

## Lesson 1

## Moses 1

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### Complete all of the assignments:

#### 1. Title Page, Introductory Note, and Contents

- a. Read the title page of the Pearl of Great Price, the introduction in the institute student manual (page 1), and the commentary “Title Page: Why Is It Called the ‘Pearl of Great Price?’” (page 2). Then record your response to the following questions and activities:
  - List at least three reasons that Elder Milton R. Hunter gave of why the Pearl of Great Price is a unique book of scripture.
  - What reason did President Franklin D. Richards give in 1851 as to why he originally compiled and published the Pearl of Great Price? Why is that reason still important today?
  - When and how did the Pearl of Great Price officially become one of the standard works of the Church?
  - What two revelations, initially placed in the Pearl of Great Price in 1976, were added to the Doctrine and Covenants in 1979?
- b. Read the introductory note, contents page, and headings (the italicized introductory paragraphs) of each book in the Pearl of Great Price. Using that information, complete the following matching exercise:

Match the revelation, translation, or narration in the left column with the correct explanation in the right column.

<ol style="list-style-type: none"> <li>1. ____ Selections from the Book of Moses</li> <li>2. ____ The Book of Abraham</li> <li>3. ____ Joseph Smith—Matthew</li> <li>4. ____ Joseph Smith—History</li> <li>5. ____ The Articles of Faith</li> </ol>	<ol style="list-style-type: none"> <li>a. Excerpts from Joseph Smith’s official testimony and history, which he prepared in 1838 and which was originally published in Nauvoo’s <i>Times and Seasons</i>.</li> <li>b. A brief summary of the basic beliefs of The Church of Jesus Christ of Latter-day Saints. Published in <i>Times and Seasons</i> on March 1, 1842 and originally part of a short history of the Church known as the Wentworth Letter.</li> <li>c. An extract from the book of Genesis in the Joseph Smith Translation of the Bible, which the Prophet began in June 1830.</li> <li>d. An extract from the translation of the Bible as revealed to Joseph Smith in 1831. It comprises Matthew 23:39 and Matthew 24.</li> <li>e. A translation of some Egyptian papyri that came into the hands of Joseph Smith in 1835, containing writings from an early prophet and patriarch.</li> </ol>
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#### 2. The Book of Moses

- a. Read the student manual commentary “Title Page: An Extract from the Translation of the Bible” (page 3) and the “Joseph Smith Translation” entry in the Bible Dictionary (page 717). Then write a paragraph describing the benefits of the Joseph Smith Translation.

- b. Read 1 Nephi 13:26, 39–40 and write a paragraph explaining how the book of Moses helps fulfill this prophecy in the Book of Mormon.

### 3. Moses 1:1–11. God Revealed Himself to Moses

- a. Read Moses 1:1–11 and the student manual commentaries “Moses 1:2, 9–11: Why Could Moses Endure the Presence of God?” and “Moses 1:3–8: Who Spoke to Moses?” (page 4). Then record your response to each of the following questions and activities:

- Why was it necessary for Moses to be transfigured during this experience?
- Which member of the Godhead spoke to Moses? What is divine investiture of authority?
- Make a list that describes what these verses teach about the nature of God.

- b. Review Moses 1:6 and the student manual commentary “Moses 1:6: ‘There Is No God beside Me’” (pages 4–5). Then write your answer to each of the following questions:

- According to the 1912 First Presidency discourse and President Boyd K. Packer’s commentary, who is the sole object of our worship?
- God is our Father and we worship Him. How does 2 Nephi 25:29 also describe the worshipful feelings we should have for Jesus Christ?
- What are some philosophies, objects, or relationships that people sometimes wrongly place ahead of God?

- c. In your scriptures, highlight the words *my son* in Moses 1:4, 6–7. Read the student manual commentary “Moses 1:4–6: Moses Was a Son of God” (page 4). Reread Moses 1:6 and substitute your name for the name of Moses. Record your response for each of the following questions and activities:

- How can Moses 1:6 also be applied to you?
- Explain how knowing that you are a son or daughter of God affects your daily thoughts, choices, and actions.

- d. Review Moses 1:8–11 and the student manual commentary “Moses 1:10: ‘Man Is Nothing’”

(page 5). Write a brief answer to each of the following questions:

- According to the context of Moses’s experience, in what sense is man nothing?
- Although this verse describes man as “nothing,” what do the scripture references at the conclusion of the student manual commentary indicate about man’s divine potential?

### 4. Moses 1:12–23. Satan Commanded Moses to Worship Him

- a. Moses’s confrontation with and dismissal of Satan is not recorded in Genesis and is unique to the Pearl of Great Price. Read Moses 1:12–23. Then write an answer to each of the following questions:

- What enabled Moses to discern the difference between God and Satan?
- According to Moses 1:12–23; 4:1–4; Isaiah 14:12–20; James 4:7; and 2 Nephi 28:22, what do we know about Satan’s character and personality?
- How can you apply this knowledge about Satan to your day-to-day experiences?
- According to Moses 1:23 and 1 Nephi 13:23, 25–29, why was the account in Moses 1 omitted from the Bible?

- b. Review Moses 1:12–23 and the student manual commentary “Moses 1:12–22: Satan’s Temptations” (pages 5–6). Then respond to the following questions in writing:

- According to President Spencer W. Kimball’s statement in the student manual, how should we respond to temptation?
- In what ways does it help you to know that with the Lord’s assistance you can overcome Satan’s influences?

### 5. Moses 1:24–42. Moses Learned More about the Work of God

- a. Read Moses 1:24–26 and Exodus 14:15–22, 26–31; 17:1–6. Then write a brief answer to each of the following questions:

- How was the following promise fulfilled: “Thou shalt be made stronger than many waters; for they shall obey thy command as if thou wert God”? (Moses 1:25).
- What is an example of a promise the Lord has fulfilled in your life? (If this answer is

- too personal, you do not need to turn it into your instructor.)
- b. Read Moses 1:30–39 and the student manual commentaries “Moses 1:35–38: There Are Many Worlds” and “Moses 1:35–39: Jesus Christ Redeemed All of God’s Creations” (page 6). Then record your response to the following questions:
- According to the statement by President Marion G. Romney, what else besides this earth did Jesus Christ create under the direction of the Father?
  - How did President Brigham Young answer the question “How many earths are there?”
- c. Review Moses 1:30, 36 and read the chapter summaries for Moses 2–3. Record your response to the following activities:
- Note the “why” and “how” question that Moses asked the Lord in Moses 1:30. Explain how Moses 1:39 answers the “why” question and Moses 1:32–33 answers the “how” question.
- Note the question that Moses asked in Moses 1:36 and explain how Moses 2–3 is an answer to that question.
- d. Read Moses 1:39; Isaiah 43:7; and the student manual commentaries “Moses 1:39: Immortality and Eternal Life” and “Moses 1:39: The Unselfishness of God” (page 6). Then respond in writing to the following:
- Define and describe the difference between immortality and eternal life.
  - How does the information found in Moses 1:39 reveal the unselfishness of God’s purpose?
- e. Write two paragraphs explaining how Moses was better prepared to accomplish his mission after God answered his questions. Include in your response an explanation of how the knowledge of the Lord’s work and purpose helps you live righteously and fulfill your mission in mortality. Also explain how Alma 12:32 applies to these principles.

