a young holder of the Aaronic Priesthood, I did not think I would see an angel, and I wondered what such appearances had to do with the Aaronic Priesthood.

“But the ministering of angels can also be unseen. Angelic messages can be delivered by a voice or merely by thoughts or feelings communicated to the mind” (Dallin H. Oaks, “The Aaronic Priesthood and the Sacrament,” *Ensign*,

Nov. 1998, 39).

To help students understand the relationship between the ministering of angels and the Aaronic Priesthood, display the following statement by Elder Oaks, and invite a student to read it aloud:



"In general, the blessings of spiritual companionship and communication are only available to those who are clean. ... Through the Aaronic Priesthood ordinances of baptism and the sacrament, we are cleansed of our sins and promised that if we keep our covenants we will always have His Spirit to be with us. I believe that promise not only refers to the Holy Ghost but also to the ministering of angels, for 'angels speak by the power of the Holy Ghost; wherefore, they speak the words of Christ' (2 Ne. 32:3). So it is that those who hold the Aaronic Priesthood open the door for all Church members who worthily partake of the sacrament to enjoy the companionship of the Spirit of the Lord and the ministering of angels" (Dallin H. Oaks, "The Aaronic Priesthood and the Sacrament," 39).

- According to Elder Oaks, how can the ordinances of the Aaronic Priesthood help us receive the ministering of angels?

Point out that because the Aaronic Priesthood holds the key of the ministering of angels, every member of the Church can enjoy this blessing.

To help students understand the relationship between "the gospel of repentance" (D&C 13:1) and the Aaronic Priesthood, display the following statement by Elder Oaks, and invite a student to read it aloud:



"We are commanded to repent of our sins and to come to the Lord with a broken heart and a contrite spirit and partake of the sacrament in compliance with its covenants. When we renew our baptismal covenants in this way, the Lord renews the cleansing effect of our baptism. ...

"We cannot overstate the importance of the Aaronic Priesthood in this. All of these vital steps pertaining to the remission of sins are performed through the saving ordinance of baptism and the renewing ordinance of the sacrament. Both of these ordinances are officiated by holders of the Aaronic Priesthood under the direction of the bishopric, who exercise the keys of the gospel of repentance and of baptism and the remission of sins" (Dallin H. Oaks, "The Aaronic Priesthood and the Sacrament," 38).

- How do the keys of the Aaronic Priesthood help us receive the blessings of the Atonement of Jesus Christ?

Explain that not many days after John the Baptist appeared, Peter, James, and John appeared to Joseph Smith and Oliver Cowdery and conferred upon them the Melchizedek Priesthood and the keys of the kingdom of God (see D&C 27:12–13; see also Larry C. Porter, "The Restoration of the Aaronic and Melchizedek Priesthoods," *Ensign*, Dec. 1996, 33). The Melchizedek Priesthood and the keys that were bestowed contained the power and authority to organize and direct the Church of Jesus Christ and to perform additional saving ordinances.

Doctrine and Covenants 18:1–25

The Lord gives instructions for building up His Church and calls Oliver Cowdery and David Whitmer to preach repentance

Display several items that your students would consider valuable.

- What makes something valuable?

- How much would you pay for each item?

Show a picture of several people, and ask students to describe the value of a person. Invite them to look for truths in Doctrine and Covenants 18 that describe how valuable they personally are to the Lord.

Explain that in June 1829, the translation of the Book of Mormon neared completion at the home of Peter Whitmer Sr. in Fayette, New York, and the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 18. In verses 1–5, the Lord reassured Oliver Cowdery that the words he transcribed during the translation were true. The Lord also called Oliver to build up His Church upon the gospel found in the Book of Mormon. In Doctrine and Covenants 18:9, the Lord called Oliver Cowdery and David Whitmer to preach repentance.

Invite a student to read Doctrine and Covenants 18:10 aloud, and ask the class to identify the doctrine the Lord taught Oliver Cowdery and David Whitmer. (Suggest that students mark the following doctrine in their scriptures: **The worth of souls is great in the sight of God.**)

Invite a student to read Doctrine and Covenants 18:11–12 aloud. Ask the class to look for what the Savior did because of the worth of each of our souls.

- What did the Savior do because of the worth of each of our souls? (**The worth of our souls is so great that Jesus Christ suffered our pains, so that we might repent and come unto Him.** Write this doctrine on the board.)

Questions that help students identify doctrines and principles

Ask questions that help students draw conclusions and articulate clearly the principles or doctrines found in the text they are studying. Examples include the following: What is the moral of the story? What did the author intend for us to learn? What are some of the fundamental truths taught in this passage?

- How does knowing the worth the Savior places on you affect your willingness to repent and come unto Him?

Invite students to read Doctrine and Covenants 18:13–16 silently, looking for what the Lord taught about helping others repent and come unto Him. Explain that the phrase “cry repentance” (D&C 18:14) can mean to help people return to God.

- According to verse 13, how does the Savior feel when we repent of our sins?
- What principle can we learn from these verses about what will happen to us if we help others repent and come unto Christ? (**If we help others repent and come unto Christ, we will feel joy with them in the kingdom of Heavenly Father.**)

Invite a few students to share experiences they have had helping others come to Christ and the joy they have felt from doing so.

Encourage students to make a plan to help someone progress in their efforts to repent and come unto Christ.

Summarize Doctrine and Covenants 18:17–25 by explaining that the Lord counseled Oliver Cowdery and David Whitmer concerning missionary work and explained that those who repent, are baptized, and endure to the end will be saved.

Doctrine and Covenants 18:26–47

The Lord reveals the calling and mission of the Twelve Apostles

Summarize Doctrine and Covenants 18:26–40 by explaining that the Lord informed Oliver Cowdery and David Whitmer that Twelve Apostles would be called to preach the gospel to all the world. The Lord also charged the future Apostles to be clean and to declare the gospel according to the power of the Holy Ghost. Oliver Cowdery and David Whitmer were called to find the men God had called to be the Twelve Apostles. At a later date, Martin Harris was also called to help search out the Twelve.

Conclude by inviting a few students to share their testimonies of one of the truths taught in today's lesson.

Supplemental Teaching Idea

Doctrine and Covenants 18:17–25. Taking upon Us the Name of Christ

Instead of summarizing Doctrine and Covenants 18:17–25, consider using the following teaching idea.

Invite one or two students to write their surnames on the board. Ask them the following questions:

- What does your surname mean to you?
- What privileges and responsibilities come with that name?

Explain that after the Lord called Oliver Cowdery and David Whitmer to cry repentance, He spoke to them about the privileges and responsibilities of taking upon themselves His name.

Invite students to read Doctrine and Covenants 18:21–25 silently, looking for the privileges and responsibilities that come with taking upon ourselves the name of Jesus Christ.

- What privileges do we receive when we take upon ourselves the name of Jesus Christ?
- What responsibilities do we receive when we take upon ourselves the name of Jesus Christ?
- According to verse 23, why is it important for us to take upon ourselves the name of Jesus Christ? (**The name of Jesus Christ is the only name whereby we can be saved.**)

To help students understand what it means to take upon them the name of Christ, invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency:



"We promise to take His name upon us. That means we must see ourselves as His. We will put Him first in our lives. We will want what He wants rather than what we want or what the world teaches us to want" (Henry B. Eyring, "That We May Be One," *Ensign*, May 1998, 67).

Invite students to consider what they have done to take upon themselves the name of Jesus Christ. Encourage them to act on any promptings they receive.

LESSON 7

Doctrine and Covenants 4; 11–12; 14–16

Introduction and Timeline

In early 1829, Joseph Smith Sr. visited his son Joseph in Harmony, Pennsylvania. While there, Joseph Smith Sr. desired to know what he could do to assist in the Lord's work. The Prophet inquired of the Lord and received the revelation recorded in Doctrine and Covenants 4. In this revelation, the Lord identified attributes that qualify a person to assist in His work.

In May 1829, the Prophet's older brother Hyrum traveled to Harmony, Pennsylvania, to visit Joseph. At Hyrum's request, the Prophet asked the Lord to reveal His will concerning Hyrum. In the revelation recorded in Doctrine and Covenants 11, the Lord told Hyrum what he must do to help establish Zion.

Joseph Knight Sr. also visited the Prophet Joseph Smith in May 1829 and expressed his desire to assist in God's work. Doctrine and Covenants 12 contains the Lord's counsel to him.

After Joseph Smith and Oliver Cowdery moved to the home of Peter Whitmer Sr. in Fayette, New York, and resumed the Book of Mormon translation, the Prophet received revelations for three of Peter Whitmer Sr.'s sons: David, John, and Peter Whitmer Jr. (see D&C 14–16). In these revelations recorded in Doctrine and Covenants 14–16, the Lord emphasized the importance of declaring repentance in order to bring souls unto Him.

January 1829

Joseph Smith Sr. visited Joseph and Emma Smith in Harmony, Pennsylvania.

February 1829

Doctrine and Covenants 4 was received.

May 1829

Joseph and Emma Smith received visits from Hyrum Smith and Joseph Knight Sr.

May 1829

Doctrine and Covenants 11–12 were received.

About June 1, 1829

Joseph and Oliver moved to Fayette, New York, to continue the translation of the Book of Mormon.

June 1829

Doctrine and Covenants 14–16 were received.

Late June 1829

The Three Witnesses and the Eight Witnesses viewed the golden plates.

Suggestions for Teaching

Doctrine and Covenants 4

The Lord reveals to Joseph Smith Sr. what qualifies a person to assist in His work

Write the following question on the board before class:

How can you know what the Lord desires you to do to assist Him in His work?

Invite students to ponder this question throughout the lesson and to look for doctrines and principles that will help them know how they can assist in the Lord's work.

Explain that in January 1829, Joseph Smith Sr. traveled from Palmyra, New York, to Harmony, Pennsylvania, to visit Joseph Smith and his wife Emma. While there, Joseph Smith Sr. asked how he could assist in the Lord's work. In response, the Prophet received the revelation recorded in Doctrine and Covenants 4.

Invite a student to read Doctrine and Covenants 4:1 aloud. Ask the class to follow along, looking for the word the Lord used to describe the Restoration of the gospel.

- What aspects of the restored gospel are marvelous to you?

Invite a student to read verses 2–4 aloud. Ask the class to follow along, looking for what the Lord said is required to assist in His work.

- What is required to assist in the Lord's work?
- According to verse 2, what promise did the Lord give to those who serve Him with all their heart, might, mind, and strength? (Students should identify a principle similar to the following: **If we serve God with all of our heart, might, mind, and strength, we may stand blameless before God at the last day.** You may want to suggest that students mark this principle in verse 2.)

Clearly identify doctrines and principles

As students identify doctrines and principles, be sure to help them state the truths clearly and simply. This helps ensure that the identified truths are clear in students' minds.

- What do you think it means to serve God with all our heart, might, mind, and strength? (Giving the Lord our total commitment and making the gospel the center of our lives.)
- What do you think it means to "stand blameless before God" (verse 2)?

Invite students to read verses 5–7 silently, looking for attributes that qualify a person to assist in the Lord's work. Invite a few students to report what they find. As students report, list the attributes on the board.

- How can developing these attributes help us to assist in the Lord's work?

Ask a student to read verse 7 aloud. Invite the class to follow along, looking for the promises the Lord made to those who ask and knock.

- What promises did the Lord make to those who ask and knock?
- How do these promises relate to our acquiring the attributes described in this revelation?

Encourage students to consider which attributes they could develop more fully. Invite them to ask Heavenly Father to help them develop and strengthen these traits.

Doctrine and Covenants 11

The Lord reveals to Hyrum Smith what he must do to assist in the work

Explain that in May 1829, the Prophet’s older brother Hyrum also traveled to Harmony, Pennsylvania, to visit Joseph. At that time, Joseph and Oliver Cowdery were engaged in translating the Book of Mormon. At Hyrum’s request, the Prophet asked the Lord to reveal His will concerning his brother. The Prophet then received the revelation recorded in Doctrine and Covenants 11.

Divide the class into three groups, and assign each group one of the following scripture references: Doctrine and Covenants 11:6–9; 11:10–14; and 11:15–19. Write the following questions on the board (leave room under each question to record students’ responses):

What did the Lord counsel Hyrum to do to help him prepare to serve?	What specific blessings did the Lord promise Hyrum if he would heed His counsel?

Invite students to read their assigned verses silently, looking for answers to these questions. After sufficient time, invite students from each group to report what they discovered. Record their answers under each question.

- What repeated counsel do you notice in the Lord’s words to Hyrum?

Invite a student to read D&C 11:20–22. Ask the class to follow along, looking for what the Lord again counseled Hyrum to do.

- Based on the Lord’s counsel to Hyrum in verses 20–22, what must we do in order to receive the Spirit and the power to help others gain a testimony of the truthfulness of the gospel? (Students should identify a principle similar to the following: **If we keep the commandments and obtain God’s word, we will receive the Spirit and the power to help others gain a testimony of the truthfulness of the Gospel.** You may wish to write this principle on the board.)

Write principles and doctrines on the board

Write the truths discovered in class on the board, or invite students to write them in their class notebooks or mark them in their scriptures. This will help students focus on the principles they are working to understand, believe, and apply as they continue their discussion.

- Why do you think the Lord emphasized the importance of keeping the commandments when teaching Hyrum how to prepare to assist in His work?
- What are some ways we can obtain God’s word?
- What is the relationship between studying the scriptures and receiving the Spirit?

Invite students to think of a time when they obtained God’s word and were blessed with the Spirit and the power to help someone gain a testimony of the truthfulness of the gospel. Ask a few students to share their experiences with the class. Encourage students to set a goal outlining what they will do to better obtain God’s word.

Doctrine and Covenants 12***Joseph Knight Sr. is taught what is required to assist in the Lord’s work***

Explain that while translating the Book of Mormon, Joseph Smith sometimes did not have money or supplies necessary to continue the work. Invite students to silently read the section heading for Doctrine and Covenants 12, looking for who helped the Prophet during his time of need. Invite a student to report what he or she finds.

Explain that sometime after Hyrum came to visit Joseph Smith in May 1829, Joseph Knight Sr. visited the Prophet and was anxious to know what more he could do to assist in the work.

Summarize Doctrine and Covenants 12:1–5 by explaining that the Lord told Joseph Knight that a marvelous work was about to come forth. The Lord also told him that those who diligently serve the Lord will receive salvation.

Invite a student to read Doctrine and Covenants 12:6–9 aloud. Ask the class to follow along, looking for the attributes we must develop to assist in the Lord’s work. Invite students to report what they find. (It may be helpful to explain that the word *temperate* in verse 8 means moderate or self-restrained.)

- Why do you think developing the attributes listed in verse 8 is required in order to assist in the Lord’s work?

Refer students to the question you wrote on the board before class, and ask students to consider what they could do to better assist in the Lord’s work. Invite students to follow any promptings they receive.

Doctrine and Covenants 14–16

The Lord reveals His will to David Whitmer, John Whitmer, and Peter Whitmer Jr.

Ask students to list on a piece of paper what they think are the most worthwhile things we can do in this life.

As students study Doctrine and Covenants 14–16, invite them to look for truths that will help them know what God thinks is most worthwhile for us to do.

Invite students to turn to Church History Maps, no. 3, “The New York, Pennsylvania, and Ohio Area of the USA.” Ask them to find Fayette, New York. Explain that because of increasing persecution in Harmony, Pennsylvania, Oliver Cowdery wrote a letter to his friend David Whitmer in Fayette, New York, and asked if he and Joseph could stay with the Whitmer family in order to complete the Book of Mormon translation. Sometime in early June 1829, Joseph Smith and Oliver Cowdery moved to Peter Whitmer Sr.’s home.

Invite a student to read aloud the section heading for Doctrine and Covenants 14. Ask the class to follow along, looking for what led to the revelations contained in Doctrine and Covenants 14–16.

- What were the three Whitmer brothers concerned about?

Summarize Doctrine and Covenants 14:1–6 by explaining that the Lord told David Whitmer that a marvelous work was about to come forth and that those who diligently serve the Lord will receive salvation.

Invite students to read Doctrine and Covenants 14:7–11 silently, looking for what the Lord instructed David Whitmer to do and the blessings He promised in return.

- What did the Lord instruct David to do? What blessings did He promise in return?
- According to verse 7, why are keeping the commandments and enduring to the end so important? (Students should identify a principle similar to the following: **If we keep God’s commandments and endure to the end, we will have eternal life.** You may want to suggest that students mark the words in verse 7 that teach this principle.)
- What does it mean to endure to the end?
- How would you define eternal life? (Eternal life is not merely immortality, which means living forever. Eternal life is being exalted and becoming like God.)
- Why do you think eternal life is “the greatest of all the gifts of God”?

Invite students to privately consider which commandment they could better keep that would help them progress toward eternal life.

Invite students to scan Doctrine and Covenants 15–16, looking for the similarities between these revelations. Invite a student to explain what he or she notices.

Invite a student to read Doctrine and Covenants 15:1–5 (or 16:1–5) aloud. Ask the class to follow along, looking for what the Lord told John Whitmer (and Peter Whitmer Jr.).

- What do you learn about the Lord from these verses? What do you learn about John (and Peter Whitmer Jr.)?

Invite a student to read Doctrine and Covenants 15:6 (or 16:6) aloud. Ask the class to follow along, looking for what the Lord said would be of most worth to them.

- Based on what the Lord told John and Peter Whitmer Jr., what is one of the most worthwhile things we can do? (Students should identify a principle similar to the following: **Helping bring souls unto Jesus Christ is one of the most worthwhile things we can do.**)
- What does it mean to bring souls unto Jesus Christ?
- What are some ways we can help bring ourselves and others closer to Jesus Christ? Why is bringing souls unto Christ one of the most worthwhile things we can do?

Conclude the lesson by bearing testimony of the truths identified in this lesson.

Supplemental Teaching Idea

Doctrine and Covenants 4:5–7. The Lord reveals to Joseph Smith Sr. what qualifies a person to assist in His work

After students identify the attributes listed in Doctrine and Covenants 4:5–7 that qualify a person to assist in the Lord’s work, you could point out that each of these is an attribute of the Savior Jesus Christ.

- Based on these verses, what will happen as we seek to develop Christlike attributes? (**As we develop Christlike attributes, we will be better prepared to assist in the Lord’s work.**)

Ask students to select one of the attributes listed on the board and explain why that attribute would be important to develop in order to assist in the Lord’s work of saving souls.

Encourage students to consider which Christlike attributes they desire to develop more fully. Invite them to ask Heavenly Father to help them develop and strengthen these traits in their lives.

LESSON 8

Doctrine and Covenants 19

Introduction and Timeline

As the translation of the Book of Mormon neared completion in June 1829, the Prophet Joseph Smith and Martin Harris hired the printer Egbert B. Grandin to print 5,000 copies of the Book of Mormon for \$3,000. However, Grandin would not start the printing until he was guaranteed payment for the job. Martin Harris made a verbal agreement to pay for the printing by mortgaging some of his farm.

Sometime after the initial agreement, Martin Harris became concerned about mortgaging his farm. In the revelation recorded as Doctrine and Covenants 19, likely given in the summer of 1829, the Lord commanded Martin Harris to “impart a portion of [his] property ... [and] pay the debt [he had] contracted with the printer” (D&C 19:34–35). The Lord also revealed important truths about His atoning sacrifice and taught about repentance.

Early June 1829

Joseph Smith and Martin Harris arranged for Egbert Grandin to publish 5,000 copies of the Book of Mormon.

July 1, 1829

Joseph Smith completed the translation of the Book of Mormon.

Summer 1829

Doctrine and Covenants 19 was received.

August 25, 1829

Martin Harris mortgaged his farm for \$3,000 to pay for the printing of the Book of Mormon.

March 26, 1830

Copies of the Book of Mormon were made available for purchase.

Suggestions for Teaching

Doctrine and Covenants 19:1–20

The Lord explains the consequences of not repenting and describes His suffering for sin

Write the following on the board before class: *What has the Lord asked of you that may be difficult for you?*

Discuss this question briefly as a class. Explain that Martin Harris faced such a challenge and was taught some powerful truths by the Lord to guide him. Invite students as they study Doctrine and Covenants 19 to look for those truths the Lord taught Martin and use them as they respond to what the Lord requires of them.

Explain that while the translation of the Book of Mormon was nearing completion in June 1829, Joseph Smith and Martin Harris negotiated the possibility of printing 5,000 copies of the Book of Mormon with printer Egbert B. Grandin in Palmyra, New York. Grandin and his typesetter, John H. Gilbert, estimated that it would cost \$3,000 to print that many copies. As part of the negotiations, Martin Harris agreed

to pay for the printing by mortgaging most of his farm, but it appears that the details of the payment were not arranged at that time. Grandin indicated that he would not purchase the needed materials nor begin work until Martin Harris had guaranteed payment for the printing (see *The Joseph Smith Papers, Documents, Volume 1: July 1828–June 1831*, ed. Michael Hubbard MacKay and others [2013], 86).

Sometime after the initial negotiations, Martin Harris had second thoughts about mortgaging his farm. In response to Martin's concerns, Joseph Smith received a revelation during the summer of 1829 that was later recorded as Doctrine and Covenants 19. Invite students as they study Doctrine and Covenants 19 to look for what the Lord taught Martin Harris to help him be willing to make such a significant sacrifice.

Invite a student to read Doctrine and Covenants 19:1–3 aloud, and ask the class to identify the doctrine that the Savior taught Martin Harris.

- What doctrine did the Lord teach about Himself in verse 2? (**Jesus Christ accomplished the will of the Father.** You may want to suggest that students mark this doctrine.)
- In what ways did Jesus Christ accomplish the will of Heavenly Father?
- According to verses 2–3, what power does the Savior have because He accomplished the will of Heavenly Father?
- In verse 3, the Savior describes His responsibility to judge all humankind at the last day. According to the Savior, what will His final judgment be based on? (**We will be judged according to our works and deeds.**)

To help students better understand how our works and deeds will affect how we will be judged, invite a student to read Doctrine and Covenants 19:4–5 aloud. Ask the class to follow along and look for additional details the Lord taught about His judgment.

- According to verses 4–5, what will those who do not repent experience? (You may need to explain that the phrase “but woes shall go forth” in verse 5 refers to the suffering that will come to those who do not repent.)

Write *endless punishment* and *eternal punishment* on the board. Explain that these and similar terms are sometimes used in scripture to describe the punishment that will come to all who will not repent. Invite students to read Doctrine and Covenants 19:6–12 silently, looking for how the Lord described endless or eternal punishment. After sufficient time, invite a few students to explain what they learned from the Lord's description of these terms. (Help students understand that the terms *endless punishment* and *eternal punishment* don't refer to the length of time people will suffer for their sins. Rather, because the Savior is Endless and Eternal, these phrases refer to the punishment He will administer according to the divine law of justice.)

Invite a student to read Doctrine and Covenants 19:13–15 aloud, and ask the class to look for what the Lord commanded Martin Harris to do after describing endless and eternal punishment.

- What reason did the Lord give for commanding Martin Harris to repent?

Invite a student to read Doctrine and Covenants 19:16–17 aloud, and ask the class to look for what the Lord testified will happen to those who choose to repent and what will happen to those who choose not to repent.

- What principles can we identify from verses 16–17 about those who choose to repent and those who choose not to repent? (After students respond, write the following principles on the board using students' own words: **Jesus Christ suffered for our sins so we can repent and not suffer as He did. If we choose not to repent, we must suffer even as Christ suffered.**)

Show the picture Jesus Praying in Gethsemane (*Gospel Art Book* [2009], no. 56; see also lds.org/media-library). To help students understand the magnitude of the Savior's suffering, explain that Doctrine and Covenants 19:18–19 is the only passage of scripture in which the Savior described His suffering in His own words. Other accounts of Jesus Christ's suffering during His atoning sacrifice were given by others (see Matthew 26:36–39; Luke 22:39–44; Mark 14:32–41; Mosiah 3:7). Invite students to read Doctrine and Covenants 19:18–19 silently, looking for the words and phrases the Savior used to describe His suffering. Consider inviting students to mark what they find.



- Which words or phrases stand out to you? Why?
- What do these words or phrases teach you about the Savior's willingness to suffer for our sins?
- What feelings do you have as you ponder the Savior's suffering for your sins?

Explain that the phrase “would that I might not drink the bitter cup” (D&C 19:18) refers to the Savior's prayer in the Garden of Gethsemane that if possible, He would not have to endure such suffering. Explain that the phrase “nevertheless, ... I partook and finished my preparations unto the children of men” (D&C 19:19) means that in spite of the incomprehensible cost, Jesus Christ submitted to Heavenly Father's will by completing the Atonement.

- How might understanding that the Savior yielded His will to Heavenly Father have influenced Martin Harris as he contemplated mortgaging his farm to pay for the publication of the Book of Mormon?

Invite a student to read Doctrine and Covenants 19:20 aloud. Ask students to follow along, looking for what the Lord told Martin Harris after He described His suffering for sin.

- What did the Lord again command Martin Harris to do? Why?

- Why do you think the Lord reminded Martin of a time when the Spirit withdrew from him? (For further insight into this question, see the student manual commentary for Doctrine and Covenants 19:20.)
- How does understanding the Savior’s suffering affect your desire to repent and do whatever He commands, regardless of how difficult it may be?

Encourage students to set a goal to honor the Savior’s sacrifice by repenting regularly.

