

Lesson 1

Matthew 1–2; Luke 1–2; John 1:1–18; 17:1–5

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

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Complete assignments 1, 4, and one other assignment:

1. Introduction to the Gospels

- a. Read the Bible Dictionary entries listed in the next column, marking important information that helps you better understand the four Gospels. Write two or three sentences about each entry summarizing what you learn:

- “Gospels” (pp. 682–83)
- “Matthew” (p. 729)
- “Mark” (p. 728)

- “Luke” (p. 726)
- “John” (p. 715)
- “John, Gospel of” (pp. 715–16)

- b. In the Bible Dictionary study the entry entitled “Gospels, Harmony of” (pp. 684–96). Divide your harmony of the Gospels into the four following time periods by highlighting in your scriptures:

- “First Passover” (p. 685)
- “Second Passover (brief trip to Judaea)” (p. 688)
- “Passover: Return of the Twelve,” which is the third Passover (p. 689)
- “To Jerusalem for Passover,” which is final Passover (p. 693)

Then fill in the chart below by finding the items listed in the first column in your “Harmony of the Gospels” and listing the locations where these events took place, the scripture references that contain these accounts, and any latter-day scriptures that reveal more about these events. From your list, choose three events that have multiple authors writing about that event. Read each of the different accounts and list how they add to the overall history of the event:

Events / Teachings	Location	Gospel Scripture References	Modern-Day Revelations
Birth of Jesus			
Baptism of Jesus			
Twelve called and ordained			
The Sermon on the Mount			
Transfiguration: Sealing keys committed			

Events / Teachings	Location	Gospel Scripture References	Modern-Day Revelations
Parable: The good Samaritan			
The Last Week: Atonement and Resurrection			
Jesus’s suffering and prayers			
The crucifixion			
First day: Earthquake, angels open tomb			

- c. Explain in writing how this section about the harmony of the Gospels could be helpful in your study of the life and ministry of the Savior.

2. John 1:1–14; 17:1–5. The Premortal and Mortal Savior

- a. Search John 1:1–14; 17:1–5 and ponder the doctrinal connect between the two references. List at least five truths you learn about the premortal Jesus Christ and five truths you learn about His mortal life.
- b. Learn more about the following names or titles of the Savior. Use the Bible Dictionary and the institute student manual commentary for John 1:1, “How Is Jesus the Word of God?” (p. 15) and the commentary for “What Is the Meaning of the Titles ‘Christ,’ ‘Messiah,’ and ‘Jehovah?’” (p. 18). Write one or two sentences about the meaning of each title:
 - Christ
 - Messiah
 - Jehovah
 - Immanuel
 - The Word

3. Luke 1:5–80. The Birth of John the Baptist

Read Luke 1:14 and write what Zacharias was told about the birth of his son, John the Baptist. Study Luke 1:5–25, 39–45, 56–80 and the Bible Dictionary entry, “John the Baptist” (pp. 714–15). Write a paragraph summarizing the reasons many people would rejoice over John the Baptist’s birth and mission.

4. Matthew 1–2; Luke 1–2. The Birth of Jesus Christ

- a. Study Matthew 1–2 and the student manual commentary for Matthew 1:18–25, “Mary Was Espoused to Joseph” (pp. 22–23). Respond in writing to the following questions:
 - What did Joseph initially want to do when he found out Mary was with child?
 - What did Joseph decide to do after the visit of the angel in his dream? What does this suggest about Joseph’s character?
 - How many times in these chapters was Joseph guided by the Lord in a dream? What does this suggest about Joseph’s spiritual sensitivity?
 - Although Joseph was not the literal father of Jesus, he was a righteous man entrusted by Heavenly Father to be a guardian to His Son in mortality. Write about at least two qualities Joseph demonstrated that you think you could develop to help you prepare to be a good parent.
- b. How is Mary referred to in Luke 1:28? From the account in Luke 1:26–56 make a list of Mary’s qualities that you think distinguish her as one who would be “favoured” by God with the special mission of being the mother of the mortal Messiah. Write a paragraph about one of Mary’s qualities you want to develop more fully and what difference it would make in your life.
- c. Matthew 1:1–17; Luke 3:23–38 contain genealogies of Jesus Christ. In the student

manual, read the commentary for Matthew 1:17; Luke 3:23–28, “Jesus Descended from Kings” (p. 22). Write a statement about the possible significance of the genealogy of Jesus Christ and why the two accounts are slightly different.

- d. Read the student manual Points to Ponder, “Jesus Was the First Begotten in the Spirit and the Only Begotten in the Flesh” (p. 16) and “Because God Was His Father, Jesus Had Power Over Life and Death” (p. 24). Read John 10:17–18; Mosiah 3:7. Then write a paragraph explaining why it was necessary for Jesus Christ to have an immortal Father and a mortal mother.
- e. Study Luke 2:1–16 and complete the following assignments:
 - Write six questions that cover what you think are the most important details of the Savior’s birth. In parentheses after each question, write the correct answer and the verse where the answer can be found.
 - List five phrases from Luke 2:1–16 that you think would be good titles for a talk about Jesus Christ at Christmastime.

Who	How they learned about the Savior	What they knew about the Savior	What they did with their knowledge
Anna (Luke 2:36–38)			
Wise Men (Matthew 2:1–12)			
Herod (Matthew 2:1–18)			
Chief Priests, Scribes (Matthew 2:1–6)			
Nephites (3 Nephi 1:12–22)			

5. Luke 1:39–45; 2:8–38; Matthew 2:1–18. Others Who Learned of the Birth of Jesus Christ

- a. Fill in the chart below as you study the scriptures indicated:

Who	How they learned about the Savior	What they knew about the Savior	What they did with their knowledge
Elisabeth (Luke 1:39–45)			
Shepherds (Luke 2:8–18)			
Simeon (Luke 2:25–35)			

- b. Write a response to the question: What do I know about the Savior, how have I learned it, and what am I doing with what I know?

6. Luke 2:40–52; JST, Matthew 3:24–26. The Childhood of Jesus Christ

Study Luke 2:40–52; Joseph Smith Translation, Matthew 3:24–26; Doctrine and Covenants 93:12–14; student manual Points to Ponder, “Jesus Had to Overcome the Veil” (pp. 24–25) and “As a Child, Jesus Sought to Learn from His Father” (pp. 25–26). Then write an essay about what you learned from the childhood of Jesus Christ that can help you in your personal growth and development.

Lesson 2

Matthew 3–4; Mark 1; Luke 3–4; John 1:19–4:54

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Complete assignment 7 and any three of the other assignments:

1. Matthew 3:1–11; Mark 1:4–8; Luke 3:1–14; John 1:7–9, 19–28. The Mission of John the Baptist

- Describe in writing what was taught about John the Baptist and his mission in 1 Nephi 10:7–10; 2 Nephi 31:4; Isaiah 40:3–4; Malachi 3:1; Doctrine and Covenants 87:27–28.
- Read the following references and list ways John the Baptist fulfilled his mission as foretold:
 - Matthew 3:1–4; Luke 3:4–6
 - John 1:7–9, 19–28
 - Matthew 3:7–11; Luke 3:7–14
 - Matthew 3:6; Mark 1:5; John 1:25–26
- The Savior stated that “among them that are born of women there hath not risen a greater than John the Baptist” (Matthew 11:11). Read the entry in the Bible Dictionary on “John the Baptist” (pp. 714–15). Make a list of five actions of John the Baptist that demonstrate his greatness.

2. Matthew 3:13–17. The Baptism of Jesus Christ

Read Matthew 3:13–17 and the institute student manual commentary for Matthew 3:16, “What Is the Significance of the Holy Ghost Descending

‘like a Dove’?” (pp. 28–29). Then write answers to the following questions:

- Why was John hesitant to baptize Jesus?
- What is taught here about the Holy Ghost?
- Jesus Christ said He must be baptized to “fulfill all righteousness.” List three reasons why Jesus Christ was baptized (see 2 Nephi 31:6–11).
- What evidence is found in Matthew 3:16–17 that the Father, Son, and Holy Ghost are three separate personages in the Godhead?

3. Matthew 4:1–11; Luke 4:1–11. Temptations in the Wilderness

- Read Matthew 4:1–11. Then write answers to the following questions:
 - How do the changes made in the Joseph Smith Translation impact the meaning of the verses found in the King James Version? (see footnotes to Matthew 4:1*b*, 2*c*, 5*a*, 6*a*, 8*a*, 9*a*, 11*a*).
 - Soon after the Savior was baptized, the Spirit led him into the wilderness to be with God (see footnote 4:1*b*). How do you think this experience prepared the Savior to withstand Satan’s temptations? How do fasting, prayer, and being “led . . . of the Spirit” fortify you against temptation?
 - Read Matthew 4:3–4, 6–7, 8–10. Identify the consistent pattern the Savior used to respond to each of Satan’s temptations. How do the scriptures give you strength and power to withstand temptation?
- Read the student manual Points to Ponder, “The Three Temptations Jesus Faced Are a Pattern for All Temptations” (p. 30) and “All Will Be Tested” (pp. 30–31). List one modern example of temptation for each of the three categories President David O. McKay identified.
- Read the student manual Points to Ponder, “We Should Not Even Accommodate Temptation” (p. 31); Doctrine and Covenants 20:22. Write a paragraph detailing how

following this example of the Savior can strengthen you in times of temptation.

you could do in the future to implement it further in your life.

4. John 1:35–51; Matthew 4:17–25. Early Disciples

- a. Read John 1:29, 36 and identify the title used by John for Jesus Christ. For thousands of years, people who believed in the Lord had offered up sacrifices in the similitude of the future sacrifice of Jesus Christ. To those with “ears to hear,” John was proclaiming that Jesus Christ would be the final offering made on their behalf. Read John 1:35–51; Matthew 4:17–25. Then fill in the chart below listing individuals who came in contact with Jesus Christ. Pay particular attention to the verbs that are used to describe their actions.