## Lesson 2

## Moses 2–3

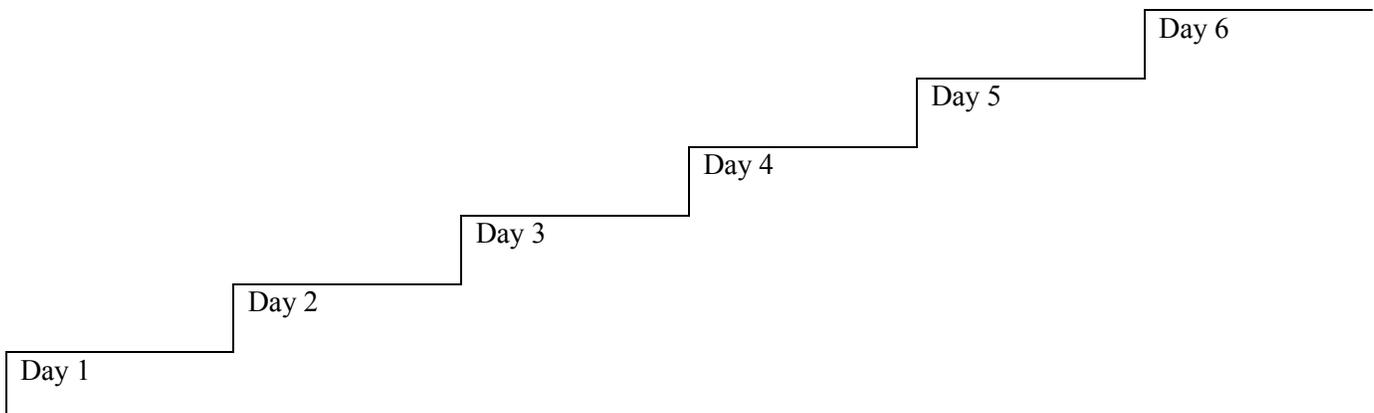
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**Complete assignments 1, 2, and 3 and either 4 or 5.**

### 1. Moses 2:1–25. The Physical Creation of Heaven and Earth

- a. Read Moses 2:1–25. In your scriptures, mark each verse in which the word *let* appears. Read the institute student manual commentary “Moses 2:1: The Earth Was Not Created by Accident nor Chance” (page 7) and Alma 30:43–44. Then write responses to the following:
  - What does the use of the word *let* in these verses mean to you?
  - Why is it important to know that the earth and heaven did not come into existence by accident?
  - Describe five or six evidences you have seen or studied that denote there is a Supreme Creator.
- b. Draw a staircase like the one below. Based on your reading, write what happened on each day of creation:



- c. Read the student manual commentary “Moses 2:5: How Long Was a Day of Creation?” (page 7). Write answers to the following questions:
  - How should the word *day* be understood in the creation accounts?
  - According to the statement by Brigham Young, how long had the material used by God to create this earth been in existence?

- d. Review Moses 2:11–12, 21–22, 24–25. Read the student manual commentary “Moses 2:11–12, 21, 24–25: ‘After Their Kind’”

(page 8). Then respond in writing to the following questions:

- What commandment did God give to every living thing?
- What is the meaning of the phrases “after his kind” and “after their kind”?

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

- a. Read Moses 2:26–31. Write a short paragraph describing why it was necessary for the creations of days one through five to precede the creations of the sixth day.

- b. Create a list of characteristics you have inherited from your earthly parents. Review Moses 2:26–28 and read the student manual commentary “Moses 2:26–27: ‘Male and Female Created I Them’” (page 8). Explain in writing what you have inherited from your Heavenly Father. In your response, explain what this inheritance suggests about your potential in the life to come and how it can be a blessing now.
- c. Review Moses 2:28–30 and read the student manual commentaries “Moses 2:28: What Does *Replenish* Mean?” and “Moses 2:28: Man Was Given Dominion” (page 8). Then record your responses to the following activities:
  - In your own words, write short definitions for the words *replenish* and *dominion*.
  - Explain in a paragraph what the responsibility of having dominion over all other living things entails and how you can best fulfill this responsibility. In a second paragraph, explain how you should prepare yourself according to gospel principles to fulfill the commandment to “be fruitful, and multiply, and replenish the earth.”

**3. Moses 3. Overview**

Read the following verses in Moses 3 and write two questions that can be answered in each set of verses:

Verses 1–3. God blessed the seventh day.	1.  2.
Verses 4–7. All things were created spiritually before they were naturally upon the earth.	1.  2.

Verses 7–9. The creation of Adam	1.  2.
Verses 9–20. Life in the garden for Adam, before the creation of Eve	1.  2.
Verses 21–23. The creation of Eve	1.  2.
Verses 24–25. The marriage of Adam and Eve	1.  2.

**4. Moses 3:8–20. God Placed Adam in the Garden of Eden**

- a. Review Moses 3:9–20 and read 2 Nephi 2:22–23. Based on these scriptures, make a list of the conditions of life that Adam and Eve had to live by in the Garden of Eden. Then respond in writing to the following questions:
  - What do you think it means to “dress” and “keep” the Garden? (verse 15).
  - What conditions existed in the Garden of Eden that no longer existed after the Fall of Adam and Eve?
- b. Read Moses 3:9, 16–17 and 2 Nephi 2:15–16. Read also the student manual commentaries “Moses 3:16–17: ‘Nevertheless, Thou Mayest Choose for Thyself’” and “Moses 3:16–17: Adam’s Choices in the Garden” (page 10). Write a paragraph explaining how the

conditions set up by the Lord in the Garden of Eden encouraged Adam and Eve to use their agency.

### 5. Moses 3:18–25. Adam and Eve Were Husband and Wife

- a. Read Moses 3:18–25 and the student manual commentaries “Moses 3:18: It Is Not Good for a Man or a Woman to Be Alone,” “Moses 3:18: A Help Meet for the Man,” “Moses 3:24: ‘A Man Should ‘Cleave unto His Wife,’” and “Moses 3:24: ‘Therefore Shall a Man Leave His Father and His Mother’” (pages 10–11).

Write a short essay based on your reading. In your essay, include responses to the following:

- Why is the man without the woman, or the woman without the man, incomplete?
- Based on the statement by President Joseph Fielding Smith, why was the marriage of Adam and Eve intended to be forever?
- What principles of a successful marriage are found in verse 24?
- What responsibilities do husbands and wives have in marriage?

## Lesson 3

## Moses 4

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### Complete all of the following assignments:

#### 1. Moses 4:1–6. How Lucifer Became the Devil

- a. Read Moses 4:1–6; Abraham 3:27–28; 2 Nephi 2:17–18, 27; Doctrine and Covenants 29:36–37; and the institute student manual commentary “Moses 4:1–2: The Plan of Our Father in Heaven” (page 12). Then write answers to the following:
  - How many times did Satan use the pronouns *I* or *me* in Moses 4:1–6 and Isaiah 14:12–15? What do these verses reveal about the nature of Satan and his motives? What was he seeking to accomplish?
  - What did Elder Neal A. Maxwell say was *not* the central question Heavenly Father asked in the premortal council in heaven?
  - According to Moses 4:2, when did the Father choose Jesus Christ to be the Savior of mankind?
  - How can knowing the truth about Satan and his tactics help us?
- b. Review Moses 4:3 and read 2 Nephi 2:13. Then respond to the following questions and activities:
  - According to Moses 4:3, what essential part of the Father’s plan did Satan seek to destroy?
  - What does 2 Nephi 2:13 teach us about how agency can be destroyed? How does

Satan continue to oppose this part of the Father’s plan?

- Write a paragraph explaining why it would have been impossible under Satan’s plan for us to grow and become like our Father in Heaven.
- c. Review Moses 4:4 and read 2 Nephi 2:17; then write short answers to the following:
    - Using a dictionary, list the meanings of the word *captive*.
    - According to Moses 4:4, who will not be deceived, blinded, or led captive by Satan?
    - In what ways do Doctrine and Covenants 1:38; 8:2–3; and 18:34–36 clarify how we may sometimes hear the voice of the Lord more in our life?
  - d. Review Moses 4:8–11 and read the first paragraph of the Bible Dictionary entry “Death” (page 655). Write a paragraph explaining two different ways in which the Lord’s words were fulfilled when Adam and Eve ate the fruit.
  - e. Read Moses 4:12, 18 and the student manual commentaries “Moses 4:12: ‘Why Did Adam and Eve Partake of the Fruit?’” and “Moses 4:12: The Difference between Transgression and Sin” (page 13). Then respond in writing to the following:
    - List the different options Adam had after he discovered Eve had partaken of the forbidden fruit.
    - Why did Eve choose to partake of the fruit?

