



# Book of Mormon

## Seminary Teacher Manual

October 2017



# Book of Mormon Seminary Teacher Manual

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Seminaries and Institutes of Religion Curriculum Services

50 East North Temple Street

Salt Lake City, Utah 84150-0008

USA

Email: [ces-manuals@ldschurch.org](mailto:ces-manuals@ldschurch.org)

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English

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# Introduction to the *Book of Mormon Seminary Teacher Manual*

## Our Purpose

The Objective of Seminaries and Institutes of Religion states:

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

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

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

- Teach and learn by the Spirit.
- Cultivate a learning environment of love, respect, and purpose.
- Study the scriptures daily, and read the text for the course. [Charts for tracking scripture reading of the entire Book of Mormon can be found in the appendix of this manual.]
- Understand the context and content of the scriptures and the words of the prophets.
- Identify, understand, feel the truth and importance of, and apply gospel doctrines and principles.
- Explain, share, and testify of gospel doctrines and principles” (*Gospel Teaching and Learning*, 10).

This teacher manual has been prepared to help you successfully accomplish these aims.

In addition to accomplishing these aims, you are to help students be faithful to the gospel of Jesus Christ and learn to discern truth from error. Students may have questions about the Church’s doctrine, history, or position on social issues. You can prepare students to address such questions by helping them to achieve Doctrinal Mastery. (See the *Doctrinal Mastery Core Document* and the *Doctrinal Mastery Book of Mormon Teacher Material*.)

## Lesson Preparation

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

In this course, the Book of Mormon is your primary text as you prepare and teach. Prayerfully study the chapters or verses you will be teaching. Seek to understand the context and content of the scripture block for each lesson, including the story line, people, places, and events. As you become familiar with the context and content of the scripture block, seek to identify doctrines and principles it contains and decide which truths are most important for your students to understand and apply. Once you have identified what your focus will be, determine which methods, approaches, and activities will best help your students learn and apply the sacred truths found in the scriptures.

This manual is designed to aid you in this process. Carefully review the lesson material corresponding to the scripture block you will teach. You may choose to use all or part of the suggestions for a scripture block, or you may adapt the suggested ideas to the needs and circumstances of the students you teach.

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

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

“President Packer has often taught, in my hearing, that we first adopt, then we adapt. If we are thoroughly grounded in the prescribed lesson that we are to give, then we can follow the Spirit to adapt it” (“4.3.4 Decide through Inspiration,” from “A Panel Discussion with Elder Dallin H. Oaks” [Seminaries and Institutes of Religion satellite broadcast, Aug. 7, 2012], LDS.org).

As you prepare to teach, be mindful of students who have particular needs. Adjust activities and expectations to help them succeed. Communication with parents and leaders will help you be aware of students’ needs and help you succeed in providing a meaningful and edifying experience for the students.



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

Some materials in this manual were adapted from the *Book of Mormon Student Manual* (Church Educational System Manual, 2009).

## Using the Daily Teacher Manual

### Book Introductions

Book introductions provide an overview of each book. Among other things, they explain who wrote each book, describe some distinctive features of each book, and provide a summary of the content of each book.

### Scripture Block Introductions

Scripture block introductions give a brief overview of the context and content of the scripture block for each lesson.

### Verse Groupings and Contextual Summaries

Scripture blocks are often divided into smaller segments or groups of verses that focus on a particular topic or action. The reference for each verse grouping is followed by a brief contextual summary of events or teachings within that group of verses.

### Teaching Helps

Teaching helps explain principles and methods of gospel teaching. They can assist you in your efforts to improve as a teacher.

### Lesson Body

The body of the lesson contains guidance for you as you study and teach. It suggests teaching ideas, including questions, activities, quotations, diagrams, and charts.

### Doctrines and Principles

As doctrines and principles naturally arise from the study of the scripture text, they are emphasized in bold to help you identify and focus on them in your discussion with students.

### Pictures

Pictures of Church leaders and events from the scriptures represent visual aids you could display, if available, as you teach.

### Doctrinal Mastery

The 25 doctrinal mastery passages found in the Book of Mormon are highlighted in context in the lessons in which they appear. For additional information about

Doctrinal Mastery, see the *Doctrinal Mastery Core Document* and the *Doctrinal Mastery Book of Mormon Teacher Material* on LDS.org or in the Gospel Library app.

### Column Space

Column space in the printed teacher manual can be used for lesson preparation, including writing notes, principles, experiences, or other ideas as you feel prompted by the Holy Ghost.

### Commentary and Background Information

In the web and mobile app versions of this manual, additional quotations and explanations are provided at the end of some lessons to add to your understanding of historical context, specific concepts, or scripture passages. Use the information in this section to prepare to answer questions or give additional insights as you teach.

### Supplemental Teaching Ideas

In the web and mobile app versions of this manual, supplemental teaching ideas appear at the end of some lessons. These provide suggestions for teaching doctrines and principles that may not be identified or emphasized in the body of the lesson. They may also provide suggestions on using visual media, such as DVD presentations or videos on LDS.org.

## Daily Seminary Program

This manual contains the following elements for daily seminary teachers: book introductions, 160 daily teacher lessons, and teaching helps.

### Book Introductions

Book introductions are placed before the first lesson of each book of scripture. The book introductions provide an overview of each book by answering the following questions: Why study this book? Who wrote this book? To whom was this book written and why? When and where was it written? and What are some distinctive features of this book? The introductions also briefly outline the content of each book. Teachers should integrate the context and background information from the book introductions into the lessons as needed.

### Daily Teacher Lessons

#### Lesson Format

Each lesson in this manual focuses on a scripture block rather than on a particular concept, doctrine, or principle. This format will help you and your students study the scriptures sequentially and discuss doctrines and principles as they arise naturally from the scripture text. As students learn the context in which a doctrine or principle is found, their understanding of that truth can deepen. In addition, students will be better able to see and understand the full scope of the messages the inspired scripture writers intended to convey. Teaching the scriptures in this way will also help students learn how to discover and apply eternal truths in their personal scripture study.

In each lesson, not all segments of a scripture block are emphasized. Some segments receive less attention because they are less central to the overall message

of the inspired writer or because they might be less applicable to youth. You have the responsibility to adapt these materials according to the needs and interests of the students you teach. You might adapt lesson ideas in this manual by choosing to give greater emphasis to a particular doctrine or principle than is given in the lesson material or by choosing to give less emphasis to a segment of the scripture block that is developed in depth in the manual. Seek the guidance of the Holy Ghost to help you make these adaptations as you prepare and teach.

### **Doctrines and Principles**

In the body of each lesson, you will find that several key doctrines and principles are emphasized in bold. These doctrines and principles are identified in the curriculum because (1) they reflect a central message of the scripture block, (2) they are particularly applicable to the needs and circumstances of the students, or (3) they are key truths that can help students deepen their relationships with the Lord. Be aware that the Book of Mormon teaches numerous truths beyond those identified in the curriculum. President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles taught that the scriptures contain “endless combinations of truths that will fit the need of every individual in every circumstance” (“The Great Plan of Happiness” [CES Symposium on the Doctrine and Covenants and Church History, Aug. 10, 1993]).

As you teach, consistently provide students with opportunities to identify doctrines and principles in the scriptures. As students express the truths they discover, they may often use words that differ from how a doctrine or principle is stated in this manual. They may also discover truths that are not identified in the lesson outline. Be careful not to suggest that students’ answers are wrong simply because the words they use to express them differ from those used in the manual or because they identify a truth that is not mentioned in the curriculum. However, if a student’s statement is doctrinally incorrect, it is your responsibility to gently help the student correct his or her statement while maintaining an atmosphere of love and trust. Doing so may provide an important learning experience for the students in your class.

### **Pacing**

This manual contains 160 daily seminary lessons. You may adapt the lessons and pacing as needed for the length of time you have to teach this course. See the appendix of this manual for a sample pacing guide. The pacing guide is based on a 36-week or 180-day school year and includes 20 “flexible days” that you may use to adapt daily lessons, teach the *Doctrinal Mastery Book of Mormon Teacher Material*, review previous material, administer and review required learning assessments, and allow for schedule interruptions.

### **Makeup Work**

The *Book of Mormon Study Guide for Home-Study Seminary Students* can be used in the daily seminary programs as a resource to provide students with makeup work. The lessons in the study guide for home-study students parallel those presented in this manual. Students who have excessive absences could be assigned to complete the assignments in the study guide that correspond with the content they missed in class. Assignments can be printed from LDS.org, so you do not need to provide the entire manual to students who need to do makeup work. More information

concerning the *Book of Mormon Study Guide for Home-Study Seminary Students* is provided in the section titled “Home-Study Seminary Program” in this manual.

### Teaching Helps

Teaching helps appear throughout this manual. These teaching helps explain and illustrate how you and the students you teach can apply the Fundamentals of Gospel Teaching and Learning in your study of the Book of Mormon. They also offer suggestions on how to effectively use a variety of teaching methods, skills, and approaches. As you come to understand the principles contained in the teaching helps, look for ways to practice and apply them consistently in your teaching.

## Using the Home-Study Lessons

### Summary of Student Lessons

The summary will help you familiarize yourself with the context and the doctrines and principles students studied during the week in the student study guide.

### Lesson Introduction

The introduction to the lesson will help you know which principles from the scripture block will be emphasized in the lesson.

### Verse Grouping and Contextual Summary

Verses are grouped according to where changes in context or content occur throughout the scripture block. The reference for each verse grouping is followed by a brief contextual summary of events or teachings within that group of verses.

### Lesson Body

The body of the lesson provides guidance for you as you study and teach. It suggests teaching ideas, including questions, activities, quotations, diagrams, and charts.

### Doctrines and Principles

As doctrines and principles naturally arise from the study of the scripture text, they are emphasized in bold to help you identify and focus on them in your discussion with students.

### Introduction to the Next Unit

The last paragraph of each lesson provides a glimpse into the next unit. Share this paragraph with your students at the conclusion of each lesson to help them look forward to studying the scriptures during the coming week.

## Home-Study Seminary Program

Under the direction of local priesthood leaders and a Seminaries and Institutes (S&I) representative, home-study seminary classes can be organized in places where students cannot attend a daily class because of distance or other factors (such as a disability). Home-study seminary classes are generally not available

where daily (weekday) classes are provided through early-morning or released-time seminary.

The home-study program allows students to receive credit in seminary by completing individual lessons at home rather than attending weekday classes. These lessons are found in a separate manual called the *Book of Mormon Study Guide for Home-Study Seminary Students*. Once a week, students meet with a seminary instructor to submit their work and participate in a classroom lesson. The student study guide and weekly classroom lessons are further explained below.

### **Study Guide for Home-Study Students**

The *Book of Mormon Study Guide for Home-Study Seminary Students* is designed to help the home-study student receive an experience in studying the Book of Mormon similar to that of the seminary student who attends weekday classes. Therefore, the pacing of the student study guide as well as the doctrines and principles it emphasizes parallel the material in this manual. Because the student study guide has not yet been revised to include Doctrinal Mastery, it also includes scripture mastery instruction. Scripture mastery passages are addressed in context as they appear in the scripture text, and often writing activities are provided in the lessons in which the passages are covered. Until the *Book of Mormon Study Guide for Home-Study Seminary Students* is revised to include Doctrinal Mastery, home-study students are to complete the scripture mastery assignments as outlined in the manual.

Each week, home-study seminary students are to complete four lessons from the student study guide and participate in a weekly lesson given by their seminary teacher. Students complete the numbered assignments from the study guide in their scripture study journals. Students should have two scripture study journals so they can leave one with their teacher and continue working in the other. As students meet with their teacher each week, one journal is turned in to the home-study teacher and the other is given back to the student to use for the next week's lessons. (For example, during one week, the student completes assignments in journal one. The student then brings this journal to class and gives it to the teacher. During the next week, the student completes assignments in journal two. When the student hands in journal two, the teacher returns journal one. The student then uses journal one to complete the next week's assignments.)

All seminary students are encouraged to study the scriptures daily and read the text for the course, but home-study students should understand that they are also expected to spend 30 to 40 minutes on each of the four home-study lessons in each unit and attend the weekly home-study lesson.

### **Weekly Home-Study Teacher Lessons**

Each unit in the *Book of Mormon Study Guide for Home-Study Seminary Students* corresponds to five lessons in the daily teacher manual. After every fifth lesson in this manual, you will find one weekly home-study teacher lesson. The home-study lessons will help students review, deepen their understanding of, and apply the doctrines and principles they learned as they completed the lessons in the student study guide during the week. These lessons may also explore additional truths not



covered in the student study guide. (For help in planning your lesson schedule, see the pacing guide for home-study teachers in the appendix of this manual.)

As a home-study teacher, you should have a thorough understanding of what your students are studying at home each week so you can answer questions and create meaningful discussions when you meet with them. Ask students to bring their scriptures, scripture study journals, and student study guides to the weekly class so they can refer to them during the lesson. Adapt the lessons according to the needs of the students you teach and according to the guidance of the Holy Ghost. You may also want to refer to the daily teacher lessons in this manual as you prepare and teach. A study of the teaching helps and methods used in the daily lessons can help enrich your weekly teaching. Accommodate any particular needs of the students you teach. For example, if a student has difficulty writing, allow him or her to use a voice-recording device or dictate thoughts to a family member or friend who can write down his or her responses.

At the end of each weekly lesson, collect students' scripture study journals and encourage them in their continued study. Provide them with a scripture study journal for the next week's assignments, as explained above in the section called "Study Guide for Home-Study Students."

As you read through assignments in students' scripture study journals, respond periodically to their work by writing a small note or commenting the next time you see them. You may also want to seek other ways to provide support and meaningful feedback. This will help students know that you care about their work and will help motivate them to be thorough in their answers. (Under the direction of priesthood leaders and parents, stake [called] seminary teachers may communicate electronically with seminary students enrolled in home-study seminary.)

Most of students' efforts to master key scripture passages will be made as they complete their home-study lessons. Home-study teachers can follow up on students' efforts during the home-study lessons by inviting students to recite or review scripture mastery passages that arise in the text for that week's unit of study.

## Other Resources

### LDS.org

The *Book of Mormon Seminary Teacher Manual* ([bmtm.lds.org](http://bmtm.lds.org)) and the *Book of Mormon Study Guide for Home-Study Seminary Students* are available on LDS.org and in the Gospel Library for mobile devices. The web and mobile app versions of the teacher manual contain additional Commentary and Background Information, Supplemental Teaching Ideas, and media resources that are not included in this printed manual because of space limitations.

### Notes and Journal Tools

Teachers and students may use the online and mobile notes and journal tools to mark and add notes to the digital versions of these manuals as they prepare lessons and study the scriptures. Teacher manuals and student study guides are also available on LDS.org for download as PDF files.

## Additional Items

The following resources are available online, through your supervisor, through local Church distribution centers, and through the Church's online store (store.lds.org):



*Book of Mormon DVD Presentations 1–19* (item no. 54011)



Media Library on LDS.org



LDS Media Library App for mobile devices



*Gospel Art Book* (2009) (item no. 06048)



*Study Journal* (2016)



*True to the Faith: A Gospel Reference* (2004) (item no. 36863)



Gospel Topics on LDS.org



*For the Strength of Youth* (booklet, 2011) (item no. 09403)



*Book of Mormon Student Manual* (Church Educational System manual, 2009) (item no. 32506)



## LESSON 1

# Title Page, Introduction, and Testimonies of the Three and Eight Witnesses

### Introduction

As you teach the Book of Mormon, you will help students discover truths that will bring them closer to God. From the beginning of the book, it is clear that the writers of the Book of Mormon intended it to testify that Jesus is the Christ. As

students prayerfully study the Book of Mormon, they will gain a greater testimony of the gospel of Jesus Christ and of the Restoration of His Church in the latter days.

## Suggestions for Teaching

### *Invite the Spirit through effective devotionals*

A brief devotional at the beginning of each class can help teachers and students feel the Spirit and prepare to learn. A devotional generally includes a hymn, a prayer, and a thought from the scriptures. Devotionals are most effective when students bear testimony and share feelings and insights they have had during their personal scripture study. Consider how you might organize devotionals so that all students have opportunities to participate throughout the year.

### Title page

Before class, write the following statements on the board:

*I know the Book of Mormon is true.*

*I believe the Book of Mormon is true.*

*I assume the Book of Mormon is true.*

*I don't know if the Book of Mormon is true.*

Read the statements on the board aloud, and ask students to silently consider which statement most closely represents their thoughts and feelings concerning the Book of Mormon.

Invite students to ponder during the lesson today why it is crucial for each of us to receive a testimony that the Book of Mormon is true.

Invite students to turn to the title page of the Book of Mormon. This page begins with the words “The Book of Mormon, an account written by the hand of Mormon upon plates taken from the plates of Nephi.” Point out that the Prophet Joseph

Smith explained that this page is a literal translation of the words Moroni wrote on the final leaf of the golden plates (see *History of the Church*, 1:71).

Invite one student to read aloud the first paragraph of the title page of the Book of Mormon, and invite another to read the second. Ask the class to follow along, looking for phrases that state the purposes of the Book of Mormon. (You may want to point out that these purposes are expressed as what the Book of Mormon will “show unto” those who read it.)

- What are the purposes of the Book of Mormon?

As students mention the purpose of convincing “the Jew and Gentile that Jesus is the Christ,” write the following truth on the board: **The Book of Mormon was written to convince all people that Jesus is the Christ.**

- What do you think it means to know that Jesus is the Christ?

Explain that the word *Christ* is a title and is the Greek equivalent of the word *Messiah*, which means “the anointed.” In the premortal existence, Jesus was anointed or chosen by Heavenly Father to be our Savior (see Guide to the Scriptures, “Messiah,” scriptures.lds.org; see also Bible Dictionary, “Anointed One”).

To help students appreciate the primary purpose of the Book of Mormon, ask a student to read aloud the following statement by President Ezra Taft Benson (1899–1994):



“The honest seeker after truth can gain the testimony that Jesus is the Christ as he prayerfully ponders the inspired words of the Book of Mormon.