Name	How they learned about Jesus Christ	What they did after they met Jesus Christ

- b. List two actions taken by the men in the chart who demonstrated that they believed Jesus Christ was the Messiah.
- c. How were Andrew and Philip examples of the principle taught? Read 1 Nephi 8:12; Mosiah 28:3–4; Doctrine and Covenants 88:81. Write a short paragraph describing what you have done in the past to practice this principle and what

5. John 2. Water to Wine and Cleansing the Temple

Read John 2:1–22 and the student manual commentary for John 2:4, “What of Jesus’s Addressing His Mother as ‘Woman’?” (p. 30); commentary for John 2:6, “How Much Constitutes a ‘Firkin’?” (p. 30). Write responses to the following questions:

- What impresses you most about the miracle found in John 2:1–11?
- How does the student manual help in understanding why Jesus Christ would refer to His mother as “woman”?
- In what ways are Jesus Christ’s actions in John 2:13–16 symbolic of what He desires of each of us?

6. John 3. We Must Be Born Again

a. The Savior declared that we must be “born again” (John 3:3). Read John 3:1–8; Mosiah 5:7. Then respond in writing to the following questions and instructions:

- What is the difference between “seeing” the kingdom of God and “entering” the kingdom of God?
- What did Jesus Christ teach Nicodemus that he must do to enter the kingdom of God?
- What does it mean to be “born of water”?
- Read Moses 6:59 and list ways that baptism is a symbol of rebirth. Read Romans 6:4 and list how baptism can be a symbol of death.
- What does it mean to be “born of the Spirit”?
- What natural element does the Lord compare with the Spirit? Why is it an effective comparison?

b. Read John 3:14–17, 35–36. Write a paragraph that describes who the Father loves, what He has done to show his love for his children, and for Jesus Christ, what the purpose of the Savior was, and what blessings will come to those who accept the Son.

7. John 4. The Samaritan Woman at the Well

a. Read John 4:1–42; Bible Dictionary entry for “Samaritans” (p. 768); student manual commentary for John 4:9, “Why Did the Jews

- Feel So Much Antipathy Toward the Samaritans?” (pp. 37–38). Write two or three sentences explaining why the Samaritan woman was surprised that Jesus Christ would talk with her.
- b. The Jews had “no dealings with the Samaritans” (John 4:9) and usually avoided Samaria when traveling. Yet Jesus deliberately went through Samaria. How does Colossians 3:25; 2 Nephi 26:33, together with this account of the Samaritan woman, help you understand how the Lord will judge people?
- c. How did the Savior’s actions in this chapter help prepare His disciples for what He later commanded them to do in Matthew 28:19–20; Acts 1:8?
- d. The Samaritan woman’s attitude toward Jesus Christ changed the longer He visited with her. Respond in writing to the following questions about this change:
- What words and phrases in John 4:9–30 indicate that the woman’s attitude toward Jesus Christ changed?
 - What did she finally come to understand about Jesus Christ?
 - What caused the woman’s attitude toward Jesus Christ to change?
 - What did she do after she understood who He really was? What was the result?
 - How has your testimony of Jesus Christ progressed over the years as you have come to know Him better? What has caused your testimony to deepen? What responsibility do you have because of what you know about the Savior?
 - What was the effect on the community of the woman’s encounter with Jesus? (see John 4:39–41).
- e. The Savior offered the woman “living water.” Describe in writing what the term “living water” might mean. According to Jeremiah 2:13, what are people prone to do in place of accepting the “living water” of the Lord?

Lesson 3

Matthew 5–10, 12; Mark 2–3; Luke 5–6

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Complete assignment 2 and any two of the other assignments:

1. Matthew 5:1–12. The Beatitudes

- Read the footnote for Matthew 5:3a and the institute student manual Points to Ponder section, “The Sermon on the Mount Is Our Constitution for Perfection” (p. 61). Write a definition for the word *blessed* or *blessedness*.
- Read Matthew 5:1–12. Identify or mark all of the “blessed” attributes in these verses. Read also the definitions President Harold B. Lee (1899–1973) gave for each of these attributes found in the student manual Points to Ponder section (pp. 61–62). From these verses select three beatitudes and write a paragraph for each describing how living this beatitude has in the past or can in the future increase your happiness.

2. Matthew 5–7. The Sermon on the Mount

- Read Matthew 5–7. Write responses to the following questions:
 - What does Matthew 5:17 teach that explains why Jesus would transcend the law?
 - In Matthew 5:21–44 how did Jesus Christ’s teachings transcend some aspects of the law of Moses? The law of Moses placed great emphasis on outward actions; what emphasis did the Lord add to the outward actions?
- Write a paragraph describing how each of the following commentaries from the student manual helps clarify the correct principle taught by the Savior for the misunderstandings stated above:
 - Matthew 5:29–30. “If Thy Right Hand Offend Thee, Cut It Off” (pp. 58–59)
 - In Matthew 6:1–8, 16–18 what counsel did Jesus Christ give about giving alms, praying, and fasting?
 - In Matthew 6:2–5 the Savior referred to some people as being hypocrites. What is a hypocrite according to the footnote for Matthew 6:2a? What does this suggest that the Savior considers true righteousness? How can you purify your motives for serving and performing other good works?
 - Study Matthew 6:9–13. This example of prayer is a model for our prayers. Consider each verse. What does the Lord’s Prayer teach us we can pray for?
 - In Matthew 7:15 the Savior cautioned His followers about false prophets. How does Matthew 7:16–20; Moroni 7:5, 10–11, 16–17 help you discern between false and true prophets? How can Matthew 7:20 apply to you as well as to prophets?
 - If you come to know the Book of Mormon is true through study and prayer, what do the principles taught in Matthew 7:18 suggest you also know about the Prophet Joseph Smith?
 - In Matthew 7:24–27 Jesus told the parable of the wise man and the foolish man. How does this parable apply to you? What does Helaman 5:12 identify as the best foundation we could build upon?
- Some principles taught in the Sermon on the Mount have been misunderstood. For example, the following verses have caused some to ask:
 - Matthew 5:29–30. Should I really cut off my hand if it does something wrong?
 - Matthew 6:25–34. Should I really not make any preparations for the future?
 - Matthew 7:1. Should I really never make any judgments of anyone?
- Write a paragraph describing how each of the following commentaries from the student manual helps clarify the correct principle taught by the Savior for the misunderstandings stated above:
 - Matthew 5:29–30. “If Thy Right Hand Offend Thee, Cut It Off” (pp. 58–59)

- Matthew 6:25–34. “Should Members of the Church Really Take No Thought for Temporal Concerns?” (p. 59)
- Matthew 7:1. “Must True Disciples Follow the Injunction ‘Judge Not’?” (pp. 59–60)

3. Matthew 8–9; Mark 2. Miracles Are Evidence of Faith and God’s Power

- a. Using the following references, fill in the chart below by writing in the second column a brief description of each miracle the Lord performed, then in the third column list those who exercised faith for the miracle to occur.

Reference	Miracles of the Lord	Who Demonstrated Faith
Matthew 8:1–4		
Matthew 8:5–13		
Matthew 8:14–15		
Matthew 8:16		
Matthew 8:23–27		
Matthew 8:28–34		
Matthew 9:20–22; Mark 5:25–34		

Matthew 9:27–31		
Mark 2:1–12		

- b. Explain in writing how it affects your faith to know that God has this kind of power.

4. Matthew 10; Mark 3:13–35; Luke 5:1–11. The Calling of the Twelve Apostles

- a. Read Matthew 10:1–4; Mark 3:13–19 and highlight the names of the original twelve Apostles. Look up the names of three Apostles in the Bible Dictionary and write one sentence describing something you learned about each one you selected.
- b. Read Acts 4:33; Doctrine and Covenants 107:23 and the entry for “Apostle” in the Bible Dictionary (p. 612). Then write a definition for what an Apostle is.
- c. Describe in writing how the Savior’s teachings to His Apostles in Matthew 10:5–42 prepared them to be sent out to proclaim the gospel.
- d. Read Luke 5:1–11. Explain in writing what you learn from the responses made by Peter, James, and John to the Savior’s call. How could you apply their actions and examples in your own life?

5. Matthew 12; Mark 3:1–12; Luke 6. Jesus Is Lord of the Sabbath

- a. Read Matthew 12:1–13; Mark 3:1–5; Luke 6:1–11. Write a paragraph that explains three or four things the Savior taught about the Sabbath day.
- b. How do Isaiah 58:13; Doctrine and Covenants 59:9–12 (see footnote 12b) help define what it means to “do good” on the Sabbath day?
- c. Write a paragraph explaining what you can do to better keep the Sabbath day holy.

Lesson 4

Matthew 11, 13; Mark 4–5; Luke 7–8

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Complete three of the following assignments:

1. Matthew 11:1–19; Luke 7:18–35. John the Baptist

- a. Read Matthew 11:1–19; Luke 7:18–35 and respond in writing to the question, What did the two disciples of John the Baptist ask Jesus Christ? The Savior told them to go back to John and tell what they saw and heard. After reading these accounts, write three things you would have told John if you had been with those two men.
- b. Read the institute student manual commentary for Matthew 11:2–3, “Did John Doubt That Jesus Was the Messiah?” (p. 66). Explain in

writing why John wanted his disciples to go to Jesus Christ.