Doctrine and Covenants 19:21–41

The Lord gives Martin Harris several commandments, including the command to impart his farm for the printing of the Book of Mormon

Explain that after the Lord commanded Martin Harris to repent, the Lord gave him additional commandments and counsel. Invite a student to read Doctrine and Covenants 19:21–24 aloud, and ask the class to look for what the Lord commanded Martin Harris to do. Ask a few students to report what they find.

- Based on the Lord’s words to Martin in verse 23, what will we receive as we learn of Christ, listen to His words, and walk in the meekness of His Spirit? (**As we learn of Christ, listen to His words, and walk in the meekness of His Spirit, we will have peace.** You may want to write this principle on the board.)
- What can we do to learn of Christ?
- What opportunities do we have to listen to His words?
- What does it mean to be meek? (If necessary, explain that meekness includes being “godfearing, righteous, humble, teachable, and patient under suffering. The meek are willing to follow gospel teachings” [Guide to the Scriptures, “Meek, Meekness,” scriptures.lds.org]).

Understand the meaning of doctrines and principles

Once students identify doctrines and principles in the scriptures, you can help them better understand these truths by guiding discussions that help students analyze their meaning. Understanding a gospel doctrine or principle includes comprehending the identified truths, their relationship with other truths in the Lord’s plan, and the circumstances in which the truths have personal application.

- When has walking in the meekness of the Savior’s Spirit brought peace into your life?
- How do you think following the principles in Doctrine and Covenants 19:23 might have helped Martin Harris make the decision to mortgage his farm?

Invite students to scan Doctrine and Covenants 19:25–35, looking for additional commandments and counsel the Lord gave to Martin Harris. You may want to suggest that students mark the phrases “I command” and “thou shalt.” After sufficient time, invite students to share what they discovered.

- What commandment did the Lord give Martin Harris regarding his farm?

- How can a person covet his own property?
- According to verses 26–27, why was printing the Book of Mormon so important?
- According to verse 33, what did the Lord say would happen if Martin chose to “slight [disregard] these counsels”?

Divide the class into pairs, and invite them to read Doctrine and Covenants 19:36–41 together, looking for additional principles that might have motivated Martin Harris to be obedient to the Lord’s commandments. Invite students to share what they find.

- Based on the Lord’s promise to Martin Harris in verse 38, what will we receive if we do the Lord’s will? (Students may use different words, but make sure they identify a principle similar to the following: **If we do the Lord’s will, we will receive blessings that are of greater value than the treasures of the earth.**)
- What are some blessings you feel are of greater value than the treasures of the earth?
- In what ways is the Book of Mormon of greater value than Martin Harris’s farm?

Questions that help students understand doctrines and principles

Certain questions can help students better understand the meaning of doctrines and principles. Questions that encourage students to think about a principle in a modern context or invite students to explain their understanding of a principle are particularly helpful.

Explain that on August 25, 1829, in obedience to the Lord’s command, Martin Harris mortgaged his property as payment for the printing of the Book of Mormon. Egbert Grandin considered himself paid in full, and printing commenced shortly thereafter.

Refer to the question on the board that you discussed at the beginning of the lesson. Encourage students to obey the Lord even if it is difficult, and remind them that they may receive blessings that are of greater value than the treasures of the earth.

LESSON 9

Doctrine and Covenants 20–22

Introduction and Timeline

In a revelation to the Prophet Joseph Smith, the Lord commanded that His Church be organized on April 6, 1830. Although this revelation, now known as Doctrine and Covenants 20, was recorded a few days after the Church’s organization, portions of it may have been revealed as early as June 1829. This revelation highlights the importance of the Book of Mormon, outlines responsibilities of priesthood offices, and provides instructions for the ordinances of baptism and the sacrament.

On the day the Church was organized, the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 21. In it, the Lord designated Joseph as a prophet, seer, and leader of the restored Church and exhorted the Church to heed the Prophet’s words. Soon after the Church was established, some people questioned whether those who had been baptized previously in other churches needed to be baptized again to become members of the restored Church. Joseph inquired and received the revelation in Doctrine and Covenants 22, wherein the Lord taught that baptism must be performed by those with proper authority.

End of March, 1830

The printing of the Book of Mormon was completed.

April 6, 1830

The Church was organized by Joseph Smith in Fayette, New York.

April 6, 1830

Doctrine and Covenants 21 was received.

After April 6, 1830

Doctrine and Covenants 20 was finalized and recorded (though portions were likely received months earlier).

April 16, 1830

Doctrine and Covenants 22 was received.

June 9, 1830

The first Church conference was held in Fayette, New York.

Suggestions for Teaching

Doctrine and Covenants 20:1–36

The events of the Restoration are recounted and truths taught in the Book of Mormon are summarized

Invite students to imagine that a friend who is less active in the Church says, “You don’t need to be active in the Church to be a good person or to be close to God.”

- Why might some people feel this way?

- How would you respond to your friend?

As students study Doctrine and Covenants 20 today, invite them to look for truths that will help them understand the need for and blessings of actively participating in The Church of Jesus Christ of Latter-day Saints.

Explain that as early as 1828, the Prophet Joseph Smith had received revelations that discussed establishing a church (see D&C 10:53). Preparations for this began in June 1829, when the Lord instructed Oliver Cowdery to help build up His church based on the teachings of the Book of Mormon (see D&C 18:3–4).

Invite students to silently read the section heading for Doctrine and Covenants 20 and verses 1–2, looking for what the Lord revealed about the organization of the Church of Jesus Christ in the last days.

- What truths can we learn from the section heading and these verses about the organization of the Church of Jesus Christ? (Though students may identify several truths, ensure that they identify that **Joseph Smith organized the Church of Jesus Christ according to God’s will.**)
- Why is it important to you to know that The Church of Jesus Christ of Latter-day Saints was organized under the Lord’s direction?

Invite a student to read aloud the following account of this event:



“On April 6, 1830, just eleven days after the Book of Mormon was advertised for sale, a group of about 60 people assembled in the log home of Peter Whitmer Sr. in Fayette, New York. There Joseph Smith formally organized the Church, later designated by revelation as The Church of Jesus Christ of Latter-day Saints (see D&C 115:4). It was a joyous occasion, with a great outpouring of the Spirit. The sacrament was administered, believers were baptized, the gift of the Holy Ghost was bestowed, and men were ordained to the priesthood” (*Teachings of Presidents of the Church: Joseph Smith* [2007], 8).

Tell students that on March 26, 1830, just a few days prior to the Church’s organization, the first copies of the Book of Mormon were made available. Explain that Doctrine and Covenants 20:5–36 recounts the coming forth of the Book of Mormon and highlights some of the foundational doctrine taught within its pages. Assign half the class to read Doctrine and Covenants 20:5–16 silently, looking for doctrinal truths *about* the Book of Mormon. Invite the other half of the class to read Doctrine and Covenants 20:17–25 silently, looking for some of the foundational doctrine and principles taught *within* the Book of Mormon. To help students understand verse 17, you may need to point out that the phrase “these things” refers to the doctrine and principles we know through the Book of Mormon.

Invite students to share the doctrine and principles they identified in their assigned verses. Students might identify truths such as the following: **the Book of Mormon is evidence that God has restored the gospel in our day** (verses 11–15). **If we receive the Book of Mormon in faith and are righteous, we will receive eternal life** (verse 14). **If we believe in Jesus Christ, are baptized in His name, and endure to the end, we will be saved** (verse 25).

- Based on the truths we have identified, why might the Lord have waited until the translation and publication of the Book of Mormon was complete before organizing His Church again on earth?

Doctrine and Covenants 20:37–84

The Lord instructs the Church regarding priesthood offices, baptism, and the sacrament

Explain that as part of the instructions about the organization of the Church, the Lord outlined the qualifications necessary for baptism into the Church. Invite a student to read Doctrine and Covenants 20:37 aloud. Ask the class to follow along and note phrases that describe the Lord’s requirements for baptism. (You may wish to write on the board the phrases students discover.)

- Which of these phrases are most meaningful to you and why?

Summarize Doctrine and Covenants 20:38–67 by explaining that these verses outline the duties of elders, priests, teachers, and deacons. In verse 65, we learn that no one is to be ordained to any priesthood office without Church members’ sustaining vote (see also D&C 26:2).

Invite a student to read Doctrine and Covenants 20:68–70 aloud. Ask the class to follow along, looking for the duties of Church members. To help students understand these verses, you may need to point out that *conversation* in verse 69 refers to conduct or behavior.

- How can a person “manifest ... by a godly walk and conversation” (D&C 20:69) that he or she is worthy of receiving the Holy Ghost and partaking of the sacrament?

Summarize Doctrine and Covenants 20:71–74 by informing students that these verses explain that individuals are not to be baptized before reaching the age of accountability and becoming capable of repentance. Also, baptism must be done by immersion and performed by one holding the priesthood.

Inform students that after instructing Church members regarding baptism, the Lord commanded that the Saints meet together regularly. Invite students to read Doctrine and Covenants 20:75 silently, looking for why Church members should meet together often. Invite students to report what they discover.

Write the following incomplete statements on the board:

When we partake of the sacrament, we witness ...

As we faithfully keep the promises made during the sacrament, the Lord promises ...

Invite students to read Doctrine and Covenants 20:76–79 silently, looking for how they would complete these two statements of principle. After sufficient time, invite students to share the principles they identified. Although they may use other words, students should identify the following principles: **When we partake of the**

sacrament, we witness that we are willing to take upon us the name of Jesus Christ, to always remember Him, and to keep His commandments. As we faithfully keep the promises made during the sacrament, the Lord promises that we will always have His Spirit to be with us.

- What similarities do you see in the promises made during the sacrament and the covenant of baptism (see verse 37)?

Compare and contrast

A doctrine or principle is often clarified when it is compared and contrasted with something else. Noting the similarities or differences between teachings can bring gospel truths into sharper focus.

- Why is it important to always have the Spirit with you?

Invite students to ponder how well they are keeping the covenants they renew through partaking of the sacrament. Encourage them to make any changes necessary to more faithfully keep those covenants. Assure them that as they make those changes, they will have the Spirit to be with them.

Doctrine and Covenants 21

Members of the Church are to heed the words of Joseph Smith

Display and invite a student to read aloud the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles:



"Beloved young men and young women of the Church, we are engaged in a battle between the forces of light and darkness. . . .

"And in this world, darkness is never far away" (Robert D. Hales, "Out of Darkness into His Marvelous Light," *Ensign*, May 2002, 70, 71).

Invite students to look for a principle in Doctrine and Covenants 21 that will help them know how to win the battle against darkness. To help students understand the context of this revelation, ask a student to read aloud the section heading for Doctrine and Covenants 21.

Summarize Doctrine and Covenants 21:1–3 by explaining that the Lord commanded that a record be kept of the Church's history. He also designated Joseph Smith's calling as a seer, translator, prophet, apostle, and elder of the Church.

Invite a student to read Doctrine and Covenants 21:4–6 aloud. Ask the class to follow along, looking for what the Lord commanded Church members to do.

- According to verse 5, how does the Lord want us to regard the prophet's words? (Students should identify a truth similar to the following: **The Lord commands us to receive the prophet's words as if they were from His own mouth.**)

- Based on these verses, what can we do to be protected against “the powers of darkness” (verse 6)? (After students respond, write the following principle on the board: **As we heed the words of the prophet in patience and faith, we will be protected against the powers of darkness.**)
- How does heeding the prophet’s words “disperse the powers of darkness” (D&C 21:6)?
- Why might it sometimes take patience and faith to accept and heed the prophets’ words?

Display the following statement by President Harold B. Lee (1899–1973), and invite a student to read it aloud:



“The only safety we have as members of this church is to ... give heed to the words and commandments that the Lord shall give through His prophet. ... There will be some things that take patience and faith. You may not like what comes from the authority of the Church. It may contradict your political views. It may contradict your social views. It may interfere with some of your social life. But if you listen to these things, as if from the mouth of the Lord Himself, with patience and faith, the promise is that ‘the gates of hell shall not prevail against you; ... and the Lord God will disperse the powers of darkness from before you, and cause the heavens to shake for your good, and his name’s glory’ (D&C 21:6)” (*Teachings of Presidents of the Church: Harold B. Lee* [2000], 84–85).

- How have you been blessed for heeding the words of living prophets? (Consider sharing an experience of your own.)

The words of the prophets

Reading and studying the words of the prophets can help teachers and students understand scriptural content and context as well as help clarify the inspired authors’ messages. The institute student manual can be an excellent resource for accessing the words of the prophets.

Invite students to reflect on the recent teachings of the Lord’s prophets. Encourage them to make a commitment to follow those teachings in all patience and faith.

Doctrine and Covenants 22

Baptisms must be performed by those with proper authority

Explain that following the organization of the Church in April 1830, many desired to become members of the Lord’s restored Church. However, some who had already been baptized in other churches wanted to join without being baptized again. After inquiring of the Lord, Joseph Smith received the revelation recorded in Doctrine and Covenants 22, which taught that baptism must be performed by those with proper authority.

Conclude by sharing your testimony of the restoration of the Lord’s Church upon the earth and of the living prophets who direct His work.

Supplemental Teaching Idea

Doctrine and Covenants 20:38–67. Duties of priesthood offices are set forth

Based on the needs of your students, you might consider using the following teaching idea after you explain that Doctrine and Covenants 20:38–67 outlines the duties of elders, priests, teachers, and deacons:

Draw the following chart on the board (or provide it as a handout to each student):

Elders (D&C 20:38–45)	Priests (D&C 20:46–52)	Teachers (D&C 20:53–56, 58–59)	Deacons (D&C 20:57–59)

Assign each student one of the scripture passages on the chart, and ask students to look for the priesthood duties outlined in their assigned passages. After sufficient time, invite a few students to report what they found. List students' responses on the chart on the board, or invite students to list the responses on their handouts.

Invite students to think about the differences and similarities they see between the duties of elders, priests, teachers, and deacons.

- What truths can we learn about priesthood offices by comparing and contrasting their respective duties? (Students may identify several truths, but be sure that they identify that **priesthood holders have the responsibility to teach the gospel and to watch over members of the Church and minister to them.** Write this truth on the board.)
- In what ways have you seen priesthood holders watch over and minister to Church members?
- How have you been blessed by a priesthood holder fulfilling his priesthood responsibilities?

LESSON 10

Doctrine and Covenants 23–25

Introduction and Timeline

Within days after the Church’s organization on April 6, 1830, five individuals approached the Prophet Joseph Smith seeking to know their duties with respect to the restored Church. A personalized answer was given to each of them in a series of five revelations that were later combined into Doctrine and Covenants 23.

In June and July 1830, persecution arose in the Colesville, New York, area against the Prophet Joseph Smith and other Church members. During this difficult time, the Lord strengthened the Prophet and Oliver Cowdery by giving them the revelation recorded in Doctrine and Covenants 24, in which they were instructed to be patient in afflictions and continue teaching the gospel.

Emma Smith, the Prophet’s wife, was baptized on June 28, 1830. Persecution forced her confirmation to be postponed until nearly two months later, in August. In July 1830, the Lord provided the revelation in Doctrine and Covenants 25 to Emma. In this revelation, the Lord told Emma that she was an elect lady and gave her instructions regarding her family and Church responsibilities.

April 6, 1830

The restored Church was organized.

Early April 1830

Doctrine and Covenants 23 was received.

June 9, 1830

The first conference of the Church was held at the home of Peter Whitmer Sr.

June 28, 1830

Emma Smith was baptized.

June 28–July 2, 1830

Joseph Smith was arrested and acquitted of being a disorderly person in South Bainbridge, New York, and again in Colesville, New York.

July 1830

Doctrine and Covenants 24 was received.

July 1830

Doctrine and Covenants 25 was received.

August 1830

Emma Smith was confirmed as a member of the Church.

Suggestions for Teaching

Doctrine and Covenants 23

In response to their desires to serve, the Lord reveals His will to five individuals

Ask students to think of a time when they received some much-needed words of encouragement or direction in their lives. You may want to ask one or two students to share their experience with the class.

Explain that in April 1830, just after the Church was organized, five individuals approached Joseph Smith seeking direction from the Lord. In response to their inquiry, the Lord gave each individual specific instructions.

Invite students to scan the section heading for Doctrine and Covenants 23 and find the names of the five individuals.

Write the following scripture references on the board: *D&C 23:1–2*; *D&C 23:3*; *D&C 23:4*; *D&C 23:5*; *D&C 23:6–7*. Assign each student one or more of these references, and invite them to read their assigned verse(s) silently, looking for the counsel the Lord gave each individual. After sufficient time, ask students to report what they found.

- In what ways is the Lord’s counsel to each man similar? How is it different?
- What principle can we learn from these accounts about what will happen as we earnestly desire to serve the Lord? (Students may identify a principle similar to the following: **As we desire to serve the Lord, we can receive personal guidance from Him.**)

Doctrine and Covenants 24

Joseph Smith and Oliver Cowdery receive direction for their callings

Invite a student to read the section heading for Doctrine and Covenants 24 aloud, and ask the class to look for what happened in the months after the Church was organized.

As an example of the persecution the Saints experienced, display the following historical information, and invite a student to read it aloud:

In late June 1830, Joseph Smith and others traveled to Colesville, New York, to baptize Emma Smith and several other believers. The baptisms were planned for Sunday, June 27, but in an attempt to prevent the baptisms, some Colesville residents destroyed the dam that the Saints had made. On Monday morning, the Saints met and quickly rebuilt the dam, and Emma Smith and 12 others were baptized. Before the meeting was over, a mob of nearly 50 people had gathered and threatened to harm the Saints. Later that night, the Saints met to confirm the newly baptized members, but before the confirmations could take place Joseph was arrested on false charges of being a disorderly person. When Joseph was acquitted of these charges, he was immediately arrested on the same charge by a constable from a neighboring county. After he was acquitted a second time, Joseph and Emma traveled to their home in Harmony, Pennsylvania, for safety. A short time later, Joseph and Oliver Cowdery returned to Colesville to confirm the recently baptized converts. Before they could do so, a mob assembled, and Joseph and Oliver were again forced to seek safety in Harmony. Not long after they returned home in July 1830, Joseph Smith received the revelation recorded in Doctrine and Covenants 24.

Invite a student to read Doctrine and Covenants 24:1–2 aloud, and ask the class to look for what the Lord said to the Prophet while he was seeking safety from persecution.

- What words or phrases might have comforted the Prophet?

Invite a student to read Doctrine and Covenants 24:3–6 aloud, and ask the class to look for what the Lord told Joseph Smith to do during this difficult time.

- What do you think the phrase “magnify thine office” (verse 3) means?
- Why might the Lord’s instruction to go speedily to the Saints in New York have been difficult for Joseph?
- What did the Lord promise would happen if Joseph went to the Saints in New York and they received his words?

Divide the class into two groups. Invite one group to read Doctrine and Covenants 24:7–9 silently, looking for what the Lord said would happen if Joseph Smith faithfully performed his calling. Invite the other group to read Doctrine and Covenants 24:10–12 silently, looking for what the Lord said would happen if Oliver Cowdery faithfully performed his calling. After sufficient time, ask the following questions:

- What did the Lord promise Joseph Smith if he faithfully attended to his calling?
- What did the Lord promise Oliver Cowdery if he faithfully attended to his calling?
- Based on what the Lord promised Joseph Smith and Oliver Cowdery, what will the Lord do for us if we faithfully do what He asks of us? (Help students identify the following principle: **If we faithfully do what the Lord asks of us, then He will be with us and strengthen us.**)
- In what ways might this principle have helped Joseph Smith and Oliver Cowdery during this difficult time?

To help students feel the truth and importance of this principle, invite them to think of a time when the Lord strengthened them because they faithfully did what He asked. Invite a few students to share their experience with the class.

Feel the truth and importance of doctrines and principles

Students will learn to identify and understand doctrines and principles as found in the scriptures; however, often they will not apply a doctrine or principle until they feel its truth and importance through the Holy Ghost and sense some degree of urgency to incorporate it in their own lives.

Summarize Doctrine and Covenants 24:13–19 by explaining that the Lord instructed Joseph and Oliver regarding the miracles they could perform during their ministry and what they should do when people opposed them. The Lord also directed that the Church should provide temporal support to the Prophet so that he could devote all of his time and energy to the work of the Lord.

Doctrine and Covenants 25

The Lord gives Emma Smith personalized counsel and instruction

Explain that in July 1830, while seeking safety in Harmony, Pennsylvania, the Prophet received the revelation recorded in Doctrine and Covenants 25. This revelation was directed to Joseph’s wife, Emma Smith. You may want to remind students that Emma had been baptized in June 1830, but because of mob threats and the arrest of her husband she had not yet been confirmed.

Invite a student to read Doctrine and Covenants 25:1–4 aloud. Ask the class to look for words and phrases that may have been comforting to Emma Smith during this difficult time.

- What words did the Lord use to describe Emma?
- What do you think it means to be elect? (“The elect are those who love God with all their hearts and live lives that are pleasing to Him” [Guide to the Scriptures, “Elect,” scriptures.lds.org].)
- How might knowing that she was an elect lady have helped Emma Smith during these hardships?
- What counsel did the Lord give to Emma?

Invite a few students to take turns reading aloud from Doctrine and Covenants 25:5–10, and ask the class to look for what the Lord called Emma Smith to do.

- What did the Lord call Emma Smith to do?

Explain that the word *ordain* (see verse 7) was often used in the early Church to refer to both ordination and setting apart. Thus both men and women were commonly said to be “ordained” to callings, whereas today we would use the term “set apart” (see Joseph Fielding Smith, *Church History and Modern Revelation* [1947], 1:126). Inform students that when the Relief Society was organized in 1842, Emma Smith was called to be the organization’s first president. On that occasion, the Prophet Joseph Smith read the revelation recorded in Doctrine and Covenants 25 and said that the revelation was “fulfilled by Sister Emma’s Election to the Presidency of the Society, she having previously been ordained to expound the Scriptures” and to exhort the Church (“Journal, December 1841–December 1842,” 91, josephsmithpapers.org).

- Based on what the Lord told Emma to do in verse 10, what does the Lord expect us to do? (**The Lord expects us to lay aside the things of the world and seek that which is eternal.**)
- What worldly things do you think Emma might have been worried about during this time in her life?

To help students understand this truth, write the following headings on the board: *Things of the World to Lay Aside* and *Eternal Things to Seek*. Ask students to suggest several items that could be listed under each heading. Write students’ responses on the board under the appropriate heading.

- Why do you think laying aside the things of this world can help us seek that which is eternal?

Invite students to think of a time when they set aside worldly things and sought for eternal things. Invite a few students to share their experience with the class. (Remind students not to share experiences that are too personal.)

Invite students to ponder ways they can lay aside the things of the world and seek things of eternal value. Invite them to set a goal to act on any promptings they have received.

Invite a student to read Doctrine and Covenants 25:11–12 aloud, and ask the class to look for what else the Lord asked Emma to do.

Questions that invite feelings and testimony

After students understand a doctrine or principle taught in the scriptures, teachers can ask questions that cause students to reflect on past spiritual experiences related to that doctrine or principle. These questions can lead students to feel more deeply the doctrine or principle's truthfulness and its significance in their lives. Many times, those feelings engender a stronger desire in the hearts of students to live a gospel principle more faithfully.

- What did the Lord ask Emma to do?
- What principle can we learn about worshipping the Lord through music from these verses? (Students may use different words, but make sure they identify a principle similar to the following: **As we worship the Lord through righteous music, He will bless us.**)
- In what ways can a “song of the heart” (verse 12) be likened to prayer?
- How might a song of the heart differ from just singing a hymn?
- What blessings have come into your life from worshipping the Lord through righteous music?

Invite a student to read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles aloud:



“Sacred music has a unique capacity to communicate our feelings of love for the Lord. This kind of communication is a wonderful aid to our worship. Many have difficulty expressing worshipful feelings in words, but all can join in communicating such feelings through the inspired words of our hymns”
(Dallin H. Oaks, “Worship through Music,” *Ensign*, Nov. 1994, 10).

Invite students to select one or two hymns from the hymnbook that they feel help them communicate their feelings of love and worship for the Lord. If time permits, you may want to sing one or two of these hymns as a class. Encourage students to participate in singing the hymns at Church and other places as a way to worship the Lord.

Summarize Doctrine and Covenants 25:13–16 by explaining that the Lord told Emma Smith to cleave to her covenants and continue in meekness. He also

promised that if she kept the commandments she would receive a crown of righteousness.

Conclude class by sharing your testimony of how the truths identified in this lesson can provide us with direction and encouragement.

LESSON 11

Doctrine and Covenants 26–28

Introduction and Timeline

Following the organization of the Church, the Prophet Joseph Smith traveled several times between Harmony, Pennsylvania, and the branches of the Church in New York to strengthen the members and build the Church. In July 1830, the Lord gave a revelation instructing Joseph Smith, Oliver Cowdery, and John Whitmer on how to occupy their time while preparing for a Church conference in the fall. This revelation, recorded in Doctrine and Covenants 26, gave direction for both spiritual and temporal matters and further instruction regarding the principle of common consent in the Church.

While at Harmony in August 1830, Joseph Smith was traveling to obtain wine for the sacrament when he was met by a heavenly messenger. The Prophet was instructed regarding the emblems of the sacrament and the importance of putting on the whole armor of God. The directions he received are recorded in Doctrine and Covenants 27.