“Over one-half of all the verses in the Book of Mormon refer to our Lord. Some form of Christ’s name is mentioned more frequently per verse in the Book of Mormon than even in the New Testament.

“He is given over one hundred different names in the Book of Mormon. Those names have a particular significance in describing His divine nature” (Ezra Taft Benson, “Come unto Christ,” *Ensign*, Nov. 1987, 83).

Invite students to turn to any chapter in the Book of Mormon and see if they can locate names or titles that refer to Jesus Christ. Ask students to report a name or title they discovered and explain what it can teach us about Jesus Christ. Share your testimony that the Book of Mormon is a witness that Jesus is the Christ, the Savior of all mankind.

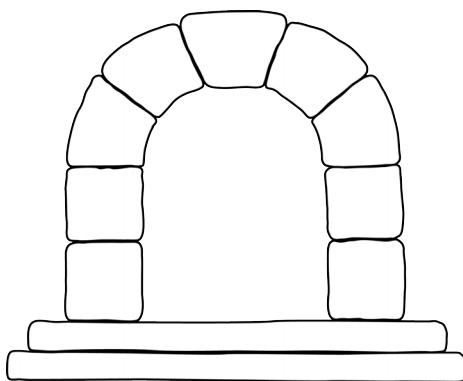
### **Introduction to the Book of Mormon and testimonies of the Three and Eight Witnesses**

Draw on the board a picture of an arch (see the accompanying illustration), or make a model of an arch from wood or other materials.

Point to the central stone at the top of the arch and ask:

- What is this stone called? (The keystone.)
- What purpose does a keystone serve?

Explain that when an arch is constructed, the two sides are built up with external supports to hold them upright. The space at the top of the arch is carefully measured, and the keystone is cut to fit it exactly. When the keystone is put in place, the arch can stand without supports.



- What happens to the arch if the keystone is removed? (If you are using a model, demonstrate by removing the keystone. Then rebuild the arch.)

Ask a student to read aloud the statement by the Prophet Joseph Smith in the introduction to the Book of Mormon (see paragraph six). Invite the class to look for what Joseph Smith compared to a keystone. Invite students to consider marking the statement in their scriptures.

- According to the Prophet Joseph Smith, what is the keystone of our religion?

On the keystone of your arch, write or attach a label that says *The Book of Mormon*.

- How would you explain why the Book of Mormon is the keystone of our religion?

Invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994):



"There are three ways in which the Book of Mormon is the keystone of our religion. It is the keystone in our witness of Christ. It is the keystone of our doctrine. It is the keystone of testimony. ...

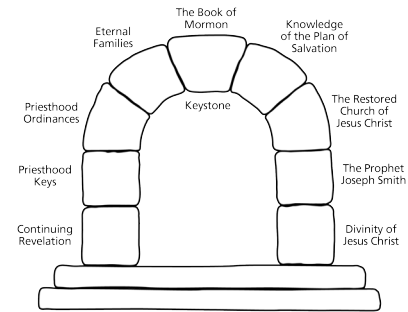
"... Just as the arch crumbles if the keystone is removed, so does all the Church stand or fall with the truthfulness of the Book of Mormon. The enemies of the Church understand this clearly. This is why they go to such great lengths to try to disprove the Book of Mormon, for if it can be discredited, the Prophet Joseph Smith goes with it. So does our claim to priesthood keys, and revelation, and the restored Church. But in like manner, if the Book of Mormon be true ... then one must accept the claims of the Restoration and all that accompanies it" (Ezra Taft Benson, "The Book of Mormon—Keystone of Our Religion," *Ensign* or *Liahona*, Oct. 2011, 54, 55).

- If the Book of Mormon is true, what other aspects of the restored gospel must also be true?

Consider adding labels to the other stones of the arch such as *divinity of Jesus Christ*, *the Prophet Joseph Smith*, *continuing revelation*, *priesthood keys*, *the restored*

*Church of Jesus Christ, priesthood ordinances, knowledge of the plan of salvation, and eternal families.*

- In your own words, how would you summarize the importance of receiving a testimony of the truthfulness of the Book of Mormon? (After students respond, write the following principle on the board: **If we know the Book of Mormon is true, then we will also know that Jesus is the Christ, that Joseph Smith was a prophet of God, and that The Church of Jesus Christ of Latter-day Saints is the Lord’s kingdom on the earth today.** You may want to point out that this principle is expressed in paragraph nine of the introduction to the Book of Mormon.)



Explain that in addition to Joseph Smith, the Lord appointed others to testify of the Book of Mormon. Invite half of the class to silently read The Testimony of Three Witnesses, and invite the other half to silently read The Testimony of Eight Witnesses. Ask the students to look for what these witnesses saw, heard, or touched. You may want to invite students to consider marking what they find.

- What did the Three Witnesses see and hear? (They saw an angel holding the plates and heard the voice of God.)
- What did the Eight Witnesses see and touch? (They saw and handled the plates in an ordinary manner.)
- Why do you think the Lord might have provided these two different kinds of experiences for these witnesses of the Book of Mormon? (If critics of the Church accused the Three Witnesses of imagining their vision, that would not explain the ordinary experience the Eight Witnesses had with the plates. On the other hand, if critics accused Joseph Smith of simply forging the golden plates to deceive the Eight Witnesses, that would not explain the divine manifestations the Three Witnesses experienced.)

Explain that although we may not have the opportunity to see or touch the plates, we can know for ourselves that the Book of Mormon is true.

Invite a student to read Moroni 10:3–5 aloud. Ask the class to follow along, looking for how we can know the Book of Mormon is true.

- According to Moroni, how can we know that the Book of Mormon is true? (Help students identify the following principle: **As we read, ponder, and pray about the Book of Mormon, the Holy Ghost will witness that it is true.**)



To help students understand and feel the importance of knowing that the Book of Mormon is true, consider showing the *Mormon Messages* video “Testimony of the Book of Mormon” (4:39), in which Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles testifies of the truthfulness of the Book of Mormon. This video is available on LDS.org.

Invite several students to share their testimonies and feelings about the Book of Mormon. You may also want to share your testimony of the Book of Mormon and how you received this testimony.

Point out that some students may feel they do not yet know that the Book of Mormon is true. Assure them that they can receive a testimony of the Book of Mormon through the power of the Holy Ghost. Invite all your students to seek to increase their testimony of the Book of Mormon by reading it daily and prayerfully pondering and applying its teachings.

***Encourage daily scripture study***

Encourage students to set aside time every day for personal study of the Book of Mormon. You can help students account for their daily study by providing an appropriate tracking system (see the reading charts in the appendix of this manual), but take care not to embarrass or discourage those who struggle to study the scriptures on their own. Give students regular opportunities in class to share what they are learning and feeling during their personal scripture study.



## LESSON 2

# Studying the Scriptures

### Introduction

This lesson will help students deepen their understanding of the importance of studying the scriptures daily. Students will also learn about the blessings of studying the Book of

Mormon and become familiar with effective scripture study skills.

### Suggestions for Teaching

#### *Encourage students to study the scriptures daily*

Few things teachers do will have a more powerful and long-lasting influence for good in the lives of students than helping them learn from and love the scriptures and study them daily. Teachers can set an example of daily scripture study. They can also help students be accountable for their daily study by using an appropriate tracking system that measures their consistency and progress.

#### Studying the scriptures daily

Ask students to think about times when they or someone they know have worked to develop a skill or ability. (Consider inviting one or two students to demonstrate a musical or athletic ability that they have developed.)

- When trying to develop a skill or ability, how might the results of practicing once per week compare to the results of practicing daily? Why might daily practice make an important difference?
- If you developed a particular skill or ability to a high degree through daily practice but then stopped practicing, what could eventually happen?
- How might you relate this to daily scripture study?

Explain that according to Mosiah 1, King Benjamin taught his sons the importance of studying the scriptures. Ask a student to read Mosiah 1:3, 5 aloud. Invite the class to follow along, looking for words or phrases that indicate what would have happened to the Nephites if they had not studied the scriptures.

- What would have happened to the Nephites if they had not studied the scriptures? (You might consider reading Omni 1:17 with students to compare what happened to the people of Zarahemla, whose ancestors did not bring the scriptures with them when they left Jerusalem.)

Ask a student to read aloud the following statement by President Thomas S. Monson. Invite the class to listen for the blessings that can come from daily scripture study.



"Spending time each day in scripture study will, without doubt, strengthen our foundations of faith and our testimonies of truth" (Thomas S. Monson, "How Firm a Foundation," *Ensign* or *Liahona*, Nov. 2006, 68).

- What principle can we learn based on this teaching by President Monson? (Using students' words, write on the board a principle similar to the following: **If we study the scriptures daily, we can strengthen our faith and testimonies.**)

Point out that even though we may fully intend to study the scriptures, sometimes we may allow other priorities to distract us from studying the scriptures daily.

- What advice would you give to help someone develop a habit of daily scripture study?

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:



"Given the hectic pace of our lives, good intentions and simply 'hoping' to find the time for meaningful scripture study are not sufficient. My experience suggests that a specific and scheduled time set aside each day and, as much as possible, a particular place for study greatly increase the effectiveness of our searching in and study of the scriptures" (David A. Bednar, "Because We Have Them before Our Eyes," *New Era*, Apr. 2006, 6).

Ask students to think of a time when they have studied the scriptures regularly. Invite them to consider how their faith and testimonies were strengthened as a result. Invite a few students to share their experiences with the class.

Invite students to set a goal to study the scriptures daily. You might suggest that they write this goal in their class notebooks or study journals, along with a plan including when and where they will study.

## Reading the text for the course

### **Encourage students to read the text for the course**

The standard works are inspired writings that contain doctrines and principles of the gospel. They illustrate God's dealings with mankind and teach about the Atonement of Jesus Christ. They are important individually, and collectively they give a greater understanding of the gospel and the plan of salvation prepared by our Father in Heaven. Teachers and students should read and study the entire Book of Mormon during this course.

Ask a student to read aloud the following statement by President Ezra Taft Benson (1899–1994). Invite the class to listen for blessings President Benson promised to those who begin a serious study of the Book of Mormon.



"It is not just that the Book of Mormon teaches us truth, though it indeed does that. It is not just that the Book of Mormon bears testimony of Christ, though it indeed does that, too. But there is something more. There is a power in the book which will begin to flow into your lives the moment you begin a serious study of the book. You will find greater power to resist temptation. You will find the power to avoid deception. You will find the power to stay on the strait and narrow path. The scriptures are called 'the words of life' (see D&C 84:85), and nowhere is that more true than it is of the Book of Mormon. When you begin to hunger and thirst after those words, you will find life in greater and greater abundance" (Ezra Taft Benson, "The Book of Mormon—Keystone of Our Religion," *Ensign* or *Liahona*, Oct. 2011, 56–57).

- According to President Benson, what blessings can we experience from studying the Book of Mormon? (After students respond, write the following principle on the board: **If we study the Book of Mormon, we will have greater power to resist temptation, avoid deception, and stay on the strait and narrow path.**)
- In what ways can studying the Book of Mormon give us greater power to resist temptation, avoid deception, and stay on the strait and narrow path?
- When have you experienced these or other blessings from studying the Book of Mormon?

Share your testimony that the Book of Mormon gives us greater power to resist temptation, avoid deception, and stay on the strait and narrow path.

Explain that one of the expectations for this seminary course of study is that students read the entire Book of Mormon. This is a requirement to receive a seminary diploma. Invite students to set a goal to read the entire Book of Mormon before the end of this seminary course. You might suggest that students calculate the number of pages they would need to read each day in order to finish the Book of Mormon by the end of the course.

### Developing scripture study skills

Remind the class of the skills and abilities that students mentioned or demonstrated at the beginning of this lesson.

- What might be the result if you practiced daily to develop a skill or ability, but you practiced with little focus or effort?
- How might you relate this to daily scripture study?

Explain that in seminary, students will learn an effective pattern for studying the scriptures that they can also follow at home. This pattern begins with seeking to understand the context and content of the scriptures, which includes understanding the background and setting of the accounts as well as the meaning of words, phrases, and teachings.

- What can we do to gain a better understanding of the background and setting of scripture passages? (Students may mention looking up the meaning of difficult or unfamiliar words, examining the surrounding text, reading chapter summaries at the beginnings of chapters, or searching the footnotes for

explanations and cross-references. Be sure to mention these practices if students do not mention them.)

To model one method for understanding the context of a scripture passage, invite a student to read 3 Nephi 17:1–5 aloud. Ask the class to follow along, looking for who is speaking and who is being spoken to.

- In the account, who is speaking? Who is receiving the message?
- What happened before the events in this account? (See the chapter summaries for 3 Nephi 8–16.)
- How does your knowledge of this background influence your understanding of why the people wanted the Savior to stay a little longer?

Emphasize that when students understand the background and setting of a scripture account, they are better prepared to identify and understand the doctrines and principles it contains.

Explain that doctrines and principles are eternal, unchanging truths of the gospel of Jesus Christ that provide direction for our lives. They are the lessons that ancient prophets intended us to learn from the events, stories, and sermons they recorded in the scriptures. Point out that some writers in the scriptures used phrases such as *thus we see* (see Helaman 3:27–29) or words such as *therefore* (see Alma 32:16) to point directly to doctrines and principles. Many doctrines and principles, however, are not stated so directly in the scriptures. Instead, these truths are implied and are illustrated through the accounts, teachings, and parables recorded in the scriptures.

To help students learn to identify doctrines and principles that are not directly stated, suggest that as they read, they ask themselves questions such as the following: What did the writer intend for us to learn from this story? What truths are taught in this passage of scripture?

To help students practice identifying doctrines and principles, invite a student to read 3 Nephi 17:6–9 aloud. Ask the class to follow along, looking for doctrines and principles that we can learn from these verses.

- What doctrines and principles can we learn from 3 Nephi 17:6–9? (Students' responses should reflect the following truths: **The Savior feels great compassion for us. Jesus Christ can heal all kinds of afflictions. As we come unto Jesus Christ in faith, we can experience His healing power.** Write these truths on the board.)

Explain that once we have identified a doctrine or principle, it is important that we seek to understand what it means and how we might apply it in our lives. As an example, invite students to ponder ways in which they or their family members may be in need of the Savior's compassion and healing power.

Point out that as we seek to understand how to apply a doctrine or principle in our lives, the Holy Ghost can help us feel its truth and importance. This can also occur as we ponder, write about, or share experiences concerning how we obtained a testimony of a doctrine or principle. As an example, consider inviting students to respond to the following question in their class notebooks or study journals:

- When have you or someone you know experienced the Savior's compassion and healing power?

Invite one or more students to share what they wrote. You may also want to share an experience.

Explain that understanding and feeling the truth and importance of doctrines and principles increases our desire to apply them in our lives. Application takes place when we do something about the doctrines and principles we have learned.

- How might we apply or act on the doctrines and principles we identified in 3 Nephi 17:6–9?

Emphasize that when we act on the principles we learn, we will have a greater opportunity to feel the Holy Spirit confirm the truth of those principles (see John 7:17; Moroni 10:5). This is the real value of the knowledge gained from scripture study. Help students see that whenever they study the scriptures, one of their main goals should be to improve their efforts to live the gospel and draw nearer to God.

Conclude by reviewing the truths students identified in this lesson. Invite students to apply these truths by choosing to develop a habit of daily scripture study and by choosing to read the entire Book of Mormon during this seminary course of study.

## LESSON 3

# The Role of the Learner

### Introduction

The Holy Ghost, the teacher, and the learner each have an important role in gospel learning. Understanding each of these roles can help students be successful in their learning efforts, leading them to become truly converted to Jesus

Christ and His restored gospel. You may need to regularly review the principles taught in this lesson to remind students of their responsibility in gospel learning.

## Suggestions for Teaching

### *Cultivate an environment of love, respect, and purpose*

As the course begins, look for ways to cultivate a learning environment of love, respect, and purpose. Help students feel comfortable with each other and with you by learning each other's names and by learning about one another's interests, talents, challenges, and abilities. One way to cultivate this type of environment is to invite students to share with each other experiences and insights from their personal scripture study.

### The roles of the Holy Ghost, the teacher, and the learner in gospel learning

Before class, write the following question on the board: *What do I want to experience and accomplish through seminary this year?*

Begin class by inviting students to think about how they would answer the question on the board.

Ask a student to read aloud the following statement, and invite the class to listen for outcomes that seminary is intended to achieve:

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

- How might your life be blessed by achieving each of these outcomes?
- What are other outcomes you might want to achieve by participating in seminary?

Before class, use tape or string to create a circle on the floor that is large enough for three students to stand in comfortably.

Ask for three volunteers. Invite the volunteers to stand in the circle marked on the floor. Place an item, such as a book or an eraser, several feet away from the circle. Tell the volunteers that their objective is to retrieve the item without leaving the circle, without touching the ground outside of the circle, and without using any other items. (One of these three students will need to lean forward and stretch to

reach the item while being supported or assisted by the other two volunteers.) After the volunteers have succeeded in retrieving the item, thank them for their participation.

- What was required for these volunteers to successfully accomplish their objective of retrieving the item? (They had to work together.)
- How can this activity be compared to being in a seminary class?

Point out that as in the task the volunteers completed, individuals with various roles must work together to achieve the desired outcomes of seminary. Write the following three headings on the board: *Holy Ghost*, *Teacher*, and *Learner*.

Explain that in order for students to understand their role in seminary, they need to first understand the roles of the Holy Ghost and the teacher.

### **The role of the Holy Ghost**

Invite a student to read 2 Nephi 33:1 aloud. Ask the class to follow along, looking for what the Holy Ghost does for students when the truth is taught by His power.

- According to this verse, what does the Holy Ghost do for students? (Under “Holy Ghost” on the board, write the following doctrine: **The Holy Ghost carries the truth to our hearts.**)
- How can we recognize when the Holy Ghost is carrying truth to our hearts?

Help students understand that the Spirit usually communicates with us quietly, through our feelings and in our minds (see 1 Nephi 17:45; D&C 8:2–3).

- What do you think your experience in seminary would be like without the influence of the Holy Ghost? Why?