- c. Read the student manual commentary for Matthew 11:11, “No Greater Prophet than John the Baptist” (p. 66). What did the Savior say about John the Baptist in Matthew 11:11 and Luke 7:28? List three reasons given by Joseph Smith why John the Baptist is considered among the greatest prophets.
 - d. What does John 3:30 suggest about John the Baptist and his attitude toward the Savior? Write two sentences describing how we could apply a similar attitude in our own lives.
- 2. Matthew 11:28–30; Mark 5:22–43; Luke 7:1–10; 8:26–56. “Come unto Me, All Ye That Labour and Are Heavy Laden”**
- a. Read Matthew 11:28–30. Make a list of different challenges people experience that could cause them to feel “heavy laden.”
 - b. Read Alma 7:11–13 and list what kinds of burdens the Lord suffered for us.
 - c. The Lord stated, “My yoke is easy, and my burden is light.” In what sense is the Savior’s yoke easy?
 - d. There are several examples of people who came to the Lord with burdens. Read the references in the chart below, and answer each question in the succeeding columns:

Reference	Who came unto Christ?	What was their burden?	How was their life different after coming unto Christ?
Luke 7:1–10			
Luke 7:11–17			

Reference	Who came unto Christ?	What was their burden?	How was their life different after coming unto Christ?
Luke 7:36–50			
Luke 8:26–39			
Luke 8:41–42, 49–56			
Luke 8:43–48			

e. Describe in writing a time when “coming to the Lord” helped to lighten your burdens.

3. Matthew 13:1–23; Mark 4:1–25; Luke 8:4–18. Parable of the Sower

a. Read Mark 4:1–25 and the student manual, “The Parable of the Sower Symbolizes Those Who Are Prepared for the Word Versus Those Who Are Not,” under Points to Ponder (p. 75). This parable has often been called the parable of the sower. Briefly explain in writing why it might also be appropriately called the parable of the soils.

b. Read the following entries in the student manual commentary: Matthew 13:9–17, “Why Do Some Receive the Words of the Savior and Others Do Not?” (p. 73); “The Stony Places (Matthew 13:5–6, 20–21; Mark 4:5, 16–17; Luke 8:6, 13)” (p. 76); “Among Thorns (Matthew 13:7, 22; Mark 4:7, 18–19; Luke 8:7, 14)” (p. 76). Respond in writing to the following tasks:

- Explain what a person must do in order to get sufficient “root” to endure the tribulation and persecutions of the world.
- Make a list of “thorns” that you see affecting the testimonies of young single adults in the Church.
- What is implied by the word *choke*? (see Matthew 13:22). What does it suggest

about how the cares of the world and the deceitfulness of riches overcome a person?

- What invitation did Jesus Christ extend after He presented the parable of the sower? (see Matthew 13:9).
- What does it mean to “see but see not” and to “hear but hear not?” (see Matthew 13:13–15).

c. Study 1 Nephi 8:21–33. Identify the four kinds of people in Lehi’s vision. Write a paragraph that compares these four kinds of people with the four conditions of the heart (soils) of the Savior’s parable.

d. List a few activities that should be happening in the life of someone whose “soil” is fertile for the Lord. Compare those activities to activities in your own life and make a goal of one activity you would like to improve in your life.

4. Matthew 13:24–48. The Lord Often Taught with Parables

a. In the Bible Dictionary read the first three paragraphs under the entry “Parables” (pp. 740–41). In your own words write a definition of a parable.

b. Read the following parables: parable of the tares (Matthew 13:24–30); parables of the mustard seed and the leaven (Matthew 13:31–33); parables of the treasure and the pearl of great price (Matthew 13:44–46);

parable of the gospel net (Matthew 13:47–50). Next to each of the following questions write the name of the parable that best answers that question.

- What describes the future growth of The Church of Jesus Christ of Latter-day Saints?
 - Why does the Church send out so many missionaries?
 - How do you explain the remarkable growth of the Church, considering that it is fairly new compared to most world religions and started small in the American frontier?
 - Why are some members of the Church willing to sacrifice so much worldly wealth and recognition in order to maintain membership in the Church?
 - Why do some Church members choose to leave the Church?
- c. Write answers to the following questions:
- Considering the parables of the treasure and the pearl of great price (see Matthew 13:44–46), what sacrifices would you be willing to make to obtain the treasure of the gospel? What sacrifices have you or those you know already made for the gospel?
 - What does the net represent in the parable of the net cast into the sea? (see Matthew 13:47). What does it mean to be gathered into the net? What is represented by the action of gathering the good into vessels and casting the bad away? (see Matthew 13:48–50).

Lesson 5

Matthew 14–15; Mark 6:14–56; 7–8; Luke 9:7–17; John 6

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Complete assignments 1, 2, and two of the other assignments:

1. Matthew 14:14–21; 15:32–38. The Feeding of the Multitudes

- a. The Savior provided two similar miracles. As a summary of what took place, complete the following chart:

	Matthew 14:14–21	Matthew 15:32–38
How many people were present?		
What did they need?		
What were they able to offer in an effort to meet that need?		
What words or phrases describe the Savior's feeling toward the multitudes in their time of need?		

	Matthew 14:14–21	Matthew 15:32–38
What words or phrases describe what the Savior was able to provide for the multitudes?		

- b. In each story, the available food was insufficient to feed the multitude, yet with the help of the Lord the insufficiency was overcome. Read Romans 3:23, and explain in writing another way human effort is insufficient in receiving the glory of God. According to Ether 12:27, how does the Lord help us overcome this insufficiency?

2. John 6. The “Bread of Life” Sermon

Read the following scriptures and respond in writing to the corresponding questions and tasks:

- What miraculous event had taken place the day before the Savior preached the sermon on the bread of life? (see John 6:1–14).
- According to John 6:22–26, why were many people seeking out the Savior at this time?
- What motivates you to “seek” the Lord today?
- What did the Savior teach in response to these people in John 6:27–51?
- In John 6:27 the Savior spoke of “the meat which perisheth” and “that meat which endureth unto everlasting life.” Read Matthew 6:19–21, and identify another way the Savior described the difference between that which perishes and that which endures. In what ways do people today labor for “the meat which perisheth” or “that meat which endureth unto everlasting life”?
- After the Savior taught the bread of life sermon, what was the response of many of the people described in John 6:60, 66?
- From John 6:67–69 what was the response of the Apostles?

- According to verse 69, what enabled Peter and the other Apostles to respond in this way?
- What examples can you think of (in the scriptures, Church history, or the lives of people you know) where someone responded to a “hard saying” with faith like Peter?
- Explain what John 6 teaches you about following Jesus Christ even when it’s not convenient.

3. John 6. The Sacrament

- Read John 6:51–57 and write what the Savior taught that people need to do in order to have eternal life.
- Write a paragraph that compares the way we gain physical nutrition from what we eat and drink with the spiritual nutrition we gain from eating and drinking of the sacrament.
- Which of the five senses—seeing, hearing, smelling, tasting, and touching—are involved with the ordinance of the sacrament, and why?
- Read Doctrine and Covenants 89:14, and identify in writing what is the “staff of life” for man physically. Explain in writing how the bread and water of the sacrament are the “staff of life” spiritually.
- Read the institute student manual Points to Ponder, “We Partake of the Sacrament to Satisfy Our Spiritual Hunger” (p. 93); “How Can the Sacrament Help You to More Fully Accept the Lord as Your Savior?” (p. 94). Write a paragraph describing how Elder Melvin J. Ballard of the Quorum of the Twelve Apostles (1873–1939) and Elder Bruce R. McConkie of the Quorum of the Twelve Apostles (1915–1985) defined the significance of the sacrament.
- Write a paragraph about what you can do to ensure that partaking of the sacrament is not just an outward observance but a meaningful experience in the ways described by Elder Ballard and Elder McConkie.

4. Matthew 14:22–33. Walking on the Sea

- Read Matthew 14:22–33. Identify in writing what the reaction of the Apostles was when they first saw the Savior walking on the water toward them.

- What did Peter’s response indicate about him?
- According to Matthew 14:30, why did Peter begin to sink?
- What did Peter do when he began to sink? What word in the verses describes the expediency or the timing when Jesus responded to Peter’s request?
- Read Doctrine and Covenants 88:67. Write a paragraph describing what principle from this verse relates to what Peter did to successfully walk on the water. How can this same principle be applied to your life to assist you in walking over the storms of life?

5. Mark 7:1–23. The Savior Reproved the Pharisees for False Traditions and Ceremonies

- After reading Mark 7:1–13, study the Bible Dictionary entry on “Clean and Unclean” (pp. 646–47). Highlight and make notes in your scriptures about what you learn. Identify in writing whether the Pharisees and scribes were accusing the disciples of being *sanitarily* unclean, *morally* unclean, or *ceremonially* unclean.
- Read Mark 7:5–13. How were the Pharisees’ *traditions* affecting their observance of God’s *commandments*? According to these verses, when would a tradition be considered wrong? Give an example of a modern tradition that would be inappropriate according to this criterion.
- Study Mark 7:10–13 and the Bible Dictionary entry “Corban” (p. 650). Explain in writing how the corban custom illustrated the conflict between manmade tradition and God-given commandments. Which commandment did the corban tradition contradict?
- According to Mark 7:20–23, write what the Savior said defiles a man.
- Read 3 Nephi 27:19–20 and write a paragraph that answers the following questions:
 - Why is it important to understand what Jesus Christ taught about being clean or unclean?
 - What must we do to “stand spotless before [the Lord] at the last day”?

6. Mark 8:22–26. Healing of a Blind Man in Bethsaida

- a. List ways the miracle described in Mark 8:22–26 is either the same as or different from other miracles you have read about in the New Testament (for example, compare Matthew 20:30–34).
- b. Read Doctrine and Covenants 98:12. In writing identify a principle from this verse that matches a principle found in Mark 8:22–26. How could remembering this principle in life help you through challenges?