- Why did Adam choose to partake of the fruit?
  - What would have happened if he had decided not to partake of the fruit?
  - Write a paragraph explaining how Adam and Eve’s decision to partake of the fruit was a necessary and beneficial step for the whole human family.
- e. Read Moses 4:13–16 and the student manual commentary “Moses 4:14: Adam and Eve Tried to Hide from God” (page 13). Then respond in writing to the following:
- List two things Adam and Eve did (according to Moses 4:13–14) to deal with the problem of their nakedness. How did they react when God called to them?
  - Read Proverbs 28:13 and Doctrine and Covenants 121:37. Write a paragraph explaining what happens to us when we try to hide our sins.
- f. Read Moses 4:15–19 and the student manual commentary “Moses 4:15–19: God Asked Adam and Eve If They Had Eaten the Fruit” (page 13). Respond in writing to each of the following:
- Make a list of the questions the Lord asked Adam and Eve in these verses.
  - How did these questions help Adam and Eve account for their actions?
  - Why does Heavenly Father want His children to understand they are accountable for their actions?
  - Explain how the questions “Where are you going?” and “What have you done?” could help you evaluate your standing before the Lord.
3. **Moses 4:20–32. The Consequences of the Fall**
- a. Read Moses 4:20–21 and the student manual commentary “Moses 4:21: The ‘Seed of the Woman’ Refers to the Savior, Jesus Christ” (page 14). Read the following scriptures:
- Genesis 3:15 footnote c; 2 Timothy 1:10; Hebrews 2:14; Doctrine and Covenants 19:2–3; 1 Corinthians 15:20–22. Write a couple of paragraphs explaining how the “seed of the woman” (Jesus Christ) fulfilled the prophecy to bruise the head of Satan.
- b. Read Moses 4:22–29; the Bible Dictionary entry “Fall of Adam” (page 670); and the student manual commentaries “Moses 4:22: ‘I Will Greatly Multiply Thy Sorrow’”; “Moses 4:23–25: ‘Cursed Shall Be the Ground for Thy Sake’”; and “Moses 4:23: ‘In Sorrow Shalt Thou Eat of It All the Days of Thy Life’” (pages 14–15). Then respond in writing to the following:
- List all the consequences you can find of Adam and Eve’s transgression.
  - How can the thorns and thistles mentioned in Moses 4:24 be likened to what we experience in mortality?
  - Explain how each consequence of the Fall could be perceived as a blessing.
  - How has one of the consequences of the Fall helped you to grow?
- c. Review Moses 4:22 and read the student manual commentary “Moses 4:22: ‘He Shall Rule over Thee’” (page 14). Then write responses to the following:
- What word did President Spencer W. Kimball use in place of *rule*?
  - Read Ephesians 5:22–31 and Doctrine and Covenants 121:41–46, and list the teachings the Lord gave to husbands.
- d. Read Moses 4:27 and 2 Nephi 9:14 and respond in writing to the following:
- How did the Lord resolve the problem of Adam and Eve’s physical nakedness?
  - Explain the difference between trying to “cover” our sins and going to the Lord to allow Him to “clothe” us spiritually through the Atonement of Jesus Christ (see also Isaiah 61:10; D&C 109:76).

**Lesson 4**

**Moses 5**

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**Complete the following assignments:**

**1. Moses 5:1–15. Adam and Eve Were Taught the Gospel**

- a. Read Moses 5:1–7 and the institute student manual commentaries “Moses 5:5–6: Adam and Eve Were Obedient” and “Moses 5:5–8: Animal Sacrifice” (page 16). Respond in writing to the following questions:
  - What actions of Adam and Eve can you identify in these verses that when practiced together by a husband and wife will strengthen a marriage?
  - What reason did Adam give for his obedience to the law of sacrifice?
  - Read Alma 34:10, 14 and the Bible Dictionary entry “Blood” (page 626). In what ways was animal sacrifice a similitude of the future sacrifice of Jesus Christ?
  - What sacrifices and offerings does the Lord ask of us today? (see Malachi 3:8–10; Mosiah 4:26; 3 Nephi 9:20). How is our obedience related to our sacrifice?
- b. Study Moses 5:7–11; 6:64–68 and write what Adam and Eve were told to do to worship God. Describe in writing how the gospel taught to Adam and Eve and the gospel taught to us today is the same gospel.
- c. Read Moses 5:12–15 and answer the following questions:

- How did Adam and Eve fulfill their role as righteous parents?
- How did Satan tempt the children of Adam and Eve?
- How does Satan use those same temptations in our day?

**2. Moses 5:16–54. Cain Loved Satan More than God**

- a. Read Moses 5:16–21 and the student manual commentary “Moses 5:18–21: Cain Made an Offering” (page 17). Then record your responses to the following:
  - Make a list of words or phrases in Moses 5:16–21 that indicate Cain’s attitude toward the Lord.
  - Write a paragraph explaining why Cain’s offering was not acceptable to the Lord.
- b. Study Moses 5:22–28. Create a chart like the one below. Read the scriptures listed under “Cain’s Responses,” looking for how Cain responded to each circumstance. Write Cain’s responses in the column on the right.

Cain’s Circumstances	Cain’s Responses
Moses 5:12. Adam and Eve taught their children about the Lord.	Moses 5:16
Moses 5:18. Satan told Cain to make an offering.	Moses 5:19
Moses 5:21. The Lord did not accept Cain’s offering.	Moses 5:21

<p>Moses 5:22–25. The Lord warned Cain of the consequences if he continued to rebel and assured him that he would be accepted if he did well.</p>	<p>Moses 5:26–28</p>
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- Write a paragraph about a better response Cain could have made at any one of the points listed in the chart.
  - Identify the emotion that seemed to influence the decisions Cain made. Write a statement describing the counsel you would give someone about making decisions when filled with emotion.
  - Explain in writing how Doctrine and Covenants 97:8 helps you understand how to make your sacrifices acceptable to the Lord.
  - Read the student manual commentary “Moses 5:23–26: Cain Exercised His Agency and Chose to Rebel against God” (pages 17–18) and write a paragraph explaining what you learn about agency from the account of Cain.
- c. After reviewing Moses 5:17–28, read Moses 5:29–35 and 2 Nephi 26:22. Describe in writing how Satan led Cain step-by-step to eventually commit murder.
- d. Read the student manual commentary “Moses 5:33: ‘I Am Free’” (page 18) and the scriptures listed in the commentary. Explain in writing why Cain was not free, but rather was in bondage.
- e. Read Moses 5:34–39, 41, and then write responses to the following:
- List the consequences Cain brought upon himself.
  - How had the Lord tried to prevent these consequences from happening to Cain? (see Moses 5:23–25).
  - Review what Cain said in Moses 5:38–39 when God cursed him. Then write one or two paragraphs contrasting Cain’s response to the response of Adam and Eve after they partook of the fruit (see Moses 4:18–29; 5:1–11).
  - Why do the wicked and the righteous respond differently when confronted with the truth? (see 1 Nephi 16:1–3).

### 3. Moses 5:55–59. The Gospel Was Preached from the Beginning

- a. Read Moses 5:4–9, 58 and make a list of the three ways the Lord taught the gospel to Adam and Eve and their posterity. Give examples of these same three methods being used in our dispensation.
- b. Read Moses 5:59; Doctrine and Covenants 84:20–22; and the student manual commentaries “Moses 5:59: ‘All Things Were Confirmed unto Adam, by an Holy Ordinance’” and “Moses 5:59: The Gospel Will Be in the World until the End” (page 19). List the ordinances you have received and then explain in writing why it is necessary to receive the ordinances of the gospel.
- c. How does it strengthen your faith to know that true ordinances of salvation have existed since the days of Adam?

## Lesson 5

## Moses 6

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#### 1. Moses 6:1–25. The Generations of Adam

- a. Read Moses 6:5–6, 46 and the institute student manual commentary “Moses 6:5–6: The Origin of Language and Writing” (pages 19–20). Explain in writing why a book of remembrance was of “most worth” unto the posterity of Adam.
- b. Read Moses 6:1–25 and then respond in writing to the following:
  - List the names of the eight patriarchs mentioned in Moses 6:10–25.
  - Make a list of at least eight actions attributed to the patriarchs. (Record the verse numbers where you found your answers.) Explain how these actions would help to establish faith in their posterity.
  - Based on the faithful actions you just listed, describe the differences between the attributes of the “children of God” in verse 8 and the “children of men” in verse 15.
  - Moses 6:23 calls these patriarchs “preachers of righteousness.” Who in your life do you know who is deserving of the title “Preacher of Righteousness”? Explain why they deserve this title.
- c. Read Doctrine and Covenants 78:16 and the student manual commentary “Moses 6:7: How Long Has the Priesthood Been on the Earth?” (page 20). Explain in writing why it is

important to know that the priesthood held today is the same held by Adam.

#### 2. Moses 6:26–47. Enoch’s Call and Work

- a. Study Moses 6:26–30, 35–36 and the student manual commentary “Moses 6:35–36: Enoch Was a Seer” (page 20). Then respond to the following:
  - Write how the Lord described the hearts, ears, eyes, and actions of the people.
  - What was Enoch blessed to see, hear, and feel that the people could not?
  - What was the “saying abroad” concerning Enoch?
- b. Explain in writing how Enoch’s reaction to his call from the Lord in Moses 6:31 was similar to Isaiah’s reaction in Isaiah 6:5 and to Moses’s reaction in Exodus 3:11; 4:1, 10. How does knowing their initial reaction and what they were able to accomplish later with the Lord’s assistance help you in your own Church callings and family responsibilities?
- c. Read Moses 6:32–39, 47; 7:13. Then do the following:
  - Write several sentences explaining what the Lord did to help Enoch feel confident with his calling as a prophet.
  - List the promises the Lord made to Enoch.
  - Write a statement describing the evidences that show the Lord fulfilled His promises to Enoch.
  - Briefly describe in writing an example of how the Lord has helped you to succeed in a calling.
- d. Identify the question Enoch asked the people in Moses 6:43. Rewrite the question in your own words. Compare in writing the people of Enoch’s day in Moses 6:27–28, 43 to the principles Jacob taught in Jacob 4:8, 10. How are some people today like the people described in the verses of Moses? Why do you think some people prefer their own counsel to the counsel of the Lord?