### **The role of the teacher**

Invite students to read Doctrine and Covenants 50:13–14 aloud with a partner. Ask them to look for a description of the role of a gospel teacher. Before students read, explain that these verses were addressed to early Church members who had been ordained to teach the gospel.

- According to these verses, what is the role of a gospel teacher? (After students respond, write the following truth on the board under “Teacher”: **Gospel teachers are to teach by the Spirit.**)
- Why do you think it is important for gospel teachers to have the assistance of the Holy Ghost when preparing and teaching?

### **The role of the student**

Invite a student to read aloud Doctrine and Covenants 88:118, which was addressed to early Church members whom the Lord had commanded to organize a school for religious instruction. Ask the class to follow along, looking for how the Lord said these early Church members should seek learning, which can also pertain to us.

- Like these early Church members, how are we to seek learning? (By study and by faith.)
- What do you think it means to seek learning by faith?

Explain that Elder David A. Bednar of the Quorum of the Twelve Apostles spoke about what it means to learn by faith. Encourage students to write this statement somewhere (perhaps in their class notebooks or study journals) so they can refer to it often throughout the seminary year. Invite a student to read Elder Bednar's statement aloud:



"True faith is focused in and on the Lord Jesus Christ and always leads to action. ...

"... As learners, you and I are to act and be doers of the word and not simply hearers who are only acted upon. ...

"... Learning by faith requires spiritual, mental, and physical exertion and not just passive reception. ...

"... A student must exercise faith and act in order to obtain the knowledge for himself or herself" (David A. Bednar, "Seek Learning by Faith," *Ensign*, Sept. 2007, 63, 64).

- What truth can we learn from this instruction about what we must do to learn by faith? (After students respond, write the following truth on the board under "Student": **To learn by faith we must put forth effort to study the gospel and apply its principles.**)

To help students understand this truth, invite a student to the front of the classroom. Explain that you want to help that student become physically stronger. Then ask a second student to come forward and do five push-ups.

After the second student completes the push-ups, ask the first student:

- Did those push-ups make you stronger?

Ask the class:

- How does this example of physical exercise relate to your responsibility to learn the gospel?

Write the following incomplete statement on the board: *As we put forth our own effort to learn by faith and act on the gospel principles we learn, ...*

Invite a student to read aloud the following statement by Elder David A. Bednar. Ask the class to listen for what we enable when we put forth effort to learn by faith.



"A teacher can explain, demonstrate, persuade, and testify, and do so with great spiritual power and effectiveness. Ultimately, however, the content of a message and the witness of the Holy Ghost penetrate into the heart only if a receiver allows them to enter. Learning by faith opens the pathway *into* the heart. ...

"A learner exercising agency by acting in accordance with correct principles opens his or her heart to the Holy Ghost and invites His teaching, testifying power, and confirming witness" (David A. Bednar, "Seek Learning by Faith," 61, 64).

- Based on Elder Bednar's statement, how would you complete the statement on the board to form a principle? (Help students identify the following principle:



As we put forth our own effort to learn by faith and act on the gospel principles we learn, we open our hearts to the Holy Ghost so He can teach us and testify of truth.)



Divide students into groups of three or four. Give each group a copy of the following handout. Instruct students to discuss the questions in their groups.

### **The Roles of the Holy Ghost, the Teacher, and the Learner in Gospel Learning**

- Based on what we have discussed about the roles of the Holy Ghost, the teacher, and students, what would happen if we removed any one of these roles from our seminary class?
- What are some attitudes or behaviors that can prevent the Spirit from teaching us truth in a seminary class?
- What are some spiritual, mental, and physical efforts we can make to invite the Spirit to teach and testify to us of truth?
- How can an entire class be influenced by each student fulfilling his or her role in gospel learning?

Invite a student from each group to report what they discussed. (This may be an appropriate time to read Doctrine and Covenants 88:122 and discuss the importance of order and respect in the class.)

Point out that contrasting the experiences of Nephi with those of some of his brothers illustrates how putting forth our own efforts to learn by faith opens our hearts to the Holy Ghost so He can teach us and testify of truth.

Write the following references on the board: *1 Nephi 10:17; 11:1–6* and *1 Nephi 15:2–3, 7–11*. Divide students into pairs. Assign one student in each pair to read the first group of verses, looking for how Nephi responded after hearing his father's vision and teachings. Assign the other student in each pair to read the second group of verses, looking for how Laman and Lemuel responded. Instruct students to discuss in their pairs what they find. Invite several students to report to the class what they discussed.

- How was Nephi an example of seeking to learn by faith?

Point out that as recorded in 1 Nephi 11–14, Nephi's efforts to learn by faith led him to receive his own revelation regarding the things his father saw.

- How did Laman and Lemuel's response after hearing about their father's vision differ from Nephi's response?
- How were Laman and Lemuel lacking in faith?

Point out that 1 Nephi 15 contains Nephi's answers to his brothers' questions about Lehi's vision and teachings. Although Laman and Lemuel received answers to their questions from Nephi, their lack of faith and their disobedience prevented them from learning these truths through personal revelation from God as Nephi had (see 1 Nephi 15:7–11).

Ask students to reflect on their previous gospel learning experiences in seminary and other Church meetings or classes. Invite them to respond to the following questions in their class notebooks or study journals (you may want to consider writing the questions on the board):

- What experiences have you had with putting forth effort to learn by faith?
- How did the Holy Ghost fulfill His role in gospel learning when you did this?

Invite several students to share the experiences they wrote about. You may also want to share a personal experience and your testimony that putting forth our own effort to learn by faith opens our hearts to the Holy Ghost so He can teach us and testify of truth.

### ***Study journals***

A study journal may be a bound journal, a notebook, pages in a binder, the notes and journal tool on LDS.org, or a note-taking app on a smartphone or tablet device. In study journals, students may take notes and record impressions during lessons, during their personal study, and in other Church meetings. As they record and organize their thoughts and impressions, they will be prepared to participate in class, improve their understanding of the gospel, and receive and act on personal revelation.

Ask students to ponder and write down what they will do to learn by faith in seminary so they can invite the Spirit to fulfill His role and help them achieve the personal desired outcomes of seminary they thought of earlier in the lesson.

## LESSON 4

# The Plan of Salvation

### Introduction

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles instructed seminary teachers to present a brief overview of the plan of salvation at the beginning of each school year:

“A brief overview of the ‘plan of happiness’ . . . , if given at the very beginning and revisited occasionally, will be of immense value to your students” (“The Great Plan of Happiness” [address given at the Church Educational System Symposium, Aug. 10, 1993]).

This lesson provides a brief overview of the plan of salvation, emphasizing elements of the plan that are taught in the Book of Mormon. The lesson focuses on the happiness and joy we can receive because of Heavenly Father’s plan.

### Suggestions for Teaching

#### *Brief overview*

When President Boyd K. Packer (1924–2015) counseled teachers to share a lesson about the plan of salvation, he also gave them a personal assignment “to prepare a brief synopsis or overview of the plan of happiness” as part of their scripture study. He counseled: “Design it as a framework on which your students can organize the truths you will share with them” (“The Great Plan of Happiness” [address to Church Educational System religious educators, Aug. 10, 1993]). Use this counsel as a guide as you prepare to teach this lesson. You should not try to teach every gospel truth, even though all truth is included in the plan.

### The plan of salvation in the Book of Mormon

Begin the lesson by asking the following question:

- How would you describe the difference between pleasure and happiness?

Invite a student to read aloud the following statement by Elder James E. Talmage (1862–1933) of the Quorum of the Twelve Apostles. Ask the class to listen for how Elder Talmage described the difference between pleasure and happiness:



“The present is an age of pleasure-seeking, and men are losing their sanity in the mad rush for sensations that do but excite and disappoint. . . .

“Happiness includes all that is really desirable and of true worth in pleasure, and much beside. . . .

“Happiness leaves no bad after-taste, it is followed by no depressing reaction; it calls for no repentance, brings no regret, entails no remorse; pleasure too often makes necessary repentance, contrition, and suffering” (James E. Talmage, *Improvement Era*, Dec. 1913, 172–73).

- How did Elder Talmage describe the difference between pleasure and happiness?

Ask students to think about how happy they are. Invite students to ponder the following questions:

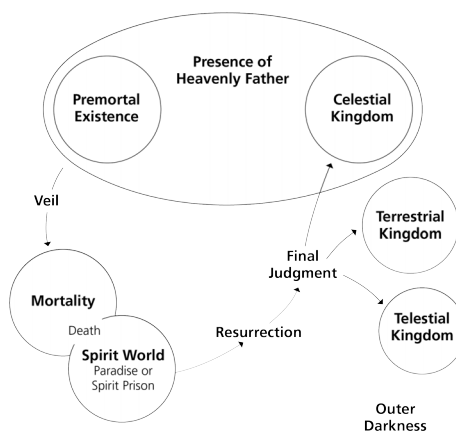
- What in your life has brought you true happiness? Would you like to be happier?

Invite students as they participate in this lesson to look for what Heavenly Father has provided to enable them to be truly happy.

Draw or display each part of the accompanying diagram as you talk about each part of the Lord's plan of salvation in the lesson:

Explain that in the premortal spirit world, we learned about our Heavenly Father's plan for our eternal happiness (see Moses 4:1–2; Abraham 3:22–28). Through this plan, we would be able to become like Him and dwell in His presence forever.

Explain that under the direction of Heavenly Father, Jesus Christ created the earth. God placed Adam and Eve on the earth in the Garden of Eden, where they lived in His presence. God allowed them to make the choice to leave His presence and experience mortality. Adam and Eve chose to do so, and this event is called the Fall. The Fall of Adam and Eve made it possible for them to bring children into the world. Without the Fall, Heavenly Father's children—including us—would not have been able to come to earth and receive a physical body (see 2 Nephi 2:22–23).



- What were some of Heavenly Father's purposes in allowing us to come to earth and receive a physical body? (Receiving a physical body allows us to become more like Heavenly Father, who has a physical body of flesh and bones [see D&C 130:22]. In addition, having a physical body allows us to be tested, provides opportunities for us to develop divine attributes, and makes it possible for us to form an eternal family.)

Point out that the prophet Lehi taught about one purpose of our life on earth. Invite a student to read 2 Nephi 2:25 aloud. Ask the class to follow along, looking for the purpose Lehi spoke of.

- What did Lehi teach about one of the purposes of our existence? (Students may use different words, but help them identify the following doctrine: **The Fall of Adam and Eve enabled us to come to earth and have joy.**)

Explain that a righteous prophet and king named Benjamin taught his people about obtaining joy and happiness. Invite a student to read Mosiah 2:41 aloud. Ask the class to follow along, looking for what we can do to obtain happiness.

- What principle can we learn from Mosiah 2:41 about what will bring us happiness in this life and in the next? (Help students identify a principle similar to the following: **If we keep the Lord's commandments, we can be happy in**

**this life and eventually dwell with Heavenly Father in a state of never-ending happiness.** Write this principle on the board.)

- Why do you think obedience to God’s commandments brings happiness?

Consider inviting students to choose a topic in the booklet *For the Strength of Youth* (2011) and asking them to look for how following a particular commandment or standard can help us be happy in this life and in the next. Invite several students to report what they find to the class. As they report, you might consider asking:

- How has following that commandment or standard helped you be happy?

Invite students to ponder the commandments and standards they may need to more completely follow in order to receive the happiness Heavenly Father offers us. Encourage students to choose one and to set a goal to follow it.

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



“Joy is the ultimate sensation of well-being. It comes from being complete and in harmony with our Creator and his eternal laws. ...

“... Despite all we can do, we cannot have a fulness of joy in this world or through our own efforts. (See D&C 101:36.) Only in Christ can our joy be full” (Dallin H. Oaks, “Joy and Mercy,” *Ensign*, Nov. 1991, 73–74).

- According to this statement by Elder Oaks, what can’t we receive in this world or through our own efforts alone?
- What do you think it means to experience a “fulness of joy”?

Help students understand that in this life we will experience sorrow and pain, but that we may also experience a great measure of joy in this life as we live in harmony with God and His laws. We can obtain a fulness of joy only as we become like our Heavenly Father—which is a process that continues throughout this life and into the next. Book of Mormon prophets taught why we cannot obtain a fulness of joy without Jesus Christ and His Atoning sacrifice for us.

Divide students into groups of four. Assign the students in each group to read one of the following scripture passages, looking for the condition we would be in without Jesus Christ and His Atonement. Ask one student from each group to report to the class what their group found. (You may want to write the references on the board.)

*2 Nephi 9:6–9*

*Mosiah 16:6–7*

*Alma 41:10–11*

*Alma 42:11–14*

- According to Alma 41:10–11, what consequence will we experience if we choose to sin? (After students respond, write the following principle on the board: **If we choose to sin, then we will be unhappy.** Explain that not all unhappiness that we experience in mortality is the result of sin; however, sin always eventually leads to unhappiness.)
- What would happen if there were no salvation from sin and physical death through the Atonement of Jesus Christ? (After students respond, write the following doctrine on the board: **Without the Atonement of Jesus Christ, there would be no Resurrection and we would be shut out from God's presence and be miserable forever.**)

Point out that we refer to the condition of being shut out or separated from God's presence as spiritual death. Physical death is the separation of our spirit from our body. Both of these conditions prevent us from being like our Heavenly Father and experiencing a fulness of joy.

Explain that when our mortal bodies die, our spirits enter the spirit world and await the Resurrection. The spirits of those who are righteous are received into a state of peace called paradise (see Alma 40:11–12). The spirits of those who did not receive the gospel during mortality or who rebelled against it enter spirit prison, where they have the opportunity to learn and accept the gospel (see D&C 138:30–35).

While students are still in their groups, invite each group to read one of the following scripture passages, looking for doctrines and principles that help us understand what Jesus Christ has done to help us overcome physical and spiritual death and experience a fulness of joy. Ask one student from each group to report to the class what his or her group found. (You may want to write the references on the board.)

*Mosiah 16:8–11*

*Alma 11:42–45*

*Alma 12:33–34*

*Alma 42:15, 22–23*

- What doctrines or principles can we learn from these scripture passages concerning what Jesus Christ has done to help us overcome physical and spiritual death and experience a fulness of joy?

As students report, you may want to write the following doctrines and principles on the board:

***If we have chosen to do good works, then we will receive endless life and happiness after we are resurrected (see Mosiah 16:8–11).***

*Through the Atonement of Jesus Christ, all will be resurrected and brought back to the presence of God to be judged according to their works (see Alma 11:42–45).*

*If we repent and harden not our hearts, then we can receive God’s mercy and enter into His rest (see Alma 12:33–34).*

*If we are found guiltless before God at the Judgment Day, then we will dwell with Him in a state of never-ending happiness (see Mormon 7:6–7).*

Point out that the good works referred to in Mosiah 16:10–11 include repentance. In Alma 12:34, God’s rest refers to “the enjoyment of peace and freedom from worry and turmoil. The Lord has promised such rest to His faithful followers during this life. He has also prepared a place of rest for them in the next life” (Guide to the Scriptures, “Rest,” scriptures.lds.org).

Ask students to consider the doctrines and principles on the board and choose one that is particularly meaningful to them. Invite students to share with the class or with a partner why they are grateful for the doctrine or principle they chose.

Place a picture of Jesus Christ on the board in the center of the diagram of the plan of salvation.

- How would you summarize Jesus Christ’s role in Heavenly Father’s plan for our eternal happiness? (Help students identify the following truth: **Jesus Christ and His atoning sacrifice are central to Heavenly Father’s plan for our eternal happiness.**)
- How does each part of Heavenly Father’s plan depend upon or relate to Jesus Christ and His atoning sacrifice?

Review with students Elder Oaks’s statement “Despite all we can do, we cannot have a fulness of joy in this world or through our own efforts. (See D&C 101:36.) Only in Christ can our joy be full” (“Joy and Mercy,” 74). You may want to share your testimony of Jesus Christ and His role in fulfilling Heavenly Father’s plan for our happiness.

To conclude the lesson, explain that as students study the Book of Mormon, they will learn many more doctrines related to the plan of salvation. This lesson has presented only a brief overview. Encourage students as they study the Book of Mormon to watch for additional truths about the Savior’s central role in the plan of salvation and how this plan can bring us a fulness of joy.

## LESSON 5

# Overview of the Book of Mormon

### Introduction

This lesson provides an overview of the Book of Mormon. Students will study Joseph Smith's testimony regarding the coming forth of the Book of Mormon. They will also learn

how the book was compiled and abridged under heavenly direction.

## Suggestions for Teaching

### Providing overviews

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles said: "There is great value in presenting a brief but very carefully organized overview of the entire course at the very beginning. ...

"... [Students] retain much more when they know how all of the pieces fit together, and the light of learning shines more brightly. The preview forms a framework and is more than worth the time and work invested in it" ("The Great Plan of Happiness" [address to Church Educational System religious educators, Aug. 10, 1993]).

### Testimony of the Prophet Joseph Smith

Display a copy of the Book of Mormon. Explain to students that they will likely have opportunities throughout their lives to share the Book of Mormon with others.

- What information about the Book of Mormon might be helpful for you to be able to explain as you share the Book of Mormon with others?

As students respond, write questions such as the following on the board: *What is the Book of Mormon about? Who wrote it? Why should we read it?*

Invite students to look for answers to these questions as they study the Book of Mormon during today's lesson. Explain that at the end of the lesson they will have the chance to role-play teaching another person about the Book of Mormon.



To prepare students to identify a truth about the Book of Mormon that they could share with others, display the picture *Moroni Appears to Joseph Smith in His Room* (*Gospel Art Book* [2009], no. 91; see also [lds.org/media-library](http://lds.org/media-library)). Invite one or more students to summarize how Joseph Smith obtained the golden plates, from which he translated the Book of Mormon.



Invite students to turn to “Testimony of the Prophet Joseph Smith,” located in the introductory material at the beginning of the Book of Mormon. Ask a student to read aloud paragraphs six through eight (paragraph six begins with the phrase “he called me by name”). Invite the class to follow along, looking for what Joseph Smith learned about himself and about the Book of Mormon during his first encounter with Moroni.