Lesson 6

Matthew 16–18; Mark 9; Luke 9:18–62; John 7–10

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

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

Complete any three of the following assignments:

1. Matthew 16. Peter's Testimony and the Keys of the Kingdom

- a. Read Matthew 16:15–17. Then answer the following questions in writing:
 - What did the Savior ask Peter?
 - What was Peter's response?
 - Why do you think Jesus asked Peter the question He did?
- b. Read Matthew 16:1–4. Rather than a witness from the Spirit like Peter, the Pharisees and Sadducees wanted something else. Write two or three sentences describing what they wanted and what the Savior said about what they wanted.
- c. What details in Matthew 16:1–4, 15–17 suggest why Peter received a testimony that Jesus was the Christ while the Pharisees and Sadducees did not? Study Doctrine and Covenants 63:7–12 and explain in writing the true relationship between faith and signs.
- d. The Savior said to Peter, "Upon this rock I will build my church" (Matthew 16:18). Read the institute student manual commentary for Matthew 16:17–18, "What Is the Solid Rock upon Which the True Church Stands?" (p. 102). Write a paragraph describing how *revelation* is the foundation of the Lord's Church.

- e. Read Matthew 16:19 and identify what the Savior promised to give Peter. If you have access to the Internet, read "Keys of the Priesthood" in Guide to the Scriptures (at the Church's scripture Web site, <http://scriptures.lds.org/en/ga/k/1>). Also read the student manual commentary for Matthew 16:19, "Is There a Special Significance to Jesus' Statement That Peter Would Receive the Keys of the Kingdom?" (p. 103). Answer the following questions in writing:

- What are the "keys of the kingdom"?
- Why are keys necessary?
- What does it mean to you to know that the President of The Church of Jesus Christ of Latter-day Saints today holds the same priesthood keys that Peter received nearly 2,000 years ago?
- According to the chapter summary for Matthew 18 and verses 1, 18, who else received the "keys of the kingdom"?

2. Matthew 17:1–9. The Mount of Transfiguration

- a. Study the following references and compile a list of important events that happened on the Mount of Transfiguration:
 - Matthew 17:1–9
 - Luke 9:31 (see footnote *a*)
 - 2 Peter 1:16–18
 - Doctrine and Covenants 63:21
 - Student manual commentary for Matthew 17:3–4, "What Was Important About the Appearance of Moses and Elijah?" (p. 103).
 - Bible Dictionary, "Transfiguration, Mount of" (p. 786)
- b. In what ways would this experience have prepared the three Apostles for the responsibilities they would soon have as leaders of the Church?

3. Matthew 17:14–21. The Savior Healed a Young Man

- a. Study Matthew 17:14–21, and list three things the Savior said were needed for the disciples to heal the man.

- b. Read each of the following references. Next to the reference write what it teaches is needed for miracles to happen.

- 3 Nephi 18:20
- Doctrine and Covenants 50:29
- Doctrine and Covenants 42:48

4. Matthew 18:1–14. “Become as Little Children”

- a. Read Matthew 18:3–4; Doctrine and Covenants 78:17–18. Explain in writing the ways we are like little children. In these verses, how does the Lord say He will help us?
- b. Read Mosiah 3:19 and list the ways in which we are to become as little children.

5. Matthew 18:21–35; John 8:1–11. Compassion and Forgiveness

- a. Read Matthew 18:21–22. Describe in writing what question Peter asked the Savior about forgiving. How did the Savior respond?
- b. Study the parable the Savior told in Matthew 18:23–35. (Note that the difference between 10,000 talents and 100 pence or *denarii* is 480,000 to 1.) Then answer the following questions in writing:
- How much did the servant owe the king?
 - What was the proposed punishment? What was the servant’s desperate plea? What was the king’s response?
 - What was the amount owed to the servant by a fellow servant?
 - What was the fellow servant’s plea? What was the servant’s response?
 - How did the king change his mind when he found out what happened?
 - What do the principles found in Doctrine and Covenants 64:9–11 add to Matthew 18:22?
 - How does Matthew 6:14–15 relate to Matthew 18:35?
- c. In what way is the debt the unmerciful servant owed the king similar to the debt each of us owes the Savior?
- d. Read John 8:1–11. Then answer the following questions in writing:
- Why did the scribes and Pharisees take the woman to the Savior? (see John 8:4–6).

- What did the Savior say to the scribes and Pharisees? (see John 8:7).
- Why didn’t they stone the woman? (see John 8:9).
- While the Savior did not approve of the woman’s sin, why did He not condemn her for it? (see John 8:10–11).
- Read 3 Nephi 18:28–32 and compare it with the Savior’s response to the woman taken in adultery. What can we learn from this about how we should respond to people who have committed serious sins?

6. Matthew 18:6–9; JST, Mark 9:40–48; John 8:32–34. Avoiding Sin and Remaining Free

- a. Read Matthew 18:6–9 (noticing footnotes 6a and 9a) and the Joseph Smith Translation for Mark 9:40–48 (pp. 804–5 in the appendix of your scriptures). Write a sentence describing what the *hand*, *foot*, and *eye* symbolize.
- b. If the hand, foot, and eye symbolically represent a friend or some other person, what steps might a person have to take to avoid transgression if that person is offensive?
- c. Read John 8:32–34 and explain in writing what the Savior taught about the sources of freedom and bondage. Sometimes other people want us to believe the opposite of what the Savior taught. Read the student manual commentary for John 8:31–32, “The Truth Shall Make You Free” (p. 109). Give an example of how the Savior’s teaching in John 8:32 is true regarding the Word of Wisdom, the law of chastity, or one of the other commandments. What was Jesus Christ called in John 14:6? How does this affect your understanding of the promise in John 8:32? How does knowing the Savior make us free?

7. John 7:10–17. How to Know the Truth of the Savior’s Doctrine

- a. Read John 7:10–17. Then answer the following questions in writing:
- What were the different reactions of the people about the Savior?
 - How do these reactions compare to the way people think of Jesus Christ today?
 - What questions did the Jews ask about the Lord?
 - How do the following verses help explain the difference between where the Jews’

wisdom came from and where Jesus’s wisdom came from: Jacob 4:14; Colossians 2:8; Doctrine and Covenants 93:11–17?

- What did the Savior instruct the people to do to gain a personal knowledge of the truthfulness of His teachings?

- b. Read the student manual commentary for John 7:16–17, “What Test Did Jesus Prescribe to Know the Truthfulness of His Doctrine?” (p. 108). Write a paragraph about a time in your life when you came to know the truth of a gospel principle by living it.

8. John 9. The Healing of the Man Born Blind

- a. Create a chart with three columns and label them “Pharisees,” “Blind Man,” and “Parents.” Record words or phrases from John 9:13–38 under each category that show the spiritual blindness or spiritual sight of the Pharisees, the blind man, and the parents.
- b. Physical blindness is often thought of as a difficult handicap in this life. Similarly, how can spiritual blindness be a handicap?
- c. How did the healed man’s testimony grow as he continued to share it? (Notice the terms he used to refer to the Savior in John 9:11, 17, 33, 38.)

- d. How has your testimony grown as you have shared it?

9. John 10. The Good Shepherd

- a. Read John 10:1–11 and identify two parts of the parable that Jesus compared Himself to. What additional information do you learn from 2 Nephi 9:41–42 that helps you understand the symbol of Jesus Christ as the door in the parable?
- b. Read John 10:12–29 and the student manual commentary for John 10:1–15, “The Symbolism of the ‘Good Shepherd’” (pp. 109–10). Then respond in writing to the following questions:
- How is what a shepherd does for his sheep similar to what Jesus Christ does for us?
 - How do we know if we are of the Savior’s fold?
 - What does the Savior teach about giving His life for the sheep?
- c. Read 3 Nephi 15:11–24; 16:1–3 and describe who the “other sheep” are referred to in John 10:16.

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Independent Study

Lesson 7

Luke 10–14

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

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

Complete three of the four following assignments:

1. Luke 10:1–24. “The Lord Appointed Other Seventy Also”

- Read Luke 10:1–24. Based on these verses, write a summary of the Lord’s counsel and instructions He gave the seventy.
- Articles of Faith 1:6 states “We believe in the same organization that existed in the Primitive Church.” Using the principles taught from Luke 10:1–2, 8–9, 17–20, write a paragraph that supports this article of faith.
- If you have access to the Internet, read the topic of “Seventy” in the Guide to the Scriptures (at the Church’s scripture Web site <http://scriptures.lds.org/en/gs/s/46>). Describe in one or two sentences how the scriptures show the existence of this office in the priesthood.

2. Luke 10:25–37. The Parable of the Good Samaritan

- List all that the Samaritan did to help the man who fell among thieves. In Luke 10:37 the Savior instructed the lawyer, “Go, and do thou likewise.” Write one or two sentences describing how you could follow this instruction.
- After reviewing Luke 10:30–35, write a comparison of how Jesus Christ is like the

Samaritan and we are like the man who fell among thieves.

- Make note of the question that prompted the parable. Write a one-sentence summary of how you would answer that question based on the Savior’s parable.

3. Luke 10:38–42. Martha and Mary

- Read Luke 10:38–42. Write a one-sentence summary of the major point of this account. Read the institute student manual commentary for Luke 10:38–42, “The Devotion of Mary and Martha” (p. 114), and add any additional insights you gain to your summary statement.
- Luke 10:40 says that while Mary was listening to the Savior teach, Martha was “cumbered about much serving.” Write the dictionary meanings for the word *cumbered*.
- Explain in writing what connection there could be between the parable of the Good Samaritan and this account of being too “cumbered.”
- Describe in writing some ways that people are overly “cumbered” or careful today. What can we do to uncumber ourselves more in life and focus on what is really important?