Because of increasing persecution in Harmony, Pennsylvania, Joseph and Emma Smith accepted Peter Whitmer Sr.'s invitation to live with his family again in Fayette, New York. As they arrived in early September 1830, the Prophet learned that Hiram Page claimed to be receiving revelations for the Church through a stone. Joseph inquired of the Lord and received the revelation recorded in Doctrine and Covenants 28, in which the Lord clarified the order of receiving revelation for the Church.

June 1830

Mob persecution in Colesville, New York, prevented newly baptized converts from being confirmed.

June 1830

Joseph Smith began the inspired translation of the Bible by dictating the “Visions of Moses” (Moses 1).

July 1830

Doctrine and Covenants 26 was received.

August 1830

Doctrine and Covenants 27 was received.

August 1830

Hiram Page claimed to be receiving revelation for the Church.

Early September 1830

Joseph and Emma Smith moved to Fayette, New York.

September 1830

Doctrine and Covenants 28 was received.

September 26–28, 1830

The second conference of the Church was held in Fayette, New York.

October 1830

Oliver Cowdery and others departed on a mission to the Lamanites.

Suggestions for Teaching**Doctrine and Covenants 26***The Lord instructs His servants on the principle of common consent*

Invite students to imagine that a friend who is not a member of the Church attends a meeting with them in which Church officers are sustained.

- How would you explain to your friend the practice of sustaining in the Church?

Remind students that during the summer of 1830, Joseph Smith and other Church members experienced intense persecution. In one instance, threats from a mob prevented several new converts from being confirmed after their baptisms. Twice Joseph was arrested and tried on spurious charges. After his arrests and trials in New York, Joseph and Emma returned home to Harmony, Pennsylvania, where Joseph received three revelations from the Lord during July 1830 (see D&C 24–26). In the third revelation (D&C 26), the Lord counseled Joseph Smith, Oliver Cowdery, and John Whitmer on how their time should be spent and gave direction for the practice of common consent.

Invite a student to read Doctrine and Covenants 26:1 aloud, and ask the class to look for the Lord’s counsel to his servants on how to devote their time.

- What did the Lord counsel Joseph, Oliver, and John to do with their time?
- What promise did the Lord make regarding the upcoming Church conference?

Invite students to read Doctrine and Covenants 26:2 silently, looking for instructions the Lord gave about how to conduct the Church’s affairs.

- What doctrine did the Lord reveal in verse 2 about how all things should be done in the Church? (Help students identify the following doctrine: **All things in the Church must be done by common consent and by faith.**)
- What does “common consent” mean? (“Common consent” refers to Church members using their agency to express their willingness or unwillingness to sustain a person who has been called by the Lord to serve in His Church or to be ordained to an office in the priesthood. Common consent is manifested by raising the right hand.)
- What is the difference between common consent and electing or deciding by majority vote?

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency. Ask the class to listen for what it means when we manifest our common consent:



"By our sustaining vote, we make solemn promises. We promise to pray for the Lord's servants and that He will lead and strengthen them (see D&C 93:51). We pledge that we will look for and expect to feel inspiration from God in their counsel and whenever they act in their calling (see D&C 1:38). . . .

"As we raise a hand to sustain a person, we commit to work for whatever purpose of the Lord that person is called to accomplish" (Henry B. Eyring, "Called of God and Sustained by the People," *Ensign*, June 2012, 4).

- How might the practice of common consent be a blessing and protection for the Church?

Doctrine and Covenants 27:1–4

Joseph Smith is taught truths regarding the emblems of the sacrament

Invite students to think about their most recent experience of taking the sacrament. Ask them to silently rate how meaningful their experience was on a scale between 1 and 10, with 1 being the least meaningful and 10 being the most meaningful.

- What could one do to make taking the sacrament a more meaningful experience? (Write student responses on the board.)

Invite students to look for truths as they study Doctrine and Covenants 27 that can help them make partaking of the sacrament a more meaningful experience for them.

To help students understand the context of Doctrine and Covenants 27, explain that in August 1830, Newel and Sally Knight visited Joseph and Emma in Harmony, Pennsylvania. Sally and Emma had been baptized on June 28, 1830, but neither had been confirmed because of persecution by a mob. During the Knights' visit, it was proposed that Sally and Emma be confirmed and that the group partake of the sacrament.

Invite students to read the section heading for Doctrine and Covenants 27 silently, looking for what happened when the Prophet went to procure wine for the sacrament.

Invite a few students to take turns reading aloud from Doctrine and Covenants 27:1–4, and ask the class to look for what the heavenly messenger revealed to Joseph Smith about the sacrament.

- What did the messenger teach Joseph Smith about what we should eat or drink as the emblems of the sacrament?
- According to verse 2, what should be our focus as we partake of the sacrament? (**As we partake of the sacrament, we are commanded to have an eye single to God's glory and remember the atoning sacrifice of Jesus Christ.** You may want to invite students to mark the words that teach this doctrine in verse 2.)
- What does it mean to have an eye single to God's glory? (To focus on Him and align our will with His.)
- How has reflecting upon the Savior's atoning sacrifice during the sacrament helped you have a more meaningful experience?

Invite students to ponder what they can do to better remember the sacrifice of Jesus Christ and partake of the sacrament “with an eye single to [God’s] glory” (D&C 27:2). Encourage them to act on their ideas the next time they take the sacrament.

Doctrine and Covenants 27:5–18

The Lord describes a great gathering of His servants from all dispensations to partake of the sacrament before His Second Coming

Invite a student to read Doctrine and Covenants 27:5 aloud, and ask the class to find what the Savior said He would do when He comes again.

Tell students that in Doctrine and Covenants 27:5–14, Joseph Smith learned that faithful Saints from every dispensation will partake of the sacrament with the Savior as part of a great gathering at Adam-ondi-Ahman prior to the Savior’s coming in glory. Invite students to scan these verses and look for some of those who will participate.

- According to verse 14, who else will partake of the sacrament with the Savior?

After students respond, display the following statement by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles:



“Every faithful person in the whole history of the world, every person who has lived as to merit eternal life in the kingdom of the Father will be in attendance and will partake, with the Lord, of the sacrament” (Bruce R. McConkie, *The Promised Messiah* [1978], 595).

- How would you feel if you were able to partake of the sacrament with the Savior?

Invite a student to read Doctrine and Covenants 27:15–18 aloud, and ask the class to look for what we must do to qualify for the Lord’s blessings, including being worthy to join with the Lord in this sacred meeting. Ask a few students to report what they find.

- What principle can you identify from verses 15–18 about the blessings that we will receive if we put on the whole armor of God? (Although they may use other words, students should identify the following principle: **If we put on the whole armor of God, we will be able to withstand evil and remain faithful until the Lord comes.**)
- What can you do each day to put on the armor of God? How do these things help you withstand evil and remain faithful?
- Why do you think it is important that we put on the whole armor of God and not just part of it?

Share your testimony of how your efforts to put on the armor of God have affected your faith and ability to withstand evil. Invite students to consider what they can do to better put on the whole armor of God. Encourage them to act on any promptings they receive.

Doctrine and Covenants 28

Oliver Cowdery learns that only the prophet can receive revelation for the Church

Explain that because of increasing persecution in Harmony, Pennsylvania, Joseph and Emma accepted Peter Whitmer Sr.'s invitation to live with his family in Fayette, New York. Shortly after the Smiths arrived in Fayette in September 1830, the Prophet faced another challenging situation. Invite a student to read aloud the section heading for Doctrine and Covenants 28. Ask students to follow along, looking for the challenging situation the Prophet was facing at this time.

- What problems do you think could have resulted from Hiram Page's claims to receive revelations for the Church?

Point out in the section heading that even "Oliver Cowdery was wrongly influenced" by Hiram Page's claims of revelation. Explain that in addition to the situation with Hiram Page, an earlier incident involving Oliver Cowdery underscored the need for the Lord to instruct the Saints concerning the proper order of revelation in His Church. In late summer of 1830, Oliver wrote to the Prophet Joseph Smith and indicated that he felt that a passage in the revelation now recorded in Doctrine and Covenants 20 was in error. Oliver wrote to the Prophet, "I command you in the name of God to erase those words" (Manuscript History of the Church, vol. A-1, p. 51, josephsmithpapers.org). Although Joseph eventually convinced Oliver of his error in seeking to correct a revelation from the Lord to His Prophet, this incident illustrated the Saints' need to understand how the Lord reveals His will to His Church.

Divide the class into pairs. Assign one partner in each pair to study Doctrine and Covenants 28:1–3 and the other partner to study Doctrine and Covenants 28:4–8. Invite students to read their verses silently, looking for what the Lord taught to help the Saints understand how revelation comes to the Church. Ask students to discuss what they find with their partner. After sufficient time, ask the class:

- What important doctrine about revelation can we identify from verses 1–3? (After students respond, write the following doctrine on the board: **The President of the Church is the only person authorized to receive revelations for the entire Church.**)
- What truth about revelation can we learn from verses 4–8? (After students respond, write the following truth on the board: **We may receive personal revelation for our own benefit and to help with our callings.**)
- How might these truths have helped Oliver Cowdery and others who had been deceived by Hiram Page's purported revelations?
- How might understanding these truths help us in our day?

Invite students to think of an example of when the President of the Church received revelation for the entire Church. Also ask students to think about a time when they received revelation for their own benefit or for help in their callings. Invite a few students to share their thoughts with the class.

Summarize Doctrine and Covenants 28:9–16 by telling students that in these verses the Lord commanded Oliver Cowdery to tell Hiram Page that his so-called

revelations were not of God and that he had been deceived by Satan. The Lord also reiterated the necessity of doing all things in the Church by common consent.

Explain that after Joseph Smith received this revelation, he convened a conference on September 26 and set the Church in order. At the conference, “Brother Page, as well as the whole Church who were present, renounced the said stone, and all things connected therewith” (*Teachings of Presidents of the Church: Joseph* [2007], 197).

Conclude the lesson by bearing testimony of the truths you identified in this lesson.

LESSON 12

Doctrine and Covenants 29

Introduction and Timeline

In September 1830, before the second conference of the Church was held in Fayette, New York, some early Church members anticipated that Book of Mormon prophecies about Zion and the gathering of God's elect would soon be fulfilled. A group of six elders and three other Church members met together and asked the Lord about these prophecies. In response to their inquiry, the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 29. In this revelation, the Lord taught them about the gathering of the Savior's elect before His Second Coming and about our redemption from the Fall of Adam and Eve through the Atonement of Jesus Christ.

June–October 1830

Joseph Smith dictated Moses 1–5 as he worked on the inspired translation of the early chapters of Genesis.

August–September 1830

Church members were confused by Hiram Page's purported revelations.

September 1830

Doctrine and Covenants 29 was received.

September 1830

Doctrine and Covenants 28 was received (likely after Doctrine and Covenants 29 was received).

September 26–28, 1830

The second conference of the Church was held in Fayette, New York.

October 1830

Oliver Cowdery and his missionary companions departed on a mission to the Lamanites.

Suggestions for Teaching

Doctrine and Covenants 29:1–29

Jesus Christ gathers the elect in preparation for His Second Coming

Before class, write the following words on the board: *tribulation and desolation*.

When class begins, invite students to explain how these words could be used to describe our day and the days leading up to the Second Coming of Jesus Christ.

Point out that while some people may feel worried about the tribulation and desolation that does and will exist in the world, the Lord has revealed truths that will guide and help us during these difficult times. Invite students to look for truths as they study Doctrine and Covenants 29 that teach what we must do to be protected from and prepared for the days of tribulation and desolation.

Explain that in September 1830, just before a conference of the Church was held in Fayette, New York, six elders and three other Church members gathered to discuss

several topics, including Adam and Eve’s transgression and the prophecy concerning the coming forth of Zion (see Isaiah 52:8; 3 Nephi 16:18; 21:22–24.) They united in prayer concerning these topics, and in response, the Lord gave Joseph Smith the revelation recorded in Doctrine and Covenants 29.

Invite a student to read Doctrine and Covenants 29:1–3 aloud. Ask the class to follow along, looking for what the Lord said He would do for His people.

- What did the Lord say He would do for His people?

Show students a picture of a hen gathering her chickens.

- How is the Lord like a hen who gathers her chickens under her wings? (The Lord seeks to gather and protect us because of His love for us.)



- What principle can we identify in verse 2 concerning what we must do in order to be gathered by the Savior? (Although they may use other words, students should identify that **as we hearken to the Savior’s voice, humble ourselves, and call upon God in prayer, the Savior will gather and protect us.** Write this principle on the board.)
- What does it mean to “hearken” to the Savior’s voice?
- What are some things we need protection from in our day?

Invite two students to take turns reading aloud from Doctrine and Covenants 29:3–8, and ask the class to follow along, looking for what the Lord called the elders to do and why.

- According to verses 4, 7–8, what did the Lord call the elders to do? (Proclaim the gospel to gather the Lord’s elect.)

Explain that when this revelation was given, Church membership was small and the Saints were commanded to gather in “one place” (D&C 29:8). However, as the Church grew, the Lord commanded the Saints to remain in their own lands and gather in their respective locations. Today, we gather with the Saints in the stakes of Zion where we live.

- According to verse 7, how does the Lord describe the elect?

Invite students to identify the doctrine taught in verse 8 regarding why the Lord gathers His elect. (Students should identify that **the Lord gathers the elect so that they can be prepared in all things for the times of tribulation and desolation that will come upon the wicked.** Write this doctrine on the board.)

- What do you think it means to “be prepared in all things” (verse 8)?
- Why do you think that gathering with other Saints can help prepare us for times of tribulation?

- What places do we as Saints gather in today that will help us prepare for tribulation?

Summarize Doctrine and Covenants 29:9–13 by explaining that in these verses, the Savior declared that He will come again in “power and great glory” (verse 11), that the wicked will be burned at His coming, and that the righteous will dwell with Him for a thousand years on the earth.

Invite students to read Doctrine and Covenants 29:14–21 silently, looking for tribulations that will occur in the last days. Before students read, explain that much of what is described in verses 18–21 will happen to the wicked armies that gather against Israel in the final battle of Armageddon (see D&C 29:21; see also the chapter headings for Ezekiel 36–39 and for Zechariah 12–14). Ask a few students to report what they found.

- Why would you want to be gathered as one of the Savior’s elect when these tribulations occur?

Explain that even though the elect will be gathered and prepared for the tribulation of the last days, this does not mean that they will escape all hardships. Invite a student to read aloud the following statement by the Prophet Joseph Smith (1805–1844), who explained why some of the righteous will be affected by the events of the last days:



“It is a false idea that the Saints will escape all the judgments, whilst the wicked suffer; for all flesh is subject to suffer, and ‘the righteous shall hardly escape’ [see D&C 63:34]; still many of the Saints will escape, for the just shall live by faith [see Habakkuk 2:4]; yet many of the righteous shall fall a prey to disease, to pestilence, etc., by reason of the weakness of the flesh, and yet be saved in the Kingdom of God” (*Teachings of Presidents of the Church: Joseph Smith*

[2007], 253).

Testify that if we choose to be gathered unto the Lord, we will be prepared for the tribulation and desolation that will occur in the last days.

Invite a student to read Doctrine and Covenants 29:17 aloud, and ask the class to follow along, looking for what will happen to those who refuse to repent and hear the Lord’s voice.

- According to verse 17, what will happen to those who refuse to repent and hear the Lord’s voice? (After students respond, write the following principle on the board: **If we refuse to repent and hear the Lord’s voice, His atoning blood will not cleanse us.**)
- What are some examples of how we can hear the Lord’s voice? (Possible answers might include following the living prophet, studying the scriptures, and following the promptings of the Holy Ghost.)
- What are some of the consequences of not being cleansed through the Atonement of Jesus Christ?

To help students answer this question, summarize Doctrine and Covenants 29:22–29 by explaining that the Lord revealed what will happen at the end of the Millennium, including the Resurrection of the dead and the Final Judgment of the righteous and the wicked. Invite a student to read aloud the Lord’s description of the Final Judgment in verse 27.

- What will happen to those who have been cleansed of their sins? What will happen to those who are not cleansed and remain in their sins?

Testify that the most important preparation a person can make for the Second Coming of Jesus Christ and the Final Judgment is to hearken to the Savior, repent, and be cleansed from sin.

Invite students to reread Doctrine and Covenants 29:4, 7 silently. Draw students’ attention to the three principles listed on the board, and ask:

- Why is the Lord’s call to declare the gospel and help gather His elect so significant in light of these truths?

Invite students to ponder what they can do to gather to the Savior and to also help others gather to the Savior and His Church. Encourage them to act on any promptings they receive.

Apply doctrines and principles

After students have identified, understood, and felt the truth and importance of a doctrine or principle found in the scriptures, teachers should encourage students to apply that truth in their lives. Students apply doctrine and principles when they think, speak, and live according to what they have learned. As students do so, they will receive promised blessings and will gain a deeper understanding and testimony of these truths.

Doctrine and Covenants 29:30–50

The Savior declares that He has redeemed us from the Fall and that He offers us salvation from our sins

Remind students that Doctrine and Covenants 29 came in response to a small group of elders and other Church members who had gathered to discuss several doctrinal points, including the Fall of Adam and Eve. Some in the group had differing views about Adam and Eve’s transgression in the Garden of Eden.

Write the word *Creation* on the board. Invite a student to read Doctrine and Covenants 29:30–33 aloud. Ask the class to follow along, looking for what the Lord taught about the Creation.

To help students understand the teachings in these verses, inform them that after the Creation was completed, Adam and Eve, the earth, and all things on the earth were in a spiritual state. This means that although Adam and Eve had physical bodies, they were not mortal (subject to death) and could have dwelt in God’s presence forever. However, as part of Heavenly Father’s plan, all of His creations became temporal, or mortal, because of the Fall. Following the Resurrection, they will return to a spiritual state—physical but also immortal.

Invite a student to read Doctrine and Covenants 29:34–35 aloud. Ask the class to follow along, looking for what the Lord taught about His commandments, including the commandment He gave Adam and Eve in the Garden of Eden not to eat the fruit of the tree of knowledge of good and evil.

- What do we learn from these verses about all of God’s commandments, including His commandment to Adam and Eve not to eat the fruit?

Write *The Fall* on the board, and invite a few students to take turns reading aloud from Doctrine and Covenants 29:36–41. Ask the class to follow along, looking for what the Lord taught about the Fall of Adam and Eve.

- What were some of the consequences of the Fall? (Among other things, because of the Fall we are subject to spiritual and physical death.)

Explain that in verse 41 the Lord taught that because of the transgression of Adam and Eve, they were cast out of the Garden of Eden and the Lord’s presence. Separation from God’s presence is called spiritual death. Because of the Resurrection of Jesus Christ, all will be resurrected and brought back into God’s presence to be judged. Those who have knowingly rebelled against the truth will be cast out of God’s presence and experience a second spiritual death.

Write the word *Atonement* on the board. Invite a student to read Doctrine and Covenants 29:42–45 aloud, and ask the class to follow along, looking for what the Lord said He would do for Adam and His seed. Ask a few students to report what they find.

- According to verses 42–43 what does the Savior offer to those who have faith in Him and repent of their sins? (After students respond, write the following principle on the board: **Through His Atonement, Jesus Christ offers forgiveness and eternal life to all those who have faith in Him and repent of their sins.**)
- According to verses 44–45, what will happen to those who do not repent of their sins?

Summarize Doctrine and Covenants 29:46–50 by explaining that the Savior declared that because little children and those without understanding are not accountable, they are also redeemed through His Atonement.

Testify that because of the Atonement of Jesus Christ, each of us will overcome temporal death through the Resurrection. Through the Atonement of Jesus Christ, we can also overcome spiritual death if we repent of our sins and hearken to the Savior’s voice.

Invite students to apply what they have learned today by choosing to hearken to the Savior’s voice, repent of their sins, and be gathered to Him.

LESSON 13

Doctrine and Covenants 30–34

Introduction and Timeline

Immediately after the second Church conference, held in late September of 1830 in Fayette, New York, the Prophet Joseph Smith received revelations for David Whitmer, Peter Whitmer Jr., and John Whitmer. These revelations are recorded in Doctrine and Covenants 30. At about the same time, the Lord also called Thomas B. Marsh to preach the gospel and to help establish the Church. This call, recorded in Doctrine and Covenants 31, also included promises and counsel to guide him as a missionary and in his personal life.

In October 1830, the Prophet received the revelation now recorded in Doctrine and Covenants 32, in which the Lord called Parley P. Pratt and Ziba Peterson to join Oliver Cowdery and Peter Whitmer Jr. on a mission to the Lamanites in western Missouri. In another revelation, recorded in Doctrine and Covenants 33, the Lord called Ezra Thayre and Northrop Sweet to proclaim the gospel.

The revelation recorded in Doctrine and Covenants 34 was given in November 1830. In it, the Lord commended Orson Pratt for his faith and commanded him to preach the gospel in preparation for the Second Coming of Jesus Christ.

Summer 1830

Parley P. Pratt read the Book of Mormon and was baptized.

September 1830

Thomas B. Marsh and his family moved from near Boston, Massachusetts, to Palmyra, New York, and he was baptized.

September 19, 1830

Orson Pratt was baptized by his older brother Parley.

September 26–28, 1830

The second conference of the Church was held in Fayette, New York.

Late September 1830

Doctrine and Covenants 30–31 were received.

October 1830

Doctrine and Covenants 32–33 were received.

October 1830

Oliver Cowdery and his companions departed on a mission to the Lamanites.

November 4, 1830

Doctrine and Covenants 34 was received.

Suggestions for Teaching

Doctrine and Covenants 30

The Lord teaches David, Peter Jr., and John Whitmer concerning their missionary service

Invite students to think of an issue on which popular opinion is contrary to the teachings of the Lord and His prophets. Ask students to ponder whether they, or someone they know, have struggled to know or to do what is right regarding this issue.

As students study Doctrine and Covenants 30 today, encourage them to look for principles that can guide them in these situations.

Invite a student to read the section heading for Doctrine and Covenants 30 aloud. Ask the class to follow along, looking for whom the Lord addressed in this revelation and when it was given.

Explain that although David Whitmer was one of the Three Witnesses and had been faithful in many ways, he had been deceived by his brother-in-law Hiram Page's false claims of revelation through a stone and had for a short time been one of Hiram's principal supporters. The matter of Hiram Page's false revelations had been addressed by the Lord (see D&C 28) and discussed during the conference that had just concluded. Hiram Page and his supporters, including David Whitmer, humbly acknowledged their errors and renounced the stone and the spurious revelations.

Invite a student to read Doctrine and Covenants 30:1–4 aloud. Ask the class to follow along, looking for what the Lord said to David Whitmer following the conference.

- According to verses 1–2, why did the Lord chasten David Whitmer?

Invite students to reread verse 3 silently, looking for the consequences David experienced because of his errors.

- What do you think it means that David was “left to inquire for [him]self”?
- How would you summarize the Lord's chastisement of David Whitmer in verses 1–3 as a statement of principle? (Students should identify a principle similar to the following: **If we value others' opinions and the things of the world above the guidance of the Spirit and of the Lord's servants, we will be left to inquire for ourselves.** Using students' own words, write this principle on the board.)
- What are some examples of ways we might rely on those whom God has not chosen rather than heeding the Lord's servants and the guidance of the Spirit? (Examples might include relying on popular opinion, untrustworthy information on the internet, the viewpoints of family and friends, or our own learning and intelligence.)
- How could this make us open to deception, as it did David Whitmer?

Invite a student to read Doctrine and Covenants 30:5–8 aloud. Ask the class to follow along, looking for what the Lord counseled David’s brother Peter Whitmer Jr. to do. Ask a few students to report what they find.

- According to verse 8, what did the Lord promise Peter Whitmer Jr. if he would fear not, heed Oliver Cowdery’s counsel, and diligently keep the commandments?
- Based on these verses, what will the Lord bless us with if we heed His words given through His servants and diligently keep the commandments? (Help students identify the following principle: **As we heed the Lord’s words given through His servants and diligently keep His commandments, we will be blessed with eternal life.**)
- How does this principle relate to the truth we identified in verses 1–3?
- In what ways do you think heeding the Lord’s words given through His servants will help us obtain eternal life?

Invite students to consider how well they are heeding the words of the Lord’s servants. Invite them to decide what they can do to better heed their words.

Give students time in class to consider how to apply gospel principles

Give students time in class to meditate on, ponder, or write about what they have understood and felt during the lesson and to consider specific actions they should take to apply the principles they are learning.

Invite a student to read Doctrine and Covenants 30:9–11 aloud. Ask the class to follow along, looking for the counsel the Lord gave John Whitmer. Invite a few students to report what they find.

Doctrine and Covenants 31–32

The Lord calls Thomas B. Marsh, Parley P. Pratt, and Ziba Peterson to preach the gospel

Invite students to think of a time when they, or someone they know, have made sacrifices to serve the Lord, possibly as a missionary or in another Church calling. Ask students to ponder the ways this service may have blessed their family. As students study Doctrine and Covenants 31, invite them to look for a principle that will help them understand how our family members can be blessed as we serve the Lord.

Explain that the revelation recorded in Doctrine and Covenants 31 was given to a new convert named Thomas B. Marsh following the Church conference held in September 1830. Thomas B. Marsh had learned about the Restoration of the gospel and the Book of Mormon in 1829 when he traveled through Palmyra, New York. After the Church was organized, he moved his wife and small children from near Boston, Massachusetts, to Palmyra, where he was baptized and ordained an elder by Oliver Cowdery in September 1830.