- What did Joseph learn about himself?
- What did Joseph learn about the Book of Mormon? (After students respond, you may want to invite them to consider marking the following truth in their scriptures: **The Book of Mormon contains the fulness of the gospel of Jesus Christ.**)

To help students understand this truth, invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994):



“The Lord Himself has stated that the Book of Mormon contains the ‘fulness of the gospel of Jesus Christ’ (D&C 20:9). That does not mean it contains every teaching, every doctrine ever revealed. Rather, it means that in the Book of Mormon we will find the fulness of those doctrines required for our salvation. And they are taught plainly and simply so that even children can learn the ways of salvation and exaltation” (Ezra Taft Benson, “The Book of Mormon—Keystone of Our Religion,” *Ensign or Liahona*, Oct. 2011, 55).

Ask students to turn to the introduction to the Book of Mormon, and invite several students to take turns reading aloud from the first five paragraphs. Invite the class to follow along and look for additional information that might be important to explain when teaching someone about the Book of Mormon. You may want to invite students to consider marking what they find.

- What information in these paragraphs might be important to explain when teaching someone about the Book of Mormon? Why do you think this information might be important to explain?

You may want to point out that the Book of Mormon does not claim to give a history of all the peoples who lived anciently in the Western Hemisphere. It is primarily a record only of the Nephites and Lamanites and the people of Jared. There may have been other people who inhabited the continents in the Western Hemisphere before, during, and after the events recorded in the Book of Mormon.

### A Brief Explanation about the Book of Mormon

Invite students to turn to the contents page of the Book of Mormon. Point out that like the Bible, the Book of Mormon consists of smaller books. Each of these smaller books is named after a prophet or record keeper who recorded important events, teachings, prophecies, and revelations.

Hold up a copy of the Book of Mormon.

- Considering that this book contains the teachings of many different prophets and record keepers, as well as those of the Savior Himself, why is it called the Book of Mormon?

Display the picture Mormon Abridging the Plates (*Gospel Art Book*, no. 73; see also [lds.org/media-library](http://lds.org/media-library)). Help students understand that the Book of Mormon is named after Mormon because he was responsible for abridging (or condensing) and compiling many records into the narrative found in the Book of Mormon.

To help students understand how the Book of Mormon was compiled, invite them to turn to “A Brief Explanation about the Book of Mormon” in the introductory pages of the Book of Mormon. Invite four students to take turns reading items 1–4 aloud. Ask the rest of the class to follow along and look for ways each set of plates is

important to the Book of Mormon. The appendix to this manual includes an illustration titled “The Plates and Their Relationship to the Published Book of Mormon.” This illustration may help students visualize the plates discussed in “A Brief Explanation about the Book of Mormon.” (If you feel it would be helpful as part of this discussion, point out the final paragraph of the brief explanation. Explain that each edition of the Book of Mormon has included minor corrections of spelling and typesetting errors.)

- If you were responsible for writing, abridging, and compiling an important spiritual record of your people for future generations, how would you know what to include in the record and what to leave out of it?



Write the following scripture references on the board. Ask students to study them silently, looking for what Book of Mormon writers chose to include and emphasize in their records and why they chose to include those truths.

*1 Nephi 6:4–6*

*2 Nephi 25:23, 26*

*Words of Mormon 1:4–8*

*Mormon 8:1, 34–35*

- What did Book of Mormon writers choose to include and emphasize in their records? Why did they emphasize those truths? (Students may state a number of truths, including the following: **Book of Mormon writers recorded prophecies, teachings, and testimonies of Jesus Christ to persuade others to believe in Him. The Lord guided Book of Mormon writers through revelation to write what would be of most help to us.** Using students' words, write these truths on the board.)
- How might understanding these truths help you as you study the Book of Mormon?

Invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994) regarding how to study the Book of Mormon:



"Mormon wrote near the end of the Nephite civilization. Under the inspiration of God, who sees all things from the beginning, he abridged centuries of records, choosing the stories, speeches, and events that would be most helpful to us.

"Each of the major writers of the Book of Mormon testified that he wrote for future generations. ...

"If they saw our day, and chose those things which would be of greatest worth to us, is not that how we should study the Book of Mormon? We should constantly ask ourselves, 'Why did the Lord inspire Mormon (or Moroni or Alma) to include that in his record? What lesson can I learn from that to help me live in this day and age?'" (Ezra Taft Benson, "The Book of Mormon—Keystone of Our Religion," 55–56).

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency. Ask students to listen for the promise that President Eyring made to seminary instructors and their students.



"I will make you this promise about reading the Book of Mormon: You will be drawn to it as you understand that the Lord has embedded in it His message to you. Nephi, Mormon, and Moroni knew that, and those who put it together put in messages for you. I hope you have confidence that the book was written for your students. There are simple, direct messages for them that will tell them how to change. That is what the book is about. It is a testimony of the Lord Jesus

Christ and the Atonement and how it may work in their lives. You will have an experience this year feeling the change that comes by the power of the Atonement because of studying this book" (Henry B. Eyring, "The Book of Mormon Will Change Your Life," *Ensign*, Feb. 2004, 11).

- According to President Eyring, what will happen as we study the Book of Mormon and look for the messages the Lord has placed in it for us?

Consider inviting students to share a passage from the Book of Mormon that has particular significance for them. You might also share a passage, as well as your testimony of the truths written on the board.

Remind students of the goals you invited them to set to read the Book of Mormon daily and to read the entire Book of Mormon at least once this year.

Refer to the questions you wrote on the board at the beginning of the lesson. Invite students to consider what they have learned that would be helpful in answering those questions and in teaching others about the Book of Mormon.

Divide students into pairs. Invite each pair to role-play a situation in which one student shares the Book of Mormon with the other. Encourage students to share their testimonies of the Book of Mormon and invite the person they are teaching to study the Book of Mormon and ask God whether it is true (see Moroni 10:3–5). When students have finished this role play, invite students to switch roles and participate in another role play.

After students have finished their second role play, consider inviting two students to come to the front of the class and role-play a situation in which they present the Book of Mormon to you. (You could pretend to be someone who knows nothing about the Book of Mormon.)

When the students have finished the role play, thank them and invite them to be seated. Ask the rest of the class whether there is anything else they might have shared in this role play.

You may want to conclude by sharing your testimony of the Book of Mormon.

## HOME-STUDY LESSON

# Studying the Scriptures—Overview of the Book of Mormon (Unit 1)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following is a summary of the events, doctrines, and principles students learned as they completed the four home-study student lessons for unit 1. Knowing what the students have been studying will help you prepare for your class. The summary is not part of the lesson and is not meant to be shared with students. Because the lesson you teach for unit 1 concentrates on only a few of these doctrines and principles, you may at times feel impressed to review or discuss others according to the promptings of the Spirit and the needs of your students.

#### **Day 1 (Studying the Scriptures)**

Students learned skills to help them understand the background and setting of the scriptures, how to study and identify gospel truths, and how to apply gospel doctrines and principles in their lives.

#### **Day 2 (The Plan of Salvation)**

This lesson was a brief overview of the plan of salvation. The Book of Mormon teaches that Heavenly Father's plan is designed to bring His children eternal salvation and happiness. Jesus Christ is the central figure in the plan of salvation, and His Atonement is what makes the plan work for all of God's children. As we choose to live the gospel of Jesus Christ and follow God's plan, we prepare to receive eternal life through the Savior's Atonement.

#### **Day 3 (Title Page, Introduction, and Testimonies of Witnesses)**

Introductory materials to the Book of Mormon help establish its purpose and explain its truthfulness and divine origins. The title page teaches that the Book of Mormon is a witness that Jesus is the Christ. As we read, ponder, and pray about the Book of Mormon, the Holy Ghost will witness that it is true, that Jesus is the Christ, that Joseph Smith was a prophet of God, and that The Church of Jesus Christ of Latter-day Saints is the Lord's kingdom on earth.

#### **Day 4 (Overview of the Book of Mormon)**

The testimony of the Prophet Joseph Smith helped students strengthen their testimony that the Book of Mormon came forth by the power of God. The Lord preserved the Book of Mormon to come forth in the latter days. The Book of Mormon writers saw our day and wrote what would be of most help to us. Students were encouraged to think of questions they have and to look for answers as they study the Book of Mormon.

### Introduction

This week's lesson emphasizes the responsibility each student has for his or her gospel learning. It also emphasizes the central role of the Book of Mormon in helping students build a testimony of Jesus Christ and His Church. As you teach,

help students understand the importance of diligently studying this sacred book of scripture and the blessings that will fill their lives as they do.

## Suggestions for Teaching

### Studying the Scriptures

You may want to start by asking students the following questions:

- What is the difference between someone who reads the Book of Mormon and gains a testimony and someone who reads it and does not gain a testimony? (Some merely read words; others read with faith, with real intent, and with their hearts open to the Holy Ghost.)
- How does someone learn spiritual truths? (Consider listing students' responses on the board. Refer back to this list after reading the statement by Elder David A. Bednar below.)

Write the following statement on the board, leaving out the underlined words:

*"Seek learning, even by study and also by faith."*

Review what the students learned this week by inviting them to fill in the blanks. If they need help, invite them to read Doctrine and Covenants 88:118. Ask them what it means to seek learning by study and by faith. As you discuss this, be sure they understand that **learning by study and by faith requires individual effort**.

To help students understand why effort and work are required to learn the gospel, ask a student to read the following explanation by Elder David A. Bednar of the Quorum of the Twelve Apostles. Invite students to listen for what happens when we put effort into spiritual learning:



"A learner exercising agency by acting in accordance with correct principles opens his or her heart to the Holy Ghost and invites His teaching, testifying power, and confirming witness. Learning by faith requires spiritual, mental, and physical exertion and not just passive reception" (David A. Bednar, "Seek Learning by Faith," *Ensign*, Sept. 2007, 64).

- What did Elder Bednar say would happen to a learner who puts effort into spiritual learning?

Invite your students to share experiences they have had when they have made a special effort spiritually and have felt an increase in the companionship of the Holy Ghost as a result. You may want to add your testimony that **our efforts to prayerfully study the gospel will invite the Holy Ghost into the learning process**.

- What are specific things you can do this year to "seek learning ... by study and also by faith"?

### The Plan of Salvation

Review the different names of the plan of salvation by asking students to write on the board the names they recorded in their study journals for assignment 1 of their



day 2 lesson. If they need help, invite them to turn to the corresponding page in their study guides.

- What do these names teach you about the purpose of the plan of salvation? (Heavenly Father's plan is designed to bring His children eternal salvation and happiness.)

Explain that there will be many opportunities throughout the year to learn how the truths we learn from the Book of Mormon fit into Heavenly Father's plan of happiness. You might ask students to look for and mark in their scriptures principles related to the plan of salvation as they study this year. Consider providing a few examples of what they might find as they study. Encourage students to share their findings with the class during the year.

### Title Page, Introduction, and Testimonies of Witnesses

Invite students to participate in a role play by imagining they are giving a copy of the Book of Mormon to someone who is not a member of the Church.



Divide the class into two groups, and ask each group to prepare for the role play by discussing the questions assigned to their group. It may be helpful to write the questions on the board before class begins or to provide each student with a copy of the questions. Encourage students to look for and consider marking information they feel would be important to share when teaching about the Book of Mormon.

### Book of Mormon Role Play

#### Questions for Group 1:

1. What is the Book of Mormon? (See introduction, paragraphs 1–3.)
2. What is the purpose of the Book of Mormon? (See the title page, paragraph 2.)
3. What blessings come from living by the precepts or principles the Book of Mormon teaches? (See introduction, paragraph 6.)

#### Questions for Group 2:

1. How did the Book of Mormon come forth? (See introduction, paragraphs 4–5.)
2. How can we come to know the Book of Mormon is true? (See introduction, paragraph 8.)
3. What else can we know by the power of the Holy Ghost? (See introduction, last paragraph.)

After allowing students time to prepare, select one student to represent a person who is not a member of the Church. Ask a volunteer from each group to present a copy of the Book of Mormon to that person. Encourage the students to use the answers to the questions their groups studied to teach the first student about the Book of Mormon.

When they are finished role-playing, consider asking the rest of the class what additional information they might have shared if they had been the person presenting the copy of the Book of Mormon. You may also want to ask:

- What have you learned or remembered about the Book of Mormon during this activity?

As students respond, be sure they understand that **the Book of Mormon is a witness that Jesus is the Christ**. Emphasize the importance of paying attention to how the Book of Mormon testifies of Jesus Christ. In addition, explain that studying the Book of Mormon will help them understand the doctrine and principles of the gospel of Jesus Christ and strengthen their testimony of His Church.

Remind students that **the Book of Mormon writers saw our day and wrote what would be of most help to us** (see Mormon 8:35).

- What did you learn this week that will affect the way you study the Book of Mormon?

Invite several students to share how they plan to accomplish their responsibility of reading the Book of Mormon during the school year. Conclude by sharing your feelings and testimony about the Book of Mormon and how studying it has affected your life.

### **Next Unit (1 Nephi 1–6, 9)**

Ask students if they have ever known that something was right but doing it seemed hard or even impossible. Explain that in the coming week they will discover that Nephi faced that kind of challenge and they will learn how he relied on God to accomplish what seemed impossible.



# Introduction to the First Book of Nephi

## Why study this book?

As students study 1 Nephi, they will discover that “the tender mercies of the Lord are over all those whom he hath chosen, because of their faith, to make them mighty” (1 Nephi 1:20). They will also learn that God desires to bless His children. Lehi and his people experienced God’s mercy and blessings as they followed His commandments. Lehi and Nephi sought guidance from God and received it through dreams, visions, the Liahona, and the guidance of the Holy Ghost. Nephi received and recorded a panoramic vision of earth’s history that showed him the omniscience of God; the baptism, ministry, and crucifixion of Jesus Christ; the destruction of the Nephites; and the latter days. God helped Nephi and his brothers obtain the brass plates so they could have the scriptures. He also saved Lehi and his people from famine in the wilderness and destruction on the ocean, safely delivering them to the promised land. As students study the experiences of Nephi and Lehi in this book, they can learn how to seek and receive the blessings of heaven.

## Who wrote this book?

Lehi’s son Nephi wrote this book in response to the Lord’s command that he keep a record of his people. Nephi was likely born in or near Jerusalem. He lived there during the ministry of the prophet Jeremiah and the reign of King Zedekiah. Nephi sought his own witness about his father’s words concerning the destruction of Jerusalem and the need for their family to leave. As he continued to seek and follow the counsel of the Lord, Nephi became an instrument in God’s hands. He obediently returned to Jerusalem with his brothers twice—first to obtain the brass plates and later to persuade Ishmael’s family to join Lehi’s family in the wilderness. With the Lord’s help, Nephi built the ship that took his family and others across the ocean to the promised land. When Lehi died, the Lord chose Nephi to be the leader of his people.

## To whom was this book written and why?

Nephi wrote with three audiences in mind: his father’s descendants, the Lord’s covenant people in the last days, and all the people in the world (see 2 Nephi 33:3, 13). He wrote to persuade all to come unto Jesus Christ and be saved (see 1 Nephi 6:4).

## When and where was it written?

Nephi wrote the account that became 1 Nephi in approximately 570 BC—30 years after he and his family left Jerusalem (see 2 Nephi 5:30). He wrote it when he was in the land of Nephi.

## What are some distinctive features of this book?

The book of 1 Nephi contains several accounts of heavenly manifestations in dreams, visions, and direct revelations. These manifestations show that God instructs, guides, and protects those who seek after Him:

- As Lehi prays, a pillar of fire appears, and he sees and hears many things that make him tremble (see 1 Nephi 1:6–7).
- Lehi receives a vision in which he sees God and reads from a book that prophesies of the destruction of Jerusalem and the captivity of its inhabitants (see 1 Nephi 1:8–14).
- The Lord commands Lehi to depart with his family into the wilderness (see 1 Nephi 2:1–2).
- The Lord directs Lehi to send his sons back to Jerusalem for the plates of brass (see 1 Nephi 3:2–4).
- An angel intervenes when Laman and Lemuel are beating Nephi and Sam (see 1 Nephi 3:29).
- The Lord commands that Nephi and his brothers return to Jerusalem for Ishmael and his family (see 1 Nephi 7:1–2).
- Lehi and Nephi receive visions that include the tree of life; the birth, ministry, and Atonement of Jesus Christ; the history of the land of promise; the Restoration of the gospel; and the conflict between the forces of the devil and the church of the Lamb of God (see 1 Nephi 8; 11–14).
- Nephi is shown how to build a ship that will carry his people to the promised land (see 1 Nephi 18:1).

The book of 1 Nephi contains the firsthand account of a people who made the journey to the land of promise. The Book of Mormon later names two other groups who voyaged to the promised land: the Mulekites (see Omni 1:14–17) and the Jaredites (see Ether 6:4–12).

The book of 1 Nephi also introduces two significant items: the sword of Laban and a compass, or director, called the Liahona (see 1 Nephi 18:12; Alma 37:38). Through the Liahona, the Lord guided Lehi's family through the wilderness and across the ocean. The sword of Laban was handed down through the generations until the end of the Nephite civilization. The Liahona and sword of Laban were both buried with the golden plates, and they were shown to Joseph Smith and the Three Witnesses (see D&C 17:1–2).

## Outline

**1 Nephi 1–7** Lehi leads his family into the wilderness. His sons heed the Lord's commands to return to Jerusalem and obtain the brass plates and return again to persuade Ishmael and his family to join them in the wilderness.

**1 Nephi 8–15** Lehi and Nephi each receive a vision of the tree of life. Nephi recounts his vision of the Savior's ministry and historical events leading up to the Restoration of the gospel in the latter days.

**1 Nephi 16–18** The Lord guides Lehi and his family on their journey through the wilderness and across the ocean to the promised land.

**1 Nephi 19–22** Nephi prophesies of Jesus Christ and the scattering and gathering of Israel.

## LESSON 6

# 1 Nephi 1

### Introduction

The Book of Mormon begins with Lehi faithfully fulfilling his role as a prophet. Lehi was one of “many prophets, prophesying unto the people that they must repent” (1 Nephi 1:4). When he prophesied of the destruction of Jerusalem

and testified of redemption through the Messiah, many people mocked him and wanted to kill him. Nevertheless, Lehi rejoiced in the Lord’s mercy and power of deliverance.