4. Luke 10:38–42; 11:1–13; 12:13–40; 13:23–24; 14:16–33. Being a Disciple of Jesus Christ

- Read Luke 10:38–42; 11:1–13; 12:13–40; 13:23–24; 14:16–33 and the student manual commentary for Luke 11:5–13, “The Parable of the Friend at Midnight” (p. 115). Make a list of what it means to be a disciple of Jesus Christ and what the Savior taught about counting the costs of following Him.
- Identify one of the teachings from your list that you would like to apply more fully in your life. Write a paragraph about how you could apply that teaching and what difference you believe it would make in your life.
- Read Luke 14:33; Omni 1:26; Mosiah 2:34; Matthew 13:44–46. Explain in writing what is ultimately required to be a disciple of Jesus Christ.

Lesson 8

Matthew 19–20; Mark 10; Luke 15–18; John 11

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

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

Complete three of the four assignments:

1. Matthew 19:16–30; 20:1–16. Earthly and Heavenly Rewards

- a. Read Matthew 19:16–30 and write responses to the following questions and tasks:
 - What indications can you find that suggest why the young man decided not to follow the Savior? How does Matthew 6:19–24 help explain his choice?
 - What blessings did the Savior promise to those who make sacrifices to follow Him?
 - Based on the Savior’s response to Peter, write a paragraph that could help you put the Lord first in your life (see also the additional details in Mark 10:17–31).
- b. Read the parable in Matthew 20:1–16 and consider what rewards come to those who serve in the Lord’s kingdom. Complete the chart below, filling in the blanks with information you find in Matthew 20:

The hour the laborers were hired	How much the man agreed to pay	Hours worked	How much they were actually paid

- c. Respond in writing to each of the following questions:
 - What do we learn from this parable about serving in the Lord’s kingdom?
 - What message of comfort can this parable have for converts to the Church?
 - What would you tell someone who feels it is unfair for each of the laborers to be paid equally?

2. Luke 15. Parables of the Lost Being Found

- a. After studying Luke 15, write a paragraph about how the shepherd, the woman, and the father are like the Lord.
- b. What significance is there in the man laying the sheep on his shoulders? How can Isaiah 53:6 add to an understanding of that image? What significance is there in the father who ran to greet his long-lost son? Write a paragraph or two about what these parables teach about the Lord and His feelings toward those who are lost.

- c. Write a statement that helps clarify each of the following phrases from the parable of the prodigal son:
- “Wasted his substance with riotous living”
 - “When he had spent all”
 - “When he came to himself”
 - “I will arise and go to my father.”
 - “Father, I have sinned.”
 - “Make me as one of thy hired servants.”
 - “Had compassion, and ran, and fell on his neck, and kissed him”
 - “Let us eat, and be merry.”
 - “All that I have is thine.”
- d. Study the Points to Ponder section in the institute student manual (pp. 126–27). Explain in writing how the sheep, coin, and prodigal son became lost. How do these three parables help explain how some members of the Church in our day become “lost,” or stray from the gospel?
- e. Write a paragraph about what these parables teach regarding the responsibility faithful members of the Church have toward those who are lost. What phrases in Luke 15 highlight our responsibility?

3. Luke 16:1–12, 19–31; 17:11–19; 18:1–14. Parables and Accounts That Teach Eternal Truths

Study the following parables and accounts along with the accompanying commentary from the student manual. Describe in writing what you feel is the major principle the Lord wants us to understand from each of the parables:

- Luke 16:1–12, the parable of the unjust steward. “The Children of This World Are in Their Generation Wiser Than the Children of Light” (p. 124).
- Luke 16:19–31, the parable of the rich man and Lazarus. “What Do We Learn About the Spirit World from the Parable of the Rich Man and Lazarus?” (pp. 124–25).
- Luke 17:11–19, the ten lepers. “Why Were the Ten Lepers to Show Themselves to the

Priests?” and “Were There Not Ten Cleansed?” (p. 130). See also the Bible Dictionary, “Leprosy” (p. 724).

- Luke 18:1–8, the parable of the unjust judge. “Why Did the Lord Give the Parable of the Unjust Judge?” (p. 131).
- Luke 18:9–14, the parable of the Pharisee and the publican. “Why Did the Lord Give the Parable of the Pharisee and Publican?” (p. 131).

4. John 11. The Raising of Lazarus from the Dead

- a. Study John 11 and the student manual commentary for John 11:1–46, “What Is the Significance of the Death and Restoration to Life of Lazarus?” (pp. 125–26). Complete the following sentences about the account of Lazarus using the information you read in John 11 and the institute manual:
- When the Savior heard that Lazarus was sick he said, “This sickness . . .”
 - The disciples didn’t want the Lord to go to Jerusalem; they said, “Master, . . .”
 - The Savior said He was glad that He “was not there . . .”
 - Martha testified, “Yea, Lord: I believe that . . .”
 - Mary said to Jesus, “If thou hadst been here, . . .”
 - As evidence of His compassion for the people, Jesus Christ “groaned in the spirit, and . . .”
 - The Savior verbally thanked the Father “because of the . . .”
 - After the Savior raised Lazarus from the dead, “many of the Jews . . .”
 - “But some of them . . .”
 - What impresses me most about this story is . . .
- b. Explain in two or three sentences how knowing that Jesus Christ has power over death is important to your faith in Him.

Lesson 9

Matthew 21–22; Mark 11–12; Luke 19–20; John 12

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

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

Complete three of the following assignments:

1. Overview of the Last Week of the Savior's Mortal Ministry

- a. Read the information in the institute student manual about "The Last Days of Jesus' Mortal Mission" (pp. 135–37). Then fill in the following chart with key events that took place during the Savior's final week of mortality:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7 (Sabbath)	Day of the Resurrection

- b. The Savior's mortal life spanned about 33 years, but about a third of the verses in the four Gospels are devoted to His last week of life. Explain in writing why you think the gospel writers gave so much attention to such a short period of the Savior's life.

2. Matthew 21:8–11; Luke 19:1–10, 45–48; John 12:1–8, 10–18, 42–43. Responses to the Savior as He Neared and Entered Jerusalem

- a. Read Matthew 21:8–11; Luke 19:1–10, 45–48; John 12:1–8, 10–18, 42–43. From these verses write a few sentences about each of the

following people or groups of people, explaining how you think they felt about Jesus:

- Zacchaeus (Luke 19:1–10)
- Mary (John 12:1–8)
- Judas (John 12:4–8)
- People who cried "Hosanna" and came with branches (Matthew 21:8–11; John 12:12–18; see "Hosanna" in the Bible Dictionary, pp. 704–5)
- Chief priests and chief rulers (John 12:10–11, 42–43)
- People who saw the Savior cleanse the temple and listened to Him teach there (Luke 19:45–48)

- b. Write a paragraph that describes the activities you do that show the Lord how you feel about Him.

3. Matthew 21–22. Jesus Was Rejected by the Jewish Leaders

Read Matthew 21–22. Make a written comparison of how the Jewish leaders of Jesus’s day were like each of the following:

- The fig tree in Matthew 21:17–20
- The second son in Matthew 21:28–32
- The husbandmen in Matthew 21:33–41
- The wedding guests and the man without the wedding garment in Matthew 22:1–14

4. Matthew 22:15–22; Mark 12:13–17; Luke 20:20–26. Paying Tribute to Caesar and to God

- a. Read Matthew 22:15–22; Mark 12:13–17; Luke 20:20–26. Explain in writing how the Jewish leaders attempted to “entangle” or trick the Savior. Read the student manual commentary for Matthew 22:15, “What Efforts Were Made to Tempt Jesus into an Act or Statement Contrary to Jewish or Roman Law?” (p. 147). Write a paragraph that describes why the Jewish leaders’ question would result in trapping the Savior if He simply came out for or against the questioned issue.
- b. Read the student manual commentary for Matthew 22:17–21, “How Did Jesus Avoid the Dilemma Posed in the Tribute Money Incident?” (pp. 147–48). Write an explanation of how the Savior’s answer taught the truth and avoided the trap set by those who asked the question.
- c. The tribute money had Caesar’s image on it. What do Genesis 1:26–27; Alma 5:14 teach about where God’s image should be? Based on what those scriptures teach, write one or two sentences about what we should “render” (give) to God. How are you doing that today?

5. Matthew 22:23–33. Temporal Marriage and the Resurrection

- a. Read Matthew 22:23; Acts 23:6–8. Write a definition for what the Sadducees believed about the Resurrection. What does this indicate about the sincerity of the question the Sadducees asked the Savior in Matthew 22:24–28?

- b. Some people have misinterpreted the Savior’s answer in Matthew 22:30 to mean that there is no eternal marriage. Does Matthew 22:30 say that no marriages will *exist* after the Resurrection, or that no marriages will *be performed* after the Resurrection? What difference does this make?

- Find the rest of Elder James E. Talmage’s statement in the student manual commentary for Matthew 22:23–33, “Is There to Be Marriage in the Resurrected State?” (p. 148): “In the resurrection there will be no marrying nor giving in marriage; for all questions of marital status must be

_____”

- Read Doctrine and Covenants 132:15–16. Write two to three sentences describing how these verses about temporal marriage help us understand what the Lord taught in Matthew 22:30.
- If you have access to the Internet, learn more about the difference between temporal and eternal marriage by studying “Marriage, Marry” in Guide to the Scriptures (<http://scriptures.lds.org/en/gsm/10>). Highlight your scriptures and make a list of additional insights you learn.