3. **Moses 6:48–68. Enoch Preached the Plan of Salvation and Testified That Adam and Eve Were Taught the Gospel**

- a. Read Moses 6:48–67 and respond to the following:
  - Write a brief description of the “plan of salvation” (Moses 6:62) as outlined in verses 48–67.
  - List the principles and ordinances pertaining to the plan of salvation that Adam participated in.
- b. Read Moses 6:53–54; Moroni 8:8–13; Mosiah 3:16; Doctrine and Covenants 29:47; and the student manual commentaries “Moses 6:53–54: What Does ‘Original Guilt’ Mean?” and “Moses 6:55: What Does ‘Thy Children Are Conceived in Sin’ Mean?” (page 21). Write two paragraphs explaining what it means that children are “whole from the foundation of the world.”
- c. Read Moses 6:59–60 and the student manual commentaries “Moses 6:59: Water, Blood, and Spirit”; “Moses 6:60: Justification”; and “Moses 6:60: Sanctification” (page 21). Write a paragraph to answer each of the following questions:
  - What reasons did Elder Bruce R. McConkie suggest for water, blood, and the Spirit being present at both mortal birth and birth into the kingdom of heaven?
  - What role do water, blood, and Spirit play in our spiritual birth?
- d. Read Moses 6:63; 2 Nephi 11:4; the Bible Dictionary entry “Symbolism” (pages 777–78); and the student manual commentary “Moses 6:63: All Things Are Made to Bear Record of Christ” (page 22). Make a list of symbols, ordinances, objects, etc., that bear record of Jesus Christ. As part of your list, include a sentence or two describing how each item bears witness of Jesus Christ.

## Lesson 6

## Moses 7:1–57

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 of the following assignments:

#### 1. Moses 7:1–20. Enoch Led the People of God

- a. Read Moses 7:1–4 and compare the verses to Moses 1:1–2. Then read the institute student manual commentary “Moses 7:3–4: Enoch Saw God Face-to-Face” (page 22) and write short answers to the following:
  - How are the experiences of Moses and Enoch similar?
  - How is it a blessing for us to now have the ancient records of witnesses who have seen God and know Him?
- b. Read the Topical Guide entries “Jesus Christ, Appearances, Antemortal” and “Jesus Christ, Appearances, Postmortal” (pages 241–42). Make a list of other individuals who have seen the Lord.
- c. Read Moses 7:10–20; Doctrine and Covenants 97:21; 4 Nephi 1:2–3, 15–16; the Bible Dictionary entry “Zion” (pages 792–93); and the student manual commentary “Moses 7:19: ‘City of Holiness’” (page 22). Then respond to the following:
  - Make a list of attributes that characterize people who live in a Zion society.
  - Review Moses 7:10–17 and 4 Nephi 1:1–2. Then write a couple of paragraphs explaining how Enoch’s teachings and actions in Moses 7:10–17 contributed to the oneness described in verse 18.

- Based on Moses 7:18, briefly describe what a community and family must do to dwell “in righteousness.”
- Write a couple of paragraphs explaining what you can do in your home to help bring about an increased oneness in your family or community.

#### 2. Moses 7:21–41. Enoch Saw What Would Happen in His Own Day

- a. Read Moses 7:21, 27 and the student manual commentaries “Moses 7:21: Translation” and “Moses 7:27: Many Were Caught Up into Heaven” (pages 22–23). Write answers to the following questions:
  - According to the commentary by Joseph Fielding Smith, what will translated beings ultimately experience?
  - How is translation different from resurrection?
  - What does it mean to be “caught up by the powers of heaven”?
- b. Read Moses 7:23–28, 37 and the student manual commentaries “Moses 7:26–28: Chains and Darkness” and “Moses 7:37: ‘Satan Shall Be Their Father’” (pages 22–23). Compare in writing the difference between the Lord’s reaction and Satan’s reaction when people sin.
- c. Read Moses 7:26–41 and the student manual commentary “Moses 7:32–41: Why Did God Weep?” (page 23). Look for the questions that Enoch asked the Lord. Write short answers to the following questions:
  - Why was Enoch puzzled when he saw God weep?
  - What reasons did God give for His weeping?
  - According to Moses 7:41, 44, how did Enoch react after receiving the Lord’s answer?
  - In what ways do these verses reveal the loving nature of God?

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

- a. Read Moses 7:41–47, 53 and the student manual commentaries “Moses 7:44: At First Enoch Refused to Be Comforted” and “Moses

7:47: “The Lamb Is Slain” (page 23). Write short answers to the following:

- Describe Enoch’s reaction when he saw the events of Noah’s day.
  - What did the Lord show Enoch in Moses 7:46–47, 53 that gave Enoch comfort?
  - How can the knowledge of the Savior’s eventual triumph and of what Enoch saw be a comfort to you?
- b. Read Moses 7:48–56 and the student manual commentaries “Moses 7:48: The Earth Spoke”; “Moses 7:50–52: The Covenant of Enoch”; and “Moses 7:55–56: The Earth Groaned at Christ’s Death” (pages 23–24). Then write short answers to the following questions:
- What do we learn about the earth from Moses 7:48–49 and the student manual?
  - What conditions in the world today might cause the earth to “groan” in a similar way?
  - What did Enoch ask of the Lord in Moses 7:50?
- c. Review Moses 7:53–57 and the student manual commentaries “Moses 7:53: Jesus Christ” and “Moses 7:56–57: The Resurrection” (page 24). Read the Bible Dictionary entry “Resurrection” (page 761). Then write short answers to the following questions:
- How did the Lord answer Enoch in Moses 7:51–57?
  - What do you learn about prayer from these verses?
  - What is the promise in Moses 7:53 to those who “cometh in at the gate and climbeth up” by Jesus Christ, the Rock of Heaven? What do you think they are “climbing up” to?
  - According to Moses 7:54, what did Enoch ask the Lord?
  - According to Moses 7:55–57, how did the Lord respond to Enoch’s request?
  - What difference does it make to your scripture study to know that those who wrote scripture were inspired prophets who saw the future?

## Lesson 7

## Moses 7:58–69; Moses 8

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 the following assignments:

#### 1. Moses 7:58–69. Enoch Saw the Day When the Earth Would Rest

- a. Read Moses 7:58–64 and the institute student manual commentaries “Moses 7:58: When Shall the Earth Rest?” and “Moses 7:59: ‘I Know Thee’” (page 24). Then write answers to the following questions:
  - What two questions did Enoch ask in these verses?
  - According to Moses 7:59–64, why did Enoch feel he could ask these questions?
  - What was the answer to Enoch’s first question? (see also D&C 88:17–20, 25–26).
- b. Read Moses 7:59; 2 Nephi 2:3; 25:26; Doctrine and Covenants 76:68–69; as well as the student manual commentary “Moses 7:59: ‘A Right to Thy Throne’” (pages 24–25). Write a paragraph that describes what the phrase “a right to thy throne” means as well as how Enoch gained that right.
- c. Read Moses 7:60–67. Then complete the following chart.

Events the Lord showed Enoch that would occur in the last days	Your ideas on how these events are being fulfilled

- d. Review Moses 7:60–67 and the student manual commentaries “Moses 7:62: ‘Righteousness Will I Send Down out of Heaven; and Truth Will I Send Forth out of the Earth’”; “Moses 7:62: ‘Truth Will I Cause to Sweep the Earth’”; “Moses 7:62: ‘Zion, a New Jerusalem’”; “Moses 7:63: Two Zions Will Meet”; and “Moses 7:64–65: The Millennium” (page 25). Make a list of all the phrases or events that give comfort and confidence in spite of the tribulations prophesied for our day. Describe in writing how the things on your list can give you hope, encouragement, strength, and endurance in the face of difficult times that will precede the Second Coming.
  - e. Write a goal that describes one way you can improve so that you can be among the righteous at the “hour of their redemption” (Moses 7:67).
- #### 2. Moses 8. The World Was Filled with Wickedness
- a. Read Moses 8:1–15 and the student manual commentaries “Moses 8:1–11: Noah” and “Moses 8:14–15: The Daughters of the Sons of God” (page 26). Write responses to the following:
    - Pick four or five facts about the prophet Noah that illustrate his prominence in the Lord’s kingdom.