Invite a student to read Doctrine and Covenants 31:1–6 aloud, and ask the class to follow along, looking for what the Lord told this newly baptized member.

- What did the Lord call Thomas B. Marsh to do?
- Why might having small children at home make it difficult for someone like Thomas to follow the Lord’s call to serve a mission?
- According to verse 2, what blessing did the Lord promise Thomas regarding his family?
- Based on what the Lord promised Thomas B. Marsh, what can we expect the Lord to do for our families as we faithfully serve Him? (Students may identify several principles, but ensure they identify that **as we faithfully serve the Lord, our family members can be blessed.**)

Remind students that the Lord may bless His servants’ families in different ways. In some cases, the service and example of a faithful Latter-day Saint can help family members receive the blessings of the gospel, as was promised would happen for Thomas B. Marsh’s family. However, because the Lord honors His children’s agency, He will not compel anyone to believe His gospel. Nevertheless, He will bless the family members of those who serve Him with every opportunity to open their hearts to the gospel.

- How have you and your family been blessed because a member of your family faithfully served the Lord?

Summarize Doctrine and Covenants 31:7–13 by explaining that in these verses, the Lord promised to be with Brother Marsh as he preached the gospel. The Lord also counseled him to be patient in afflictions, to go where the Comforter directed him, and to pray always.

Inform students that a month after receiving this revelation, Joseph Smith received the revelation now contained in Doctrine and Covenants 32. In this revelation, the Lord called Parley P. Pratt and Ziba Peterson to join Oliver Cowdery and Peter Whitmer Jr. on a mission to the Lamanites in western Missouri. The Lord also promised to be with these men in their missionary labors.

Doctrine and Covenants 33–34

The Lord calls Ezra Thayre, Northrup Sweet, and Orson Pratt to declare the gospel

Explain that in October 1830, Joseph Smith also received the revelation contained in Doctrine and Covenants 33, wherein the Lord called Ezra Thayre and Northrop Sweet to proclaim the gospel. In this revelation, the Lord taught these men why they were called to preach the gospel and how they were to do it.

Divide the class in half. Invite half of the class to read Doctrine and Covenants 33:1–6 silently, looking for reasons why the Lord wanted Ezra Thayre and Northrop Sweet to share the gospel. Invite the other half to read Doctrine and Covenants 33:7–12 silently, looking for how Ezra and Northrop were to preach the gospel.

- Why were Ezra and Northrop commanded to preach the gospel?
- What instructions did the Lord give these men about how to preach the gospel?

Invite students to summarize the Lord's repeated counsel and promise to Ezra and Northrup recorded in Doctrine and Covenants 33:8–10 as a statement of principle. (Students should identify a principle similar to the following: **As we open our mouths to share the gospel, we will be inspired by the Holy Ghost to know what we should say.**)

- Why is it important for us to believe this promise as we seek to share the gospel with others?

Ask students to reflect on a time when the Lord inspired them to know what to say as they opened their mouths to share the gospel. Invite a few students to share their experiences.

- How has your life been blessed because someone had the courage to open his or her mouth and share the truths of the restored gospel with you?

Summarize Doctrine and Covenants 33:12–18 by explaining that the Lord told Ezra Thayre and Northrup Sweet that they should remember to keep their covenants and that the scriptures were given to them to instruct them. The Lord also counseled them to be faithful and to be prepared for the Second Coming of Jesus Christ.

Invite a student to read the section heading for Doctrine and Covenants 34 aloud, and ask the class to follow along, looking for who was blessed when another person opened his mouth to share the gospel.

Explain that due to the meager circumstances of Orson Pratt's family, his parents sent him at age 11 to work in other farmers' fields in exchange for room and board. For nearly nine years, Orson worked as a hired hand for several different farmers. In the fall of 1829, Orson began to pray earnestly for spiritual direction. When others slept, he would go to the fields or the woods and pray for hours to know the Lord's will for him. He persisted in his prayers until September 1830, when his newly converted brother Parley traveled east to share his new faith with his family. Orson immediately believed the message of the Restoration and was baptized. Within a few weeks, he traveled 200 miles to Fayette, New York, seeking to know the Lord's will through the Prophet Joseph Smith.

Invite students to read Doctrine and Covenants 34:1–4 silently, looking for how the Lord referred to Orson Pratt.

- Why do you think the Lord referred to Orson Pratt in such a tender way?

Summarize Doctrine and Covenants 34:5–11 by explaining that the Lord called Orson Pratt to preach the gospel to help prepare the way for the Second Coming of Jesus Christ.

Conclude the lesson by bearing testimony of the truths taught in this lesson.

Supplemental Teaching Idea

Doctrine and Covenants 31:6–13. The Lord’s Counsel to Thomas B. Marsh

Invite students to read Doctrine and Covenants 31:6–13 silently, looking for additional counsel that the Lord gave to new convert Thomas B. Marsh. Encourage students to select an item of counsel that stands out to them.

As students read silently, write the following questions on the board:

What counsel from these verses stands out to you?

How can following this counsel be a blessing to you and to others?

Invite a few willing students to share their answers with the class.

LESSON 14

Doctrine and Covenants 35–36; 39–40

Introduction and Timeline

In the winter of 1830, Sidney Rigdon and Edward Partridge traveled from Ohio to New York to meet the Prophet Joseph Smith. Both men had heard the restored gospel preached by Oliver Cowdery, Parley P. Pratt, Ziba Peterson, and Peter Whitmer Jr. in Kirtland, Ohio. Soon after Sidney and Edward arrived in Fayette, Joseph Smith received revelations for each of them. In the revelation recorded in Doctrine and Covenants 35, the Lord gave Sidney Rigdon specific responsibilities within the newly restored Church. In the revelation recorded in Doctrine and Covenants 36, the Lord called Edward Partridge to preach the gospel.

Several weeks later, James Covell, who had been a Methodist minister for about 40 years, visited the Prophet Joseph Smith and covenanted with the Lord to obey any commandment given him through the Prophet. Consequently, on January 5, 1831, the Prophet received the revelation recorded in Doctrine and Covenants 39. In it, the Lord commanded James Covell to be baptized and to preach the restored gospel. However, the day after the revelation was received, James left Fayette, New York, without being baptized and “returned to his former principles and people” (Manuscript History of the Church, vol. A-1, p. 92, josephsmithpapers.org). The Lord then gave Joseph Smith the revelation recorded in Doctrine and Covenants 40, explaining that James Covell’s “fear of persecution and the cares of the world caused him to reject [God’s] word” (D&C 40:2).

October 29, 1830

Oliver Cowdery, Parley P. Pratt, Ziba Peterson, and Peter Whitmer Jr. preached the gospel in northeastern Ohio for several weeks.

Early December 1830

Sidney Rigdon and Edward Partridge traveled from Ohio to New York to meet the Prophet Joseph Smith.

December 7, 1830

Doctrine and Covenants 35 was received.

December 9, 1830

Doctrine and Covenants 36 was received.

December 11, 1830

Edward Partridge was baptized by Joseph Smith.

January 2, 1831

The third conference of the Church was held, and Joseph Smith announced that the Saints were to gather in Ohio.

January 1831

James Covell, a Methodist minister, became acquainted with Joseph Smith.

January 5, 1831

Doctrine and Covenants 39 was received.

January 6, 1831

Doctrine and Covenants 40 was received.

Suggestions for Teaching

Doctrine and Covenants 35

The Lord calls Sidney Rigdon to a greater work

Before class, write the following question on the board: *What have you experienced that helps you know that the Lord knows you and is interested in the course of your life?*

When class begins, invite a few students to share their experiences with the class.

As students study Doctrine and Covenants 35 today, invite them to look for a truth that illustrates that the Lord knows them and is interested in the course of their lives.

Explain that in the fall of 1830, Oliver Cowdery, Parley P. Pratt, Ziba Peterson, and Peter Whitmer Jr. set out from New York on their mission to western Missouri (see D&C 32). Parley P. Pratt convinced the group to stop in the area of Kirtland, Ohio, on their way. While there, they shared the restored gospel with Sidney Rigdon, an acquaintance of Parley and a Reformed Baptist minister, and members of his congregation. In a short time, Sidney Rigdon and more than 120 people were baptized in the Kirtland area, approximately doubling the size of the Church's membership. Anxious to meet the Prophet Joseph Smith, Sidney Rigdon and his friend Edward Partridge traveled to Fayette, New York, arriving in early December 1830. After they arrived in Fayette, Sidney expressed his desire to know the will of the Lord concerning him. In response to his inquiry, Joseph Smith received the revelation contained in Doctrine and Covenants 35.

Invite students to read Doctrine and Covenants 35:1–3 silently, looking for what the Lord said to Sidney Rigdon.

- What words or phrases show that the Lord was aware of Sidney?
- What does verse 3 teach us about what the Lord knows and will do for us?
(After students respond, write the following doctrine on the board: **The Lord knows us and helps prepare us for the work He calls us to do.**)

To help your students better understand and feel the importance of this doctrine, display the following statement by President Henry B. Eyring of the First Presidency, and invite a student to read it aloud:



"Your life is carefully watched over, as was mine. The Lord knows both what He will need you to do and what you will need to know. He is kind and He is all-knowing. So, you can with confidence expect that He has prepared opportunities for you to learn in preparation for the service you will give. You will not recognize those opportunities perfectly, as I did not. But when you put the spiritual things first in your life, you will be blessed to feel directed toward certain learning and you will be motivated to work harder. You will recognize later that your power to

serve was increased, and you will be grateful" (Henry B. Eyring, "Education for Real Life," *Ensign*, Oct. 2002, 18–19).

- According to President Eyring, what are some ways the Lord can prepare us for the work He calls us to accomplish?
- What can we do to receive additional guidance from the Lord so that we can be prepared to do His work?

Invite a student to read Doctrine and Covenants 35:4–6 aloud. Ask the class to follow along, looking for part of the "greater work" (D&C 35:3) that the Lord had prepared Sidney Rigdon to accomplish.

- According to verse 4, how was Sidney like John the Baptist? (Explain that like John, Sidney had prepared people through his ministry to hear and accept the fulness of the gospel of Jesus Christ. Most, if not all, of the approximately 120 people initially baptized in the Kirtland area were members of Sidney's Reformed Baptist congregation.)
- According to verse 6, what was part of the "greater work" the Lord called Sidney to do?

Summarize Doctrine and Covenants 35:7–12 by explaining that the Lord told Sidney Rigdon of the great work of the Restoration of the gospel. The Lord taught that He works "miracles, signs, and wonders" according to the faith of "those who believe on [His] name" (verse 8).

Invite students to read Doctrine and Covenants 35:13–14 silently, looking for the characteristics of those whom the Lord calls to assist in His work and what the Lord will do to help them. Before students read, explain that to "thresh" means to separate grain from its stalk and husk. This analogy refers to the Lord's efforts to gather those who are ready to receive the gospel and separate them from those who are not. (*Note:* In the 2013 English edition of the Doctrine and Covenants, the word *thrash* in verse 13 was changed to *thresh* to reflect the wording of the original revelation.)

- What doctrine can we identify in verse 13 about those whom the Lord calls to accomplish His work? (Students may use different words, but make sure they identify the following doctrine: **The Lord calls those who are weak to accomplish His work through the power of His Spirit.**)
- Why do you think God's servants might be considered weak?
- According to verse 14, what did the Lord promise to do for those who serve Him?
- How do you think the truths taught in verses 13–14 might have helped Sidney Rigdon at this point in his life? Invite students to ponder what these truths mean for them in their current situations.

Summarize Doctrine and Covenants 35:17–27 by explaining that the Lord told Sidney Rigdon that He had blessed Joseph Smith in his weakness. The Lord also called Sidney Rigdon to watch over the Prophet, to help him work on the

translation of the Bible, to preach the gospel, and to keep the covenants he had made.

Doctrine and Covenants 36

The Lord forgives Edward Partridge and calls him to preach the gospel

Explain that when the missionaries arrived in Ohio in the fall of 1830, most members of Sidney Rigdon’s congregation, including Lydia Partridge, believed their message and were soon baptized. Lydia’s husband, Edward Partridge, remained skeptical and wanted to meet the Prophet before he would consent to be baptized. After traveling to New York and meeting the Prophet, Edward desired to be baptized. Two days prior to his baptism, the Lord gave him a revelation through Joseph Smith. Summarize Doctrine and Covenants 36 by explaining that the Lord forgave Edward’s sins and called him to preach the gospel. He told Edward that the Holy Ghost would teach him the “peaceable things of the kingdom” (D&C 36:2).

Summarizing large blocks of scripture

By summarizing segments of the scripture block rather than omitting them, you can help students keep the story line and context clear in their minds. Summarizing provides a foundation for discovering and understanding principles or doctrines that will arise later in the block. Summarizing also helps preserve the integrity and flow of the inspired author’s message.

Doctrine and Covenants 39

Jesus Christ commands James Covell to be baptized and to labor in His vineyard

Display the following statement by Sister Linda K. Burton, Relief Society General President:



“Keeping covenants is essential for true happiness” (Linda K. Burton, “The Power, Joy, and Love of Covenant Keeping,” *Ensign* or *Liahona*, Nov. 2013, 113).

- If keeping our covenants brings happiness, why do you think people sometimes break them or consider breaking them?

As students study Doctrine and Covenants 39–40, invite them to look for principles that will help them remain true to their covenants with the Lord.

Invite a student to read aloud the section heading for Doctrine and Covenants 39, and ask the class to follow along, looking for whom this revelation was given to and why it was given.

Summarize Doctrine and Covenants 39:1–6 by explaining that Jesus Christ began this revelation by teaching that He would give those who receive Him power to become His spiritually begotten sons and daughters. We receive Him when we receive His gospel by repenting, being baptized, and receiving the Holy Ghost.

Invite a few students to take turns reading aloud from Doctrine and Covenants 39:7–12. Ask half of the class to look for what the Lord counseled James Covell to do. Ask the other half to look for what the Lord promised him if he obeyed. Invite students to report what they find.

- What do you think it means that James Covell’s heart was “now right before” the Lord? (verse 8).
- Why might it have required great faith for James Covell to obey the Savior’s command to receive the restored gospel and be baptized? (Because James Covell was a Methodist minister, if he were baptized he would have to give up the position, associations, and income he had established over the past 40 years.)

Explain that in Doctrine and Covenants 39:13–24, the Lord called James Covell to preach the gospel in Ohio. The Lord also instructed him regarding what to teach and how to teach it.

Doctrine and Covenants 40

The Lord reveals why James Covell rejected His words

Tell students that the day after Joseph Smith received the revelation recorded in Doctrine and Covenants 40, James Covell left Fayette without being baptized. According to Joseph Smith, James “rejected the word of the Lord, and returned to his former principles and people” (Manuscript History of the Church, vol. A-1, p. 92, josephsmithpapers.org).

Invite students to read Doctrine and Covenants 40:1–3 silently, looking for why James Covell didn’t obey the Lord’s word. Ask students to report what they find.

- Compare Doctrine and Covenants 40:1 with Doctrine and Covenants 39:8. What had changed?
- Based on what you have learned about James Covell, what can happen if we yield to fear and are overcome by the cares of the world? (After students respond, write the following principle on the board: **Fear of persecution and the cares of the world can cause us to reject God’s word and break our covenants with Him.**)

Ask students to discuss with a partner how they would answer the following question:

- In what ways can the cares of the world and the fear of persecution cause someone to reject God’s teachings and break covenants with Him?

After sufficient time, ask a few students to share their answers with the class.

- What has helped you to resist the fear of persecution and the cares of the world in order to remain faithful to God and your covenants?

Invite students to ponder what they can do to avoid allowing the fear of persecution or the cares of the world to prevent them from faithfully living the gospel. Encourage them to act on any promptings they receive.

Supplemental Teaching Ideas

Doctrine and Covenants 35:13–14. “The weak things of the world”

After students have read and discussed Doctrine and Covenants 35:14, invite a student to read aloud the following statement by President James E. Faust (1920–2007) of the First Presidency:



“The Lord has a great work for each of us to do. You may wonder how this can be. You may feel that there is nothing special or superior about you or your ability. ...

“The Lord can do remarkable miracles with a person of ordinary ability who is humble, faithful, and diligent in serving the Lord and seeks to improve. ... This is because God is the ultimate source of power” (James E. Faust, “Acting for Ourselves and Not Being Acted Upon,” *Ensign*, Nov. 1995, 47).

- When have you seen the Lord work through a person of ordinary ability?

Doctrine and Covenants 36:2. “The peaceable things of the kingdom”

Invite a student to read Doctrine and Covenants 36:1–3 aloud. Ask the class to follow along, looking for what the Lord called Edward Partridge to do.

- What did the Lord call Edward Partridge to do?
- What truth can we identify in verse 2 about what we will be taught as we receive the Holy Ghost in our lives? (Students should identify a principle similar to the following: **If we receive the Holy Ghost in our lives, He will teach us the peaceable things of God’s kingdom.**)

Explain that the “peaceable things of the kingdom” are the principles of the gospel, which, if obeyed, will lead to peace.

- Why do you think the gift of the Holy Ghost is essential in helping us learn the peaceable things of God’s kingdom?
- What are examples of gospel principles that, if obeyed, can lead to peace?

Doctrine and Covenants 35; 39–40. Sidney Rigdon and James Covell

Compare and contrast Sidney Rigdon and James Covell. How were their situations similar? What was the difference between their responses to the restored gospel of Jesus Christ?

LESSON 15

Doctrine and Covenants 37–38; 41

Introduction and Timeline

In late December 1830, the Prophet Joseph Smith continued working on his inspired translation of the Bible. During this time, Joseph received the revelation recorded in Doctrine and Covenants 37. In this revelation, the Lord commanded the Prophet to temporarily lay aside the Bible translation and to preach the gospel and strengthen the Church. He also commanded the Saints to gather to Ohio.

At a Church conference held on January 2, 1831, Joseph Smith announced the Lord’s commandment for the Saints to gather to Ohio. Many of the Saints desired to know more about the commandment, so the Prophet inquired of the Lord during the conference. Joseph received the revelation recorded in Doctrine and Covenants 38 in the presence of the congregation. In this revelation, the Lord revealed His reasons for commanding the Saints to gather to Ohio and explained the promised blessings for doing so.

Most of the Saints accepted the commandment and began preparations to move to Ohio. Near the end of January 1831, the Prophet Joseph, his wife, Emma, and others traveled by sleigh from New York to Ohio and arrived in Kirtland in the early part of February. On February 4, Joseph received the revelation recorded in Doctrine and Covenants 41, in which the Lord instructed the Prophet and other Church leaders to pray to receive His law. In addition, the Lord called Edward Partridge as the first bishop of the Church.

December 1830

Sidney Rigdon began acting as a scribe for Joseph Smith during the inspired revision of the Bible.

December 1830

While translating the Bible, Joseph Smith received part of the ancient record of Enoch (Moses 7).

December 1830

Doctrine and Covenants 37 was received.

January 2, 1831

During the third conference of the Church, Joseph Smith announced that the Saints were to gather to Ohio.

January 2, 1831

Doctrine and Covenants 38 was received.

January–February 1831

Joseph and Emma Smith moved to Kirtland, Ohio, and arrived in early February.

February 4, 1831

Doctrine and Covenants 41 was received.

Suggestions for Teaching

Doctrine and Covenants 37

The Lord commands His Church to gather to Ohio

Invite students to think of some commandments they feel are easy to obey. Then ask them to consider commandments they feel are difficult to obey.

Invite students to look for truths as they study Doctrine and Covenants 37–38 that will help them find the strength to obey God’s commandments even when doing so might be difficult.

Explain that after meeting the Prophet in early December 1830, Sidney Rigdon remained in Fayette and, under the Lord’s direction, became Joseph Smith’s confidant and scribe as Joseph worked on the translation of the Bible. Later that month, the Lord gave Joseph Smith the revelation contained in Doctrine and Covenants 37.

Invite a student to read Doctrine and Covenants 37:1–4 aloud, and ask the class to look for what the Lord instructed the Prophet Joseph Smith to do.

- What was Joseph instructed to do?
- Why do you think the Lord told Joseph to especially strengthen the Saints in Colesville? (If necessary, remind students that the Saints in Colesville had been subjected to increasing persecution.)
- What commandment did the Lord give the Saints in verse 3?
- How might the Saints have responded to the Lord’s command to move approximately 300 miles without knowing exactly why?

Doctrine and Covenants 38:1–22

The Lord declares His omniscience and assures the Saints that He is in their midst

Explain that on January 2, 1831, shortly after Joseph Smith received the revelation recorded in Doctrine and Covenants 37, the Saints met together in Fayette, New York, for the third conference of the Church. In this conference, Church members and leaders discussed the Lord’s commandment to gather to Ohio. Several Church members expressed their concern about the commandment during the conference.

- What concerns do you think some of these Saints might have had?

Explain that because those present at the conference were concerned and desired to know more about the command to gather to Ohio, Joseph Smith inquired of the Lord. In the presence of the Saints, Joseph received the revelation recorded in Doctrine and Covenants 38.

Invite several students to take turns reading aloud from Doctrine and Covenants 38:1–7. Ask the class to follow along and look for what the Lord told the Saints that might have strengthened their faith and trust in Him and in His commandment to gather to Ohio. Invite students to report what they find.

- What did the Lord reveal about Himself in verses 2 and 7 that can help strengthen our trust and faith in Him? (After students respond, write the

following doctrine on the board: **Because Jesus Christ knows all things and sees all things, we can have faith and trust in Him.**)

- How might this doctrine have helped the Saints respond to the difficult command to move?
- How might this doctrine help us when the Lord requires something difficult from us?

Point out the phrase “I am the same which have taken the Zion of Enoch into mine own bosom” in verse 4, and explain that prior to receiving this revelation, Joseph Smith had been working on the inspired translation of the Bible and had recorded what is now Moses 6–7 in the Pearl of Great Price. These chapters give an account of the prophet Enoch and his people. Because of their righteousness and unity, the Lord called these people Zion. As the Lord prepared the Saints in Joseph Smith’s day to establish Zion, He taught them concerning Enoch and the people of Zion anciently. The principles of unity, righteousness, and caring for the poor, which the saints learned about from the account of Enoch’s people in Moses 7, were reiterated by the Lord in section 38 as the principles upon which the Zion of the latter-days would be built.

Define difficult words and phrases

As students study the scriptures, they may encounter words or phrases that are unfamiliar or difficult to understand. You can help students by teaching them how to use dictionaries, student manuals, footnotes, and scripture study helps to define difficult words or phrases and thus better understand the content of the scriptures.

- Why do you think the Lord might have used the example of Enoch and his people to help the New York Saints have faith and trust in Him?

Explain that in Doctrine and Covenants 38:8–12 the Lord warned the Saints about the powers of darkness upon the earth. He then delivered a specific warning concerning the danger that the Saints in New York faced. Invite a student to read Doctrine and Covenants 38:13–16 aloud. Invite the class to follow along, looking for what the Savior said about the danger the Saints were in.

- According to verse 13, what did the Lord tell the Saints about the intention of their enemies?
- How does the Lord’s warning in verse 13 illustrate why we can have faith and trust in Him?
- According to verse 16, why did the Lord give the Saints the commandment to move to Ohio?

Testify that because He knows all things, the Lord can warn us of dangers and give commandments for our salvation.

Explain that in Doctrine and Covenants 38:17–22, the Savior told the Saints that He created the earth and He desires to bless and prosper His people.

- How might these promises from the Lord have helped ease the Saints’ concerns about leaving their homes and farms to move to Ohio?

Doctrine and Covenants 38:23–42***The Lord commands the Saints to be one and explains why He called them to gather to Ohio***

Explain that in addition to telling the Saints about the intentions of their enemies, the Lord also taught them what He required of them as His people. Invite students to read Doctrine and Covenants 38:24–27 silently, looking for what the Lord required of the Saints.

- Why do you think the Lord commands us to esteem, or value, other people as much as we esteem ourselves?
- What principle can we learn from the Lord’s parable and explanation in verses 26–27? (After students respond, write the following principle on the board: **If we are not one, we cannot be the Lord’s people.**)

To help students understand what it means to “be one,” ask them to silently read the Lord’s description of the people of Zion in Moses 7:18.

- According to this verse, what does it mean to be one?
- How might this principle have helped the Saints as they moved to Ohio?
- What blessings have you seen in your family or in the Church from living this principle?

Invite students to read Doctrine and Covenants 38:28–33 silently, looking for the reasons why the Lord commanded the Saints to gather to Ohio.

- According to these verses, what are some reasons why the Lord commanded the Saints to gather to Ohio?
- What truth can we learn from these verses about why the Lord gathers His people? (Make sure students identify a truth similar to the following: **The Lord gathers His people to protect them and to strengthen them spiritually.**)

Explain that at certain times, the Lord has commanded His people to physically gather to one place. In our day, the Lord has commanded us to spiritually gather to the wards, stakes, and temples wherever we live.

- How does gathering together in wards, stakes, and temples help protect and strengthen us?

Explain that in Doctrine and Covenants 38:34–42 the Lord provided commandments and counsel to the Saints that would help them in their effort to relocate to Ohio. Invite a student to read Doctrine and Covenants 38:37, 39 aloud, and ask the class to look for the Lord’s counsel and promise.

- What did the Lord counsel the Saints to do, and what did He promise them?
- What difference do you think these promises made to the Saints who were asked to move?
- How do these promises increase your desire to obey the Lord’s commandments?