6. Matthew 22:35–40. The Two Great Commandments

- a. According to Matthew 22:35–40, what did the Savior say are the two great commandments?
- b. Read Exodus 20:3–17. Make a list of the Ten Commandments. To the side of each of the commandments, make a note as to which of the two great commandments applies best to it.
- c. Write a paragraph explaining why you think the first great commandment must come before the second. List in your paragraph two or three problems in life you are aware of that came as a result of people putting the second great commandment before the first.

7. Mark 12:41–44. The Widow’s Mites

- a. Read Mark 12:41–44 and the student manual commentary for Mark 12:41–44, “What Was the Significance of the Widow’s Gift” (p. 149). Write an explanation of how the widow lived what the Savior taught in Mark 12:28–30.
- b. Even though the widow gave less money than wealthier people gave, according to Mark 12:44 how much of what she had did she give? Write a paragraph describing what this teaches about what constitutes an acceptable offering to the Lord. How does 2 Nephi 25:23 apply to what the widow did?
- c. Write two or three sentences describing a way, aside from the donation of money, that you could better follow the widow’s example of sacrifice and obedience.

Lesson 10

Matthew 23–24; Mark 13; Luke 21; Joseph Smith—Matthew

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

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

Complete all four assignments:

1. Matthew 23. The Savior Pronounced Woes upon Hypocrites

- Read Matthew 6:2, footnote *a*, and the institute student manual commentary for Matthew 22:18, “What Are Hypocrites?” (p. 147). Write a brief definition for the word *hypocrite*. Study Matthew 23.
- List the phrases the Savior used to define hypocrisy in the following verses:
 - Matthew 23:3
 - Matthew 23:5 (For information about phylacteries, see Bible Dictionary, “Frontlets” (p. 676); “Phylacteries,” p. 751.)
 - Matthew 23:14
 - Matthew 23:23–24 (see also JST 23:24 in footnote 24*a*)
- Read Matthew 23:25–28 and identify each time the following words appear: *outside*, *outward*, *outwardly*, *within*. Notice what the Savior said about the difference between the Pharisees’ *inward* and *outward* conditions.
- Read Matthew 23:13–29 and the student manual Points to Ponder section “Hypocrisy Is as Much a Challenge in Our Day as It Was in Jesus’ Day” (p. 150). Highlight in these verses the word *woe*. Write a brief definition for the word *woe* as described in the institute manual.

Why do you think hypocrisy causes conditions of woe? Write a paragraph about what you can do to avoid hypocrisy in your own life.

- Read Matthew 23:34–37. Describe in writing what the Savior said He had done to help us avoid hypocrisy. How have the wicked responded to this help in the past? What did the Savior say He desired to do for the people of Jerusalem? Compare what the Savior taught in Matthew 23:37 with what He taught Alma in Mosiah 26:30. Explain in writing what these verses teach you about the nature and disposition of the Savior.

2. Joseph Smith—Matthew. The Savior Taught About Future Events

Note: Joseph Smith—Matthew is found in the Pearl of Great Price.

- Joseph Smith—Matthew 1:4 contains questions that the Savior’s disciples asked Him. Verses 5–20 contain the answer the Savior gave to their first question regarding the destruction of the temple, and verses 21–55 contain His answer to their other questions concerning His Second Coming and the destruction of the wicked. Read Joseph Smith—Matthew. Then fill in the following chart. After each item you list, write the verse number where you found that item.

	Destruction of the temple in Jerusalem (JS—M 1:5–20)	The Second Coming of Jesus Christ (JS—M 1:21–55)
Events to occur		

	Destruction of the temple in Jerusalem (JS—M 1:5–20)	The Second Coming of Jesus Christ (JS—M 1:21–55)
Promises to the righteous		

- b. Read 1 Nephi 22:16–22; Doctrine and Covenants 97:22, 25. Then write a statement that would give hope to a person who worries about the Second Coming.

3. Mark 13; Luke 21:5–38; Joseph Smith—Matthew. Preparing for the Savior’s Second Coming

- a. Read Mark 13:5, 9, 23, 33, 35, 37 and identify the words *take heed* and *watch* in each verse.

List at least three things from this chapter that believers could watch for in order to be prepared to meet the Lord.

- b. Explain in writing any other additional truths that are taught in these references about how to prepare for the Second Coming of Jesus Christ.

- Doctrine and Covenants 87:8
- Joseph Smith—Matthew 1:32
- Joseph Smith—Matthew 1:37
- Joseph Smith—Matthew 1:46–50
- Doctrine and Covenants 33:17
- Doctrine and Covenants 45:56–57

4. Matthew 24:24. How the Elect Might Be Preserved from Deception

- a. Read the student manual commentary for Matthew 24:24, “How Might the Very Elect Be Preserved from Deception?” (p. 153). What did President Harold B. Lee (1899–1973) say every member of the Church will need in order to avoid being deceived in the last days?

- b. Write a paragraph about what you are doing (or what you can do) to obtain and maintain this testimony for yourself.

Lesson 11

Matthew 25:1–26:35; Mark 14:1–31; Luke 22:1–38; John 13

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

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Complete assignment 1, 4, and any one of the other assignments:

1. Matthew 25. Three Parables of Preparation

- a. *The Parable of the Ten Virgins.* Study Matthew 25:1–13 and the institute student manual commentary for Matthew 25:1–13, “What Is the Meaning of the Parable of the Ten Virgins?” (pp. 154–155). Then write responses to the following questions:
 - Who does the bridegroom represent?
 - Who did President Harold B. Lee say the virgins represent?
 - What does the wedding represent?
 - Why did the bridegroom come at “midnight,” while the wedding guests “slumbered and slept”? How does this apply to our waiting for the Savior’s Second Coming?
 - What did five of the virgins do that was foolish? (see Matthew 25:3). How might a Church member today make the same error as the foolish virgins? What would the consequences be?
 - What should we learn from the actions of the five wise virgins?
 - Keeping in mind that the oil in the parable represents spiritual preparation for the Second Coming, what are some ways we can add “oil” to our “lamps”? What does
- b. *The Parable of the Talents.* After studying Matthew 25:14–30 and the student manual, “An Explanation for the Parable of the Entrusted Talents” (p. 155), write responses to the following questions:
 - Doctrine and Covenants 45:56–57 teach about ways to add oil to our lamps?
 - Although a talent was a sum of money in New Testament times (see *talent* under “Weights and Measures” in the Bible Dictionary, p. 789), it can also represent all that the Lord has given us. List the rewards each of the three men received in the parable of the talents and explain why each man received that reward. What mattered more than the number of talents or gifts each received?
 - What reason did the third man give for hiding his talent?
 - What teachings in 2 Timothy 1:7; Proverbs 3:5–6; Doctrine and Covenants 3:7–8; 6:33–37 can help us overcome our fears to develop and use the talents given to us from the Lord?
 - Outline a plan whereby you can better develop and use two of the gifts the Lord has given to you.
- c. *The Parable of the Sheep and the Goats.* After studying Matthew 25:31–46; Mosiah 2:17, write responses to the following questions:
 - What difference does the way we treat others make to the Lord?
 - List the six actions found in Matthew 25:35–36 that permitted “the sheep” to receive their reward at the King’s right hand. What are some spiritual or physical needs people have around you that are similar to those listed in the parable?
 - How will following the principles of this parable about preparation for the Second Coming help someone prepare for that event?

2. Mark 14:3–9; Matthew 26:6–13. The Savior Anointed

- a. Read Mark 14:3–9; Matthew 26:6–13. Then write answers to the following questions:
 - What reason is given for why the woman anointed the Savior with “very precious” (costly) ointment? What does Mark 14:8 imply that she understood? (see also Mark 9:31–32).
 - Why did some of the disciples feel indignant and call her action a “waste”?
- b. The Savior said that the woman had “wrought a good work” and that wherever the gospel would be preached, the woman’s deed would “be spoken of for a memorial of her” (Mark 14:6, 9). What did the woman do that made it an act worthy of the Savior’s praise and our remembrance? How is the woman an example to you? Write a paragraph describing some ways that you could give the Lord something valuable. (see Matthew 25:40).

3. Matthew 26:21–25. The Disciples Responded to the Foretold Betrayal

- a. Read Matthew 26:21–25. Describe in writing how the Apostles responded when the Savior announced that one of them would betray Him.
- b. Read the student manual commentary for Matthew 26:22, “Lord, Is It I?” (p. 162). What does the Apostles’ response to the Savior’s announcement reveal about each of them?
- c. Write about what difference it would make in the following situations to respond like the Apostles did—by asking, “Lord, is it I?” rather than blaming someone else or assuming the problem has to do with someone else:
 - You hear your bishop give instruction and counsel regarding a sin he sees prevalent in your ward.
 - You are having difficulty getting along with another person (a brother or sister, parent, missionary companion, college roommate, spouse, etc.). Include in this answer how the disciples’ response “Is it I?” relates to Matthew 7:3–5.
 - Someone you know accuses you of having said or done something that offended him or her.

4. Matthew 26:26–29; Mark 14:22–25; Luke 22:14–20. The Institution of the Sacrament

- a. The Savior instituted the sacrament the night before He was crucified, near the time of the Passover celebration. Many centuries earlier, the feast of the Passover had been instituted to help the children of Israel remember when the destroying angel “passed over” their houses and delivered them from Egyptian bondage (see Exodus 12:21–28; 13:14–15). The blood of the unblemished Passover lamb that saved ancient Israel was a symbol of the blood of Jesus Christ, the Lamb of God, who redeemed all mankind. Read Matthew 26:26–29; Luke 22:14–20. Then read the student manual introduction to chapter 23 (p. 160) and the commentary for “What Is the Relationship Between the Sacrament and the Atonement?” (pp. 161–62). Write responses to the following questions:
 - What was the relationship between the Passover and the Atonement of Jesus Christ?
 - What is the relationship between the sacrament and the Atonement of Jesus Christ?
 - How do John 4:13–14; 6:48–53 add to an understanding of the symbolism of bread and water?
 - Considering the Savior’s instructions in Luke 22:19; 3 Nephi 18:7, why do you think we are commanded to partake of the sacrament weekly? How does Mosiah 5:13 apply to this idea?
- b. Carefully look at the additions and corrections in the Joseph Smith Translation of Matthew 26:26; 28 (see Matthew 26:26 footnote *b*, and Matthew 26:28 footnote *a*). Write responses to the following questions and tasks:
 - What important truths do we gain from these verses of the Joseph Smith Translation?
 - What does *ransom* mean? How does properly participating in the ordinance of the sacrament ransom us? (see JST, Matthew 26:26).
 - Make a list of what you want to remember about the Savior the next time you partake of the sacrament.