- Who were the daughters of “the sons of God”?
  - Who were the “sons of men”?
  - Why was the Lord unhappy with Noah’s granddaughters in verse 15?
  - According to what you have studied above as well as Deuteronomy 7:3–4 and Doctrine and Covenants 132:15–22, write two paragraphs explaining why it is important for members of the Church to marry other worthy members.
- b. Read Moses 8:16–30 and the student manual commentaries “Moses 8:3: The Posterity of Methuselah” and “Moses 8:16: Noah Taught the Gospel of Jesus Christ” (page 26). Then write answers to the following:
- Make a list of the specific doctrines Noah taught.
  - How did the people respond to the preaching of Noah and his sons? What did “giants” seek to do to him?
  - According to verse 17, how much warning did the Lord, through the prophet Noah, give the people before the Flood came? What does that teach you about the Lord? (see also 2 Nephi 25:9).
  - According to Malachi 4:1; Doctrine and Covenants 45:48–50; and 1 Nephi 22:16–17, what will happen in the last days to people who reject the prophets?
- According to Moses 8:24, what is the relationship between the great Flood and the first principles and ordinances of the gospel of Jesus Christ?
- c. Read Moses 8:27 as well as the Bible Dictionary entry “Grace” (page 697) and the student manual commentaries “Moses 8:27: ‘Noah Was a Just Man, and Perfect in His Generation’” and Moses 8:26–30: The Flood” (page 27). Write a short definition of the word *grace* and then answer the following questions:
- How did Noah find grace in the eyes of the Lord?
  - How was the Flood an act of grace? (see Doctrine and Covenants 138:28–35).
- d. Read Moses 8:22, 28–30, and record your responses to the following:
- What were the great sins of Noah’s day?
  - How do Moses 7:33; Moses 8:28–30; Moroni 9:17–21; and Ezekiel 7:23–25 help us understand how the Lord feels about violence?
  - Reflect upon Joseph Smith—Matthew 1:40–43 and write a couple of paragraphs explaining how the story of Noah (see Moses 8) relates to your life. In your paragraphs discuss how the days of Noah are similar to our day.

## Lesson 8

## Abraham 1–2; Facsimile 1

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

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

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

### 1. The Book of Abraham

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

receive the promised blessings of the Abrahamic covenant.

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

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

## Lesson 9

## Abraham 3; Facsimiles 2–3

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 all of the following assignments:**

**1. Abraham 3:1–17. The Lord Showed Abraham the Stars**

- a. Study Abraham 3:1, the institute student manual commentary “Abraham 3:1: What Is the Urim and Thummim?” (page 36), and the Bible Dictionary entry “Urim and Thummim”

(pages 786–87). Write answers to the following questions as you study.

- What does *Urim and Thummim* mean in Hebrew?
- For what purposes did the Lord prepare the instruments called Urim and Thummim?
- Considering the purposes and functions of the Urim and Thummim, in what ways does the Hebrew meaning seem appropriate?

- b. Read Abraham 3:2–17 and the student manual commentaries “Abraham 3:2–16: The Name of the Great One Is Kolob”; “Abraham 3:2–10, 16–17: Other Governing Stars”; and “Abraham 3:16–17: Stars Differ in Greatness” (pages 36–37). Then describe in writing what these verses teach about Kolob, its place, its time of reckoning, and its prominence.

- c. Complete the following chart by comparing Kolob and Jesus Christ. Record your thoughts in writing.

Scriptures about Kolob	Comparison Between Kolob and Jesus Christ	Scriptures about Jesus Christ
Abraham 3:3, 16		Abraham 3:24; D&C 29:1; Hebrews 12:1
Abraham 3:3		Isaiah 9:6; D&C 41:4
Facsimile 2, figure 5		D&C 88:1–7, 13

- d. Review Abraham 3:11–17 and the student manual commentary “Abraham 3:14: ‘I Will Multiply Thee, and Thy Seed after Thee’” (page 37). Then respond in writing to the following:

- How did the Lord help Abraham to understand the nature of God?

- In verses 11–14, how did the Lord help Abraham understand his divine potential?
- Write a paragraph discussing how understanding our divine potential can influence the decisions we make in life.

## 2. Abraham 3:18–28. The Lord Taught Abraham about the Premortal Existence and the Purpose of Mortality

- a. Read Abraham 3:18–21 and the following student manual commentaries: “Abraham 3:18–23: The Premortal Existence”; “Abraham 3:18–19: What Does It Mean to Be ‘More Intelligent?’”; “Abraham 3:18–19: Our Spirits Are Eternal”; and “Abraham 3:19–21: The Lord Is ‘More Intelligent than They All’” (pages 37–38). As you study, write answers to the following questions:

- Based on the Prophet Joseph Smith’s statement about the premortal existence, how has the Lord provided ways for you to advance in knowledge? (see also D&C 88:34–35).
- What does it mean to be “more intelligent” than another?
- How did President Brigham Young describe the purpose for the creation of our spirits? How does this affect your understanding of your divine potential?
- What do these readings along with 2 Nephi 9:20 teach about what the Lord knows?

- b. Read and ponder Abraham 3:22–23 and Doctrine and Covenants 138:53–56. Describe in writing what the “noble and great ones” were “reserved to come forth” and do.

- c. Study Abraham 3:22–26; Doctrine and Covenants 98:12–14; and student manual commentaries “Abraham 3:25: ‘We Will Prove Them’” and “Abraham 3:26: What Does It Mean to ‘Keep’ an Estate?” (pages 38–39). Then write an essay about how the tests we face in life are a major part of the purpose of mortality. In your essay, be sure to do the following:

- Discuss Abraham and Sarah’s lives of faithfulness (see chapter headings for Genesis 12–24; Abraham 1–3). Describe the tests they faced and how they responded to the Lord’s commands.
- Briefly describe one of the tests of mortality you have faced and what you did to overcome the test or trial.
- Discuss how knowing what the Lord shared with Abraham concerning our first estate helps you face life’s challenges.

- d. Read Abraham 3:27–28. Write answers to the following:

- Who was “the first” to say “Here am I”?
- Who was “the second”?
- How do the scriptures clarify the motives of both Jesus Christ and Satan? (see Moses 4:1–2; Isaiah 14:12–16; 2 Nephi 26:24; D&C 29:36–37; 76:28, 41–42).

## 3. Facsimiles 2–3. Abraham Taught the Egyptians

Study facsimiles 2 and 3 and the explanations given, and read all of the student manual commentaries under “Facsimiles 2–3: Abraham Taught the Egyptians” (pages 39–40). Make a list of at least five gospel principles and doctrines that can be derived from the two facsimiles. Conclude by responding to the following in writing:

- Give a few examples from the explanation of facsimile 2 that show the Lord governs over all His creations.
- From the explanation of facsimile 3, what evidences are there that the Egyptians responded with great respect to the teachings of Abraham?

## Lesson 10

## Abraham 4–5

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 all of the following assignments:

#### 1. Abraham 4:1–25; 5:1–6. Abraham’s Vision of the Creation of the Earth

- a. Read Abraham 4:1; Psalm 82:1; Hebrews 1:1–2; and the institute student manual commentaries “Moses 2:1: Who Created the Earth?” (page 7); “Abraham 3:24: ‘We Will Make an Earth’” (page 38); and “Abraham 4:1: ‘They, That Is the Gods’” (page 40). Then write your responses to the following:
  - Explain in writing the roles Heavenly Father, Jesus Christ, and others each took in creating the earth.
  - In what ways does Heavenly Father share His divine powers with the Savior and with mankind?
  - What details in these verses and commentary help us understand that even though the scriptures speak of “gods,” our Father in Heaven is the one being we worship?
- b. Read Abraham 4:1–25 and identify verbs that describe what actions the Gods performed to prepare the earth to be inhabited by man (organized, divided, etc.). Write a paragraph explaining what these verbs indicate about the process of the Creation.
- c. Draw a table like the following one, and fill it in with information you obtain from your reading.