## Suggestions for Teaching

### Daily scripture study

You can help students fulfill their role in the learning process by encouraging them to study the Book of Mormon daily. Throughout the year, prayerfully consider ways to help them develop a habit of daily scripture study. From time to time, you may want to share your testimony of the blessings of studying the Book of Mormon daily.

### 1 Nephi 1:1–3

#### *Nephi begins his record*

Write the following incomplete statement on the board: *God is ...*

Invite students to come to the board and write words or phrases that complete the statement so that it expresses an attribute or characteristic of God. Select a few statements on the board, and ask the students who wrote them to describe how they have discovered that God possesses that attribute or characteristic.

As students study 1 Nephi 1 today, invite them to look for truths that can help us understand more about some of God’s attributes and how He desires to bless us.

Explain that Nephi wrote the record that we know as the First Book of Nephi on the small plates of Nephi about 30 years after leaving Jerusalem (see 2 Nephi 5:28–33). Invite a student to read 1 Nephi 1:1 aloud. Ask the class to follow along, looking for what Nephi described about his life.

- What can we learn about Nephi’s life from verse 1?
- What did Nephi’s “knowledge of the goodness and the mysteries of God” lead him to do?

Direct students’ attention to the first statement in 1 Nephi 1:3. Invite them to consider marking Nephi’s testimony about the truthfulness of his record.

### 1 Nephi 1:4–15

#### *Lehi receives a vision about the destruction of Jerusalem and learns of God’s mercy*

Point out that the remainder of 1 Nephi 1 includes Nephi’s account of experiences that his father Lehi had while dwelling at Jerusalem. These experiences took place during a time of widespread wickedness in Jerusalem. Many people worshipped

idols, engaged in immorality, called “evil good, and good evil” (Isaiah 5:20), and had forsaken their covenants with the Lord (see Bible Dictionary, “Jeremiah”).

Invite a student to read 1 Nephi 1:4 aloud. Ask the class to follow along, looking for how the Lord warned the people in Jerusalem.

- How did the Lord warn the people in Jerusalem? (Through prophets. Point out that these included the Old Testament prophets Jeremiah, Habakkuk, Zephaniah, and others.)

Divide students in pairs and instruct them to take turns reading verses from 1 Nephi 1:5–13, looking for what Lehi saw in vision. After sufficient time, ask one or two students to summarize what Lehi saw.

- According to verse 13, what did Lehi learn about Jerusalem?
- How might you have reacted if you had seen and learned what Lehi did?

Invite a student to read 1 Nephi 1:14–15 aloud. Ask the class to follow along, looking for how Lehi reacted after seeing these visions.

- Why do you think Lehi rejoiced? (You might point out that in addition to learning of God’s judgments upon the wicked [see verse 13], Lehi learned of the coming of the Messiah and the redemption of the world [see verse 19].)
- What truth about God can we learn from Lehi’s testimony at the end of verse 14? (Help students identify the following truth: **Because God is merciful, He will not allow those who come unto Him to perish.** You may want to invite students to consider marking this truth in their scriptures.)

Add *merciful* to the list of God’s attributes and characteristics on the board if it is not already there.

- What do you think it means to come unto God?
- What do you think it means that God will not allow those who come unto Him to perish? (Help students understand that although individuals who come unto God may perish or die physically, God will not allow them to permanently die spiritually—meaning they will be with God in eternity.)
- Why is it important to understand this truth about God’s nature?

### **1 Nephi 1:16–20**

#### ***Lehi warns the people that Jerusalem will be destroyed***

Invite students to think about how they would respond in the following scenario:

During general conference, the President of the Church teaches a doctrine that opposes a popular social practice. After the prophet’s talk, a friend sends you a message through social media containing a statement from the talk, along with the following question: “Why do Church leaders say things like this when they know that people are going to get upset or take offense?”

As students continue their study of 1 Nephi 1, invite them to look for a truth that can help answer this question.

Summarize 1 Nephi 1:16–17 by explaining that Nephi indicated he would write an abridgment of his father’s record, in which Lehi included more details of his visions, dreams, and prophecies. Nephi’s abridgment of Lehi’s record comprises much of 1 Nephi 1–8.

Point out that along with giving Lehi revelations, God called him to be a prophet. Invite a student to read 1 Nephi 1:18–20 aloud. Ask the class to follow along, looking for what Lehi did after receiving revelations from God. (In verse 20, stop the student before he or she reads the statement, “But behold, I, Nephi ...”)

- What did Lehi do after receiving these revelations?
- How did people in Jerusalem respond to Lehi’s prophecies and testimony?
- What truth can we learn from these verses about what God calls prophets to do? (Help students identify the following truth: **God calls prophets to denounce sin, warn of its consequences, and testify of Jesus Christ.**)

Remind students of the social media message from the friend in the scenario read previously.

- How can the truth we just identified help answer the friend’s question?

As part of this discussion, consider inviting a student to read aloud the following statement by President Spencer W. Kimball (1895–1985):



“Those prophets I have known are the most loving of men. It is because of their love and integrity that they cannot modify the Lord’s message merely to make people feel comfortable. They are too kind to be so cruel” (Spencer W. Kimball, “Listen to the Prophets,” *Ensign*, May 1978, 77).



To help students further understand and feel the truth and importance of the truth they identified in 1 Nephi 1:18–20, divide the class into groups of three or four. Provide each group with a copy of the following handout and instruct them to discuss the questions together.

## A Prophet’s Responsibilities

Imagine having the responsibility of a prophet.

- What do you think it would be like to speak against people’s sins and warn of the consequences of sin?

Read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, looking for his explanation of what it is like to fulfill the responsibilities of a prophet:



"In addition to teaching, encouraging, and cheering people on (that is the pleasant part of discipleship), from time to time ... messengers [of the Lord] are called upon to worry, to warn, and sometimes just to weep (that is the painful part of discipleship). They know full well that the road leading to the promised land 'flowing with milk and honey' [Exodus 3:8] of necessity runs by way of Mount Sinai, flowing with 'thou shalt's' and 'thou shalt not's' [see Exodus 20:3–17].

"Unfortunately, messengers of divinely mandated commandments are often no more popular today than they were anciently" (Jeffrey R. Holland, "The Cost—and Blessings—of Discipleship," *Ensign or Liahona*, May 2014, 7).

Remember that people in Lehi's day were angry with him, and they mocked his teachings and ignored his warnings.

- In what ways do some people in our day show anger toward prophets or mock or ignore their words? Why do you think some people respond this way?
- How have you or someone you know been blessed by the efforts of modern prophets to denounce sin, warn of its consequences, and testify of Jesus Christ?

After sufficient time, invite several students to report what they discussed in their groups. Encourage students to apply what they learned by obeying the warnings and teachings of prophets.

Invite a student to read 1 Nephi 1:20 aloud. Ask the class to follow along, looking for what Nephi intended to show us with the experiences he recorded.

### **Look for key phrases**

One way to help students have a better experience with their daily personal scripture reading is to teach them to look for key phrases. Book of Mormon authors often used key phrases to emphasize the lessons they were trying to convey or to summarize the principles they taught—phrases such as "I will show unto you," "thus we see," and "I speak unto you." Encourage students to pay attention to the lessons that accompany such phrases.

- What did Nephi intend to show us with the experiences he recorded? (Help students identify the following truth: **The Lord, through His tender mercies, will deliver those whom He has chosen, because of their faith.**)

Invite students, as they continue to study Nephi's writings, to look for ways the Lord delivered Lehi and his family from destruction and gave them power to overcome challenges as they exercised faith in Him.

## LESSON 7

# 1 Nephi 2

### Introduction

The account in 1 Nephi 2 shows different responses to commandments from the Lord. Lehi obeyed the Lord's command to lead his family into the wilderness. Faced with

the difficulty of this command, Laman and Lemuel rebelled. In contrast, Nephi sought a confirming witness.

### Suggestions for Teaching

#### 1 Nephi 2:1–7

##### *God commands Lehi to depart into the wilderness*

Read aloud the following scenario, or create a different one that is more relevant to your students. Invite students to consider how they would respond in this situation.

A young man has invested a lot of time and money in acquiring a large music collection. A large portion of his music contains inappropriate messages. One Sunday, his priesthood quorum discusses the Lord's standards for entertainment and media. He feels a prompting to dispose of his music that does not align with the Lord's standards, but he struggles with following this prompting.

Ask students to think about possible reasons why this young man may be struggling with choosing to obey the Lord's standards regarding music.

As students study 1 Nephi 2 today, invite them to look for truths that can help us choose to obey the Lord.

Remind students of how the Jews reacted to Lehi's preaching about their wickedness and his prophecy that Jerusalem would be destroyed. Invite several students to take turns reading aloud from 1 Nephi 2:1–4. Ask the class to follow along, looking for what the Lord commanded Lehi to do with his family.

- According to verse 2, what commandment did Lehi receive from the Lord?
- According to verse 4, what did Lehi's family have to give up in order to obey this commandment? Why might this have been difficult?
- What truth about obedience is illustrated in this experience? (Help students identify the following truth: **Obedience to the Lord's commandments can require sacrifice.** You may want to invite students to consider writing this truth in the margin next to 1 Nephi 2:1–4.)
- Why do you think Lehi was willing to leave behind his home, his land, and his possessions in order to obey this commandment?

Remind students of the scenario you presented at the beginning of the lesson.

- What would the young man in this situation need to sacrifice in order to keep the Lord's standards regarding music?



On the board write two additional commandments or gospel standards, such as keeping the Sabbath day holy and dressing modestly. Ask students what a person might need to give up or go without in order to keep these commandments.

Invite students to think about a commandment that they might be struggling with because of the sacrifice required to obey it.

- Why is it ultimately worth any sacrifice we make in order to keep the Lord's commandments?
- How can we develop the willingness to sacrifice in order to obey the Lord's commandments?

Summarize 1 Nephi 2:5–7 by explaining that Lehi's family traveled from Jerusalem to a river valley near the Red Sea, a possible distance of 260 miles (420 kilometers). (To create a perspective of this distance for your students, you might point out a place that is approximately 260 miles from where you are located.) Their trek likely went through a hot and barren country, known for thieves who waited to rob unprepared travelers, and may have taken 12 to 14 days. After arriving in the river valley, Lehi built an altar, made a sacrificial offering, and gave thanks to the Lord.

### **1 Nephi 2:8–15**

#### ***Laman and Lemuel murmur against their father***

Ask students to ponder whether they have ever complained, either vocally or inwardly, about a commandment or counsel from the Lord given through His prophets.

Invite students to look for truths in the remainder of 1 Nephi 2 that can help us overcome the temptation to complain when we are given counsel from prophets.

Invite a student to create a simple drawing of a river and a valley on the board (or you could draw the river and valley on the board before class). Ask another student to read 1 Nephi 2:8–10 aloud. Invite the class to follow along, looking for what Lehi desired for Laman and Lemuel.

- In what way did Lehi want Laman to be like a river? In what way did he want Lemuel to be like a valley? (Write students' responses on the board near the image of the river and valley.)

Invite several students to take turns reading aloud from 1 Nephi 2:11–14. Ask the class to follow along, looking for why Lehi specifically encouraged Laman and Lemuel to be faithful and obedient.

- Why did Lehi encourage Laman and Lemuel to be faithful and obedient?
- What do you think it means to be stiff-necked (see verse 11)? (To be prideful or stubborn.)
- What does it mean to "murmur" (verses 11, 12)? (To complain.)
- According to verses 12–13, what are some reasons why Laman and Lemuel murmured against their father?
- What principle can we learn from these verses about what can lead to murmuring against God's prophets? (Using students' words, write on the board

a principle similar to the following: **If we do not understand God’s dealings with His children and if we disbelieve His prophets, then we can be led to murmur against them.**)

Point out that the commandment to leave Jerusalem demonstrated God’s mercy and love for Laman and Lemuel by keeping them safe from Jerusalem’s pending destruction. However, they did not appreciate what God had done for them because they did not believe that God had revealed this commandment to their father or that Jerusalem could be destroyed.

- Why do you think murmuring sometimes results when people do not understand God’s dealings with His children and disbelieve His prophets?

## 1 Nephi 2:16–24

*Nephi seeks understanding from the Lord and is promised blessings for his obedience*

Invite a student to read 1 Nephi 2:16 aloud. Ask the class to follow along, looking for how Nephi responded to the commandment to leave Jerusalem.

- How did Nephi respond to the commandment to leave Jerusalem?
- What phrases in verse 16 indicate that this commandment may not have been easy for Nephi to obey? (Nephi “did cry unto the Lord,” and the Lord “did soften [Nephi’s] heart.”)

Write the following incomplete statement on the board: *When we earnestly desire and pray, ...* Ask students how they would complete this statement based on what they learned from Nephi’s experience recorded in verse 16. Using students’ responses, complete the statement on the board so that it reflects the following principle: **When we earnestly desire and pray, the Lord can soften our hearts to help us believe and obey His words.**

- What are some situations in our day in which people might need to have their hearts softened to help them believe and obey the Lord’s words?
- How would you explain what it means to earnestly desire and pray?
- Why do you think earnest desire and prayer can allow the Lord to soften our hearts?

Invite students to read 1 Nephi 2:17–19 silently, looking for the way Nephi’s brothers responded to his words and the qualities the Lord commended Nephi for. Ask students to report what they find.

To help students further understand the relationship between the condition of our hearts and our ability to believe and obey the Lord’s words, display two objects—one that is soft and absorbent (such as a piece of cloth or a sponge) and one that is hard (such as a stone). Hold up the soft object.

- In what ways were Nephi and Sam’s hearts like this object?

Hold up the hard object.

- In what ways were Laman and Lemuel’s hearts like this object?

- How does the spiritual condition of our hearts influence our ability to believe and obey the Lord's words?
- When have you or someone you know earnestly sought and received the Lord's help to believe and obey His words? (Remind students not to share experiences that are too personal or private. You may also want to tell them about a time when the Lord softened your heart.)

### ***Questions that invite inspiration***

President Henry B. Eyring of the First Presidency taught that some questions invite inspiration. He counseled teachers to ask questions "that will invite individuals to search their memories for feelings." Asking questions that allow students to reflect upon past experiences, rather than merely recall information, can prepare them to be taught by the Spirit. President Eyring said: "Wisely wait for a moment before calling on someone to respond. Even those who do not speak will be thinking of spiritual experiences. That will invite the Holy Ghost" ("The Lord Will Multiply the Harvest" [evening with a General Authority, Feb. 6, 1998], 6).

Invite students to apply the principle they identified in 1 Nephi 2:16 if they are struggling to believe and obey any commandments, standards, or words of counsel from the Lord. You might also invite students to consider sharing this principle with someone they know who may be experiencing this challenge.

Invite a student to read 1 Nephi 2:20–21 aloud. Ask the class to follow along, looking for what the Lord promised Nephi.

- What principles about obedience and disobedience can we learn from these verses? (Students may use different words, but make sure they identify the following principles: **If we keep the Lord's commandments, He will prosper us and bless us. If we rebel against the Lord and His servants, we will be separated from His influence.**)

Explain to students that as they study the Book of Mormon, they will read about many instances of these promises being fulfilled.

Conclude by testifying of the truths students identified in 1 Nephi 2. Encourage students to live according to these truths.

## LESSON 8

# 1 Nephi 3–4

### Introduction

The Lord commanded Lehi to send his sons back to Jerusalem to obtain the plates of brass from Laban. Laman and Lemuel did not see how they could fulfill this commandment, but Nephi had faith that the Lord would provide a way for them

to accomplish what He required. Despite encountering repeated difficulties, Nephi faithfully persisted in doing what the Lord asked of him. As a result, he was led by the Holy Spirit and successfully obtained the plates.

### Suggestions for Teaching

#### 1 Nephi 3:1–8

*Nephi faithfully accepts the Lord's command to return to Jerusalem to obtain the brass plates*

To prepare the class to study 1 Nephi 3–4, invite a student to read aloud the following account given by Elder Neil L. Andersen of the Quorum of the Twelve Apostles:



"In Brazil, I met Aroldo Cavalcante. He was baptized at age 21, the first member of the Church in his family. His faith burned brightly, and he immediately began preparing to serve a mission. Sadly, Aroldo's mother was diagnosed with cancer. Three months later, only days before she died, she spoke to Aroldo of her greatest concern: There were no relatives to help. Aroldo would need to take full responsibility for his two younger sisters and his younger brother. He solemnly made this promise to his dying mother.

"By day he worked in a bank, and at night he attended the university. He continued to keep his baptismal covenants, but his hopes for a full-time mission were gone. ...

"Months later ... , Aroldo studied the words that Samuel reprovingly spoke to King Saul: 'To obey,' he read, 'is better than [to] sacrifice' (1 Samuel 15:22). Aroldo received the seemingly impossible impression that he needed to obey the prophet's call to serve a mission" (Neil L. Andersen, "Faith Is Not by Chance, but by Choice," *Ensign* or *Liahona*, Nov. 2015, 65).

- What thoughts or feelings do you think you would have if you were in Aroldo's position and received the impression to serve a full-time mission?
- What do you think would be the hardest part about acting on this impression?

As students study 1 Nephi 3–4 today, invite them to look for truths that can help them choose to obey the Lord's commandments even when it may be difficult.

Invite a few students to take turns reading aloud from 1 Nephi 3:1–4. Ask the class to follow along, looking for the commandment the Lord gave Lehi.

- What commandment did the Lord give Lehi in 1 Nephi 3:1–4?

Remind students that Lehi's family was likely about 260 miles (420 kilometers) from Jerusalem at this time. Returning would require approximately 14 days of traveling through unsafe territory. In addition, records such as the brass plates were

apparently rare and extremely valuable, and the man who possessed the plates would need to be persuaded to give them up.

- What thoughts and feelings do you think you might have had if you had been one of the sons of Lehi and had been told of the command to get the brass plates?



them easily.