5. John 13:1–17; Luke 22:24–30; Mark 10:43–45. The Savior Taught the Apostles about Leadership

- a. Study John 13:1–17; Luke 22:24–30; Mark 10:43–45. Write a paragraph or two about how the application of these teachings makes leadership in the Church of Jesus Christ different from what the world usually describes as leadership.
- b. Write a paragraph or two about a time when one of your Church leaders or someone in the scriptures served and led in the way Jesus Christ taught.

6. John 13:34–35. A New Commandment

- a. According to John 13:34–35, how can others know if we are disciples of Jesus Christ?

- b. List some specific ways a disciple of Jesus Christ might respond in the following situations (in accordance with John 13:34–35):
 - Someone you know is ridiculed or made fun of because of the way he or she dresses.
 - You see a new person at church.
- c. Ponder the question, “Do people know that I am a disciple of Jesus Christ by the way I treat them?” Select a family member, coworker, or neighbor and make a short list of things you can do during the coming week to show him or her the kind of love the Savior would show. Then follow through with what you wrote down.

Lesson 12
Matthew 26:36–46; Mark 14:32–42;
Luke 22:39–46; John 14:1–18:2

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

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Complete assignment 4 and one of the remaining assignments:

1. **John 14–16. The Savior’s Last Teachings to His Apostles before His Suffering and Death**
 - a. John 14–16 includes some of the Savior’s last teachings to His Apostles before His suffering and death. If you had been one of His disciples at that time, write one or two sentences describing what you would have been concerned about if you knew the Savior was going to die and leave you.
 - b. Using the chart below, fill in the blanks as you study the corresponding references:

	The Lord’s teaching to His Apostles	Comfort or direction for Apostles	Comfort or direction for me
John 14:1–3			
John 14:12–14			
John 14:26–27			
John 15:12–15			
John 15:16			

	The Lord’s teaching to His Apostles	Comfort or direction for Apostles	Comfort or direction for me
John 16:16–22			
John 16:32–33			

c. Read John 14:15 and describe the relationship between *loving* the Savior and *obeying* Him. Note that the word *keep* in the verse is more accurately translated “you will keep.” According to John 15:10, what will happen to followers of the Savior “if” they keep His commandments?

d. John 15:1–11 is an analogy the Savior makes by comparing Himself to the “true vine.” Study these verses and the institute student manual commentary for John 15:1–8, “Without Me Ye Can Do Nothing” (pp. 167–68), and then write responses to the following questions:

- Who is the vine?
- Who is the husbandman (gardener)?
- Who are the branches?
- What does this analogy teach us about our dependence on the Savior?
- What promises are given to those who “abide in” (stay attached to) the vine?
- What does the husbandman do with those branches that do not bear fruit? What does he do with every branch that bears fruit? (see footnote 2c). According to verse 2, why does he do this?
- How does Hebrews 12:6, 11; Mosiah 23:21–22; Doctrine and Covenants 101:4–5 help you understand why a husbandman might purge (prune) a fruitful branch?
- List some ways you can “abide in” or stay connected to the Savior.

2. John 14:15–17, 26–27; 15:26–27; 16:7–8, 13–14. Instructions about the Holy Ghost

a. As you study the following verses, make a list of what the Savior taught about (1) what the Holy Ghost does and (2) what disciples must do to receive the Holy Ghost:

- John 14:15–17
- John 14:26–27
- John 15:26–27
- John 16:7–8
- John 16:13–14

b. Add to your list above as you study the following resources:

- Student manual Points to Ponder, “The Holy Ghost Brings Man to His Fullest Potential” (p. 168)
- Student manual Points to Ponder, “As a Messenger of the Godhead, the Holy Ghost Teaches Faithful Members” (p. 168)
- Bible Dictionary, “Holy Ghost” (p. 704)

c. Review your list of what the Holy Ghost does. Then write responses to the following tasks:

- Describe how the Holy Ghost helped the Apostles fulfill their missions after the Savior’s death and resurrection.
- Write a paragraph about a time when the Holy Ghost blessed you in one of the ways you listed above. Give an example of how the Holy Ghost has inspired you.

3. John 17. The Intercessory Prayer

a. John 17 records a unique example of the Lord praying for us. Read the student manual commentary for John 17:1, “The Significance

- of the High Priestly Prayer of Jesus” (p. 172). Make a list of the three main parts of Jesus’s prayer.
- What do you think the Lord hoped we would do as a result of His teaching in John 17:3?
 - Explain in writing the difference between “knowing” God and simply “knowing about” Him. Include in your answer how the following references help us understand how to *know* the Lord:
 - John 17:25
 - Matthew 7:21–25 (see also JST, Matthew 7:23).
 - 1 John 4:7–8
 - List the blessings the Savior asked for His disciples in John 17:9–26.
 - How does Doctrine and Covenants 38:27 add to your understanding of why the Savior prayed that His disciples might be one? Write a paragraph about how this applies to a marriage, family, quorum, Relief Society group, or missionary companionship.
4. **Matthew 26:36–46; Mark 14:32–42; Luke 22:39–46; John 18:1–2. The Savior’s Suffering in the Garden of Gethsemane**
- Read Matthew 26:36–46; Mark 14:32–42; Luke 22:39–46, making a list of words and phrases that describe the Savior’s suffering. Include in your list clarifications provided in the footnotes.
 - Write additional insights about the Savior’s suffering in Gethsemane found in the following resources:
 - Mosiah 3:7; Alma 7:11–13; Doctrine and Covenants 19:16–19
 - The student manual commentary for “What Took Place in Gethsemane?” (p. 173)
 - The student manual commentary for “To What Extent Was the Atonement Completed in the Garden of Gethsemane?” (p. 173)
 - The student manual commentary for Luke 22:44, “And Being in an Agony, He Prayed More Earnestly” (pp. 173–74)
 - The student manual commentary for Luke 22:44, “And His Sweat Was As It Were
- Great Drops of Blood Falling Down to the Ground” (p. 174)
- Read Matthew 26:36 and the student manual commentary for Matthew 26:36, “Then Cometh Jesus . . . unto a Place Called Gethsemane” (pp. 172–73). Write a paragraph about how the meaning of *Gethsemane* adds insight to what the Savior experienced there.
 - Write responses to each of the following questions, looking for lessons you can apply to your own life from the example of the Savior in Gethsemane:
 - What were the Savior’s disciples doing while He was praying? What had the Lord taught the Apostles in Matthew 26:41? What does His example teach about how to be obedient even when “the spirit indeed is willing, but the flesh is weak”? How does Doctrine and Covenants 10:5 apply to this verse?
 - Read Mosiah 15:7; 3 Nephi 11:11; Doctrine and Covenants 19:19. Write the phrases from these verses that describe what motivated the Savior to “drink the bitter cup.”
 - Write your thoughts about the Savior’s use of the word *nevertheless* in Matthew 26:39; Mark 14:36; Luke 22:42. In each of these accounts, what did the Savior initially ask for? What did He say next, using the word *nevertheless*? What does it require to submit one’s will to the Father in this way, no matter how painful or difficult the outcome might be? When have you followed the “nevertheless” pattern the Savior exemplified in these verses by submitting to Heavenly Father’s will even though it was very difficult?
 - According to Luke 22:44, as the Savior’s agony became more intense, how did His prayer change? Do you feel more like praying or less like praying when you are suffering? When has it made a difference in your suffering to have turned to the Lord with more earnest prayer?
 - Reflect on what you have learned about the Savior’s suffering in Gethsemane. Write a one-page essay about lessons you can apply to your own life from the example of the Savior in Gethsemane.

Lesson 13

Matthew 26:47–75; 27:1–47; Mark 14:43–72, 15:1–35; Luke 22:47–71; 23:1–45; John 18:3–40; 19:1–27

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

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Complete any three of the following assignments:

1. **Matthew 26:46–27:35 (see also Mark 14:42–15:25; Luke 22:47–23:33; John 18:1–19:18). The Sufferings of Jesus Christ**

- a. Use the following chart to read the verses and record the physical and emotional sufferings the Savior endured:

Reference	Suffering Endured
Matthew 26:45–50	
Matthew 26:67–68	
Matthew 27:26; student manual commentary for Matthew 27:26–30, (p. 184).	

Matthew 27:28	
Matthew 27:29–30	
Matthew 27:31	
Matthew 27:35	

- b. Considering the suffering listed above and the suffering the Savior experienced in the Garden of Gethsemane prior to that, read and mark 1 Nephi 19:9; Mosiah 3:7; Alma 7:11–12; Doctrine and Covenants 19:16–19; 122:8–9; Hebrews 2:14–18; 4:15–16. Write a one-page paper on how the Savior is able to help us as a result of all that He suffered. Include in your paper a few examples of how He has helped you in your infirmities and sufferings.