Scripture Reference	What Was Prepared, Organized, and Created?
Abraham 4:1	
Abraham 4:3–5, 14–19	
Abraham 4:6–10	
Abraham 4:11–13	
Abraham 4:20–25	
Abraham 4:26–31	

- d. Write a couple of paragraphs explaining how the Creation of the earth is evidence to you of the love Heavenly Father has for His children.
- e. Read Job 38:4–7 and the student manual commentary “Abraham 5:1–3, 5: The Gods Counseled and Planned” (page 41). Then explain in writing what Heavenly Father presented to us in the council in heaven and how we felt about His plan. What about the plan would have caused us to feel this way?
- f. Read Abraham 5:1–3 and Exodus 31:13–17. Write a short answer describing personal blessings you have received by following the examples described in these verses.

#### 2. Abraham 4:26–31; 5:7–21. Abraham’s Vision of the Creation of Man

Read Abraham 4:26–31; 5:7–21 and then respond in writing to the following:

- a. From these verses list at least two major differences between mankind and the animals God created.
- b. Explain in writing what evidence we find in these verses that illustrates God’s love for mankind.
- c. Read 1 Corinthians 6:19; Leviticus 19:28; Moses 2:27; and Abraham 5:7. Then explain in writing why our bodies are sacred and one way we can avoid degrading them.
- d. Read the student manual commentary “Abraham 5:7: The Breath of Life” (page 41). Write answers to the following:
- What is the “breath of life” breathed into man?
  - List additional insights about the soul of man as found in Doctrine and Covenants 88:15–16; 93:33–35.
- e. How do the sacred truths found in Abraham 4:26–28 (see also Genesis 1:26–27) help you understand the truth about marriage and family and live in a world where there are pressures seeking to change the definition of marriage, family, and the purpose of family?
- f. Read Abraham 4:28; 5:14–18. Write a couple of sentences explaining how each of the following terms or phrases helps explain and define the proper relationship between husband and wife:
- “Be fruitful and multiply, and replenish the earth” (Abraham 4:28; see also D&C 45:58).
  - “An help meet” (Abraham 5:14; see also Genesis 2:18, footnote b).
  - “Leave his father and his mother” (Abraham 5:18; see also 1 Corinthians 11:11).
  - “Cleave unto” (Abraham 5:18; see also D&C 42:22; Ephesians 5:25, 33).
  - “Be one flesh” (Abraham 5:18).

## Lesson 11

## 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.

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### Complete assignment 2 and assignment 1 or 3:

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

- a. Read the chapter summary for Joseph Smith—Matthew, the institute student manual commentaries “What Is Joseph Smith—Matthew?” and “What Are Some of the Changes the Prophet Made to Matthew 24?” (pages 42–43). Write short responses to the following:

- What is the origin and content of Joseph Smith—Matthew?
- How would you describe its real value to those living in our day?
- List some of the differences between Matthew 24 in the King James Version and Joseph Smith—Matthew.
- What passages in Joseph Smith—Matthew most impact you? Why?

- b. Read Joseph Smith—Matthew 1:1–4 and the student manual commentaries “Joseph Smith—Matthew 1:1: ‘He Should Come Again on the Earth’”; “Joseph Smith—Matthew 1:2–3: The Destruction of the Temple”; and “Joseph Smith—Matthew 1:4: ‘Tell Us When Shall These Things Be’” (pages 43–44). Write a few sentences responding to the following:

- What two events did the Savior’s disciples want to know more about in verse 4?

- According to the student manual’s description of the temple stones, why would it be hard for the disciples to believe the temple would be destroyed?
- How did Elder Bruce R. McConkie define the phrase “end of the world”?

- c. Read Joseph Smith—Matthew 1:5–21 and the following student manual commentaries: “Joseph Smith—Matthew 1:12: ‘The Abomination of Desolation’”; “Joseph Smith—Matthew 1:18: The Tribulation on the Jews”; “Joseph Smith—Matthew 1:19: ‘Only the Beginning of the Sorrows’”; and “Joseph Smith—Matthew 1:21: ‘These Things I Have Spoken’” (page 45). Write short answers to the following:

- What were some of the tribulations and sorrows that befell the Jews “the inhabitants of Jerusalem”? (verse 18).
- According to the commentary by Elder Bruce R. McConkie, what is the meaning of the phrase “abomination of desolation” (verses 12, 32) spoken of by Daniel the prophet? At what two times has it and will it occur?

#### 2. Joseph Smith—Matthew 1:22–37. Jesus Christ Prophesied about the End of the World

- a. Read Joseph Smith—Matthew 1:21–23 and the student manual commentaries “Joseph Smith—Matthew 1:22: ‘In Those Days’”; “Joseph Smith—Matthew 1:22: False Christs”; and “Joseph Smith—Matthew 1:22: False Prophets” (pages 46–47). Write short answers to the following:

- Other than misguided individuals, what are some other examples of “false Christs”?
- According to the commentary and Matthew 7:15–20, how can you know the difference between true and false prophets?
- How can you avoid being deceived by false prophets?

- b. Read Joseph Smith—Matthew 1:21–37. Then complete the following chart by identifying as many signs as you can that precede the Second Coming of Jesus Christ and how that sign is being fulfilled today. You may need to use the

footnotes in your scriptures and the commentary in your student manual (pages 46–49) to understand some of the signs in greater detail. (Add additional rows as needed.) For those signs that have not been fulfilled yet, you can write, “Still Watching” in the third column. (Remember that more than one sign may be in a single verse.)

Verse	Prophesied Signs or Events	How I See This Being Fulfilled Today

c. Review Joseph Smith—Matthew 1:24–27, and read the student manual commentaries “Joseph Smith—Matthew 1:26: ‘As the Light of the Morning’” and “Joseph Smith—Matthew 1:27: A Parable about the Gathering of Israel” (pages 47–48). Write a few sentences responding to the following:

- According to the commentary, what two Old Testament prophets prophesied of the “light of the morning”? What does this phrase imply?

- Explain the meaning of the phrase “wheresoever the carcass is, there will the eagles be gathered together” (verse 27).

d. Review Joseph Smith—Matthew 1:28–37, and read the following student manual commentaries: “Joseph Smith—Matthew 1:10: What Does It Mean That Love Will ‘Wax Cold’?”; “Joseph Smith—Matthew 1:28–29: Wars and Famines”; “Joseph Smith—Matthew 1:31: ‘This Gospel of the Kingdom Shall Be Preached in All the World, . . . and Then Shall the End Come’”; “Joseph Smith—Matthew 1:36: ‘They Shall See the Son of Man Coming’”; “Joseph Smith—Matthew 1:37: Treasuring Up God’s Word”; and “Joseph Smith—Matthew 1:49–54: A Parable of the Lord and His Servants” (pages 45, 48–50). Then write short answers to the following:

- Why do you think the Lord has repeated so many signs of the times in the scriptures?
- What sign of the Second Coming is mentioned in verses 23 and 28? What evidences do you see that show this prophecy is being fulfilled?
- What evidence do you see that “the love of men” has “wax[ed] cold”? (verse 30).
- What natural disasters have occurred during the last few years? (see verse 29).
- How is treasuring up God’s word different from merely reading it? (see verse 37).
- What blessing is associated with those who treasure up God’s word?
- According to 1 Nephi 22:16–17 and Doctrine and Covenants 97:22, 25, how can we best prepare for these troubled times and even find peace of mind?
- Consider what changes you will need to make to be prepared for the Savior’s Second Coming. Make a goal of how you will accomplish one of these changes. (This goal should be private and will not need to be given to your instructor.)

**3. Joseph Smith—Matthew 1:38–55. Jesus Christ Taught Us to Prepare for His Second Coming**

a. Read Joseph Smith—Matthew 1:38–43 and the student manual commentaries “Joseph Smith—Matthew 1:38: The Parable of the Fig Tree”; “Joseph Smith—Matthew 1:40: ‘No One Knoweth’”; and “Joseph—Matthew 1:41–43: ‘As It Was in the Days of Noah’”

- (pages 49–50). Write a brief paragraph in response to each of the following:
- Why is it important not to get caught up in speculations about the timing of the Second Coming?
  - What parallels did Elder Neal A. Maxwell make between Noah’s day and our day?
- b. Read Joseph Smith—Matthew 1:21–23, 44–55 and the student manual commentaries “Joseph Smith—Matthew 1:23: ‘Be Not Troubled’”; “Joseph Smith—Matthew 1:46–47: As a Thief in the Night”; and “Joseph Smith—Matthew 1:48: ‘Therefore Be Ye Also Ready’” (pages 47, 50). Write short answers to the following:
- Explain how knowing these signs helps you “be not troubled” in the last days (verse 23).
  - What does the commandment given in verse 46 mean? What are you doing to keep it?
  - Why is it important that you continuously watch and prepare for the Lord’s coming?
- c. Write a couple of paragraphs explaining how following the principles in Joseph Smith—Matthew 1:12, 37, 39, 49–50 and Doctrine and Covenants 45:57 can help you remain steadfast (see Joseph Smith—Matthew 1:11) during troubled times.
- d. Read Joseph Smith—Matthew 1:37, 44–45, 50; 1 Thessalonians 4:16–18; and Doctrine and Covenants 88:96–98. Then describe in writing what will happen to the righteous when the Savior comes again.
- e. Reread Joseph Smith—Matthew 1:55, and read the student manual commentary “Joseph Smith—Matthew 1:55: ‘The End of the Earth’” (page 51). According to the statement by Brigham Young, describe in writing how the earth will be sanctified.
- f. In this sermon concerning the end of the world, the Lord makes several comments about “the elect.” Read Joseph Smith—Matthew 1:20, 22–23, 27, 37–39, 50 and the student manual commentary “Joseph Smith—Matthew 1:22: ‘If Possible, They Shall Deceive the Very Elect’” (page 47). Respond in writing to the following:
- Who are “the elect”?
  - What does the Lord teach about the elect in these verses?