Testify of the blessings that come to us as we do what the Lord commands just as the Saints were promised blessings for gathering in Ohio.

Invite students to think again about a commandment they might have difficulty keeping.

- How might the truths we learned in Doctrine and Covenants 37–38 help us have the strength to keep those commandments?

Invite students to make a commitment to keep the commandments even when it might seem difficult to do so.

Tell students that after the Church conference, the Saints fasted and prayed to know the Lord’s will. After receiving a spiritual confirmation of the commandment, many of them made great sacrifices to gather with the Saints in Ohio.

Doctrine and Covenants 41

The Lord teaches that true disciples will keep His law

Explain that in January 1831, Joseph Smith and his wife, Emma, who was six months pregnant, moved from New York to Ohio and arrived in Kirtland at the beginning of February. When the Prophet arrived, the Church members “were striving to do the will of God, so far as they knew it; though some strange notions and false spirits had crept in among them” (Joseph Smith, Manuscript History of the Church, vol. A-1, p. 93, josephsmithpapers.org). Upon his arrival, the Prophet received the revelation recorded in Doctrine and Covenants 41.

Invite a student to read Doctrine and Covenants 41:1–6 aloud, and ask the class to look for what the Lord told the Prophet when he arrived in Kirtland.

- What did the Lord command the elders of the Church to do?
- According to verse 5, whom does the Lord consider to be His disciples? (Help students identify the following doctrine: **Those who receive and obey the Lord’s law are true disciples of Jesus Christ.**)
- How might this truth have helped those Saints in Kirtland who were giving heed to false spirits and strange religious notions? How might it help us?

Summarize Doctrine and Covenants 41:7–12 by explaining that in the remainder of this revelation the Lord told the Saints to build a house for Joseph to live and translate in and that He called Edward Partridge as the first bishop of the Church.

Conclude by testifying of the truths taught in this lesson.

LESSON 16

Doctrine and Covenants 42

Introduction and Timeline

The Lord commanded the Saints living in New York to move to Ohio and promised that they would receive His law there (see D&C 37:3; 38:32). On February 9, 1831, shortly after Joseph Smith arrived in Kirtland, Ohio, 12 elders of the Church met and prayed together, as the Lord had commanded them to do (see D&C 41:2–3). As these Church leaders sought the Lord’s direction concerning the growing Church, the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 42:1–72. (The additional details recorded in verse 73 were added later by the Prophet at the time the Doctrine and Covenants was published.) Two weeks later, on February 23, 1831, the Prophet sought further instruction from the Lord; the additional direction he received is recorded in Doctrine and Covenants 42:74–93. Together, these revelations are known as “the law of the Church” (see D&C 42, section heading). In these revelations, the Lord introduced spiritual and temporal laws directing Church members to help the poor, finance various Church undertakings, and assist other Saints who would be coming to Ohio. These laws also gave direction to the young Church and helped prepare them to establish Zion.

January 2, 1831

The Saints in New York were promised that they would receive God’s law when they gathered to Ohio (see D&C 38).

Early February 1831

Joseph and Emma Smith arrived in Kirtland, Ohio.

February 4, 1831

Edward Partridge became the first bishop of the restored Church (see D&C 41).

February 9 and 23, 1831

Doctrine and Covenants 42 was received.

Suggestions for Teaching

Doctrine and Covenants 42:1–29

The Lord calls the elders to preach the gospel, instructs them on teaching the gospel, and reveals laws and commandments for the Saints

Write the words *Laws* and *Commandments* on the board.

Briefly discuss as a class if young adults today view these words positively or negatively, and why.

- How would most people respond to the opportunity to receive additional laws and commandments?

Remind students that in December 1830, the Lord commanded the Saints to gather to Ohio (see D&C 37:3) and that in January 1831, He promised that they would receive His law there (see D&C 38:32). The Saints responded and were eager to receive the Lord’s promised law and commandments. As students study Doctrine

and Covenants 42 today, encourage them to ponder how the laws and commandments given in this section have been a blessing to them rather than a restriction or burden.

Explain that on February 4, 1831, a few days after Joseph Smith arrived in Kirtland, the Lord revealed that the elders of the Church should assemble in Kirtland and pray in faith to receive His law (see D&C 41:2–3). Invite a student to read aloud the section heading for Doctrine and Covenants 42, and invite another student to read aloud Doctrine and Covenants 42:1–3. Ask the class to follow along, looking for when and why this revelation was received.

- When was this revelation received?
- According to verse 3, why was this revelation received?

Summarize Doctrine and Covenants 42:4–10 by explaining that the Lord commanded the elders of the Church to teach the gospel and build up His Church. In verse 11, the Lord explained that those who teach and lead in the Church must be called of God and ordained or set apart by authorized Church leaders.

Invite a student to read Doctrine and Covenants 42:12–14 aloud. Ask the class to follow along, looking for responsibilities the Lord gave to those who lead and teach in the Church, including full-time missionaries.

- According to these verses, what responsibilities did the Lord give to those called to lead and teach in the Church?

Remind students that when Joseph Smith arrived in Kirtland in February 1831, he found that the Saints “were striving to do the will of God, so far as they knew it, though some strange notions and false spirits had crept in among them” (Manuscript History of the Church, vol. A-1, p. 93, josephsmithpapers.org).

- Why do you think the Saints in Kirtland needed to understand that teachers and leaders should teach the principles of the gospel as found in the scriptures and directed by the Spirit? Why is it important in our day?
- What principle is taught in verse 14 about what we must do to effectively teach others the gospel? (Help students identify a principle similar to the following: **If we pray in faith, we can receive the Spirit to help us teach others.**)
- Why do you think it is important to have the Spirit’s influence as we teach?

Explain that after the Lord outlined principles of teaching the gospel, He revealed laws and commandments for all Church members. Invite students to scan Doctrine and Covenants 42:18–27, looking for what the Lord commanded the Saints to do. Consider asking students to find and mark the phrase “thou shalt” each time it appears in these verses.

- What did the Lord say would be the consequences of breaking these commandments?

Invite a student to read Doctrine and Covenants 42:28–29 aloud. Ask the class to follow along, looking for reasons the Lord gave the Saints for keeping these commandments.

- What did the Lord say would happen if the Saints broke His commandments and refused to repent?
- According to verse 29, what does the Lord say should be our motivation for keeping the commandments? (After students respond, write the following doctrine on the board: **We show our love to the Lord by serving Him and keeping His commandments.**)
- How does keeping God’s laws and commandments show our love for Him?
- How has keeping the commandments brought you closer to the Lord?

Invite students to consider how well they are currently keeping the commandments. Encourage them to select one commandment and commit to showing their love for the Lord by striving to better keep that commandment.

Doctrine and Covenants 42:30–55

The Lord reveals principles of the law of consecration and counsels the Saints concerning death and healing

Explain that when the Prophet Joseph Smith arrived in Kirtland just a few days before the revelation contained in Doctrine and Covenants 42:1–72 was given, he found that many of the Saints there were attempting to follow the early Christian practice of having “all things in common” (Acts 4:32) so that there might be “no poor among them” (Moses 7:18). These Saints, who were living on Isaac Morley’s farm, formed a communal group that they called “the Family.” They taught, among other things, that all personal possessions belonged to everyone in the group. While these members had good intentions, several of their practices were contrary to the principles of personal agency, accountability, and private ownership of property upon which the Lord’s law of consecration is based.

Invite a student to read Doctrine and Covenants 42:30 aloud. Ask the class to follow along, looking for the Lord’s instructions regarding the poor.

- Based on what the Lord commanded the Saints, what does the Lord command each of us to do? (After students respond, write the following truth on the board: **The Lord commands us to care for the poor and needy.**)
- According to this verse, how were the Saints instructed to care for the poor and needy?

Explain that Doctrine and Covenants 42 contains principles of a law called the law of consecration. To help students understand what *consecration* means, display the following explanation from Guide to the Scriptures and the following statement from Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Invite a student to read them aloud.



"[Consecration means] to dedicate, to make holy, or to become righteous. The law of consecration is a divine principle whereby men and women voluntarily dedicate their time, talents, and material wealth to the establishment and building up of God's kingdom" (Guide to the Scriptures, "Consecrate, Law of Consecration," scriptures.lds.org).

"To consecrate is to set apart or dedicate something as sacred, devoted to holy purposes" (D. Todd Christofferson, "Reflections on a Consecrated Life," *Ensign or Liahona*, Nov. 2010, 16).

- Using these two explanations, how would you explain the meaning of *consecration* in your own words?

To help students understand how the Lord wanted the Saints to initially practice the law of consecration, write the following words on the board: *steward*, *property*, *consecrate*, *bishop*, and *storehouse*. Invite a student to read Doctrine and Covenants 42:30–34 aloud. Ask the class to follow along, looking for these words and how they relate to living the law of consecration. After sufficient time, ask a few students to explain how the Lord commanded the early Saints to initially live the law of consecration in the early days of the Church.

If necessary, explain that when the law of consecration was first practiced, the Saints consecrated their lands and goods to the Lord by giving them to the bishop. The bishop then gave these lands and goods to the members of the Church, according to their circumstances, wants, and needs. Church members acted as stewards for the Lord in caring for the property and providing for themselves and their families. The Lord commanded that any surplus obtained from a member's stewardship be consecrated to the bishop and placed in the storehouse to "administer to the poor and the needy" (D&C 42:34).

Invite students to read Doctrine and Covenants 42:35–36 silently, looking for what the surplus would be used for in addition to administering to the poor and the needy. Invite students to report what they find.

Explain that in Doctrine and Covenants 42:37–42, the Lord also taught the Saints that they should not be proud, that their garments should be plain, that "all things [should] be done in cleanliness" (verse 41), and that they should "not be idle" (verse 42).

Inform students that the principle of consecration is the same for all of God's covenant children in all dispensations, though the specific ways God instructs His people to practice the law of consecration may be different at different times. Although the Lord does not require us to consecrate all of our material goods today, He does require us to live the principle of consecration.

- What are some ways we live the principle of consecration today?

To help students answer this question, display the following statement by President Spencer W. Kimball (1895–1985), and invite a student to read it aloud:



“Consecration is the giving of one’s time, talents, and means to care for those in need—whether spiritually or temporally—and in building the Lord’s kingdom” (Spencer W. Kimball, “Welfare Services: The Gospel in Action,” *Ensign*, Nov. 1977, 78).

- How have you seen others live the principle of consecration in our day?
- How has their consecration blessed those in spiritual or temporal need?

Summarize Doctrine and Covenants 42:43–52 by explaining that these verses contain the Lord’s counsel concerning death and healing.

Doctrine and Covenants 42:56–93

The Lord gives the Saints additional laws and teaches them how to implement His law

Explain that in Doctrine and Covenants 42:56–69 the Lord promised to reveal additional scripture and knowledge to those who ask.

Invite two students to take turns reading aloud from Doctrine and Covenants 42:59–61, 66–68. Ask the class to follow along, looking for what the Lord taught about revelation and the scriptures.

- According to verses 59–60, 66, what did the Lord command the Saints to do with the scriptures they had already received?
- What principles concerning revelation did the Lord teach in verses 61 and 68? (Students may use different words, but make sure they identify the following principles: **If we ask, the Lord will give us additional revelation and knowledge that will bring us peace, joy, and eternal life. If we ask for wisdom, the Lord will give it to us.** Write these principles on the board.)
- Why do you think the Lord instructs us to ask for His guidance?
- What experiences have led you to know that these principles are true? (Ask a few willing students to share their experiences with the class).

Summarize Doctrine and Covenants 42:70–93 by explaining that the Lord gave instruction concerning Church leaders’ temporal support and also taught Church leaders how to deal with members who commit serious sins and taught the Saints how to resolve personal offenses.

Conclude by sharing your testimony of the doctrine and principles taught in this section.

Supplemental Teaching Idea

Doctrine and Covenants 42:43–52. The Lord gives instructions regarding death and healing

Explain that in Doctrine and Covenants 42:43–52, the Lord gave instructions regarding death and healing. Invite students to divide into groups of two or three. Ask them to read Doctrine and Covenants 42:43–52 in their groups, looking for what the Lord taught about healing. Invite them to write a statement of principle that represents the Lord’s law for healing the sick. After sufficient time, invite a member from each group to report what his or her group wrote. (Students may give several correct responses, but make sure they identify a principle similar to the following: **If we have faith in Jesus Christ, we can be healed according to His will.**)

- Why is it important to remember that healing is dependent on faith and the Lord’s will?

To help students better understand this principle, invite a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



“As we exercise the undoubted power of the priesthood of God and as we treasure His promise that He will hear and answer the prayer of faith, we must always remember that faith and the healing power of the priesthood cannot produce a result contrary to the will of Him whose priesthood it is. ...

“... Even the servants of the Lord, exercising His divine power in a circumstance where there is sufficient faith to be healed, cannot give a priesthood blessing that will cause a person to be healed if that healing is not the will of the Lord” (Dallin H. Oaks, “Healing the Sick,” *Ensign* or *Liahona*, May 2010, 50).

LESSON 17

Doctrine and Covenants 43–45

Introduction and Timeline

When Joseph Smith arrived in Kirtland, Ohio, in February 1831, he found that some converts had been misled by excessive religious fervor and counterfeit revelations. Some claimed to receive revelations, including a woman known as Mrs. Hubble, who called herself a prophetess. Because she had deceived some of the Saints, the Prophet Joseph Smith prayed about the matter and received the revelation recorded in Doctrine and Covenants 43. In this section, the Lord provided truths that reminded the Saints of God’s pattern for giving revelation to the Church.

The Lord had previously called elders of the Church to declare the gospel (see D&C 42:4–8). Soon after that commandment was given, the Lord gave a revelation, now recorded in Doctrine and Covenants 44, instructing the elders to prepare for a conference. The Lord promised them that if they would exercise faith in Him, they would receive His Spirit and overcome their enemies.

As the Church grew in Kirtland, hostility toward the Church increased. Critics attacked the Church in newspapers and made other efforts to oppose the Saints. In March 1831, during this time of opposition, Joseph Smith received the revelation recorded in Doctrine and Covenants 45. In this revelation, the Lord described the latter days, the Second Coming of Jesus Christ, and the New Jerusalem, or city of Zion.

November 1830–February 1831

Some converts in Kirtland, Ohio, claimed to receive letters or writings from heaven.

Early 1831

False reports about the Saints and their beliefs appeared in Ohio newspapers such as the *Painesville Telegraph*.

February 1831

Mrs. Hubble, a recent convert in Ohio, claimed to be a prophetess.

February 1831

Doctrine and Covenants 43 was received.

February 1831

Doctrine and Covenants 44 was received.

March 7, 1831

Doctrine and Covenants 45 was received.

Early June 1831

A Church conference was held in Kirtland, Ohio.

Suggestions for Teaching

Doctrine and Covenants 43–44

The Lord declares who may receive revelation for the Church and commands His servants to assemble together

Read the following scenario aloud to the class:

You hear about a person who claims to believe that Joseph Smith was a prophet and that the Book of Mormon is true but who also claims that the current prophet does not receive revelation. This individual also professes to receive revelation for the Church.

- How would you respond to this individual's claims?

Invite students to look for a truth as they study Doctrine and Covenants 43 that would help them know how to respond to this individual's claims.

Explain that when Joseph Smith arrived in Kirtland, Ohio, in February 1831, he found that many converts had been misled by false spiritual manifestations and revelations. The same month the Prophet arrived in Kirtland, a woman known as Mrs. Hubble came to Kirtland, claiming to be a prophetess. She professed to believe the Book of Mormon and to receive revelations for the Church. Because Mrs. Hubble's and others' counterfeit revelations had deceived some of the Saints, the Prophet Joseph Smith prayed about the matter and received the revelation from the Lord now recorded as Doctrine and Covenants 43.

Ask a few students to take turns reading aloud from Doctrine and Covenants 43:1–7. Ask the class to follow along, looking for the Lord's response to the Prophet's inquiry. Invite students to report what they find.

- What doctrine do verses 2–4 teach about how the Lord reveals truth for the entire Church? (After students respond, write the following doctrine on the board: **Only the prophet can receive revelation for the entire Church.**)

Remind students that about five months earlier, the Lord had taught this doctrine to the Saints in New York when Hiram Page claimed to receive revelations for the Church (see D&C 28:2). However, many of the Kirtland Saints were unaware of this doctrine because only a handful of those Saints from New York had arrived in Kirtland by this time, and the revelations Joseph Smith received on this subject had not yet been published. In addition, most of the Kirtland Saints were new converts from varying religious backgrounds and held differing ideas about who could receive revelation for a church.

- Why would it have been important for the Saints in Kirtland to understand the doctrine that only the prophet can receive revelation for the entire Church?
- Why is this doctrine important for us to understand today?
- According to verse 7, what pattern did the Lord give to help us avoid being deceived by those who are not authorized to teach in the Church?

Explain that the Lord then instructed the Saints on how they should learn from the revelations taught through His prophet. Invite a student to read Doctrine and

Covenants 43:8 aloud. Ask the class to follow along, looking for the Lord's instructions.

- What did the Lord command the Saints to do when they assembled together?
- What does it mean to edify one another? (To edify means to strengthen or build spiritually.)
- What did the Lord say we will learn as we meet together to instruct and edify each other? (After students respond, write the following principle on the board: **As we instruct and edify one another in our Church meetings, we will learn how to act upon God's commandments.**)

Ask students to read Doctrine and Covenants 43:9 silently, looking for what we are to do after we learn how to act.

- What did the Lord tell the Saints to do after they had learned His law and commandments and how to live them?
- What do you think it means to bind ourselves to act in all holiness before the Lord? (To commit or covenant to live according to what we have learned.)

Invite students to ponder how they have been blessed as they have learned and acted on the Lord's commandments. Invite a few students to share their experiences. Encourage students to put greater effort into instructing and edifying one another in their Church meetings, and invite them to commit to act on what they learn as a result.

Summarize Doctrine and Covenants 43:11–35 and section 44 by explaining that these verses contain the Lord's instructions to help the Saints learn the gospel, repent, and prepare themselves and others for the Second Coming of Jesus Christ.

Doctrine and Covenants 45:1–14

Jesus Christ emphasizes His roles as Creator, Advocate, and the Light and Life of the World

Ask students to imagine that they want another person's opinion about something important.

- What qualities in a person make you want to listen to his or her opinion?

Explain that the revelation recorded in Doctrine and Covenants 45 came at a time when Latter-day Saints and others were hearing and reading conflicting messages about the Church. Invite a student to read the section heading for Doctrine and Covenants 45 aloud. Ask the class to notice the circumstances the Saints were facing.

Ask students to find the first word of this revelation.

- What does it mean to hearken? (Listen attentively and obey.)

Explain that in Doctrine and Covenants 45:1–14, the Lord repeatedly instructed the Saints to hearken to Him and reminded them of His power, mercy, and wisdom. By emphasizing His attributes, the Lord helped the Saints understand why they should hearken to Him. Invite a few students to take turns reading aloud from Doctrine and Covenants 45:1–5, looking for these attributes.

- Which of the Lord’s attributes in these verses stands out to you? Why?
- How do these attributes illustrate why we should trust and hearken to the Lord?
- What doctrine did the Lord teach about Himself in verses 3–5? (**Jesus Christ is our Advocate with Heavenly Father.**)

Explain that an advocate is “one who pleads another’s cause” (Bible Dictionary, “Advocate”).

- Why do we need an advocate with Heavenly Father? (If needed, explain that we are all guilty of sin. According to the justice of God, no unclean thing can dwell in His presence. Therefore, we need an advocate to plead our cause before the Father and help us be reconciled to Him.)
- According to verses 4–5, what qualifies Jesus Christ to plead for those who believe on Him? (If necessary, point out that the Savior can plead that we be spared from the eternal consequences of our sins not because we are guiltless, but because He has suffered to pay the penalty for our sins.)

Invite students to read Doctrine and Covenants 45:6–14 silently, looking for additional reasons why the Saints should hearken to the Savior. Ask a few students to report what they find.

Doctrine and Covenants 45:15–59

The Savior reveals signs and wonders that will precede His Second Coming

Invite a student to read Doctrine and Covenants 45:15 aloud. Ask the class to look for another reason the Lord gave for why the Saints should hearken to Him.

Explain that in Doctrine and Covenants 45:16–59, the Lord repeated some of what He taught His disciples on the Mount of Olives when they asked Him about the destruction of Jerusalem and His Second Coming (see Matthew 24:3–46; see also Joseph Smith—Matthew 1:4–55). In verses 16–24 the Lord prophesied of events that would happen shortly after His death and Resurrection, including the destruction of Jerusalem and the scattering of the Jews among all nations. In verses 25–46 the Lord prophesied of events that were to be fulfilled in the dispensation before His Second Coming.

Write the following phrase and accompanying scripture references on the board: *Signs that will precede the Second Coming: D&C 45:25–27; D&C 45:28–31, 33; D&C 45:40–43.* Assign students to read at least one of the scripture references listed on the board, looking for signs of the Second Coming. After sufficient time, ask several students to report what they find. Write students’ responses on the board.

Invite a student to read Doctrine and Covenants 45:34 aloud, and ask students to look for how the disciples responded to what the Lord taught them about the signs of His Second Coming.

- In what ways can you relate to the disciples’ reaction?

Invite a student to read Doctrine and Covenants 45:35–38 aloud. Ask students to look for what the Lord said to comfort His disciples about His Second Coming.

- What comfort did Jesus offer His disciples regarding His Second Coming?

Invite students to read Doctrine and Covenants 45:32, 39 silently, looking for what followers of Jesus Christ can do to prepare for His coming.

- What principle can we identify in these verses about what we can do to be ready for the Lord's Second Coming? (After students respond, write the following principle on the board: **If we stand in holy places and watch for the signs, we will be ready for the Lord's Second Coming.**)
- How can we "stand in holy places"?

Write the following phrase and accompanying scripture reference on the board: *Signs and wonders that will attend the Savior's Second Coming: D&C 45:47–59.* Explain that in Doctrine and Covenants 45:47–59, the Lord revealed signs and wonders that would attend His Second Coming. Invite several students to take turns reading aloud from Doctrine and Covenants 45:47–55. Ask the class to follow along, looking for what will happen when the Savior comes again. Ask several students to report what they find. List their responses on the board.

- Why do you think the nations of the earth will mourn at the Lord's Second Coming (see D&C 45:49–50)?
- Whom do you think the phrase "they that have laughed" (D&C 45:49) refers to?

Invite a student to read Doctrine and Covenants 45:56–59 aloud. Ask the class to look for the parable the Savior said would be fulfilled when He comes again.

- What parable did the Lord say would be fulfilled when He comes in glory?

Ask a student to summarize the parable of the ten virgins (see Matthew 25:1–13). To help students better understand this parable, invite a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



"The arithmetic of this parable is chilling. The ten virgins obviously represent members of Christ's Church, for all were invited to the wedding feast and all knew what was required to be admitted when the bridegroom came. But only half were ready when he came" (Dallin H. Oaks, "Preparation for the Second Coming," *Ensign or Liahona*, May 2004, 8).

- According to verse 57, what must we do to be like the wise virgins and be prepared for the Lord's coming? (After students respond, write the following truth on the board: **If we receive the truth and take the Holy Spirit to be our guide, we will be prepared for the Savior's Second Coming.**)
- In what ways do we receive truth?
- What does it mean to take the Holy Spirit as our guide?

Invite students to share what they have done to invite the companionship of the Holy Ghost in their lives and to respond to His guidance.

Invite students to use the principles written on the board to set a goal that will help them be better prepared for the Savior's Second Coming.

- According to verses 58–59, what will happen to those who have prepared for the Savior's Second Coming by receiving truth and taking the Holy Spirit to be their guide?

Doctrine and Covenants 45:60–75

The Lord describes Zion, or the New Jerusalem

Summarize Doctrine and Covenants 45:60–75 by explaining that the Lord directed Joseph Smith to begin his translation of the New Testament, warned the Saints to gather into the western countries, and described Zion, or the New Jerusalem.

Invite a student to read Doctrine and Covenants 45:66–71 aloud. Ask the class to follow along, looking for how the Lord described Zion.

- Based on the Lord's description, why would you want to be part of Zion?

Conclude by inviting a few students to share what truths in this lesson have been most meaningful to them and why. Encourage students to apply these truths in their lives.

LESSON 18

Doctrine and Covenants 46–49

Introduction and Timeline

In the winter of 1831, Church members in Kirtland, Ohio, became concerned when they saw some new converts acting in a bizarre manner while claiming to be under the Spirit's influence. The Prophet Joseph Smith inquired of the Lord about this behavior as well as about the Kirtland Saints' practice of excluding nonmembers from sacrament meetings and other Church meetings. In response, on March 8, 1831, the Lord gave the revelation now recorded in Doctrine and Covenants 46. In this revelation, the Lord explained how to conduct Church meetings and how to avoid deception by seeking after gifts of the Spirit.

Before March 1831, Oliver Cowdery had been Joseph Smith's scribe and recorder for the Church. However, when he was called on a mission, he could no longer perform these duties. In the revelation recorded in Doctrine and Covenants 47, the Lord called John Whitmer to take Oliver's place and keep the Church's history.

During this same time, the Saints in Ohio also wanted to know how they should help Church members emigrating from New York. In the revelation now recorded in Doctrine and Covenants 48, the Lord told the Saints how to assist these arriving members.