2. **Matthew 26:69–75. Peter’s Denial of Jesus Christ**

Read in the student manual, Appendix D, “Peter My Brother” (pp. 485–90). Write a one-page paper on what you learn about the Apostle Peter. Choose a characteristic of Peter that you would like to develop. Explain in writing what you would like to do to develop this attribute more in your life.

3. **Matthew 27:1–61; Mark 15; Luke 23; John 18:28–19:42. The Savior’s Final Hours**

- a. Read Matthew 27:2, 11–25 and the student manual commentary for Matthew 27:24, “Why Did Pilate Give in to the Demands of the Jews

to Execute Jesus?” (pp. 182–83); commentary for John 19:4–12, “Pilate Sought to Release Him” (183–84). Write a short paragraph on what you learn about Pilate from what he tried to do.

- b. How are the events recorded in John 18:28–19:18 a fulfillment of the prophecy found in Isaiah 53?
- c. Read Matthew 27:15–16; Mark 15:6–7 and answer the following questions:
 - What kind of man was Barabbas?
 - Find the meaning of the name *Barabbas* in the Bible Dictionary (p. 619). What is ironic about the Jews’ choice of a prisoner by that name?
- d. Read Luke 23:7–12. Write your answers to the following questions:
 - How did Pilate try to avoid the responsibility of judging Jesus?
 - What did Herod hope to see from the Lord?
 - How did the Lord respond to Herod?
 - Under what circumstances today would this example of the Savior be a good one for us to follow? Why?
 - What was the result of this interchange between Herod and Pilate?
- e. Read the student manual “An Appreciation of the Sorrow of the Final Hours” (pp. 180–81). Write a paragraph on what impresses you the most about how the Savior acted during His last hours of mortality.

4. Luke 23:24–49 (see also Matthew 27:15–61; Mark 15:6–47; John 18:39–19:42). The Crucifixion of Jesus Christ

Read Luke 23:24–56 and the student manual commentary for Matthew 27:32, “The Cross” (p. 184), and for Matthew 27:35, “And They Crucified Him” (pp. 184–85). Write three paragraphs describing the following questions:

- What are the horrors of crucifixion?
- What difference does it make to know that the Savior suffered these things for you?
- How could the commandments found in Luke 22:19–20; Doctrine and Covenants 27:2; 59:7, 21 apply to what Jesus suffered for us?
- When do we typically keep these commandments?
- When should we keep them?

5. Matthew 26:36–27:50; John 19:26–30. His Concern for Others

- a. Read Luke 23:43; Alma 40:11–15 and the first two paragraphs of the student manual Points to Ponder, “His Concern for Others” (p. 186). Write a detailed paragraph describing the “paradise” the Savior told the thief he would be going to.
- b. Read and cross-reference Luke 23:43 with 1 Peter 3:18–20; 4:6; Doctrine and Covenants 138:29–34. Explain in writing how the Savior made it possible for the wicked and disobedient to hear and receive the gospel.
- c. Briefly review Matthew 26:36–27:50; John 19:26–27. Make a list of individuals Jesus Christ showed compassion toward during His last hours of mortality. Write a sentence for each one, describing what He said or did to demonstrate compassion toward them.
- d. Read each of the scripture references below and write a short statement that describes how each scripture reveals a quality of Jesus Christ’s character and His divine nature:
 - Matthew 27:47
 - Luke 23:34
 - Luke 23:43
 - Luke 23:46
 - John 19:26–27
 - John 19:28
 - John 19:30

Lesson 14

Matthew 28; Mark 16; Luke 24; John 20–21

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

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estimated time for each assignment does not include the time you need to spend reading the scripture block.

Complete two of the following assignments:

1. **Matthew 28; Mark 16; Luke 24; John 20. The Resurrection of Jesus Christ**
 - a. After His resurrection, Jesus Christ appeared to many of His disciples during a 40-day ministry. Based on the references listed, complete the chart below by identifying whom He visited, where it was, and what was done or said:

Reference	Person the Lord visited	Location	What transpired
Mark 16:9–11; John 20:11–18			
Mark 16:1; Luke 24:1; Matthew 28:1, 9–10			
Mark 16:12–13; Luke 24:13–32			
Luke 24:34			
Luke 24:36–48; John 20:19–23			
John 20:26–29; Mark 16:14			
John 21:1–24			

Reference	Person the Lord visited	Location	What transpired
Matthew 28:16–20			

- b. Read John 20:9 and the institute student manual commentary for Mark 16:11, 13; Luke 24:10–11, “Why Didn’t the Apostles Believe the Account of Mary Magdalene and the Other Women?” (p. 194). Write a brief explanation of why the disciples initially found it hard to believe that the Savior had risen from the dead.
- c. Write a paragraph about how the number and variety of witnesses contribute to your testimony of the reality of Jesus Christ’s Resurrection.
- d. Review Matthew 28:7, 10, 16–20, and then write responses to the following questions:
- What did the angels tell the women to do in verse 7?
 - What did the Savior tell the disciples to do in verse 10?
 - What did the Savior tell the disciples to do in verses 16–20?
 - What is similar about all these instructions?
 - What does the Lord expect us to do with our testimony of the Resurrection of Jesus Christ? (see 1 Nephi 8:12; 2 Nephi 2:8; D&C 88:81).
- e. Read Matthew 27:62–66; 28:1–4, 11–15 and the student manual commentary for Matthew 27:62–69; 28:1–4, 11–15, “What Attempts Were Made to Discredit the Resurrection?” (pp. 194–95). Write a paragraph summarizing the efforts made then and now to discredit the Resurrection.
- f. Read Matthew 27:52; 1 Corinthians 15:22; Alma 11:43–44. Write a paragraph describing how Jesus Christ’s Resurrection affects you and how it makes you feel to know that you will have a resurrected perfect body that will never die.
- 2. Luke 24:13–35. The Two Disciples on the Road to Emmaus**
- a. Read the Bible Dictionary entry for “Messiah” (p. 731) and read Luke 24:13–35, then write responses to the following questions:
- Luke 24:17–21 recounts two disciples sad because they had hoped Jesus of Nazareth was the Messiah who would redeem Israel, but He had been crucified. According to the Bible Dictionary entry for “Messiah,” what kind of a deliverer were many Jews looking for?
 - How could this expectation make it difficult for some Jews to accept the idea that the Messiah would suffer and die?
 - According to the Bible Dictionary entry for “Messiah,” what did the faithful realize about the scriptural prophecies of the Messiah?
 - In Luke 24:26, the risen Savior explained to the two disciples that the Messiah was meant to have suffered and died; and then “beginning at Moses and all the prophets [the scriptures of the Old Testament], he expounded unto them in all the scriptures the things concerning himself” (Luke 24:27; see also vv. 44–45). Search in the Bible Topical Guide under the entry “Jesus Christ, Prophecies about” (p. 252) and list 10 references from the Old Testament that might have helped the two disciples understand that Jesus Christ was the fulfillment of the prophecies about the Messiah. Include a brief summary about what is taught in each scriptural reference.
- b. Read the student manual commentary for Mark 16:12, “Why Did the Lord Withhold His Identity When He Appeared to Cleopas and His Companion on the Road to Emmaus?” (p. 195). Then read Luke 24:13–44; Alma 11:42–46 and write a paragraph about what these scriptures teach about a resurrected body.

- c. Luke 24:32 indicates that the two disciples' hearts burned within them while the Savior talked with them about the scriptures. Write one paragraph explaining the insight Doctrine and Covenants 8:2–3; 9:7–9 give to help understand the way the Spirit communicates with the heart. Write a second paragraph describing a time in your life when the scriptures, or someone teaching, caused your heart to "burn" or caused you to feel the Spirit in another way.

3. John 21. The Savior's Appearances to His Apostles at the Sea of Galilee

- a. Read John 21:1–11 and write responses to the following questions:
- What results did the Apostles have after fishing all night on their own?
 - What were the results when they followed the Lord's counsel?
 - Compare this experience with an earlier one recorded in Luke 5:4–11. In what ways were the two experiences similar?
 - Write a paragraph about lessons you can learn from these accounts. What do both accounts teach about our own efforts without the Lord? How does that compare with the results of our efforts when we follow the Lord's guidance?
- b. Read John 21:15–17 and write responses to the following questions:
- How does John 21:15–17 help establish Peter's priorities?
 - Who were the lambs and the sheep Peter was to feed and care for?
 - How do the Savior's words in Matthew 28:19–20; Mark 16:15–16; Luke 22:32 clarify His instruction to "feed my sheep"?
- Read the student manual commentary for Luke 24:34, "Why Did Jesus Appear to Peter Apart from the Others?" (p. 200). Explain how the conversation in John 21:15–17 would have reaffirmed Peter's leadership role among the Apostles.
- c. Read John 21:18–19. Keeping in mind that tradition holds that Peter was put to death by crucifixion, write responses to the following questions and writings:
- Write an explanation of what the Savior said to Peter in John 21:18–19.
 - What indications are there from 2 Peter 1:14 that Peter understood what the Savior told him in John 21:18–19?
 - What had Peter expressed willingness to do in Luke 22:33; John 13:37?
 - Mark in your scriptures the two instances in John 21 where the Savior told Peter, "Follow me" (John 21:19, 22). List some ways Peter was an example of following Jesus Christ, both in life and in death.
- d. Read John 21:20–23. Write a paragraph about the additional insight we get from Doctrine and Covenants 7:1–3; 3 Nephi 28:1–12 (see also Revelation 10:8–11; D&C 77:14).
- e. When Peter asked about what would happen to John, the Savior replied, "What is that to thee? follow thou me." This redirected Peter's attention toward his own duties and responsibilities instead of worrying about someone else's responsibilities. Read Matthew 7:3–5; 2 Corinthians 10:12–13 and write your thoughts about the importance of not comparing ourselves with others and focusing on our own callings and duties in following the Savior.