## Lesson 12

## Joseph Smith—History 1:1–26

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 of the following assignments:

#### 1. Joseph Smith—History 1:1–10. An Unusual Excitement

- a. Read Joseph Smith—History 1:1–2 and the institute student manual commentary “Joseph Smith—History 1:1: What Were the ‘Many Reports . . . by Evil-Disposed and Designing Persons’?” (pages 53–54). Respond in writing to the following:

- What were Joseph Smith’s reasons for writing this history?
- Briefly explain what you can do to help “disabuse the public mind” and “put all inquirers after truth in possessions of the facts” concerning the mission of the Prophet Joseph Smith and the Restoration of the Church (verse 1).

- b. Read Joseph Smith—History 1:3–4 and study the student manual commentaries “Joseph Smith—History 1:3: What Was Joseph Smith’s Early Life Like?” and “Joseph Smith—History 1:4: Joseph Smith’s Family” (pages 54–55).

Write answers to the following questions:

- What qualities and attributes did Joseph Smith acquire in his early years that would help him in his divine mission and calling?
- How would you summarize Brigham Young’s statement about Joseph Smith and his family?

- In what ways has your family influenced the kind of person you have become?

- c. Read and study Joseph Smith—History 1:5–10 and the student manual commentary “Joseph Smith—History 1:5–10: What Was Going on in Palmyra, New York, Just Before the First Vision?” (page 55). Write answers to the following questions:

- What words and phrases did Joseph Smith use to describe the “unusual excitement on the subject of religion” in Palmyra? (verse 5).
- What were Joseph Smith’s questions during the time of this great excitement?
- How does asking questions prepare the way for receiving revelation? (see also D&C 42:61; 88:63)
- What discussions and experiences have you had with those who do not believe in the restored gospel? How have those experiences affected your faith in the truth?

#### 2. Joseph Smith—History 1:11–20. The First Vision

- a. Read Joseph Smith—History 1:11–16 and the student manual commentary “Joseph Smith—History 1:15–16: The Powers of Darkness” (page 56). Then write answers to the following questions:

- What actions did Joseph Smith take to receive answers to his questions?
- How did Satan try to hinder Joseph Smith from receiving answers to his questions?
- In what ways did Joseph Smith show his determination to “ask of God”? How can you apply what Joseph Smith did to receive answers to your own questions?

- b. Joseph Smith learned many truths from the experience of the First Vision. Read Joseph Smith—History 1:15–20, and fill in the following chart with as many truths as you can find from each of the verses. Then write answers to the following questions:

<b>Truths Learned from Joseph Smith’s First Vision</b>	
Verse 15	
Verse 16	
Verse 17	
Verses 18–19	
Verse 20	

- Why is the First Vision important to your testimony of the truthfulness of the restored gospel?
- Why is it important to share Joseph Smith’s First Vision with prospective converts?

**3. Joseph Smith—History 1:21–26. The Beginning of the Persecution of Joseph Smith**

- a. Read Joseph Smith—History 1:20–23 and the student manual commentary “Joseph Smith—History 1:21–24: Bitter Persecution” (pages 56–57). Respond in writing to the following questions:
  - Who did Joseph Smith tell about his vision?
  - What were the objections mentioned by the person Joseph told?
  - How did Joseph Smith respond to the increasing prejudice and persecution?
  - What do you learn from Joseph Smith’s experience about sharing your personal spiritual experiences?
  - In what ways has opposition strengthened you?
- b. Read Joseph Smith—History 1:24–26 and Doctrine and Covenants 121:7–8; 127:1–2. Write a short paragraph describing the character traits required to remain faithful to Heavenly Father in the face of opposition.
- c. Review Joseph Smith—History 1:25–26. Make a list of the truths in these verses that Joseph Smith said he learned from his experience. Then write responses to the following:
  - How had Joseph Smith found “the testimony of James to be true”? (verse 26).
  - What words and phrases from these verses describe Joseph’s conviction and desire to follow the Lord at any cost?
  - Write your own testimony and a statement that describes how the strength of your testimony effects your willingness to follow the Lord.

## Lesson 13

## Joseph Smith—History 1:27–75

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 of the following assignments:

#### 1. Joseph Smith—History 1:27–54. The Angel Moroni Appeared to Joseph Smith

- a. Read Joseph Smith—History 1:27–29 and the institute student manual commentary “Joseph Smith—History 1:28: The Weakness of Youth” (page 58). Write brief answers to the following questions:
  - How does Elder Neal A. Maxwell’s statement help explain why Joseph Smith “often felt condemned for [his] weakness and imperfections” even though he was not “guilty of any great or malignant sins”?
  - In what ways is Joseph Smith an example of what to do if we feel guilty or unworthy about something we have done? (verses 28–29).
  - What does Joseph Smith’s honesty in admitting his human frailties suggest about his overall uprightness and truthfulness? Explain your answer.
- b. Review Joseph Smith—History 1:33, and read the student manual commentary “Joseph Smith—History 1:33: ‘My Name’” (page 58). Write brief answers to the following:
  - What prophecy did Moroni make about Joseph Smith’s name?
  - In what ways have you seen this fulfilled? Give some specific examples.
- c. Study one of the Bible passages that Moroni quoted to Joseph Smith: Malachi 3:1; 4:5–6; Isaiah 11:1–16; or Acts 3:22–23; Joel 2:28–32. Also study the student manual commentary “Joseph Smith—History 1:36–41: What Is the Significance of the Bible Verses Moroni Quoted to the Prophet Joseph Smith?” (page 59). Then write answers to the following:
  - What do all of the scriptures Moroni quoted to Joseph Smith have in common?
  - How does the scripture you selected apply to the mission of the Prophet Joseph Smith and the latter-day work?
  - How do The Church of Jesus Christ of Latter-day Saints and the Book of Mormon prepare the world for the Savior’s Second Coming?
- d. Read Joseph Smith—History 1:30–54 and the student manual commentary “Joseph Smith—History 1:42–49: A Comparison of Moroni’s Four Visits to Joseph Smith on 21–22 September 1823” (pages 59–60). Then write responses to the following:
  - What do you think are the three or four most important things repeated by Moroni to Joseph Smith at each of his visits? Why was it important for Joseph Smith to have been told those truths at that time?
  - What were the differences between the visits?
  - What value is there in repetition?
  - In what ways have you seen the Lord use repetition as He works with His children?
- e. Review Joseph Smith—History 1:46–54, and read the student manual commentaries “Joseph Smith—History 1:50–53: Joseph’s First Visit to the Hill Cumorah” and “Joseph Smith—History 1:54: Joseph’s Annual Visits to the Hill” (pages 60–61). Then write answers to the following:
  - Why do you think it was important for Joseph Smith to tell his father about the visitations of Moroni?
  - What experiences did Joseph Smith have that helped him to refine his motives in obtaining the plates?
  - According to these verses as well as Doctrine and Covenants 137:8–9, how

do our motives affect our actions and God’s judgment of us?

**2. Joseph Smith—History 1:55–65. Joseph Smith Received the Gold Plates**

- a. Read Joseph Smith—History 1:55–58 and the student manual commentary “Joseph Smith—History 1: 57–58: Emma Hale” (pages 61–62). Make a list of significant events, both good and bad, that happened to Joseph Smith between the time Moroni first told him about the gold plates and the time that he received them. In writing, describe how you think

Joseph Smith grew from these experiences. How have you grown from the significant events of your life?