Leman Copley, a recent convert to the Church, wanted missionaries to preach the gospel to members of his former religious group, the Shakers. However, he continued to hold on to some of the Shakers' false beliefs. Concerned about Leman's lingering beliefs, Joseph Smith inquired of the Lord on May 7, 1831, and received the revelation now recorded in Doctrine and Covenants 49. In this revelation, the Lord clarified His true doctrine and denounced several false beliefs of the Shakers.

Spring 1831

New converts in Kirtland, Ohio, experienced false spiritual manifestations.

March 8, 1831

Doctrine and Covenants 46 was received.

March 8, 1831

Doctrine and Covenants 47 was received.

March 10, 1831

Doctrine and Covenants 48 was received.

March 1831

John Whitmer was appointed to serve as Church historian and recorder.

Late March or early April, 1831

Parley P. Pratt returned to Kirtland from a mission to Indian Territory and Missouri.

May 7, 1831

Doctrine and Covenants 49 was received.

May 1831

Sidney Rigdon, Parley P. Pratt, and Leman Copley left Kirtland to visit a community of Shakers.

Suggestions for Teaching

Doctrine and Covenants 46:1–33

The Lord instructs the Saints concerning Church meetings and the gifts of the Spirit

Remind students that false forms of spirituality had crept into the Church in Kirtland. Explain that in the winter of 1831, Church members in Kirtland became concerned when they saw some new converts exhibiting bizarre behavior. Church member John Corroll wrote: “They conducted themselves in a strange manner, sometimes imitating Indians in their maneuvers, sometimes running out into the fields, getting on stumps of trees and there preaching as though surrounded by a congregation,—all the while so completely absorbed in visions as to be apparently insensible to all that was passing around them” (quoted in *Church History in the Fulness of Times Student Manual*, 2nd ed. [Church Educational System manual, 2003], 92). Point out that although false spiritual manifestations such as these are not common in the Church today, those who misunderstand or are unfamiliar with true manifestations of the Holy Ghost can be vulnerable to deception.

- What are some situations today in which someone could be vulnerable to deception because of a false or incomplete understanding of the workings of the Holy Ghost?

As students study section 46 today, invite them to look for truths that will help them better understand the workings of the Holy Ghost and how they can avoid being deceived.

Tell students that the Prophet Joseph Smith asked the Lord for clarification regarding the purpose and nature of gifts of the Spirit. In addition, because a practice had arisen in Kirtland of allowing only members to attend public Church meetings, the Prophet sought the Lord’s direction concerning how to administer and conduct these meetings.

Ask a student to read Doctrine and Covenants 46:1–6 aloud. Ask the class to follow along, looking for what the Lord taught the Saints about the Spirit and Church meetings.

- What did the Lord say in verses 3–6 about who should be allowed to attend public Church meetings?
- According to verse 2, how should Church meetings be conducted?

Invite a student to read Doctrine and Covenants 46:7–8 aloud. Encourage students to follow along, looking for the guidance the Lord gave the Saints to help them invite the Spirit’s direction.

- According to verse 7, what counsel did the Lord give to help the Saints be guided by the Spirit?

- What warning did the Lord give in verse 7?
- What did the Lord tell the Saints to do to avoid being deceived?

Explain that the phrase “seek ye earnestly the best gifts” in verse 8 refers to gifts of the Spirit. Gifts of the Spirit are “blessings or abilities that are given by the power of the Holy Ghost” (*True to the Faith: A Gospel Reference* [2004], 165).

Invite a student to read Doctrine and Covenants 46:9–12, 26 aloud. Ask the class to follow along, looking for why God gives us spiritual gifts.

- What doctrine can we identify in verse 9 regarding why God gives spiritual gifts? (Students may use different words, but make sure they identify the following doctrine: **God gives spiritual gifts for the benefit of those who love Him and keep His commandments.** Write this doctrine on the board.)
- According to verses 11–12, how many of us have received spiritual gifts?
- In what ways do spiritual gifts benefit us?

Ask students to scan Doctrine and Covenants 46:13–25 silently, looking for some of the gifts of the Spirit.

After sufficient time, invite students to select one of the gifts of the Spirit mentioned in this section and to think about how that gift could benefit God’s children. Invite several students to share their thoughts with the class.

Invite a student to read Doctrine and Covenants 46:27–29 aloud. Ask the class to follow along, looking for how the Saints will know which gifts are from God and which gifts are not.

- How might the Lord’s teachings in these verses have helped the Saints in Kirtland who had witnessed some of the new converts’ bizarre behavior?

Explain that the spiritual gifts listed in Doctrine and Covenants 46 are not a complete list of spiritual gifts available to God’s children.

Invite a student to read Doctrine and Covenants 46:30–33 aloud. Ask the class to follow along, looking for counsel the Lord gave regarding spiritual gifts. Invite students to briefly explain what they found.

Encourage students to thank Heavenly Father for the spiritual gifts they have received and to earnestly seek for those gifts of the Spirit that will bless their lives and the lives of others.

Doctrine and Covenants 47–48

The Lord calls John Whitmer as Church historian and tells the Saints how to assist new converts arriving in Kirtland

Summarize Doctrine and Covenants 47 by explaining that the Lord called John Whitmer to take Oliver Cowdery’s place as Church historian and serve as the Prophet’s scribe.

Explain that in 1831, many new converts were moving to Kirtland in obedience to the Lord’s command to gather to Ohio (see D&C 37:1–3). The Lord revealed in Doctrine and Covenants 48 the procedure the Church should follow in obtaining

lands for the settlement of these new converts. He also told the Saints how to assist them once they arrived.

Doctrine and Covenants 49:1–28

The Lord calls Sidney Rigdon, Parley P. Pratt, and Leman Copley to preach to the Shakers in northern Ohio

Ask students to think of someone they know of who had a different lifestyle or religious background before joining the Church.

- What challenges might a person who becomes a member of the Church face when he or she comes from a background with different traditions and beliefs?
- How could former traditions and beliefs make it difficult for someone to accept and live gospel principles?

Explain that by early 1831, a man named Leman Copley was baptized into the Church, but he still believed some of the erroneous teachings of his former religious group, the Shakers. Draw the following chart on the board, writing only the titles of the columns and leaving the rest blank. Invite a student to read aloud the section heading for Doctrine and Covenants 49, and ask the class to follow along, looking for what the Shakers believed. Ask students to report what they find, and write their responses in the column titled “Shakers’ Beliefs.”

Shakers’ Beliefs	The Lord’s True Doctrine
Christ’s Second Coming had already occurred.	D&C 49:5–7
Jesus Christ appeared as a woman named Ann Lee.	D&C 49:22
Baptism by water is not essential.	D&C 49:11–14
Marriage should be rejected.	D&C 49:15
People should live in total celibacy.	D&C 49:16–17
Eating meat is forbidden by some.	D&C 49:18–21

Explain that Joseph Smith was concerned about Leman Copley’s lingering belief in the Shakers’ teachings, so he inquired of the Lord. As a result, he received the revelation recorded in Doctrine and Covenants 49.

Invite a student to read Doctrine and Covenants 49:1–4 aloud. Ask the class to follow along, looking for how the Lord described the Shakers.

- What did the Lord say the Shakers desired?
- What do you think the phrase “they desire to know the truth in part, but not all” in verse 2 means?
- What can be the danger of only following parts of the restored gospel?
- What did the Lord say about Leman Copley in verse 4?

Divide the class into six groups. Assign each group one of the six scripture references on the chart. (If you have a small class, consider assigning individual

students one or more of these scripture references.) Invite students to read their assigned passages together in their groups, looking for the doctrine and principles the Lord taught to correct the Shakers' false beliefs. After sufficient time, invite a student from each group to come to the board and, in the box next to the corresponding false belief of the Shakers, to write his or her group's scripture reference and the true doctrine his or her group identified in that passage.

Writing on the board

Effective use of the board during the lesson can prepare students to learn, can invite meaningful participation, and can be especially helpful for those who learn visually. You can use the board to outline the major doctrine and principles of the lesson, diagram events, draw maps, develop flow charts, display or draw pictures, and do other activities that enhance learning.

- Which of these same false philosophies are present in the world today?

Refer students to the truths written on the board for Doctrine and Covenants 49:15 and 49:16–17. (**Marriage is ordained of God. Husbands and wives are commanded to be one and to have children.**)

- What purposes does marriage between a man and woman fulfill in Heavenly Father's plan?
- How is forbidding to marry contrary to Heavenly Father's plan?
- According to verse 16, God approves of traditional marriage and physical intimacy between husbands and wives. What are some ways people attempt to ridicule or destroy traditional marriage or the sacred nature of physical intimacy between husband and wife?

Invite students to consider what they can do to prepare themselves for marriage and for their role as parents. Encourage them to set a goal to better prepare themselves for that sacred responsibility.

Invite students to read Doctrine and Covenants 49:26–28 silently, looking for the Lord's counsel. Invite a few students to report what they find.

- How might this counsel relate to the Shakers? How might it relate to all of us?

Explain that in obedience to the Lord's command in Doctrine and Covenants 49:1, Sidney Rigdon, Parley P. Pratt, and Leman Copley traveled to Copley's former community of Shakers in northern Ohio and read this revelation to them. The Shakers rejected this message. At the same time, Leman Copley faltered in his faith and vacillated between returning to the Shakers and remaining with the restored Church. He eventually decided not to rejoin the Shakers but sadly did not remain true to the restored gospel.

Point out that because the Shakers and Leman Copley rejected God's word, they forfeited the blessings that they might have enjoyed (see D&C 49:4). Invite willing students to share their testimonies of the importance of hearing and responding to the Lord's truth. Consider sharing your testimony as well.

LESSON 19

Doctrine and Covenants 50

Introduction and Timeline

When the Prophet Joseph Smith arrived in Kirtland, Ohio, in early February 1831, he observed that “some strange notions and false spirits had crept in among” the Saints. He began teaching with “caution, and some wisdom” in order to put an end to these false spiritual manifestations (Manuscript History of the Church, vol. A-1, p. 93, josephsmithpapers.org). A few months later, Elder Parley P. Pratt returned from a mission and observed similar behavior in branches of the Church outside of Kirtland, so he and several other elders approached Joseph Smith for guidance (see Manuscript History, vol. A-1, p. 114, josephsmithpapers.org). In May 1831 the Prophet inquired of the Lord regarding this issue and received the revelation recorded in Doctrine and Covenants 50. In this revelation, the Lord instructed the Saints to avoid deception by teaching and receiving the gospel by the Spirit of Truth.

Spring 1831

Some Church members in Kirtland were influenced by false spiritual manifestations.

Late March or early April, 1831

Parley P. Pratt returned to Kirtland from a mission to Indian Territory and Missouri.

April 30, 1831

Emma Smith gave birth to twins, a son and a daughter, who both died within a few hours.

May 9, 1831

Doctrine and Covenants 50 was received.

May 9, 1831

Joseph and Emma Smith adopted the infant twins of John and Julia Murdock after Julia died giving birth to the twins on April 30.

Suggestions for Teaching

Doctrine and Covenants 50:1–9

The Lord warns the elders of the Church about false spirits

Ask students to imagine that a friend or family member comes to them and shares the following concern: “I’m trying to live worthily, but I struggle to know whether my thoughts and feelings are inspiration from the Spirit or just my own ideas.”

- How might you respond to this concern?

After a brief discussion, ask students to keep this concern in mind as they study Doctrine and Covenants 50 today. Invite them to look for doctrine and principles about the Holy Ghost and receiving truth from God that could help them and others seek and discern spiritual direction.

Remind students that after the Prophet Joseph Smith arrived in Kirtland, Ohio, in February 1831, he began working to curtail the “strange notions and false spirits

that had crept in among” the Saints (Manuscript History, vol. A-1, p. 93, josephsmithpapers.org). The Prophet was concerned that these false spiritual manifestations would destroy the true principles of the restored gospel (see “Try the Spirits,” *Times and Seasons*, Apr. 1, 1842, 747, josephsmithpapers.org). In early March, the Prophet had received a revelation in which the Lord taught the Saints how to avoid being seduced by evil spirits and the doctrines of the devil (see D&C 46:7–8). Despite the Prophet’s efforts against these false spirits, the strange behaviors continued. In May 1831, several elders of the Church sought the Prophet Joseph Smith’s counsel because they did not understand the supposed spiritual manifestations they had witnessed in some of the members. The elders could not tell which spiritual manifestations were from God and which ones were not. The Prophet asked the Lord about these manifestations and received the revelation recorded in Doctrine and Covenants 50.

Invite a student to read Doctrine and Covenants 50:1–3 aloud. Ask the class to follow along, looking for what the Lord taught the elders about the strange spiritual manifestations they had witnessed.

- What did the Lord teach the elders about the spirits that had “gone forth in the earth” (D&C 50:2)?
- Based on the Lord’s caution in verse 3, what truth can we learn about Satan? (Help students identify the following truth: **Satan seeks to deceive us so that he can overthrow us.** Consider inviting students to mark this truth in their scriptures.)
- What are some ways in which Satan tries to deceive us?

Invite students to scan Doctrine and Covenants 50:7–9, looking for one way Satan gained power to deceive some early Church members.

- According to these verses, how did Satan gain power to deceive some early Church members?
- What is a hypocrite? (A hypocrite is someone who pretends to be righteous but whose actions contradict this false image. [See also Bible Dictionary, “Hypocrite.”])
- In what ways might hypocrites have been able to deceive Church members in 1831? How might they deceive Church members today?
- What did the Lord say would happen to these hypocrites?

Doctrine and Covenants 50:10–46

The Lord teaches the elders how to discern between false spirits and the Spirit of Truth

Explain that in Doctrine and Covenants 50:10–12, the Lord told the elders of the Church that He would reason with them so that they could understand. Remind students that the elders had come to the Prophet because they did not understand the false spiritual manifestations that they had seen some Church members display.

Invite a student to read Doctrine and Covenants 50:13–16 aloud. Ask the class to follow along, looking for the questions the Lord asked the elders as He reasoned with them.

- What did the Lord ask the elders in verse 13?
- What doctrine can we learn about the Holy Ghost from the Lord’s answer in verse 14? (After students respond, write the following doctrine on the board: **God sends the Holy Ghost to teach the truth.**)
- Why would this doctrine have been important for the elders to understand during this time of confusion?

Explain that in verses 15–16, the Lord chastised the elders for receiving false spirits that they could not understand. Nevertheless, the Lord told them that He would still be merciful to them.

Divide the class in half. Invite half of the class to read Doctrine and Covenants 50:17–18 silently, looking for what the Lord said about the way His truth should be preached. Invite the other half of the class to read Doctrine and Covenants 50:19–20 silently, looking for how His truth should be received.

- How is the “word of truth” (verse 17) supposed to be preached?
- How is it supposed to be received?
- What does the phrase “if it be some other way it is not of God” in verses 18 and 20 mean?
- What would be an example of how we might either preach or seek and receive truth in “some other way”?

Invite a student to read Doctrine and Covenants 50:21–22 aloud. Ask the class to follow along, looking for what the Lord wanted the elders to understand about those who preach the word of truth and those who hear their message.

- According to verse 21, what did the Lord want the elders to understand about preaching and receiving the word of truth?
- According to verse 22, what did the Lord say happens when the word of truth is preached and received by the Spirit of Truth?
- Based on what the Lord taught in verse 22, what manifestations of the Spirit can help us discern what comes from God and what does not? (After students respond, write the following doctrine on the board: **The Spirit of the Lord brings understanding, edification, and joy.**)
- What do you think it means to be edified? (To be built up or strengthened spiritually.)
- How might knowing this truth have helped the elders who felt confusion at the strange behaviors of some members?
- How can this truth help us detect Satan’s deceptions in our day?

Invite students to think about times when they knew that what they had taught or heard was from the Spirit because it brought them understanding, edification, and joy. Ask a few students to share their experiences with the class.

Explain that in order to help the elders of the Church better recognize what was from God and what was not, the Lord used an analogy of light and darkness.

Invite a student to read Doctrine and Covenants 50:23 aloud. Ask the class to follow along, looking for what the Lord told the elders about darkness.

- What did the Lord say about darkness?
- How would you describe the feelings and thoughts you have when something is not edifying?
- How would knowing this have helped the elders of the Church respond to those members who exhibited bizarre behavior?

Invite a student to read Doctrine and Covenants 50:24 aloud. Ask the class to follow along, looking for what the Lord told the elders about light.

- Why is light an appropriate symbol for that which comes from God?
- What did the Lord say would occur if we receive light and continue in God? (Students may use different words, but make sure they identify the following principle: **If we receive light and continue in God, we will receive more light, which will grow brighter and brighter.** Invite students to consider marking this principle in their scriptures.)
- What do you think the phrase “continueth in God” means?
- Why should we strive to make our light grow “brighter and brighter”?

Invite students to think about times when they have been consistently receptive to God’s light and influence in their lives and have experienced an increased outpouring of His Spirit and influence. Ask a few students to share their experiences with the class.

- What can we do to receive more of God’s light in our lives?

Invite students to read Doctrine and Covenants 50:25 silently, looking for the reason the Lord taught these truths to the elders.

- What reason did the Lord give for teaching these truths to the elders in Kirtland?
- In what ways can having more light help us know the truth?
- How can having more light and truth help us “chase darkness from among [us]” (verse 25), or dispel the temptations and influence of the devil?

Invite students to think of a time when they were able to chase away darkness, or temptation and evil, because of the light and truth they received. Invite a few willing students to share their experiences with the class.

Display the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles, and invite a student to read it aloud:



“Light dispels darkness. When light is present, darkness is vanquished and must depart. More importantly, darkness cannot conquer light unless the light is diminished or departs. When the spiritual light of the Holy Ghost is present, the darkness of Satan departs.

“... If we let the light of the Spirit flicker or fade by failing to keep the commandments or by not partaking of the sacrament or praying or studying the scriptures, the darkness of the adversary will surely come in” (Robert D. Hales, “Out of Darkness into His Marvelous Light,” *Ensign*, May 2002, 70, 71).

Invite students to ponder how they would answer the following question:

- What will you do to receive greater light and continue in God so that you can know the truth and chase darkness from your life?

Ask questions that encourage application

Ask questions that invite students to think about what they will do in response to the truths they are learning. These types of questions can play a vital role in helping students see how the truths found in the scriptures can apply to situations they are facing now as well as those they may face in the future.

Encourage students to act on any promptings they receive.

Summarize Doctrine and Covenants 50:26–37 by explaining that the Lord counseled priesthood holders regarding the power and responsibilities that came with their ordination. He taught them to serve others and keep themselves pure. The Lord promised that as they did so, He would give them power to detect false spirits. Armed with principles to help the Saints detect false spirits and avoid deception, Parley P. Pratt, John Corry, and Edward Partridge were called to “go forth and among the churches and strengthen them” (D&C 50:37).

Invite students to read Doctrine and Covenants 50:40–46 silently, looking for comforting counsel from the Lord. Ask students to share a phrase from these verses that is meaningful to them. List on the board the phrases students share.

- How might the counsel listed on the board have provided comfort to the early Saints? How might it comfort us?

Conclude by testifying of the truths taught in this lesson. Invite students to ponder what they have learned today and to take a moment to write down how they will act upon what they learned.

LESSON 20

Doctrine and Covenants 51–56

Introduction and Timeline

Saints from Colesville, New York, arrived in Ohio in May 1831, and Bishop Edward Partridge was responsible for arranging their settlement. To help guide Bishop Partridge, the Lord gave the Prophet Joseph Smith the revelation recorded in Doctrine and Covenants 51. In this revelation, the Lord instructed Bishop Partridge on how to organize stewardships of property and money among the Saints.

On June 3–6, 1831, the elders of the Church gathered for a conference. On the last day of the conference, the Lord gave Joseph Smith the revelation recorded in Doctrine and Covenants 52. In this revelation, the Lord indicated that the next conference should be held in Missouri and promised that He would make known the location of the Saints' land of inheritance there. The Lord appointed certain elders to travel in pairs to Missouri and instructed them on how they might travel and preach the gospel. He also revealed a pattern for recognizing true followers of Jesus Christ.

In the days following the June 1831 conference, the Prophet Joseph Smith received the revelations recorded in Doctrine and Covenants 53–55. These revelations include instructions for some Church members who lived in Ohio but would soon move to Missouri. In these revelations the Lord spoke to Sidney Gilbert, Newel Knight, and William W. Phelps and gave them instructions specific to their Church assignments and talents.

In early June 1831, Ezra Thayre and Thomas B. Marsh were called on a mission to Missouri (see D&C 52:22). However, because of pride and selfishness, Ezra was not prepared to leave with Thomas. In the revelation recorded in Doctrine and Covenants 56, the Lord revoked Ezra Thayre's call and called Selah J. Griffin to accompany Brother Marsh.

May 14, 1831

The Saints from Colesville, New York, arrived in Ohio and were invited to settle as a group on Leman Copley's farm in Thompson, Ohio.

May 20, 1831

Doctrine and Covenants 51 was received.

May–June 1831

Leman Copley began to evict the Saints who were living on his property.

June 3–6, 1831

A Church conference was held in Kirtland, Ohio. During the conference Joseph Smith saw God the Father and Jesus Christ, and the first high priests in this dispensation were ordained.

June 6–15, 1831

Doctrine and Covenants 52–56 were received.

June 19, 1831

Joseph Smith, Sidney Rigdon, and others departed Ohio for their first journey to Missouri.

Suggestions for Teaching

Doctrine and Covenants 51

The Lord appoints Edward Partridge to oversee the temporal needs of the Saints

Write the following questions on the board:

What sacred responsibilities has Heavenly Father entrusted (or will entrust) to me in mortality?

What are the Lord's expectations of me regarding these responsibilities?

What blessings can I receive from fulfilling these responsibilities?

Invite students to ponder these questions. Ask a few students to share their responses with the class.

Encourage students to look for a principle as they study Doctrine and Covenants 51 that will help them understand how they should fulfill their responsibilities from the Lord and what blessings they can receive from fulfilling those responsibilities.

Explain that the Saints who had moved from New York began arriving in Ohio in the spring of 1831. One group traveled from Colesville, New York, at great sacrifice. Under the leadership of Newel Knight, they left their homes in April and, after a month-long journey, arrived in the Kirtland area in mid-May. Joseph Smith advised them to settle in a neighboring town called Thompson on the property of Leman Copley. As bishop, Edward Partridge was responsible for instituting the law of consecration among the Saints (see D&C 42:30–33) and sought instruction on how he should proceed. The Prophet inquired of the Lord, and in response he received the revelation recorded in Doctrine and Covenants 51.

Summarize Doctrine and Covenants 51:1–8 by explaining that the Lord gave Bishop Edward Partridge specific directions on how to organize the Saints according to the law of consecration. Bishop Partridge was to give each family who had consecrated their property to the Church a portion of resources that was to be “equal” yet adapted according to the family’s “circumstances and ... wants and needs” (verse 3).

Invite a student to read Doctrine and Covenants 51:9 aloud. Ask the class to follow along, looking for the Lord’s counsel to the Saints.

- In what ways do you think the Lord’s counsel in verse 9 could have helped the Saints live the law of consecration? (See also Jacob 2:17.)

Summarize Doctrine and Covenants 51:10–18 by explaining that the Lord commanded the bishop to establish a storehouse to keep surplus goods. The Lord also explained that Ohio was to be only a temporary gathering place for the Saints.

Ask students to read Doctrine and Covenants 51:19 silently, looking for the Lord’s promise to the Saints who faithfully lived the law of consecration.

- What principle can we learn from this verse about what we will receive if we are faithful, just, and wise stewards? (Students should identify that **if we are faithful, just, and wise stewards, then we will enter into the joy of the Lord and inherit eternal life.**)
- Why would this principle be important for the Saints to understand as they began to learn how to live the law of consecration?
- What does it mean to be a steward?

If necessary, explain that a steward is “a person who takes care of the affairs or property of another. That which a steward cares for is called a stewardship. All things on earth belong to the Lord; we are His stewards” (Guide to the Scriptures, “Steward, Stewardship,” scriptures.lds.org).

Explain that in the Doctrine and Covenants, the terms *steward* and *stewardship* are associated with the law of consecration. The term *steward* refers to those who have consecrated material possessions to the Lord by covenant and are given resources and lands from the Lord to use according to their needs and just wants. The term *stewardship* refers to those resources or lands given by the Lord. Though these terms have specific meanings in the context of the law of consecration, the principles that guided the Saints in how to fulfill their stewardships can also guide us in the responsibilities and duties that we receive from the Lord.

Display the following statement by Elder Quentin L. Cook of the Quorum of the Twelve Apostles, in which he explains how these principles can relate to us today. Ask a student to read it aloud:



“We live in perilous times when many believe we are not accountable to God and that we do not have personal responsibility or stewardship for ourselves or others. ...

“In the Church, stewardship is *not* limited to a *temporal* trust or responsibility. President Spencer W. Kimball taught: ‘We are stewards over our bodies, minds, families, and properties. ... A faithful steward is one who exercises righteous dominion, cares for his own, and looks to the poor and needy’ [“Welfare Services: The Gospel in Action,” *Ensign*, Nov. 1977, 78]” (Quentin L. Cook, “Stewardship—a Sacred Trust,” *Ensign* or *Liahona*, Nov. 2009, 91).

- What does it mean to you to be a faithful, just, and wise steward?
- When have you been blessed by someone who is faithful, just, and wise in fulfilling the responsibilities that the Lord has given him or her?