**1 Nephi 3:7** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read 1 Nephi 3:5–7 aloud. Ask the class to follow along, looking for how Nephi and his brothers responded to this command.

- Who did Nephi’s brothers assume this command came from? Why might that have affected their response?
- Who did Nephi believe this command came from? How did that affect his response?
- What truths can we learn from verses 5–7? (Students may identify a number of truths, including the following: **The Lord will bless us if we obey His commands without murmuring. The Lord will not give us a commandment without preparing a way for us to accomplish it.**)

As students continue their study of 1 Nephi 3–4 today, invite them to look for the way the Lord prepared for Nephi and his brothers to accomplish what He commanded them to do.

### 1 Nephi 3:9–31

#### *Laban steals Lehi’s property and attempts to kill Nephi and his brothers*

Divide students into groups of two or three. Invite half of the groups to study Nephi and his brothers’ first attempt to obtain the brass plates (see 1 Nephi 3:10–18). Invite the other half to study the second attempt (see 1 Nephi 3:22–31). Have each group answer the following questions. Write the questions on the board or provide them for each group as a handout.

1. *Who went?*
2. *What did they do?*
3. *How did Laban respond?*
4. *How did Nephi and his brothers respond after the attempt failed?*
5. *For those studying the first attempt: What stands out to you in Nephi’s response to his brothers (see 1 Nephi 3:15–16)?*
6. *For those studying the second attempt: How did Laman and Lemuel respond even after the angel promised that the Lord would deliver Laban into their*

*hands? If you had been in Nephi's position, how would you have responded to Laman and Lemuel's disbelieving questions?*

7. *What insights did you gain from the verses you studied?*

After students have had sufficient time to complete this activity, invite a few students to report to the class what they discussed in their groups.

## 1 Nephi 4:1–38

### *Nephi obtains the brass plates*

Invite a student to read 1 Nephi 4:1–3 aloud. Ask the class to follow along, looking for Nephi's answers to his brothers' questions.

- How did Nephi answer his brothers' questions?

Have a student read 1 Nephi 4:4–7 aloud. Ask the class to follow along, looking for what Nephi did in the third attempt to obtain the brass plates.

- What did Nephi not know as he began this third attempt?
- In 1 Nephi 4:7, what is important about the phrase “nevertheless I went forth”?
- How was Nephi blessed as he went forth with faith?
- What principle does Nephi's experience teach about the relationship between acting in faith and our ability to be led by the Lord? (Help students identify the following principle: **In times of uncertainty, we can receive guidance from the Spirit if we go forth with faith.**)

Invite students to think of a situation they are currently facing, or may face in the future, in which they could benefit from receiving the Lord's guidance.

- In the situation you thought of, how can a person go forth with faith?
- How can we recognize when the Spirit is guiding us?

As part of the discussion of the previous question, it may be helpful to invite a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



“In its more familiar forms, revelation or inspiration comes by means of words or thoughts communicated to the mind (see Enos 1:10; D&C 8:2–3), by sudden enlightenment (see D&C 6:14–15), [or] by positive or negative feelings about proposed courses of action” (Dallin H. Oaks, “Eight Ways God Can Speak to You,” *New Era*, Sept. 2004, 4).

Invite several students to take turns reading aloud from 1 Nephi 4:8–18. Ask the class to follow along, looking for how the Spirit guided Nephi.

***Reading the scriptures in class***

Reading the scriptures in class can help students better understand the verses they are studying. It can also help them become more confident in their ability to read the scriptures on their own. However, a teacher should never embarrass students by forcing them to read aloud if they are uncomfortable doing so. Some ways to read scriptures together in class include:

1. Students taking turns reading aloud.
2. The teacher reading aloud as students follow along in their scriptures.
3. Asking several students to read when multiple individuals are speaking in a passage of scripture.
4. Students reading aloud to each other in small groups or in pairs.

- How did the Spirit guide Nephi?
- What reasons did the Spirit give Nephi for the Lord's command to slay Laban?

Summarize 1 Nephi 4:19–29 by explaining that Nephi dressed in Laban's clothes and went to Laban's treasury to obtain the brass plates. Acting as Laban, Nephi commanded Zoram, Laban's servant, to join him in retrieving the plates and taking them to his brothers outside the walls of the city. When Nephi's brothers saw Nephi, they thought he was Laban and began to flee. They stopped after Nephi called out to them.

Invite several students to take turns reading aloud from 1 Nephi 4:30–38. Ask the class to follow along, looking for how the Lord continued to help Nephi.

- How did the Lord continue to help Nephi?

Write the following statement on the board: *As we act with faith in the Lord and diligently strive to obey Him ...*

- How would you complete this principle based on what we have learned from Nephi's experience with obtaining the brass plates? (Using students' words, complete the statement on the board so that it conveys the following principle: **As we act with faith in the Lord and diligently strive to obey Him, we can accomplish what He commands.**)

To help students understand how this principle can be applied in our day, invite a student to read aloud the remainder of the account Elder Neil L. Andersen told regarding Aroldo Cavalcante:



"Undaunted by the obstacles before him, [Aroldo] moved forward with enormous faith.

"[To pay for his mission,] Aroldo saved every Brazilian *cruzeiro* he could. At age 23, he received his mission call. ... Aroldo still did not have enough money to pay the full cost of his mission and the living expenses for his brother and sisters, but with faith he entered the MTC. A week later he received the first of many blessings. The bank that had employed Elder Cavalcante unexpectedly doubled the money he was to receive as he concluded his work. This miracle, along with others, provided the needed income

for his mission and his family during his absence" (Neil L. Andersen, "Faith Is Not by Chance," 65–66).

- Based on what we've learned from the examples of Nephi and Aroldo Cavalcante, what are some ways we can choose to act with faith in the Lord and diligently strive to obey Him even when it may seem difficult?

Write the following questions on the board or provide them to students as a handout. Invite students to write responses in their class notebooks or study journals.

- *Think of a time when you acted with faith in the Lord and diligently tried to obey Him. In what ways did you act with faith and diligence? How did the Lord help you accomplish what He commanded?*
- *What will you do to improve in your efforts to act with faith and obey the Lord's commands?*

After sufficient time, invite several students to share with the class what they wrote in response to the first question. Consider sharing a personal experience as well.

Encourage students to apply what they wrote in response to the second question. Conclude with your testimony of the truths students identified in this lesson.



## LESSON 9

# 1 Nephi 5

### Introduction

While Lehi's wife, Sariah, waited for her sons to return from Jerusalem, she feared that they had perished in their efforts to obtain the brass plates. When they returned safely with the plates, she gained a stronger witness that God was directing and preserving her family. Lehi searched the brass

plates and found them to be of great worth to his family. As he read them, he was filled with the Holy Spirit, and he prophesied that the scriptures they contained would be preserved for his posterity.

### Suggestions for Teaching

#### *Determine pacing*

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

### 1 Nephi 5:1–9

#### *Lehi's sons return safely to their family in the wilderness*

Invite students to list in their class notebooks or study journals five blessings for which they feel grateful. Consider inviting a few students to share with the class something they wrote on their list and to explain why they are grateful for it.

As students study 1 Nephi 5 today, invite them to look for what we can learn from Lehi and his family about being grateful.

Invite a student to read 1 Nephi 5:1–3 aloud. Ask the class to follow along, looking for reasons why Sariah began to complain.

- What were Sariah's complaints?

Invite a student to read 1 Nephi 5:4–6 aloud. Ask the class to follow along and look for the manner in which Lehi responded to Sariah's complaints.

- How did Lehi respond to Sariah's complaints? (You may want to point out that Lehi responded with testimony and confidence in the Lord rather than with fear or doubt. He did not respond angrily or impatiently.)
- What can we learn from Lehi's response to Sariah?

Invite a student to read 1 Nephi 5:7–9 aloud. Ask the class to follow along, looking for Sariah's response after her sons returned from Jerusalem.

- How was Sariah's testimony of the Lord and His dealings with her family affected by the successful return of her sons?

- Before searching the contents of the brass plates, what did Lehi and Sariah take time to do? (You might point out that this was one of several instances when Lehi paused to thank God for His blessings [see also 1 Nephi 2:7; 7:22].)
- What truth can we learn from their example? (Help students identify the following truth: **When we receive blessings from God, we can choose to pause and give Him thanks.**)
- Why do you think it is important to pause and thank God for blessings we receive from Him?

Invite students to review the lists they created earlier and to put a check mark next to the blessings for which they have recently expressed gratitude to Heavenly Father. Encourage students to take time in their prayers to give thanks to Heavenly Father for the blessings they receive from Him.

## 1 Nephi 5:10–22

### *Lehi searches the plates of brass*

Ask students to display an item they have with them (such as a writing utensil, a digital device, or food). With students' permission, collect a few of these items and display them to the class.

- What are these items worth?

Point out that one way to determine an object's worth is by determining what people are willing to pay or exchange for the object.

- In addition to their financial value, what are other ways these items could have worth?

Display a copy of the scriptures.

- What did Lehi's family give to obtain the scriptures? (Nephi and his brothers risked their lives, sacrificed their riches, and traveled a long distance.)

Ask students to consider the worth of the scriptures. Invite them to look for principles in their study of the remainder of 1 Nephi 5 that can help them discover the worth of the scriptures for themselves.

Explain that after the family offered sacrifices and gave thanks to the Lord, Lehi immediately began to search the contents of the plates. (You may want to invite students to consider marking the phrase, "he did search them from the beginning" in 1 Nephi 5:10.)

Invite several students to take turns reading aloud from 1 Nephi 5:11–16. Ask the class to look for what Lehi discovered on the plates of brass.

- What did the plates of brass contain?

Invite a student to read 1 Nephi 5:17–19 aloud. Ask the class to follow along, looking for how the Lord blessed Lehi as he searched the scriptures.

- How was Lehi blessed as he searched the scriptures?

You may need to explain that to prophesy is to speak or write divinely inspired words received through revelation from the Holy Ghost (see Guide to the Scriptures, “Prophecy, Prophecy,” scriptures.lds.org).

- What is a principle we can learn from these verses about what can happen as we search the scriptures? (Students should identify a principle similar to the following: **As we search the scriptures, we can be filled with the Spirit and receive revelation.**)

Invite a student to read aloud the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles. Ask the class to listen for what he taught about being filled with the Spirit and receiving revelation as we search the scriptures.



“When we want to speak to God, we pray. And when we want Him to speak to us, we search the scriptures; for His words are spoken through His prophets. He will then teach us as we listen to the promptings of the Holy Spirit” (Robert D. Hales, “Holy Scriptures: The Power of God unto Our Salvation,” *Ensign or Liahona*, Nov. 2006, 26–27).



Divide students into groups of two or three. Provide each group with a copy of the following handout. Instruct students to complete the activity on the handout.

## Searching the Scriptures

Read the following scenario and discuss the question that follows:

Each night a young man reads the Book of Mormon. He tries to get through as many verses as he can before falling asleep. He has heard others speak of blessings they have received from reading the scriptures daily, but he doesn’t feel like doing so has brought him many blessings.

- Why do you think this young man hasn’t fully experienced the blessings of searching the scriptures?

Read the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles, looking for what he teaches about what it means to search, or study, the scriptures:



“When I say ‘study,’ I mean something more than reading. It is a good thing sometimes to read a book of scripture within a set period of time to get an overall sense of its message, but for conversion, you should care more about the amount of time you spend in the scriptures than about the amount you read in that time. I see you sometimes reading a few verses, stopping to ponder them, carefully reading the verses again, and as you think about what they mean, praying for understanding, asking questions in your mind, waiting for spiritual impressions, and writing down the impressions and insights that come so you can remember and learn more. Studying in this way, you may not read a lot of chapters or verses in a half hour, but you will be giving place in your heart for the word of

God, and He will be speaking to you" (D. Todd Christofferson, "When Thou Art Converted," *Ensign* or *Liahona*, May 2004, 11).

- In your own words, how would you explain to the young man what it means to search the scriptures?
- When have you felt the companionship of the Holy Ghost or received revelation as a result of searching and studying the scriptures? How was this a blessing to you?

After students have had sufficient time to complete the activity, invite a few of them to share with the class what they discussed in their groups.

Invite a student to read 1 Nephi 5:20–21 aloud. Ask the class to follow along, looking for what Lehi and Nephi recognized about the scriptures. Ask students to report what they find.

- Like Lehi and Nephi, as we search the scriptures, what can we discover about them? (Help students identify the following principle: **As we search the scriptures, we can discover their great worth for us.** Write this principle on the board.)
- As you have searched the scriptures, how have they been of worth to you?

Invite a student to read aloud the following statement by Elder Robert D. Hales:



"If you have not heard His voice speaking to you lately, return with new eyes and new ears to the scriptures. They are our spiritual lifeline" (Robert D. Hales, "Holy Scriptures: The Power of God unto Our Salvation," *Ensign* or *Liahona*, Nov. 2006, 27).

Remind students of the invitation they were given in previous lessons to study the Book of Mormon daily. Give students time to reflect on their own study of the scriptures, and invite them to consider how they might improve their scripture study. Ask them to choose one way to improve their personal searching of the scriptures. Encourage them to write this goal in their study journals. You may want to suggest that students share the goal with someone (for example, with you, a parent, or another student) who will remind them of the goal and encourage them to accomplish it.

## LESSON 10

# 1 Nephi 6; 9

### Introduction

Nephi declared, “The fulness of mine intent is that I may persuade men to come unto the God of Abraham, and the God of Isaac, and the God of Jacob, and be saved” (1 Nephi 6:4). He kept two sets of records: the small plates of Nephi

and the large plates of Nephi. The Lord commanded him to make an abridgment of Lehi’s account on the small plates, and Nephi obeyed this commandment without knowing the reason for it.

### Suggestions for Teaching

#### *The purpose of seminary*

The purpose of seminary “is to help youth . . . understand and rely on the teachings and Atonement of Jesus Christ, qualify for the blessings of the temple, and prepare themselves, their families, and others for eternal life with their Father in Heaven” (“The Objective of Seminaries and Institutes of Religion,” *Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], x). As you prepare lessons, prayerfully determine how you can help achieve this goal each day.

### 1 Nephi 6

#### *Nephi writes to persuade all to come unto Jesus Christ*

Display several appropriate books or movies that are popular with today’s youth. Ask students what they feel was the author’s or creator’s purpose for each of the books or movies. Hold up a copy of the Book of Mormon. Tell students that in 1 Nephi 6, Nephi explained his purpose for writing his record, which eventually became part of the Book of Mormon.

Invite a student to read 1 Nephi 6:1–4 aloud. Ask the class to follow along, looking for Nephi’s intent in making his record.

- Whom do you think “the God of Abraham, and the God of Isaac, and the God of Jacob” (see verse 4) refers to? (Jesus Christ. You may want to suggest that students write *Jesus Christ* next to 1 Nephi 6:4.)
- How would you state Nephi’s intent in your own words? (After students respond, write the following truth on the board: **One purpose of the Book of Mormon is to persuade all people to come unto Jesus Christ and be saved.**)

To help students appreciate that the Book of Mormon is another testament of Jesus Christ, invite them to turn to the index and scan all the headings associated with Jesus Christ. Ask them to describe a few of the ways the Book of Mormon teaches about the mission of the Savior.

- How might understanding Nephi’s purpose for writing influence the way you study the Book of Mormon?

Share how the Book of Mormon has helped you grow closer to Jesus Christ. Invite students who are willing to share to do the same. Encourage students as they study the Book of Mormon this year to regularly ask themselves how what they are reading can persuade and help them to come unto Jesus Christ and be saved.

Invite a student to read 1 Nephi 6:5–6 aloud. Ask the class to follow along, looking for what Nephi sought to write on the plates he kept. Ask students to report what they find.

- According to these verses, what truth can we learn about the messages contained in the Book of Mormon? (Help students identify the following truth: **The messages contained in the Book of Mormon are pleasing to God and are of great worth to His children.**)
- How can understanding this truth help us as we study the Book of Mormon?

## 1 Nephi 9

### *Nephi keeps two sets of plates*

To prepare students to identify truths taught in 1 Nephi 9, ask the following question:

- What are some commandments or standards of the Lord that some youth may not yet understand the reason for? (Ask a student to write class members' responses on the board.)

As students study 1 Nephi 9 today, invite them to look for a truth that can guide us in our efforts to obey any commandment from the Lord, even when we may not fully understand the reason for it.

Explain that in 1 Nephi 9:1–5, Nephi tells about his effort to keep records on two sets of plates known as the small plates of Nephi and the large plates of Nephi. (The words *small* and *large* refer to the number of plates in each set. The small plates of Nephi had fewer plates than the large plates of Nephi.) To help students differentiate between the small plates and the large plates as they read 1 Nephi 9, write the following on the board: “*these plates*” = *small plates* and “*the other plates*” = *large plates*. You may want to invite students to consider writing these words in their scriptures.

Assign students to work in pairs. Instruct them to take turns reading from 1 Nephi 9:1–4, looking for what was contained on each set of plates.

After sufficient time, invite students to report what they found. Ask a student to write classmates' responses under the appropriate headings on the board. You may need to explain that the word “ministry” (1 Nephi 9:3) refers to religious teachings and activities.

- According to verse 3, why did Nephi begin keeping a second record?

Invite students to imagine being in Nephi's situation. Ask them to consider the effort and difficulty it would require to make a second set of plates and to maintain two records at once.

Ask a student to read 1 Nephi 9:5–6 aloud. Ask the class to follow along, looking for what Nephi understood about the purpose of the commandment to make an additional record.

- What did Nephi understand about the purpose of the commandment to make the small plates?
- What are different ways someone could respond in Nephi's situation?
- What is admirable about Nephi's faith in the Lord?

Write the following incomplete statement on the board: *Trusting and obeying the Lord, even when we do not fully understand the reason for a commandment, ...*

Explain that nearly 1,000 years later, the prophet Mormon made an abridgment, or shortened version, of the records that had been written by his people. As he created this abridgment, he found the small plates of Nephi and was prompted by the Spirit to include them unabridged in his record "for a wise purpose" (Words of Mormon 1:7) that was unknown to him at the time.