- b. Read Joseph Smith—History 1:59–62 and the student manual commentaries “Joseph Smith—History 1:59–60: Joseph Received the Plates”; “Joseph Smith—History 1:60: Attempts to Get the Plates from Joseph”; and Joseph Smith—History 1:61–62: Preserving the Plates” (pages 62–63). Create a chart like the one below, and fill it in with details you find in your reading:

What People Did to Try to Get the Plates	What Joseph Did to Preserve the Plates and Accomplish the Lord’s Work	What the Lord Did to Help Joseph Smith

- Review your chart in light of the warning and the promise Moroni gave in Joseph Smith—History 1:59. Write a few sentences explaining how Moroni’s warning and promise were fulfilled.
  - When have you seen evidence that the Lord helped you as you endeavored to fulfill sacred responsibilities He has given you?
- c. Study Joseph Smith—History 1:63–65; Isaiah 29:11–12; 2 Nephi 27:9–10, 15–20 and the student manual commentary “Joseph Smith—History 1:63–65: Prophecy Fulfilled” (page 63). Then answer the following questions:
- How were the prophecies in Isaiah 29 and 2 Nephi 27 fulfilled by the events related in Joseph Smith—History 1:63–65?
  - How does it affect your confidence in God to know that He knows all things from the beginning to the end?

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

- a. Read Joseph Smith—History 1:66–67; the student manual commentary “Joseph Smith—History 1:67: The Translation of the Book of Mormon” (page 64); and Doctrine and Covenants 1:29; 20:8. Based on what you have read, write how you would answer a non-Latter-day Saint friend who asked you, “How did Joseph Smith translate the Book of Mormon?”
- b. Read Joseph Smith—History 1:68–74 and the student manual commentaries “Joseph Smith—History 1:68–74: Aaronic Priesthood Restored” and “Joseph Smith—History 1:72: Restoration of the Melchizedek Priesthood” (pages 64–65), and then write short answers to the following questions:
  - What do you learn from these verses about the Aaronic Priesthood?
  - What do you learn from these verses about the Melchizedek Priesthood?

- In what ways has having the priesthood of God on the earth blessed your life?
  - According to President Wilford Woodruff, what important events could not have taken place without the restoration of the Aaronic and Melchizedek Priesthoods?
- c. Read Joseph Smith—History 1:73–74, and then write short answers to the following questions:
- How did the Holy Ghost increase the capacities and understanding of Joseph Smith and Oliver Cowdery following their baptism?
  - How have you experienced the Holy Ghost strengthening and increasing your capacities and understanding?
- d. Read the statement by Oliver Cowdery in the endnote following the last verse in Joseph Smith—History. Then complete the following:
- List information from Oliver Cowdery’s account that you did not know about before.
  - List words and phrases in Oliver Cowdery’s account that indicate how he felt about these experiences.
  - Describe how you think it might have affected you if you had been able to accompany Joseph Smith and experience the miracles he and Oliver Cowdery experienced.

## Lesson 14

## Articles of Faith

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

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

**Complete assignments 3 and 4 and either assignment 1 or 2:**

### 1. Wentworth Letter

Read the institute student manual commentaries “What Are the Articles of Faith?” (page 66) and the two paragraphs of “The Wentworth Letter” beginning “Persecution has not stopped the progress of truth” (page 68). (You may want to read the entire Wentworth Letter; it is very informative.) Then answer the following questions:

- What effect did persecution have on the progress of the Church?
- What did the Prophet Joseph Smith prophecy concerning the standard of truth and the eventual destiny of the Church?
- When will the spreading of the gospel cease?
- In what ways have you spread the gospel?
- What can you do in the future to help spread the gospel?

### 2. Overview of the Articles of Faith

Read the student manual commentary “What Is the Significance of the Articles of Faith?” (page 69), and list at least three ways the Articles of Faith can help members of the Church. Select one of the helpful ways you listed, and write about how you have been blessed by having the Articles of Faith in your life. Also explain in writing how you might use them in the future.

### 3. Articles of Faith 1–4. God and His Plan of Salvation

- a. Read the quotations in the student manual commentaries “Articles of Faith 1:1: Three Separate and Distinct Beings”; “Articles of Faith 1:1: ‘God, the Eternal Father’”; “Articles of Faith 1:1: ‘His Son, Jesus Christ’”; and “Articles of Faith 1:1: The Holy Ghost” (pages 69–70). Then study John 17:3 and write short answers for the following:
  - Describe why you think this declaration of belief is first in the Articles of Faith.
  - According to Elder Dallin H. Oaks, how does this description of the Godhead differ from other religious creeds concerning the Trinity?
  - What difference has it made for you to have a correct understanding of the nature of the Godhead?
- b. Read Articles of Faith 1:2; Moses 5:10–11; 6:53–54; 2 Nephi 2:19–21; Mosiah 2:32–33, 36–39; 3:19; Doctrine and Covenants 74:7; and the student manual commentary “Articles of Faith 1:2: Adam and Eve’s Transgression” (pages 70–71). Then answer the following questions in writing:
  - How does the Fall expand our agency and bring about joy?
  - What consequences of the Fall of Adam did we inherit?
  - How do these scriptures teach that we are accountable for our own sins?
  - How do these scriptures teach that we will not be punished for Adam’s transgression?
- c. Read Articles of Faith 1:3 and the student manual commentary “Articles of Faith 1:3: The Laws and Ordinances of the Gospel” (page 71), as well as 2 Nephi 9:7–10, 21–23. Write two paragraphs explaining why you could not be saved without both (1) the Atonement of Jesus Christ and (2) obedience to the laws and ordinances of the gospel. What difference does it make in your life to be obedient and to know that you cannot be exalted in the celestial kingdom without these two elements?

- d. After reviewing the fourth article of faith, read the following references regarding the first principles and ordinances of the gospel: Acts 2:36–38; Doctrine and Covenants 20:37; 3 Nephi 11:31–40. Write a paragraph explaining why you think the first principles and ordinances appear in the order they do in the fourth article of faith.
- 4. Articles of Faith 5–13. The Restored Church of Jesus Christ**
- a. Read Articles of Faith 1:5; Acts 13:2–3; Hebrews 5:4; Doctrine and Covenants 42:11; and the student manual commentaries “Articles of Faith 1:5: ‘Called of God, by Prophecy’”; “Articles of Faith 1:5: Called of God by the Laying on of Hands”; “Articles of Faith 1:5: ‘By Those Who Are in Authority’” (pages 72–73). Write a paragraph explaining how the doctrines and principles taught in the fifth article of faith help safeguard you.
- b. Read the student manual commentary “Articles of Faith 1:6: ‘The Same Organization That Existed in the Primitive Church’” (page 73) and Ephesians 4:11–14. Then write answers to the following:
- In what ways do the seventh and ninth articles of faith help you understand why there are other offices and positions in the Church today that are not mentioned in the Bible? (such as youth and Primary auxiliary leaders and high councilors).
  - Write a short essay about how your life has been blessed by the way the Church is organized and by Church members using gifts of the Spirit.
- c. Reflect upon the eighth article of faith, and read the student manual commentaries “Articles of Faith 1:8: Scripture”; “Articles of Faith 1:8: The Bible Is ‘the Word of God As Far As It Is Translated Correctly’”; and “Articles of Faith 1:8: The Book of Mormon” (page 76). Briefly explain in writing why we need both the Bible and the Book of Mormon.
- d. Read the tenth article of faith and the student manual commentary “Articles of Faith 1:10: The Gathering of Israel” (page 77). Briefly explain in writing what you have done and may do to help in the gathering of Israel and the other events mentioned in the tenth article of faith.
- e. Read Articles of Faith 1:11–12; Doctrine and Covenants 134:5–6; and the student manual commentaries “Articles of Faith 1:11: ‘The Privilege of Worshiping Almighty God’”; “Articles of Faith 1:12: Being Subject to Governmental Authority”; and “Articles of Faith 1:12: ‘Obeying, Honoring, and Sustaining the Law’” (pages 78–79). Then write a list of ways you can be a good citizen in the country where you live.
- f. Compare the thirteenth article of faith to Philippians 4:8. Then read the student manual commentary “Articles of Faith 1:13: Paul’s Admonition to Seek after Things That Are Virtuous, Lovely, of Good Report, or Praiseworthy” (page 81). Using Elder Joseph B. Wirthlin’s definition of the word *seek* as a guide, write one or two paragraphs explaining how the Church and the gospel help you follow the admonition of Paul to seek after things that are “praiseworthy.”