Invite students to consider the responsibilities the Lord has given them. Ask them to ponder how they can be more faithful, just, and wise in fulfilling those responsibilities. Encourage them to act on any promptings they receive.

Doctrine and Covenants 52

The Lord commands certain leaders to travel to Missouri and gives a pattern to avoid deception

Explain that in response to the Lord's command for the elders of the Church to meet together (see D&C 44:1–2), the elders assembled at a conference held in Kirtland, Ohio, in June 1831. Invite students to read the section heading for Doctrine and Covenants 52 silently, looking for what happened at the conference. Invite a student to report what he or she discovered.

Explain that on the last day of the conference, Joseph Smith received the revelation recorded in Doctrine and Covenants 52. Summarize Doctrine and Covenants 52:1–13 by explaining that the Lord commanded Joseph Smith, Sidney Rigdon, and other elders to travel to Missouri and preach the gospel as they journeyed.

Ask a student to read Doctrine and Covenants 52:14 aloud. Ask the class to look for the Lord's warning to the elders before they began their journey.

- What warning did the Lord give the elders, and how does that warning relate to us?
- What principle can we learn from this verse that can help us avoid being deceived? (Students should identify a principle similar to the following: **If we follow God's pattern in all things, we can avoid being deceived by Satan.**)
- What is a pattern? (A model that we can follow.)
- What are some examples of patterns God has provided to help us avoid deception?

Invite a student to read Doctrine and Covenants 52:15–19 aloud. Ask the class to follow along, looking for the pattern that the Lord gave the Saints to help them recognize true followers of Jesus Christ.

- According to the Lord's pattern, how can we recognize true followers of Jesus Christ? (You might explain that the word *ordinances* as used in this revelation can refer to priesthood ordinances or more generally to the commandments and laws of the Lord.)
- How can this pattern help us avoid being deceived?

Summarize Doctrine and Covenants 52:20–44 by explaining that the Lord called additional missionaries and invited all Saints to care for the poor, sick, and afflicted.

Doctrine and Covenants 53

The Lord calls Sidney Gilbert to preach the gospel and to travel to Missouri

Explain that Sidney Gilbert, Newel K. Whitney's business partner, was probably present on June 6 when Joseph Smith received the revelation commanding many elders to go to Missouri (see D&C 52). However, Sidney's name was not mentioned in that revelation. Shortly after that revelation was received, Sidney approached Joseph Smith and asked for direction. In response, the Lord gave the revelation recorded in Doctrine and Covenants 53. He commanded Sidney to forsake the world, serve as a bishop's agent, and travel with the Prophet Joseph Smith to Missouri.

Doctrine and Covenants 54

The Lord instructs the Colesville Saints to leave Ohio and relocate to Missouri

Draw two columns on the board, and write *Keep Covenants* above one column and *Break Covenants* above the other column.

- What has helped motivate you to keep your covenants?

Ask students to think about what influences in the world may try to persuade them to break their covenants.

Invite students to look for truths as they study Doctrine and Covenants 54 that will help them better understand the importance of keeping their covenants with God.

Remind students that Leman Copley was a former member of the United Society of Believers in Christ's Second Appearing (also known as Shakers). After he converted to the restored gospel of Jesus Christ, he covenanted under the principles of consecration to allow the Colesville Saints to live on his property in Thompson, Ohio. As the Saints began to settle on his property, Leman traveled with other missionaries to North Union, Ohio, to preach the gospel to the Shakers (see D&C 49). The mission was unsuccessful, and Leman's faith in the restored gospel wavered. Shortly after returning from his mission to the Shakers, Leman broke his covenant and ordered the Saints to leave his property.

Ask students to read the section heading for Doctrine and Covenants 54 silently, looking for what led to this revelation.

Invite a few students to take turns reading aloud from Doctrine and Covenants 54:1–6. Ask the class to follow along, looking for what the Lord taught the Saints about what happens when someone breaks their covenants.

- What do the Lord's teachings in verses 4–5 suggest about the seriousness of breaking our covenants with God? (Write students' responses on the board under *Break Covenants*.)
- What do you think it means for a covenant to "become void and of none effect" (verse 4)? What blessings would we lose if we were to break our covenants?
- What principle can we identify in verse 6 about the blessings we receive if we keep our covenants and the commandments of God? (**If we faithfully keep our covenants and observe God's commandments, we will receive mercy.** Write this principle on the board under *Keep Covenants*.)
- What are some ways we may experience God's mercy? (Answers may include forgiveness, help to overcome sin, divine guidance, physical and spiritual healing, answers to prayers, and every blessing we receive.)

To help students understand this principle, display the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, and invite a student to read it aloud:



"Only covenant makers and covenant keepers can claim the ultimate blessings of the celestial kingdom. Yes, when we talk about covenant keeping, we are talking about the heart and soul of our purpose in mortality. ...

"If we really want to succeed ... , if we want to have access to every help and every advantage and every blessing from the Father, if we want to have the door of heaven thrown open to us that we might receive the powers of godliness, we must keep our covenants!" (Jeffrey R. Holland, "Keeping Covenants: A Message for Those Who Will Serve a Mission," *New Era*, Jan. 2012, 2, 4).

- How have you experienced God's mercy as you have faithfully kept your covenants with Him? (Consider sharing an experience of your own, and encourage students to faithfully keep their covenants with God.)

Share examples of how gospel principles can be applied

You and your students will have opportunities to suggest ways that gospel principles can be applied. Such examples can help students see how they can apply gospel principles in their everyday lives. However, be careful not to be too prescriptive in assigning specific applications for students' specific situations.

Summarize verses 7–10 by explaining that in these verses, the Lord directed that the Colesville Saints, whom Leman Copley had evicted from his land, journey to Missouri, where the Lord would prepare a place for them.

Doctrine and Covenants 55

The Lord instructs William W. Phelps regarding his calling in the Church

Explain that William W. Phelps, an editor and printer from New York, arrived in Kirtland, Ohio, with his family in June 1831. William was convinced of the truthfulness of the restored gospel but had not yet been baptized. Summarize Doctrine and Covenants 55 by explaining that in this revelation the Lord instructed William to be baptized and called him to use his experience and talents to help print and write books for the Church.

Doctrine and Covenants 56

The Lord revokes Ezra Thayre's mission call and warns the Saints about greed and pride

Explain that the Lord called Thomas B. Marsh and Ezra Thayre to travel together to Missouri and preach the gospel, and He also called Newel Knight and Selah J. Griffin to do the same (see D&C 52:22, 32). However, when Thomas was ready to depart, Ezra was not.

Summarize Doctrine and Covenants 56:1–13 by explaining that the Lord revoked Ezra Thayre's call to serve with Thomas B. Marsh and appointed Selah J. Griffin to replace him. Because of the situation of the Saints at Thompson, Ohio, the Lord also revoked the commandment that Selah J. Griffin and Newel Knight go together

to Missouri. The Lord told Newel to remain with the Saints who had attempted to settle in Thompson and to lead them to Missouri.

Invite several students to take turns reading aloud from Doctrine and Covenants 56:14–20. Ask the class to follow along, looking for truths we can learn from the Lord’s correction and counsel to the early Saints. Ask students to report some of the truths they discovered.

Close by sharing your testimony of the truths taught in this lesson.

LESSON 21

Doctrine and Covenants 57–58

Introduction and Timeline

In obedience to the Lord’s commandment to convene a Church conference in Missouri (see D&C 52:2–5), the Prophet Joseph Smith and several others traveled approximately 900 miles from Ohio to Missouri. On July 20, 1831, a few days after arriving in Jackson County, Missouri, Joseph Smith received the revelation now known as Doctrine and Covenants 57. In this revelation, the Lord declared that Independence, Missouri, was to be the center place of the city of Zion with its temple, and He instructed several individuals regarding their roles in building Zion.

On August 1, 1831, less than two weeks after Joseph received the revelation designating Independence as the center place of Zion, some Church members approached the Prophet desiring to know the Lord’s will concerning their participation in the building of Zion. In response, the Lord gave the revelation recorded in Doctrine and Covenants 58. In this revelation, the Lord instructed the Saints regarding principles on which the city Zion was to be established, including obedience to the commandments, faithfulness in tribulation, the use of agency to bring about righteousness, and repentance and forgiveness.

July 14, 1831

Joseph Smith and his traveling companions arrived in Jackson County, Missouri.

July 20, 1831

Doctrine and Covenants 57 was received.

Late July, 1831

The Colesville Saints and several elders arrived in Jackson County.

August 1, 1831

Doctrine and Covenants 58 was received.

August 2–3, 1831

Land in Jackson County, Missouri, was dedicated for the establishment of Zion, and a site for the temple was dedicated in Independence, Missouri.

Suggestions for Teaching

Doctrine and Covenants 57:1–16

The Lord reveals the location of Zion and instructs individuals regarding their roles in building it up

Write the words *Expectations* and *Actual Outcome* on the board. Ask students to think about a time when they were disappointed because the outcome of an event was different from what they expected or desired. Invite a few students to share their experiences with the class.

Encourage students to look for truths as they study Doctrine and Covenants 57–58 that will help them better understand how to remain faithful to the Lord when things don’t work out how they expect or hope.

Remind students that the Lord had previously revealed that He would establish the city of Zion “on the borders by the Lamanites” (D&C 28:9). The Saints understood this area to be the western edge of Missouri, so when the Lord commanded the Prophet Joseph Smith and several elders to hold a Church conference in Missouri (see D&C 52:2), they eagerly anticipated learning Zion’s exact location. The Saints were anxious to establish Zion because they knew that being part of Zion would allow them to receive redemption, protection, and peace from the Lord (see Isaiah 51:11; 52:7–8; 3 Nephi 21:22–29; D&C 45:66–75; Moses 7:61–64). In obedience to the Lord’s command, Joseph Smith and several elders left Kirtland, Ohio, in June 1831 and traveled approximately 900 miles to Missouri, arriving a month later on July 14, 1831 (see *The Joseph Smith Papers, Documents, Volume 2: July 1831–January 1833*, ed. Matthew C. Godfrey and others [2013], 5–6).

Invite a student to read aloud the section heading for Doctrine and Covenants 57. Ask the class to follow along, looking for the questions the Prophet asked the Lord when he arrived in Jackson County, Missouri.

Ask a student to read Doctrine and Covenants 57:1–3 aloud. Encourage the class to follow along, looking for how the Lord responded to the Prophet’s questions.

- Where was the city of Zion to be built?
- According to verse 3, where was the temple to be built in relationship to the city of Zion?
- What do you think is significant about the Lord locating the temple in the center of the city of Zion?

Summarize Doctrine and Covenants 57:4–16 by explaining that the Lord instructed the Saints to purchase property in and around Independence, Missouri. The Lord also instructed certain people to use their individual strengths to help build up Zion.

Doctrine and Covenants 58:1–13

The Lord counsels the elders to be faithful in tribulation

Tell students that missionaries and members of the Colesville Branch who were commanded to go to Missouri arrived several days after the Prophet and his traveling companions. Some of the new arrivals had imagined that they would find a flourishing community of new members, but they were disappointed to discover that there were only a few converts. Others were disappointed that much of the land in Jackson County was uncultivated. In addition, the Prophet Joseph Smith and Bishop Edward Partridge had a disagreement regarding the land that was to be purchased for the Saints. It was in these circumstances that the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 58. (See *The Joseph Smith Papers, Documents, Volume 2: July 1831–January 1833*, 12–13.)

Teacher presentation

While it is important that students take an active role in the learning process in order to understand and apply the scriptures, at times you will still need to appropriately present information while students listen. You might need to explain, clarify, and illustrate so that students can more clearly understand the context of a scripture block.

Invite students to read Doctrine and Covenants 58:1–5 silently, looking for what the Lord wanted the elders to understand as they first arrived in Missouri.

- What principle can we learn from what the Lord told the elders in verse 2? (After students respond, write the following principle on the board: **Our eternal reward will be greater if we remain faithful in tribulation.**)
- How might this principle have helped the Saints when the circumstances in their new home were not as they had anticipated?

Ask the class if anyone can briefly describe some of the persecution and trials that the Saints would experience over the next several years in Missouri. (If necessary, briefly inform students that the Saints suffered harassment and violence from their neighbors in Missouri, and some Church members were even murdered. The persecution eventually forced the Saints to flee Jackson County in November and December of 1833, and they were ultimately driven from Missouri altogether in the winter of 1838–39 when the governor of the state issued an extermination order against them.)

- How might the principle on the board and the Lord’s promises in verses 2–4 have strengthened the Saints during the difficulties they would endure in Missouri?
- According to verse 3, what do we often not see or understand when we are going through tribulation?
- How might the teachings in these verses help us when we experience disappointment and tribulation?

Summarize Doctrine and Covenants 58:6–13 by explaining that the Lord revealed some of the reasons He sent the Saints to Zion, one of which was so that the elders could lay the foundation of Zion and begin to prepare the earth for the Second Coming of Jesus Christ. As recorded in these verses, the Lord referred to a New Testament parable (see Matthew 22:1–14; Luke 14:12–24) that teaches that people in all nations will be invited to partake of the blessings of the gospel.

Doctrine and Covenants 58:14–33

The Lord outlines the duties of a bishop, commands the Saints to keep the laws of the land, and counsels them to use their agency to do good

Remind students that Bishop Edward Partridge, who was called to stay in Missouri to manage the properties of the Church and purchase land in and around Independence, had a disagreement with the Prophet concerning which parcels of land to purchase. Explain that as recorded in Doctrine and Covenants 58:15, the Lord warned Bishop Partridge that if he did not repent of his “unbelief and

blindness of heart," he would fall. Bishop Partridge accepted the Lord's warning and rebuke with humility (see *The Joseph Smith Papers, Documents, Volume 2: July 1831–January 1833*, 12–13). Summarize Doctrine and Covenants 58:16–20 by explaining that the Lord also outlined some of Edward Partridge's duties and responsibilities as bishop in Missouri. Then summarize Doctrine and Covenants 58:21–23 by explaining that the Lord instructed the Saints in Missouri to keep the laws of the land and the laws of God.

Invite a student to read Doctrine and Covenants 58:24–28 aloud. Ask the class to follow along, looking for what the Lord told Bishop Partridge and his counselors to do.

- According to verse 25, what did the Lord tell Bishop Partridge and his counselors to do?
- How might counseling together and with the Lord have helped them to manage the affairs of the Church in Missouri and to build Zion?
- Based on what the Lord taught these men in verses 26–28, what doctrine and principles can we learn regarding what the Lord expects of us? (Students may give several responses, but make sure they identify the following truths: **If we wait for the Lord to tell us everything we should do, we will receive no reward. We have power to act for ourselves. If we use our agency to bring to pass righteousness, we will be rewarded.** Invite students to consider highlighting these truths in their scriptures.)
- Why would it have been important for those who were called to build Zion to understand these principles?
- Why are these truths important for us to understand in our day?

Invite a student to read Doctrine and Covenants 58:29–33 aloud. Ask the class to follow along, looking for what the Lord said happens to those who do not use their agency to do good or who doubt His commandments.

- What happens to those who do not use their agency to do good or who doubt the Lord's commandments?
- According to verses 32–33, how do some people respond when they do not receive blessings they believe they are entitled to, even though they have been slothful or disobedient?
- What warning does the Lord give to such individuals?

Testify that although the Lord had revealed the location of the city of Zion, He still required the Saints to use their agency to do good and help establish it. The same is true for us in our day. Even though the Lord guides us with revelation, He expects us to use our agency to do good and "bring to pass much righteousness" (D&C 58:27) to accomplish His work.

Invite students to ponder what they can do to bring to pass much righteousness. Encourage them to act on any promptings they receive.

Doctrine and Covenants 58:34–65

The Lord gives additional instructions regarding Zion, teaches principles of repentance and forgiveness, and commissions the elders to preach the gospel to all the world

Explain that in Doctrine and Covenants 58:34–37, the Lord gave further instructions concerning the land of Zion. He directed that Martin Harris consecrate his money to the Lord, that the Saints who settle in Zion follow this example and live the law of consecration, and that land be purchased for a storehouse and printing press.

Ask a few students to take turns reading aloud from Doctrine and Covenants 58:38–43, 60. Encourage the class to follow along, looking for the counsel the Lord gave to Martin Harris, William W. Phelps, and Ziba Peterson as they prepared to settle in Zion.

- How might the sins of these men have prevented them from helping to build Zion?
- How might our sins limit our ability to serve the Lord?
- What truth did the Lord teach these men about repentance in verse 42? (Help students identify the following truth: **If we repent of our sins, the Lord will forgive us and remember our sins no more.**)
- How might this truth bring us hope?
- What truth did the Lord teach these men about repentance in verse 43? (Help students identify the following truth: **To repent, we must confess and forsake our sins.**)

To help students understand what it means to confess and forsake sin, invite a student to read aloud the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles:



“The forsaking of sins implies never returning. Forsaking requires time. To help us, the Lord at times allows the residue of our mistakes to rest in our memory. It is a vital part of our mortal learning.

“As we honestly confess our sins, restore what we can to the offended, and forsake our sins by keeping the commandments, we are in the process of receiving forgiveness. With time, we will feel the anguish of our sorrow subside, taking ‘away the guilt from our hearts’ [Alma 24:10] and bringing ‘peace of conscience’ [Mosiah 4:3]” (Neil L. Andersen, “Repent ... That I May Heal You,” *Ensign or Liahona*, Nov. 2009, 42).

Testify that because of the Atonement of Jesus Christ, we can be completely forgiven of our sins. Encourage students to repent of their sins by confessing and forsaking them.

Summarize Doctrine and Covenants 58:44–65 by explaining that the Lord instructed the elders who were to stay in Missouri to purchase land and prepare for the gathering of the Saints in Zion, which included preaching the gospel to all the world.

LESSON 22

Doctrine and Covenants 59–62

Introduction and Timeline

On Sunday, August 7, 1831, the Prophet Joseph Smith received the revelation recorded in Doctrine and Covenants 59 while in Jackson County, Missouri. In this revelation the Lord set forth His expectations for the Saints who had recently arrived in Zion, including proper Sabbath day observance. The Lord also confirmed that those who keep His commandments will receive temporal and spiritual blessings.

The following day Joseph Smith and several elders prepared to leave Independence, Missouri, and return to Ohio. In the revelation recorded in Doctrine and Covenants 60, the Lord instructed the elders to preach the gospel as they traveled. On the third day of their journey, the company experienced danger on the Missouri River. During the next two days, August 12 and 13, the Prophet received two revelations, which are recorded in Doctrine and Covenants 61 and 62. They include words of instruction, warning, comfort, and encouragement.

August 2–3, 1831

Land in Jackson County, Missouri, was dedicated for the establishment of Zion, and a site for the temple was dedicated in Independence, Missouri.

August 4, 1831

A Church conference was held in Jackson County, Missouri.

August 7, 1831

After falling ill while traveling from Ohio to Missouri with the Colesville Saints, Polly Knight, the wife of Joseph Knight Sr., died in Jackson County, Missouri.

August 7, 1831

Doctrine and Covenants 59 was received.

August 8, 1831

Doctrine and Covenants 60 was received.

August 9, 1831

Joseph Smith and ten elders left Missouri for Kirtland, Ohio, traveling by way of the Missouri River.

August 12–13, 1831

Doctrine and Covenants 61 and 62 were received.

August 27, 1831

Joseph Smith arrived in Kirtland, Ohio.

Suggestions for Teaching

Doctrine and Covenants 59

The Lord teaches the Saints about the Sabbath day and promises earthly and eternal blessings to the faithful

Before class, draw two columns on the board, and write *The World* above the first column. When class begins, ask students to write in the first column several words that describe the wickedness of the world. Ask students to ponder the following questions:

- How can we avoid being overcome by the wickedness around us?
- What can we do to have peace in a troubled world?

Explain that as Church members settled in Jackson County, Missouri, in the summer of 1831, they encountered a frontier community where gambling, drunkenness, violence, and Sabbath-breaking were prevalent. In this difficult environment, the Lord taught the Saints how to conduct themselves in their new home. His instructions are recorded in Doctrine and Covenants 59. As students study this revelation, invite them to look for principles that can help them avoid being overcome by the wickedness of the world and know how to find peace.

Ask students to read the section heading for Doctrine and Covenants 59 silently, looking for further historical context for this revelation. Invite a student to summarize what he or she discovered. Explain that Polly Knight journeyed to Missouri with her husband, Joseph Knight Sr., and the Colesville Saints. Along the way she fell gravely ill but refused to stop traveling because “her only, or her greatest desire, was to set her feet upon the land of Zion” (*Scraps of Biography* [1883], 70).

Invite a student to read Doctrine and Covenants 59:1–4 aloud. Ask the class to follow along, looking for the promise the Lord gave to faithful Saints in Zion.

- What did the Lord promise faithful Saints in Zion?
- Why would the Lord include commandments in this list of gifts He would bestow upon the faithful?

Ask a student to read Doctrine and Covenants 59:5 aloud. Encourage the class to follow along, looking for the commandment that the Lord reiterated to the Saints.

- How would you explain in your own words what it means to love the Lord with all your heart, might, mind, and strength?

Invite students to silently read Doctrine and Covenants 59:6–8, looking for additional commandments that the Lord gave the Saints.

- How do these commandments relate to the commandment to love the Lord with all our heart, might, mind, and strength?

Explain that in this revelation, the Lord emphasized a commandment that would help the Saints demonstrate and deepen their love for the Lord. Invite a student to read Doctrine and Covenants 59:9–10 aloud. Ask the class to follow along, looking for an additional commandment the Lord taught. Ask students to report what they find. Write *Keeping the Sabbath Day Holy* above the other column on the board.

To help students understand these verses, explain that the term “house of prayer” in verse 9 refers to a building used for Church meetings on the Sabbath and that “sacraments” here refers to acts of devotion or ordinances that unite us with God.

- According to verse 9, how will we be blessed for keeping the Sabbath day holy? (After students respond, write the following principle on the board: **As we keep the Sabbath day holy, we will more fully keep ourselves unspotted from the world.**)
- What does it mean to “more fully keep [ourselves] unspotted from the world”? (To strive to be free from worldliness, sin, and unrighteousness.)

Ask students to ponder why it is important to become more unspotted from the world. Invite a few students to share their thoughts with the class.

Invite students to read Doctrine and Covenants 59:9–15 with a partner, looking for instructions the Lord gave the Saints regarding His holy day. Encourage students to use the footnotes to better understand these verses. After sufficient time, invite a few students to explain some ways to keep the Sabbath day holy based on what they learned. (You may want to explain that the phrase “pay thy devotions” in verse 10 means to worship or to demonstrate love and loyalty.) Write students’ responses on the board under the heading *Keeping the Sabbath Day Holy*.

Use scripture study aids

The Church has prepared a number of scripture study aids that can help you and your students understand the content and context of the scriptures. These include footnotes, topical indexes, pictures, and maps. Encourage students to use the study aids in class and in their personal scripture study.

- How can keeping the Sabbath day holy in these ways help us become more unspotted from the world?

Invite students to ponder what they currently do to keep the Sabbath day holy. Ask them to write a goal describing what they will do to better keep this commandment.

Summarize Doctrine and Covenants 59:16–19 by explaining that in addition to spiritual blessings, the Lord promised great temporal blessings for those who keep the Sabbath day holy.

Invite a student to read Doctrine and Covenants 59:20–24 aloud. Ask the class follow along, looking for how God feels about bestowing these blessings.

- According to verse 20, how does God feel about blessing us?
- Based on verse 21, how might we offend God? (**We offend God when we do not confess His hand in all things and obey His commandments.** Invite students to consider marking this truth in their scriptures.)
- What does it mean to confess God’s hand in all things?

Explain that our ingratitude and disobedience offends, or displeases, God because such attitudes and actions distance us from Him and His blessings.

- According to verse 23, what does the Lord promise to those who keep His commandments? (Invite students to consider marking this promise in their scriptures.)

Doctrine and Covenants 60

The Lord commands the elders to preach the gospel as they travel back to Ohio

Invite students to read the section heading for Doctrine and Covenants 60, looking for the reason this revelation was given. Summarize this section by explaining that the Lord was not pleased with some of the elders because they did not “open their mouths” (verse 2) and share the gospel while traveling to Missouri. The Lord commanded the missionaries to “not idle away [their] time” (verse 13) but to return to Ohio and proclaim the gospel as they traveled. Explain that the phrase “it mattereth not unto me” in verse 5 means that the elders were to use their agency and decide whether to buy or build boats for their journey on the Missouri River.

Doctrine and Covenants 61

The Lord provides warning and direction to Joseph Smith and the elders journeying to Ohio

Invite students to read the section heading for Doctrine and Covenants 61 silently, looking for what happened as Joseph Smith and ten elders traveled back to Kirtland, Ohio. Ask students to report what they discover. Explain that some disagreements had developed among some of the elders. They resolved their disagreements the evening of August 11, 1831, and the following morning, Joseph Smith received the revelation recorded in Doctrine and Covenants 61.

Summarize Doctrine and Covenants 61 by explaining that the Lord taught that He is merciful and forgiving to “those who confess their sins with humble hearts” (verse 2). He told the elders that it was not necessary to travel on the river, as there were people living on both sides of the river to whom they should preach the gospel. The Lord taught that “many destructions” would occur on the waters in the last days but promised to preserve the lives of the faithful elders (see D&C 61:5–6, 14–15).