Ask if any students can explain what part of the Lord's "wise purpose" may have been. As needed, use the following information to add to students' understanding.

At least part of the Lord's "wise purpose" (1 Nephi 9:5; Words of Mormon 1:7) for having Nephi keep two sets of records became apparent when Joseph Smith translated the Book of Mormon. Joseph began his translation with Mormon's abridgment of the large plates of Nephi. Martin Harris, who had been helping Joseph, wanted to show the translation to his wife and family. Reluctantly, the Prophet allowed Martin to borrow the 116 pages of manuscript that had been completed up to that time. The 116 pages were stolen from Martin, and, as a consequence, the plates, the Urim and Thummim, and the gift to translate were temporarily taken from Joseph Smith (see D&C 3:14).

After Joseph Smith went through a period of repentance (see D&C 3:10), the Lord told him not to retranslate the lost portion (see D&C 10:30). Instead He commanded him to translate the small plates of Nephi (see D&C 10:41), which covered the same period of time. He informed Joseph that those who had taken the 116 pages had changed them and planned to use them to discredit the work (see D&C 10:10–19). The Lord had foreseen these events many hundreds of years earlier and had provided the second record to thwart Satan's plan. (See *History of the Church*, 1:20–23; D&C 10:38–46.)

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles. Ask the class to listen for the results of Nephi's obedience.



"It strikes me that there is a wiser purpose than that [compensating for the loss of the 116 pages], or, more accurately, a wiser purpose *in* that. The key to such a suggestion of a wiser purpose is in verse 45 of Doctrine and Covenants section 10. As the Lord instructs Joseph on the procedure for translating and inserting the material from the small plates into what had been begun as the translation of the abridged large plates, he says, 'Behold, there are many things

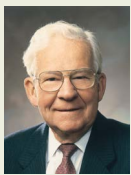
engraved upon the [small] plates of Nephi which do throw *greater views* upon my gospel' (emphasis added).

"... We got back more than we lost. And it was known from the beginning that it would be so. It was for a wiser purpose. ...

"I think it would be exciting if the 116 pages of manuscript turned up some day, but if they were delivered to my office tomorrow I would never trade them for the material in the small plates of Nephi" (Jeffrey R. Holland, "A Standard unto My People" [address given at the Church Educational System Symposium, Aug. 9, 1994], 7–8, 9).

Ask students how they would complete the statement on the board to form a principle we can learn from Nephi's experience. Students should identify a principle similar to the following: **Trusting and obeying the Lord, even when we do not fully understand the reason for a commandment, can lead to great blessings.**

Read aloud the following statement by Elder Marvin J. Ashton (1915–1994) of the Quorum of the Twelve Apostles:



"Sometimes when we are asked to be obedient, we do not know why, except the Lord has commanded. ... Nephi followed instructions even though he didn't fully understand the wise purpose. His obedience resulted in blessings to mankind all over the world" (Marvin J. Ashton, "Who Will Forfeit the Harvest?" *Ensign*, Nov. 1978, 51).

Invite students to review 1 Nephi 9:6 silently, looking for a truth that Nephi taught about the Lord.

- What truth did Nephi teach about the Lord? (Students should identify a truth similar to the following: **The Lord knows all things, has all power, and prepares a way to accomplish His work.** You may want to invite students to consider marking statements that teach this truth.)
- How does Nephi's experience and the account of the lost 116 manuscript pages illustrate this truth?
- Why is it helpful to know that "the Lord knoweth all things from the beginning" (1 Nephi 9:6)?

Refer to the commandments and standards listed on the board.

- How can understanding the truths we identified help someone when they encounter a commandment that they do not fully understand the reason for?
- When have you or someone you know been obedient to the Lord without completely understanding the reasons? What blessings came as a result?

Help students see that throughout their lives, they will encounter commandments that they may not fully understand at first. Testify that they can trust in the Lord's knowledge and power and that their obedience to His commandments will bless their own lives and the lives of others.



Invite students to write in their class notebooks or study journals a goal to obey a commandment of the Lord that they may not fully understand the reason for. Encourage students to follow Nephi's example by trusting and obeying the Lord by keeping this commandment.

## HOME-STUDY LESSON

# 1 Nephi 1–6; 9 (Unit 2)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 1 Nephi 1–6; 9 (unit 2) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (1 Nephi 1)**

As students studied about Lehi prophesying to the people and warning them to repent, they learned that prophets warn against sin and teach salvation through Jesus Christ. Additionally they learned that the Lord's tender mercies are extended to those who exercise faith in Him.

#### **Day 2 (1 Nephi 2)**

Lehi responded to the Lord's command to leave Jerusalem. He exemplified the principle that when we are faithful and obedient, the Lord will help us in times of trial. Nephi showed an obedient spirit and learned for himself that when we call upon God, He can soften our hearts to believe His words. Students learned that God blesses those who are obedient and faithful.

#### **Day 3 (1 Nephi 3–4)**

When Lehi told Nephi and his brothers of God's command for them to return to Jerusalem and get the brass plates, Nephi responded by testifying that if we will do what the Lord commands, then He will prepare a way for us to accomplish it. Nephi and his brothers found that it was difficult to fulfill the Lord's command. Nephi's determination to return to Jerusalem helped students see that when we exercise faith in God and seek to do what He asks, even when we cannot see the outcome, He will lead us by the influence of the Holy Ghost.

#### **Day 4 (1 Nephi 5–6; 9)**

As students studied about Lehi's experience searching the brass plates, they discovered the following principle: As we search the scriptures, we can be filled with the Holy Spirit and receive revelation. As they learned of Nephi's purpose in writing his record, students also learned that one purpose of the Book of Mormon is to persuade all people to come unto Jesus Christ.

### Introduction

This week's lesson will give students a chance to review and discuss what they learned from the example of Lehi's family and their acts of faith. As you teach the lesson, emphasize Nephi's faithful obedience to the Lord's commands and his diligent seeking to know the truthfulness of "all the words which had been spoken by [his] father" (1 Nephi 2:16). As students follow Nephi's example of obedience, they will build their own testimonies of the gospel.

In your teaching, follow the admonition of Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"We must revitalize and reenthrone superior teaching in the Church—at home, from the pulpit, in our administrative meetings, and surely in the classroom. Inspired teaching must never become a lost art in the Church, and we must make certain our quest for it does not become a lost tradition. ...

"... May we exalt the teaching experience within the home and within the Church and improve our every effort to edify and instruct" (Jeffrey R. Holland, "A Teacher Come from God," *Ensign*, May 1998, 25, 27).

## Suggestions for Teaching

### 1 Nephi 1

#### *The Lord extends His tender mercies to the faithful*

Write the following principle on the board: **The Lord's tender mercies are extended to those who exercise faith in Him.** Invite students to scan 1 Nephi 1 and identify the verse in which this truth is taught (verse 20).

Ask the following questions to help students recall and summarize what they learned as they studied 1 Nephi 1–6; 9 during the week:

- From what you learned in the chapters you studied this week, how did the Lord extend His tender mercies to Lehi and his family?
- What examples of obedience and faith were shown by Lehi and his family?
- When have you seen the Lord extending His tender mercies to you or to someone you know?

You may want to tell about a time when the Lord extended mercy to you and your family as you acted in faith, or you might share an experience you found in a Church publication. Encourage the students to look for examples of the Lord extending His mercy to the faithful as they study the Book of Mormon throughout the year.

### 1 Nephi 2

#### *The Lord can soften our hearts to believe His words*

Remind students that after Lehi was commanded to leave Jerusalem with his family, his son Nephi made a personal effort to know and understand the truthfulness of his father's revelations. Invite a student to read 1 Nephi 2:16, 19 aloud.

- Although Nephi did not murmur, what evidence is there in 1 Nephi 2:16 that leaving Jerusalem may have been difficult for him? (Nephi wrote that he prayed for understanding and the Lord softened his heart. This hints that leaving Jerusalem was not easy for him, so the Lord helped him accept it.)
- What evidence do you see that even though Lehi and his family were obedient to the Lord, life was not easy for them? (See 1 Nephi 2:4, 11.)

Ask students to share thoughts they have had about Nephi's desires and about what he did that led him to accept the Lord's commandments given through his father.

Invite a few students to share what they wrote in their study journals for day 2, assignment 4: Share an example of a time when, like Nephi, you called upon Heavenly Father and experienced a softening of your heart through the Spirit or of a time when you received a testimony of something the Lord said.

Share your own testimony that **when we call upon God, He can soften our hearts to believe His words.**

Ask students to consider what they can do to strengthen their testimonies and gain personal assurances, as Nephi did. Give them the opportunity to share their ideas if they would like to. Encourage them to act on their thoughts and impressions.

### 1 Nephi 3–4

*The Lord will prepare the way as we faithfully obey His commandments*

Assign each student to work with a partner. Write the following scripture references on the board: *1 Nephi 3:6–7* and *1 Nephi 4:6–13*. Invite students to read the passages and discuss the following questions with their partners:

- What do you think is important about Nephi’s statement “Nevertheless I went forth” (1 Nephi 4:7)?
- How did Nephi’s faith make it possible for him to obtain the brass plates?

After students have discussed their insights with their partners, explain that the Lord may ask us to do something, as He did Nephi and his brothers, without immediately revealing why, when, or how we should do it. Nephi learned why, when, and how the Lord would help him only *after* he allowed the Spirit to direct him and *after* he decided to go forth in faith. Share your testimony that **when we exercise faith in God and seek to do what He asks, even when we cannot see the outcome, He will lead us by the influence of the Holy Ghost.**

Time permitting, you may want to ask students if they have questions or want to share insights from their day 4 study of 1 Nephi 5–6; 9. For example, you could invite them to share how they responded to assignment 4, in which they were asked to write about a time when they searched the scriptures and felt the Spirit of the Lord.

Conclude by asking a student to read aloud (or recite from memory) the doctrinal mastery passage 1 Nephi 3:7.

- What principle does 1 Nephi 3:7 teach concerning obedience to the Lord’s commandments? (Students should be able to express the principle that **if we will seek to do what the Lord commands, He will prepare a way for us to accomplish it.**)
- According to what you read in 1 Nephi 1–6 and 9, what were the results of Lehi’s and Nephi’s obedience to God’s commands?
- When has the Lord prepared a way to help you obey a commandment?

Invite students to ponder one area in which they can more fully demonstrate their obedience to God. You may wish to end the lesson by testifying of the blessings that have come into your life through your efforts to obey the Lord’s commandments.

**Next Unit (1 Nephi 7–14)**

Tell students that in the next unit they will study the visions of Lehi and Nephi. Explain that Lehi and Nephi's visions of the tree of life are applicable to our lives today. Nephi's account of his vision includes descriptions of the birth, ministry, and Atonement of Jesus Christ; the discovery and colonization of America by the Gentiles; and the loss of important truths from the Bible and their restoration through the Book of Mormon. Nephi's account of his vision concludes with a description of the Restoration of the gospel.

## LESSON 11

# 1 Nephi 7

### Introduction

Nephi and his brothers obeyed when the Lord commanded them to return to Jerusalem to ask Ishmael and his family to join them in the wilderness so they could marry and raise up children. As they were returning from Jerusalem, Laman,

Lemuel, and members of Ishmael's family rebelled against Nephi and tried to kill him. However, Nephi remained faithful and tried to help them be faithful as well.

## Suggestions for Teaching

### *Follow the Fundamentals of Gospel Teaching and Learning*

Each scripture-based lesson in seminary focuses on a scripture block rather than on a particular concept, theme, doctrine, or principle. As teachers and students study these scripture blocks sequentially, they will be able to implement many of the Fundamentals of Gospel Teaching and Learning, such as understanding context and content; identifying, understanding, and feeling the truth and importance of gospel doctrines and principles; and applying doctrines and principles.

### 1 Nephi 7:1–5

#### *The Lord commands Nephi to return to Jerusalem for Ishmael and his family*

Invite a student to read aloud the following statement by Sister Julie B. Beck, who served as Relief Society General President:



"As I meet with young single adults around the world, I ask them, 'Why does the First Presidency care so much about you and provide so many resources for you?' " (Julie B. Beck, "Teaching the Doctrine of the Family," *Ensign*, Mar. 2011, 12).

- How would you answer Sister Beck's question?

Invite a student to read aloud the following statement by Sister Beck:



"These are some of the answers I get: 'We are future Church leaders.' 'We need training so we can stay strong.' 'Our testimonies are strengthened in our seminary and institute classes.' 'We need to meet other great Latter-day Saint youth.' 'We are the hope of the future.' I have rarely heard, 'So I will someday be a better father or a better mother.' ...

"... Evidence is all around us that the family is becoming less important. Marriage rates are declining, the age of marriage is rising, and divorce rates are rising. Out-of-wedlock births are growing. Abortion is rising and becoming increasingly legal. We see lower birth rates. We see unequal relationships between men and women, and we see cultures

that still practice abuse within family relationships. Many times a career gains importance over the family.

"Many of our youth are losing confidence in the institution of families. They're placing more and more value on education and less and less importance on forming an eternal family. Many don't see forming families as a faith-based work. ...

"This generation will be called upon to defend the doctrine of the family as never before. If they don't know it, they can't defend it" (Julie B. Beck, "Teaching the Doctrine of the Family," 12, 14, 17).

As students study 1 Nephi 7 today, invite them to look for what we can learn from this chapter about the doctrine of the family.

Invite a student to read 1 Nephi 7:1–2 aloud.

- What did the Lord command Lehi to do?
- What truth can we learn from this commandment? (Help students identify the following doctrine: **The Lord commands us to marry and raise up children unto Him.** Write this doctrine on the board.)

To help students understand this doctrine, provide each student with a copy of "The Family: A Proclamation to the World" or invite them to turn to the copy of the family proclamation in their study journals.

Ask a student to read aloud the following statement. Invite the class to listen for what latter-day prophets have declared about the importance of marriage.

"We, the First Presidency and the Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints, solemnly proclaim that marriage between a man and a woman is ordained of God and that the family is central to the Creator's plan for the eternal destiny of His children" ("The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129).

Point out the phrase "the family is central to the Creator's plan for the eternal destiny of His children" in the family proclamation.

- What is the eternal destiny of God's children? (Our eternal destiny includes the potential and opportunity to become like God.)
- How do marriage between a man and a woman and parenthood help us become like God? (The fulness of blessings possessed by our heavenly parents can be obtained only in an eternal marriage relationship between a man and a woman [see D&C 131:1–4; 132:20–21].)

Explain that one of the most important reasons for marriage is to bring children into the world.

Ask a student to read aloud the following statement from the family proclamation. Invite students to look for words and phrases that help them understand what it means to raise up children "unto the Lord" (1 Nephi 7:1).

"We declare that God's commandment for His children to multiply and replenish the earth remains in force. ...

"... Parents have a sacred duty to rear their children in love and righteousness, to provide for their physical and spiritual needs, and to teach them to love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live. Husbands and wives—mothers and fathers—will be held accountable before God for the discharge of these obligations" ("The Family: A Proclamation to the World," 129).

- Based on this statement, what does it mean to raise up children unto the Lord?
- How can youth prepare now to marry and to raise children in the gospel?

Invite a student to read 1 Nephi 7:3–5 aloud. Ask the class to follow along and look for how the Lord helped Nephi and his brothers obey the commandment to marry and raise up children unto Him.

- How did the Lord help Nephi and his brothers obey the commandment to marry and raise children?

Testify of the importance of marriage and family in God's plan of happiness.

Encourage students to apply the doctrine they identified in 1 Nephi 7:1–2 by seeking to strengthen their family and by preparing to marry and raise up children to the Lord.

## 1 Nephi 7:6–22

### *The Lord delivers Nephi from Laman and Lemuel, whom Nephi later forgives*

Ask students to think of an aspect of their life in which they would like the Lord's help. (Examples might include schoolwork, family relationships, friendships, church callings, demands on their time, or feelings of low self-worth.)

As students continue to study 1 Nephi 7 today, invite them to look for ways they can receive the Lord's help in that aspect of their life.

Summarize 1 Nephi 7:6–11 by explaining that Laman, Lemuel, and some members of Ishmael's family rebelled and desired to return to Jerusalem. Nephi reminded his brothers of the blessings they had already received from the Lord.

### *Help students understand the context and content of scripture passages*

One of the Fundamentals of Gospel Teaching and Learning is to understand the context and content of the scriptures. Context includes the circumstances that surround or provide background for a particular scriptural passage, event, or account. Content includes the story line, people, events, sermons, and inspired explanations that make up the scripture text. As you help students understand the context and content of the scriptures, they will be prepared to recognize the underlying messages of the inspired authors.

Invite students to read 1 Nephi 7:12–13 silently, looking for the truth Nephi taught his brothers to persuade them to continue their journey to the promised land instead of returning to Jerusalem.



Write the following phrase on the board: *If we exercise faith in the Lord, ...*

- Based on what Nephi asked his brothers (see verse 12), how would you complete this statement to form a principle? (As students respond, complete the phrase so that it conveys the following principle: **If we exercise faith in the Lord, He is able to do all things for us according to His will.**)

Explain that according to 1 Nephi 7:14–15, Nephi told those who wanted to return to Jerusalem that if they returned, they would perish when Jerusalem was destroyed.

Invite a student to read 1 Nephi 7:16 aloud. Ask the class to follow along, looking for how Laman and Lemuel responded to Nephi’s warning.

- How did Laman and Lemuel respond to Nephi’s warning?
- How would you feel if you had been in Nephi’s situation? What would you do?

Ask a student to read 1 Nephi 7:17–18 aloud. Invite the class to follow along, looking for what Nephi did next.

- How did Nephi exercise faith in the Lord?

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:



“It is especially interesting to me that Nephi did not pray ... to have his circumstances changed. Rather, he prayed for the strength to change his circumstances” (David A. Bednar, “In the Strength of the Lord” [Brigham Young University devotional, Oct. 23, 2001], 4, [speeches.byu.edu](http://speeches.byu.edu)).