Invite students to read Doctrine and Covenants 61:22 silently. Point out that the Lord again told the elders, “It mattereth not unto me” (verse 22) concerning how they chose to travel. They could use their own judgment as long as they fulfilled their mission to preach the gospel.

Doctrine and Covenants 62

The Lord commends the faithfulness of a group of elders traveling to Independence, Missouri

Display the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles, and ask a student to read it aloud:



“The most demanding judgments we ever make are seldom between good or bad or between attractive and unattractive alternatives. Usually, our toughest choices are between good and good” (David A. Bednar, “The Scriptures: A Reservoir of Living Water” [Brigham Young University fireside, Feb. 4, 2007], 6, speeches.byu.edu).

- What kinds of decisions have you faced that illustrate this teaching by Elder Bednar?

Explain that in the revelation recorded in Doctrine and Covenants 62, the Lord taught principles that can guide us when making decisions. Explain that on August 13, 1831, Joseph Smith and the group of elders traveling to Ohio met a group of elders who were still traveling to Missouri. The Prophet received a revelation that provided instruction to these missionaries.

Summarize Doctrine and Covenants 62:1–3 by explaining that the Lord told the elders that He knows how to succor His people in their temptations and commended them for the testimonies they had borne.

Invite a student to read Doctrine and Covenants 62:4–8 aloud. Ask the class to look for what the Lord taught the elders about the decisions they had to make.

- Which decisions mattered to the Lord, and which did not matter to Him?
- What truth can we learn from verse 8 to help us when making decisions? **(When making decisions, the Lord desires that we use our judgment and the direction of the Spirit.)**
- Why do you think using both our own judgment and the direction of the Spirit are important when making decisions?
- When has using sound judgment and the promptings of the Spirit helped you make a decision?

Display the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles, and ask a student to read it aloud:



“A desire to be led by the Lord is a strength, but it needs to be accompanied by an understanding that our Heavenly Father leaves many decisions for our personal choices. Personal decision making is one of the sources of the growth we are meant to experience in mortality. Persons who try to shift all decision making to the Lord and plead for revelation in every choice will soon find circumstances in which they pray for guidance and don’t receive it. For example, this is likely to occur in those numerous circumstances in which the choices are trivial or either choice is acceptable.

“We should study things out in our minds, using the reasoning powers our Creator has placed within us. Then we should pray for guidance and act upon it if we receive it. If we do not receive guidance, we should act upon our best judgment” (Dallin H. Oaks, “Our Strengths Can Become Our Downfall,” *Ensign*, Oct. 1994, 13–14).

- How do Elder Oaks’s teachings help you better understand the truths in Doctrine and Covenants 62:4–8?

Close by testifying of the importance of using both judgment and the direction of the Spirit when making decisions.

Supplemental Teaching Idea

Doctrine and Covenants 60:1–3. The Lord chastises the elders for not opening their mouths to preach the gospel

Instead of summarizing Doctrine and Covenants 60:1–3, consider using the following teaching idea.

Invite a student to read Doctrine and Covenants 60:1–3 aloud. Ask the class to follow along, looking for why the Lord was not pleased with some of the elders.

- Why was the Lord not pleased with some of the elders?

Explain that when the Lord said that the elders hid “the talent which I have given unto them” (verse 2), He was drawing on the imagery of the parable of the talents (see Matthew 25:14–30).

- What might the talent represent in this revelation?
- According to verse 3, what did the Lord say would happen to those who hid their talents and were not faithful to Him?
- What blessings do you think the elders were in danger of losing because they did not open their mouths to preach the gospel?
- What blessings might we lose by hiding our faith and testimony of the gospel from others?

To illustrate one example of what we might lose, display the following statement by President Thomas S. Monson, and ask a student read it aloud:



“Regarding one’s testimony, remember, that which one willingly shares he keeps, while that which he selfishly keeps he loses” (Thomas S. Monson, *Pathways to Perfection: Discourses of Thomas S. Monson* [1976], 100–101).

- Why do you think sharing our testimonies with others strengthens our testimonies?

Invite students to ponder the blessings they have received as they have shared their faith and testimony with others. Encourage them to pray and look for opportunities to share their faith and testimony.

LESSON 23

Doctrine and Covenants 63

Introduction and Timeline

In the summer of 1831, the Prophet Joseph Smith was overseeing the dedication of the land in Independence, Missouri, where the Saints were to build Zion. When the Prophet returned to Kirtland, Ohio, on August 27, the Saints there were anxious to learn more about this new land and their role in establishing Zion.

Unfortunately, during the Prophet's absence some Church members in Kirtland had turned away from the Lord's commandments and committed serious sins. On August 30, 1831, the Prophet received the revelation recorded in Doctrine and Covenants 63, in which the Lord warned the Saints about the consequences of wickedness and rebellion. The Lord also told the Saints how to prepare to gather to Zion and prepare for His Second Coming

July 14, 1831

Joseph Smith and others arrived in Independence, Missouri.

August 2–3, 1831

Land in Jackson County, Missouri, was dedicated for the establishment of Zion, and a site for the temple was dedicated in Independence, Missouri.

August 27, 1831

Joseph Smith and Oliver Cowdery returned to Kirtland, Ohio.

August 30, 1831

Doctrine and Covenants 63 was received.

Suggestions for Teaching

Doctrine and Covenants 63:1–21

The Lord warns about the consequences of wickedness and promises the faithful an inheritance

Display or write the following questions on the board:

Why might some people who had once been faithful to the Lord turn away from following Him?

What helps you to keep the Lord's commandments and remain faithful to Him?

Invite students to ponder these questions, and then ask one or two students to share their thoughts. Encourage students to look for truths as they study Doctrine and Covenants 63 that will help them understand what they can do to remain faithful to the Lord and why it's important to do so.

Explain that on August 27, 1831, when the Prophet returned to Kirtland, Ohio, after his journey to Missouri, he found that some Saints in Ohio had fallen into sin and

apostatized in his absence. Three days after arriving in Kirtland, Joseph Smith received the revelation recorded in Doctrine and Covenants 63.

Invite several students to take turns reading aloud from Doctrine and Covenants 63:1–6. Ask the class to follow along, looking for how the Lord addressed those who had rebelled against Him.

- How would you summarize what the Lord said about those who had rebelled?

Explain that some of those who apostatized began speaking out publicly against Joseph Smith and other Church leaders. For example, by mid-October 1831, an apostate named Ezra Booth became one of the most vocal critics and the first to publish anti-Mormon literature. Booth had been a Methodist preacher in Ohio and had become interested in the Restoration after reading the Book of Mormon. In the spring of 1831, he traveled to Kirtland with John and Alice (Elsa) Johnson to meet Joseph Smith. During their visit he witnessed the Prophet heal Alice’s crippled arm, and soon after witnessing this miracle, he was baptized. (See Manuscript History of the Church, vol. A-1, p. 153–54, josephsmithpapers.org; see also “History of Brigham Young,” *Millennial Star*, Dec. 31, 1864, 834.)

Invite a student to read Doctrine and Covenants 63:7–9 aloud. Ask the class to follow along, looking for what the Lord taught about the relationship between faith and signs.

- According to these verses, why were some of the Saints in Kirtland struggling with their faith?
- What doctrine does the Lord teach in these verses regarding faith and signs? (Make sure students identify the following truth: **Faith does not come by signs.**)
- What is faith? (See Joseph Smith Translation, Hebrews 11:1 [in Hebrews 11:1, footnote *b*]; Alma 32:21.)
- Why doesn’t lasting faith come from witnessing signs?

Explain that Ezra Booth is an example of someone who relied on signs rather than faith. After he was baptized, he received the priesthood and was sent on a mission to Missouri. Apparently, he expected to convert many by displaying signs and performing miracles. However, after preaching for a short time and not seeing the results he anticipated, Ezra became disaffected and soon after apostatized. (See Manuscript History, vol. A-1, p. 153–54, josephsmithpapers.org.)

Invite students to read Doctrine and Covenants 63:10–12 silently, looking for an additional truth the Lord taught about signs and faith.

- What additional doctrine did the Lord teach in these verses about signs and faith? (After students respond, write the following truth on the board: **Signs come by faith according to the will of God.**)
- Why is it important to remember that signs come according to God’s will rather than our will?
- How might Ezra Booth’s mission have been different if he had understood and believed this truth?

Explain that in addition to seeking signs, many Church members “had turned away from [God’s] commandments” (D&C 63:13) in the Prophet’s absence. Invite students to read Doctrine and Covenants 63:14–16 silently, looking for a sin that some members had committed. Ask students to report what they find.

- According to verse 16, what would happen to those who did not repent of adultery? (They would lose the Spirit and deny the faith.)

Explain that approximately six months earlier, in a revelation to the Prophet Joseph Smith, the Lord had commanded the Saints to not commit adultery and to not lust (see D&C 42:22–26), but apparently some of the Saints did not heed the Lord’s command.

Invite a student to read Doctrine and Covenants 63:17–19 aloud. Ask the class to follow along, looking for what else the Lord said would happen to those who committed serious sins.

- Why do you think the Lord was so direct with the Saints as He spoke to them about the consequences of sin?

Explain that although some members in Kirtland had committed serious sins and apostatized during the Prophet’s absence, most Saints had remained faithful. Invite a student to read Doctrine and Covenants 63:20–21 aloud. Ask the class to follow along, looking for what the Lord promised to those who remain faithful and do His will. Before the student reads, explain that the phrase “day of transfiguration” in verse 20 refers to the time when the Lord comes again and the earth receives its paradisiacal glory.

- What principle can we identify in verse 20 about what the Lord will do for us if we endure in faith and do His will? (Students should identify a principle similar to the following: **If we endure in faith and do the Lord’s will, we will overcome the world and receive an inheritance from the Lord.** [See also D&C 63:47.])
- What does the phrase “overcome the world” mean? (To prevail over the sins and temptations of the world.)

Ask students to ponder how their faith in Heavenly Father and the Savior has helped them to overcome temptations and challenges they have faced. Consider inviting one or two students to share experiences they have had with this principle. (Remind students not to share anything that is too personal.)

Doctrine and Covenants 63:22–56

The Lord instructs the Saints concerning establishing Zion and promises blessings to the faithful

Invite students to think about a time when they were worried about accomplishing a difficult task. Invite a few students to share what they did when faced with this task.

Explain that when the Prophet Joseph Smith returned to Kirtland, despite the sins and apostasy of some Church members there, many Saints were anxious to know how to fulfill the Lord’s commandment to establish Zion. Invite students to read

the section heading for Doctrine and Covenants 63 silently, looking for what the Prophet did when he was faced with these circumstances.

Invite a student to read Doctrine and Covenants 63:22–23 aloud. Ask the class to follow along, looking for the answer the Lord gave the Prophet.

- According to verse 23, how can we know the Lord’s will and the mysteries of His kingdom? (Help students identify the following principle: **If we keep the commandments, the Lord will help us know His will and the mysteries of His kingdom.**)
- What are the mysteries of the Lord’s kingdom? (In the context of the gospel, mysteries are truths that can only be known and understood by revelation.)
- What is the meaning of the phrase “the same shall be in him a well of living water, springing up unto everlasting life” (D&C 63:23)? (If necessary, explain that “living water” refers to truths about God and His kingdom that will help us become like God and gain eternal life.)

Invite a student to read Doctrine and Covenants 63:24–27 aloud. Ask the class to follow along, looking for the counsel the Lord gave about establishing Zion.

- What counsel did the Lord give to the Saints about establishing Zion?

Explain that in Doctrine and Covenants 63:28–48, the Lord told the Saints not to use force to obtain the land in Zion. The Lord also told the Saints to gather to Zion for protection in the last days. Additionally, some Saints were told to make preparations to move to Missouri the following spring, and others were to stay in Ohio for a while longer.

Invite a student to read Doctrine and Covenants 63:41, 46–48 aloud. Ask the class to follow along, looking for additional teachings the Lord gave the Saints regarding the establishment of Zion.

- According to verse 41, how would the Prophet know who should go to Zion and who should stay in Ohio?
- What promise did the Lord give to those who willingly sent money to help establish Zion?

Explain that in Doctrine and Covenants 63:49–54, the Lord promised blessings to the faithful who die before His Second Coming as well as to those who are alive at that time. In verses 55–56, the Lord chastened Sidney Rigdon because of his pride. Sidney had received an assignment to write a description of the land of Zion (see D&C 58:50) so that Church members who lived far away would know what the land was like. This description was going to be used to inspire the Saints to donate money to purchase land in Missouri. Sidney’s initial effort was not done in the way the Lord had instructed, so He chastened Sidney and told him to write another description.

Doctrine and Covenants 63:57–66

Jesus Christ instructs His servants to remember the sacredness of His name

Invite a student to read aloud the following account from the life of President Spencer W. Kimball (1895–1985):



"In the hospital one day I was wheeled out of the operating room by an attendant who stumbled, and there issued from his angry lips vicious cursing with a combination of the names of the Savior. Even half-conscious, I recoiled and implored: 'Please! Please! That is my Lord whose names you revile'"
(Teachings of Presidents of the Church: Spencer W. Kimball [2006], 157).

- How was President Kimball's reverence for the Lord's name different from the way many people use the Lord's name?

Invite two students to take turns reading aloud from Doctrine and Covenants 63:59–64. Encourage the class to follow along, looking for what the Savior said about using His name.

- Based on what the Lord taught in these verses, what truth can we identify about how we are to use the Lord's name? (After students respond, write this doctrine on the board: **The name of Jesus Christ is sacred and must be spoken with care.**)
- Why do you think the Lord commands us to use His name with reverence?
- How does verse 62 increase our understanding of what it means to take the Lord's name in vain?

Invite students to participate

Strive to find ways to appropriately invite all students to participate in class discussions. Some methods to help students participate include calling on them by name, rephrasing questions, listening carefully and asking follow-up questions, acknowledging students' responses positively, and giving students time to reflect on questions and think of a response. Be careful not to embarrass students by calling on them when they are unprepared to answer.

Invite students to reread Doctrine and Covenants 63:64 silently, looking for additional teachings the Lord gave regarding talking about sacred things.

- What are some other words, truths, or subjects that "come from above" and are sacred?
- How can we make sure we speak about them with care?

Testify of the blessings that come from honoring the name of Jesus Christ in our speech and actions. Invite students to consider a specific way they could use or act in the Lord's name with greater reverence and honor. Encourage them to act on these thoughts in the coming week.

LESSON 24

Doctrine and Covenants 64–65

Introduction and Timeline

On August 27, 1831, the Prophet Joseph Smith and a number of elders returned to Ohio from their journey to Zion, or Independence, Missouri. During the journey to and from Missouri, some of the elders had disagreements with each other, but most reconciled their contentious feelings. On September 11 the Prophet received the revelation recorded in Doctrine and Covenants 64. In this revelation, the Lord commanded Church members to forgive one another and taught them about the sacrifices He requires of the Saints in the latter days.

In September 1831, Joseph Smith and his family moved from Kirtland to Hiram, Ohio, about 30 miles southeast of Kirtland. On October 30, 1831, he received the revelation recorded in Doctrine and Covenants 65. In this revelation the Lord taught that the gospel will go to every nation in preparation for the Second Coming of the Savior and that the Saints are to pray for the growth of the kingdom of God.

September 1, 1831

Ezra Booth and Isaac Morley returned to Ohio from their mission to Missouri.

September–December, 1831

Ezra Booth wrote a series of letters that were critical of Joseph Smith and the Church and published them in the *Ohio Star* newspaper.

September 11, 1831

Doctrine and Covenants 64 was received.

September 12, 1831

Joseph and Emma Smith moved to Hiram, Ohio.

October 30, 1831

Doctrine and Covenants 65 was received.

Suggestions for Teaching

Doctrine and Covenants 64:1–19

The Lord assures us of His willingness to forgive us and commands us to forgive one another

Invite students to think of a time when they were in a stressful or demanding situation and did things they regretted, like finding fault with others or being contentious.

- What thoughts did you have after you considered what you had said or done?

Invite students to think of a time when someone found fault or was contentious with them.

- Why can it be difficult to forgive someone who treats you in that way?

Invite students to look for truths as they study Doctrine and Covenants 64 that can help them understand how to be forgiven and why it is important to forgive those who have hurt them.

Remind students that the Prophet Joseph Smith and a group of elders returned to Kirtland, Ohio, on August 27, 1831, from their mission to Missouri. During this mission, some of the elders had disagreements with each other and contentious feelings. For example, Ezra Booth was upset that he and his mission companion, Isaac Morley, had to walk to Missouri while others traveled by wagon or boat; Edward Partridge argued with the Prophet about the quality of land they planned on purchasing in Missouri; and some of the elders bickered as they experienced exhaustion, hot temperatures, and treacherous conditions on the Missouri River. About two weeks after the elders returned to Ohio, Joseph Smith received the revelation recorded in Doctrine and Covenants 64.

Invite a student to read Doctrine and Covenants 64:1–4 aloud. Ask the class to follow along, looking for what the Lord said to the elders.

- What doctrine do these verses teach us about the Lord? (**The Lord is compassionate, forgiving, and merciful.** Consider writing this doctrine on the board.)
- If you had been one of the elders who had complained or been contentious, how would you have felt knowing that the Lord had compassion on you and had forgiven you?

To provide students with an opportunity to explain and testify of this doctrine, display the following questions, and ask students to choose one and share their response with a partner:

How would you teach this doctrine to someone who wanted to repent but was afraid the Lord would not forgive him or her?

How do you know that this doctrine is true?

Invite students to read Doctrine and Covenants 64:5–7 silently, looking for what the Lord said about the Prophet Joseph Smith. Before students read, explain that the phrase “sought occasion against him without cause” in verse 6 means that some of the elders found fault with the Prophet without good reason.

- What did the Lord say about Joseph Smith?

Explain that like all people, Joseph Smith had weaknesses and needed to seek the Lord’s forgiveness for his sins.

- What can we learn from verse 7 about what we must do to obtain forgiveness?

Invite a student to read Doctrine and Covenants 64:8–11 aloud. Ask the class to follow along, looking for what the Lord taught the elders about forgiving.

- According to verse 8, what did the Savior’s disciples do that the elders also did to each other and to the Prophet during their mission?

- What principles about forgiveness can we identify from these verses? (Students may identify several principles, including the following: **When we refuse to forgive others, we bring affliction upon ourselves. If we do not forgive others, we stand condemned before the Lord. The Lord commands us to forgive all people. We can trust the Lord to judge the actions of others and reward them justly.**)
- How might the principles the Lord teaches in verses 8–11 have helped the elders who were offended by the actions or words of others?

Point out that it may be difficult for some individuals—particularly those who have been seriously hurt by someone and may need time to forgive—to understand why we stand condemned before the Lord if we do not forgive others. Explain that to stand condemned before the Lord is to “be judged guilty by God”—meaning that we have not obtained His forgiveness (Guide to the Scriptures, “Condemn, Condemnation,” scriptures.lds.org).

To help students understand the relationship between forgiving others and receiving the Lord’s forgiveness, invite a student to read the following statement by President Spencer W. Kimball (1895–1985) aloud. Encourage students to listen for insights concerning why we stand condemned if we do not forgive others.



“Since forgiveness is an absolute requirement in attaining eternal life, man naturally ponders: How can I best secure that forgiveness? One of many basic factors stands out as indispensable immediately: One must forgive to be forgiven. ...

“He who will not forgive others breaks down the bridge over which he himself must travel. This is a truth taught by the Lord in the parable of the unmerciful servant who demanded to be forgiven but was merciless to one who asked forgiveness of him. (Matt. 18:23–35.)” (Spencer W. Kimball, *The Miracle of Forgiveness* [1969], 261–69).

- What insights do you gain from President Kimball’s statement concerning why we must forgive others?

Explain that forgiving others does not mean that we allow them to continue hurting us or that we do not hold them accountable for their actions. Rather, forgiving others means letting go of anger and resentment and trusting the Lord’s justice, allowing the Lord’s healing power into our lives.

Invite students to consider whether there is anyone whom they need to forgive. Invite a student to read the following statement by President Gordon B. Hinckley (1910–2008) aloud. Ask the class to listen for what they can do if they are struggling to forgive someone.



"I plead with you to ask the Lord for strength to forgive. ... It may not be easy, and it may not come quickly. But if you will seek it with sincerity and cultivate it, it *will* come" (Gordon B. Hinckley, "Of You It Is Required to Forgive," *Ensign*, June 1991, 5).

Testify that although it can be extremely difficult and may take time to forgive those who have hurt or wronged us, with the Lord's help, we can do it. Encourage students to pray for strength to forgive those who have wronged them.

Explain that in Doctrine and Covenants 64:12–14, the Lord revealed who should receive Church discipline. The Lord explained that administering Church discipline does not mean that we shouldn't personally forgive others. The purpose of Church discipline is to help those who have sinned to repent, ensure that God's laws are upheld, and protect the Church.

Invite a student to read Doctrine and Covenants 64:15–17 aloud. Ask the class to look for what the Lord said about three people who contributed to the contention during the mission to Missouri and the return to Ohio.

- Based on verses 15–16, what can you conclude about Ezra Booth and Isaac Morley?

Explain that Ezra Booth and Isaac Morley responded to this correction in different ways. Ezra did not repent and continued to grow bitter against the Church and the Prophet until he apostatized. Isaac repented of his actions and was forgiven. He stayed faithful the rest of his life and later served as a bishop and patriarch.

- What promise did the Lord give Edward Partridge in verse 17 that also applies to us?

Inform students that Edward Partridge chose to repent and served faithfully as bishop until his death in 1840.

Doctrine and Covenants 64:20–43

The Lord gives the requirements for the establishment of Zion

Invite students to think about a time when they made a sacrifice to obey the Lord. Ask a few students to share their experiences with the class.

Explain that in Doctrine and Covenants 64:20–43, the Lord described the sacrifice He requires of each of us. Invite a student to read Doctrine and Covenants 64:20–21 aloud. Ask the class to look for the sacrifice the Lord asked Isaac Morley and Frederick G. Williams to make. Invite a student to report what he or she finds.

Explain that Isaac Morley owned a large farm of about 80 acres outside of Kirtland, Ohio. After this revelation, Isaac willingly sold his farm and settled in Independence, Missouri. Even though Frederick G. Williams was not asked to sell his farm, he still demonstrated a willingness to sacrifice. He used his farm to house and feed the Saints and later consecrated his entire farm to the Church without receiving any pay.

Invite students to read Doctrine and Covenants 64:22 silently, looking for what the Lord requires of us.

- According to verse 22, what does the Lord require of us? (**The Lord requires our hearts.** Write this truth on the board.)

To help students better understand this truth, invite them to explain what they think it means in their own words.

Summarize Doctrine and Covenants 64:23–32 by explaining that the Lord commanded His people to sacrifice by paying tithing. At this time the word *tithing* referred to all of the Saints’ contributions to the Church, not a percentage of earnings. The Lord also told Newel K. Whitney and Sidney Gilbert to not sell but keep their store in Ohio so that they could help provide for the Saints “that they may obtain an inheritance in ... Zion” (D&C 64:30). These men also learned that when they were on the Lord’s errand they were doing the Lord’s business.

Invite a student to read Doctrine and Covenants 64:33–34 aloud. Ask the class to look for what else the Lord taught the elders.

- What does the Lord’s message in verse 33 mean for you?
- In addition to requiring our hearts, what does the Lord require of us? (Add the following words so that the truth on the board reads as follows: **The Lord requires our hearts and our willing minds.**)
- What does it mean to you that the Lord requires your willing mind?

Point out that in verses 34–36 the Lord taught that if we do not obey Him with our hearts and our minds, we will not enjoy the blessings of Zion. Summarize Doctrine and Covenants 64:37–43 by explaining that the Lord testified of the glorious future of Zion.

Invite students to consider the degree to which their own hearts are devoted to the Lord. Encourage them to prayerfully ponder how they can give their hearts and minds more fully to the Lord.

Doctrine and Covenants 65

The Lord declares that the gospel will fill the whole earth

Write the following incomplete statement on the board, and ask students to think about how they would complete it: *One of the important responsibilities I have as a member of the Church is to ...*

Invite students to look for a truth as they study Doctrine and Covenants 65 that will help them complete this statement.

Invite several students to take turns reading aloud from Doctrine and Covenants 65:1–6. Ask the class to look for a repeated word or phrase that helps us understand what important responsibility we have. Ask students to report what they find.

- What do you think the phrases “prepare ye the way of the Lord” and “prepare ye the supper of the Lamb” in verse 3 mean? (Both of these phrases refer to preparing for the Lord’s Second Coming.)

- According to verse 5, what did the Lord tell us to do to prepare for the Second Coming of Jesus Christ?
- Based on these verses, what is one way to complete the statement on the board? (After students respond, write the following truth on the board: **We have the responsibility to prepare ourselves and others for the Second Coming of Jesus Christ.**)
- In what ways can we help prepare ourselves and others for the Second Coming of Jesus Christ?

Ask follow-up questions

When you ask follow-up questions, it gives students a chance to express what they have learned, deepen their understanding, and think about how gospel truths relate to their lives. Take care not to rush through a long list of follow-up questions. It is usually better to ask a few questions and give students time to respond thoughtfully.

To close the lesson, testify of the importance of preparing ourselves and others for the Lord's Second Coming. Testify that the keys of the kingdom are on earth with living prophets (see D&C 65:2) and that the restored gospel of Jesus Christ will roll forth to the ends of the earth to prepare the world for the Second Coming. Invite students to seek to prepare themselves and others for the Lord's Second Coming.