- How is the principle we learned from 1 Nephi 7:12 illustrated in Nephi’s experience?
- In addition to praying, what are other ways that we can exercise faith in the Lord in order to receive strength or help from Him?

Invite students to answer the following question in their study journals:

- When have you exercised faith in the Lord and received strength or help from Him?

Invite several students to share what they wrote. Consider sharing a personal experience regarding this principle as well.

Ask students to recall the aspect of their life in which they would like the Lord’s help. Invite them to ponder how they can apply the principle they identified in 1 Nephi 7:12 in order to receive the Lord’s help.

Tell students that after Nephi was delivered from his bonds, his brothers tried to attack him again.

Invite a student to read 1 Nephi 7:19–20 aloud.

- Who convinced Laman and Lemuel to stop trying to kill Nephi?

Ask a student to read 1 Nephi 7:21–22 aloud. Invite the class to follow along, looking for what Nephi chose to do.

- What did Nephi choose to do?
- What does it mean to “frankly forgive” (verse 21)? (You may need to explain that the word *frankly* means honestly and directly.)
- How did Nephi’s brothers respond after Nephi forgave them?
- What principle can we learn from Nephi’s example of forgiveness? (Help students identify the following principle: **Choosing to frankly forgive others can bring peace.**)

Invite students to think about situations in their families that have required forgiveness.

- Why is forgiveness especially important in our families?

Invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



“I have discovered one thing that most [happy families] have in common: they have a way of forgiving and forgetting the imperfections of others and of looking for the good.

“Those in unhappy families, on the other hand, often find fault, hold grudges, and can’t seem to let go of past offenses. ...

“... As we accept [our Savior’s] ways and overcome our pride by softening our hearts, we can bring reconciliation and forgiveness into our families and our personal lives. God will help us to be more forgiving, ... to be first to apologize even if something wasn’t our fault, to lay aside old grudges and nurture them no more” (Dieter F. Uchtdorf, “One Key to a Happy Family,” *Ensign*, Oct. 2012, 5, 6).

Conclude by inviting students to share their testimonies of the blessings that come from choosing to forgive others. You may want to share your testimony as well.

Invite students to apply the principles they learned in 1 Nephi 7.

## LESSON 12

# 1 Nephi 8

### Introduction

Lehi recounted his vision of the tree of life. In vision, Lehi partook of the fruit of the tree, which represents the love of God and the blessings we can receive through the

Atonement of Jesus Christ. Lehi was shown various groups of people and their success or failure in reaching the tree of life and remaining there.

### Suggestions for Teaching

#### 1 Nephi 8:1–18

*Lehi experiences a vision in which he partakes of the fruit of the tree of life and invites his family to do the same*

To help prepare students for this lesson, you may want to invite them to sing “The Iron Rod” (*Hymns*, no. 274) at the beginning of class.

Write the following questions on the board. Ask a student to read the questions aloud, and invite the class to consider if they have ever wondered about the answers to these questions.

*What are some reasons why people turn away from the gospel of Jesus Christ even if they know it is true and have received great blessings from it?*

*How can I remain faithful to the Lord and His gospel when I am surrounded by temptations and individuals who try to persuade me to make poor choices?*

Invite students to choose one of the questions on the board and to look for answers to that question as they study Lehi’s dream, or vision, recorded in 1 Nephi 8. Explain that they will have an opportunity toward the end of the lesson to share with the rest of the class the answers they discover.

Divide students into pairs and invite them to take turns reading aloud from 1 Nephi 8:5–12. Ask them to look for what Lehi saw in his vision.

- What objects were the focus of Lehi’s vision? (The tree of life and its fruit.)
- According to verses 10–12, what words and phrases did Lehi use to describe the fruit? (You may want to invite students to consider marking these phrases in their scriptures.)
- If you were offered some of the fruit that Lehi tasted, would you partake of it? Why?

Explain that the Lord often uses familiar objects as symbols to help us understand eternal truths. In 1 Nephi 11, 12, and 15, we find Nephi’s record of the meanings of various symbols that he and Lehi saw in vision. Invite students to read 1 Nephi 11:21–23 silently, looking for what the tree represents.

- According to 1 Nephi 11:22, what does the tree in Lehi’s dream represent?

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Ask the class to listen for what the fruit on the tree represents.



"The greatest manifestation of God's love for His children is the mortal ministry, atoning sacrifice, and Resurrection of the Lord Jesus Christ. The fruit on the tree can be considered a symbol for the blessings of the Savior's Atonement" (David A. Bednar, "Come and See," *Ensign* or *Liahona*, Nov. 2014, 109).

- According to Elder Bednar, what does the fruit of the tree of life represent?

After students respond, write the following incomplete statement on the board: *As we partake of the blessings of the Savior's Atonement, we are filled with ...*

Invite students to review 1 Nephi 8:12, looking for what Lehi felt as he partook of the fruit.

- Based on how Lehi felt after partaking of the fruit, how would you complete the principle on the board? (After students respond, complete the principle on the board so that it reads as follows: **As we partake of the blessings of the Savior's Atonement, we are filled with joy and a desire to help others come unto Him.**)
- What are some of the blessings of the Atonement of Jesus Christ?
- What are some ways we can partake of the blessings of the Savior's Atonement? (Answers may include exercising faith in Heavenly Father and Jesus Christ, praying, repenting of our sins, receiving gospel ordinances, and keeping covenants.)
- When have you partaken of the blessings of the Savior's Atonement and been filled with joy and a desire to bring others to the Savior? (You may want to give students a moment to ponder this question before inviting them to respond. Remind students not to share anything that is too personal or private. Consider sharing one of your own experiences as well.)

Summarize 1 Nephi 8:13–18 by explaining that in Lehi's vision, after Lehi partook of the fruit of the tree of life, he invited his family to partake. Sariah, Sam, and Nephi partook of the fruit, but Laman and Lemuel refused.

## 1 Nephi 8:19–38

*In his vision, Lehi sees various groups of people succeed or fail in reaching the tree of life*

Display the picture *Lehi's Dream* (*Gospel Art Book* [2009], no. 69) or another picture depicting Lehi's dream (see LDS.org). Point out the symbols the class has already discussed: the tree and the fruit. Explain that in this vision, the Lord also used other symbols to teach Lehi how to come unto Jesus Christ and partake of His Atonement. Ask students what other symbols they see in the picture and what those symbols may represent.



Prepare the following chart as a handout, or display it on the board. You may want to invite students to consider writing the interpretations of the symbols in their scriptures next to the corresponding verses in 1 Nephi 8.



### Symbols in Lehi's Vision

Symbol in Lehi's Vision	Interpretation Recorded by Nephi
1 Nephi 8:10–12—The tree with white fruit	1 Nephi 11:21–24—The love of God; the blessings of the Atonement of Jesus Christ
1 Nephi 8:13—The river of filthy water	1 Nephi 12:16; 15:26–29—Filthiness; the depths of hell
1 Nephi 8:19—The rod of iron	1 Nephi 11:25—The word of God
1 Nephi 8:23—The mists of darkness	1 Nephi 12:17—The temptations of the devil
1 Nephi 8:26—The great and spacious building	1 Nephi 11:35–36; 12:18—The pride and vain imaginations of the world

### Marking and making notes in the scriptures

Students may benefit from writing cross-references, interpretations of symbols, and other information in their scriptures. They also may benefit from highlighting cross-references in the footnotes. Such notes can serve as reminders to help them understand and teach from the scriptures in the future. These notes may be more accessible and lasting than information recorded in a journal or on a separate piece of paper. However, you should always honor the agency of students and never require them to write in their scriptures. Instead, make suggestions and allow students to decide what is appropriate.

Point out that Lehi was shown many people who were trying to get to the tree and partake of the fruit, as well as other people who wandered away from the tree.

Ask a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles.



"You may think that Lehi's dream or vision has no special meaning for you, but it does. You are in it; all of us are in it" (Boyd K. Packer, "Finding Ourselves in Lehi's Dream," *Ensign* or *Liahona*, Aug. 2010, 22).

As students study the remainder of the vision, encourage them to look for people in the vision who might represent themselves.

Divide students into four groups and assign one of the following scripture passages to each group: 1 Nephi 8:21–23; 1 Nephi 8:24–28; 1 Nephi 8:30; and 1 Nephi 8:31–34. Ask the members of each group to study their assigned passage together and prepare to answer the following questions:

- What did the people do? Why did they do it?
- What do their actions represent?
- What principle can we learn from their actions?

### **Help students learn to identify doctrines and principles**

One of the central purposes of scripture is to teach doctrines and principles of the gospel. Identifying doctrines and principles in the scriptures is one of the Fundamentals of Gospel Teaching and Learning. Learning how to identify them takes thoughtful effort and practice. You should diligently help students acquire the ability to identify doctrines and principles on their own.

After sufficient time, ask a member of each group to report his or her group's answers to the questions. Write on the board the principles that students identify. These may include the following:

**If we yield to the temptations of the devil, we will be led away from the path of righteousness and from the blessings of the Savior's Atonement.** (See 1 Nephi 8:21–23.)

**If we are ashamed of Jesus Christ and His gospel, we can fall away into forbidden paths and become lost.** (See 1 Nephi 8:24–28.)

**If we continually hold fast to the word of God, we can overcome temptation and partake of the blessings of the Atonement of Jesus Christ.** (See 1 Nephi 8:30.)

**We can remain faithful by choosing not to heed those who mock us as we partake of the blessings of the gospel.** (See 1 Nephi 8:31–34.)

Refer to the questions you introduced at the beginning of class. Invite students to explain how one or more of the principles they identified in 1 Nephi 8 may be used to answer the question they chose to focus on. For example, you could discuss how becoming ashamed of Jesus Christ and His gospel may lead some people to turn away from the gospel even if they know it is true and have received great blessings from it.

To enhance the discussion, consider asking questions such as the following:

- What causes some people today to be ashamed of Jesus Christ and of living His gospel?
- Think of someone you know who has remained faithful to the gospel by choosing not to heed the mocking of the world. What have you learned from that person's example?
- How can we continually hold fast to the word of God? How does this help us to overcome temptation?

Summarize 1 Nephi 8:35–38 by explaining that after recounting his vision, Lehi exhorted Laman and Lemuel to hearken to his words and keep the commandments of the Lord.

Testify of the principles students identified in 1 Nephi 8, and invite students to share their testimonies of these principles as well. Refer back to the picture Lehi's Dream, and ask students to silently consider where they would currently locate themselves in the vision. Assure them that no matter where they see themselves in the vision, they each have the ability to choose to qualify for the blessings of the Savior's Atonement.

Invite students to answer the following questions in their class notebooks or study journals:

- Why would you like to arrive and remain at the tree Lehi saw in his vision?
- What will you do in order to arrive or remain there?

To conclude, invite students to apply the principles they learned while studying 1 Nephi 8.

## LESSON 13

# 1 Nephi 10–11

### Introduction

After hearing his father Lehi's account of his vision, Nephi desired to see, hear, and know for himself the things Lehi had seen and heard (see 1 Nephi 10:17). While he was pondering his father's teachings, Nephi was "caught away in the Spirit of the Lord" (1 Nephi 11:1) and received his own vision. This

vision is recounted in 1 Nephi 11–14. In 1 Nephi 11 we read of the tree of life, the rod of iron, and the great and spacious building, as well as the Savior's birth, baptism, ministry, and crucifixion.

### Suggestions for Teaching

#### *Sharing anonymously*

You may want to invite students to anonymously report in writing what they are experiencing during their daily scripture study. Collect their responses and read a few to the class. Hearing the testimonies of fellow students can encourage other students in their personal study. Some students hesitate to share testimonies and spiritual experiences openly because they don't want to appear boastful or they fear others will judge them or treat their experiences lightly. Anonymous reporting allows students to share spiritual experiences without this fear.

### 1 Nephi 10:1–11:6

*Lehi prophesies of the Messiah, and Nephi seeks to know the truths his father taught*

Ask students to consider the following situation: Three young men attend the same Church meeting. After returning home, one young man feels that the meeting was boring and a waste of his time. Another thinks the meeting was nice but is unaffected by it. The third returns home uplifted by the Holy Ghost and receives inspiration and direction for his life, even beyond what was taught in the meeting.

- How is it possible that the three young men could attend the same meeting but have such different experiences?

Explain that this situation is similar to the experience of Laman, Lemuel, and Nephi when they heard their father's prophecies and the account of his vision. Laman and Lemuel did not understand their father's words and disputed about what they heard (see 1 Nephi 15:2). Nephi, on the other hand, turned to the Lord for understanding. He provided an excellent example of how to seek and receive revelation.

Invite students to look for a principle as they study Nephi's experience recorded in 1 Nephi 10–11 that will help them seek and receive revelation for themselves.

Briefly summarize 1 Nephi 10:1–16 by telling students that after relating his vision of the tree of life, Lehi also gave a series of prophecies. These included details of the coming of Jesus Christ to earth 600 years after Lehi left Jerusalem (see 1 Nephi 10:4), His baptism by John the Baptist (see 1 Nephi 10:7–10), His Crucifixion and



Resurrection (see 1 Nephi 10:11), and the impending scattering and gathering of Israel (see 1 Nephi 10:12–14).

Divide students into pairs. Invite them to read 1 Nephi 10:17–19 aloud together and look for what Nephi desired to see, hear, and know.

- What did Nephi desire to see, hear, and know? (The things that his father had seen by the power of the Holy Ghost.)

Point out the phrase “mysteries of God” in verse 19, and explain that it refers to “spiritual truths known only by revelation” (Guide to the Scriptures, “Mysteries of God,” scriptures.lds.org).

- What principle can we learn from verse 19 about how we can learn truth by the power of the Holy Ghost? (Students may use different words, but make sure they identify a principle similar to the following: **If we diligently seek truth, then God will reveal it to us by the power of the Holy Ghost.** Write this principle on the board, and invite students to consider marking phrases in verse 19 that teach this principle.)

To help students understand this principle, invite a student to read 1 Nephi 11:1 aloud. Ask the class to follow along, looking for what Nephi did to diligently seek truth.

***Help students understand the meaning of doctrines and principles***

Once students identify doctrines and principles as they are found in the scriptures, you can guide discussions that help them better understand these truths. These discussions can help students analyze the meaning of a principle, understand the principle’s relationship to other doctrines, and identify ways to apply the principle in their lives.

- What did Nephi do to diligently seek truth? (You might want to invite students to consider marking the words *desired*, *believing*, and *pondering*.)
- How do our desires affect our ability to receive revelation?
- How might believing that God can reveal truth to us influence our ability to receive revelation?
- How can pondering help us receive revelation?

Invite students to think of a time when diligently seeking truth has led them to receive revelation by the power of the Holy Ghost. (It might be helpful to mention that revelation can include receiving guidance when making a decision, gaining increased understanding, receiving comfort, or receiving an assurance that something is true.) Invite a few students to share their experiences with the rest of the class. You may also want to share an experience about a time when you were blessed to receive revelation by the power of the Holy Ghost as you diligently sought truth.

Invite students to consider what they will do to diligently seek truth so they can receive revelation by the power of the Holy Ghost.

Invite students to read 1 Nephi 11:2–6 aloud with their partner from earlier in the lesson and look for questions the Spirit asked Nephi while the Spirit and Nephi were on the mountain.

- What questions did the Spirit ask Nephi?
- What did the Spirit promise Nephi? (See verse 6.)

### 1 Nephi 11:7–36

#### *Nephi witnesses the condescension of God*

Summarize 1 Nephi 11:7–15 by explaining that Nephi was shown the tree of life. He described it as “the tree which is precious above all” (verse 9) and asked to know what it meant. Nephi was then shown a vision of an “exceedingly fair” virgin in the city of Nazareth (verse 13), after which an angel appeared to him.

Invite a student to read 1 Nephi 11:16–17 aloud. Ask the class to follow along, looking for what the angel asked Nephi and how Nephi responded.

- What did the angel ask? (Write the word *condescension* on the board.)
- What did Nephi know?
- What didn’t he know?

Explain that the word *condescension* means the voluntary descent from a position of rank or dignity. (You may want to invite students to consider writing this explanation in their scriptures next to 1 Nephi 11:16.) The angel showed Nephi several examples of the condescension of God.

Write the following scripture references on the board. Divide the class into three groups. Assign each group to study one of the scripture references and to prepare to report what Nephi saw.

*1 Nephi 11:18–23*

*1 Nephi 11:26–27*

*1 Nephi 11:28, 31*

After sufficient time, invite a student who studied 1 Nephi 11:18–23 to report what Nephi saw. Show the picture *The Birth of Jesus* (*Gospel Art Book* [2009], no. 30; see also [lds.org/media-library](http://lds.org/media-library)). Explain to students that the condescension of God refers to both God the Father and Jesus Christ.

To help students understand how these verses teach about the condescension of God the Father, invite a student to read aloud the following statement by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles:



*The Birth of Jesus*, by Carl Heinrich Bloch



“The condescension of God lies in the fact that he, an exalted Being, steps down from his eternal throne to become the Father of a mortal Son” (Bruce R. McConkie, *The Mortal Messiah* [1979], 1:314).

Invite students to consider marking phrases in verses 18–23 that indicate that God is the Father of Jesus Christ.

Remind students that the phrase “the condescension of God” (verse 16) also refers to the condescension of Jesus Christ. To help students understand the condescension of Jesus Christ, invite a student to read aloud the following statement by Elder Gerald N. Lund, who served as a member of the Seventy:



“Here was Jesus—a member of the Godhead, the Firstborn of the Father, the Creator, Jehovah of the Old Testament—now leaving His divine and holy station; divesting Himself of all that glory and majesty and entering the body of a tiny infant; helpless, completely dependent on His mother and earthly father. That He should not come to the finest of earthly palaces and be ... showered with jewels but should come to a lowly stable is astonishing. Little wonder that the angel should say to Nephi, ‘Behold the condescension of God!’ (1 Ne. 11:26.)” (Gerald N. Lund, *Jesus Christ, Key to the Plan of Salvation* [1991], 16).

Explain that in addition to His lowly birth, the Savior demonstrated His condescension during His mortal ministry. Invite the students who studied the two remaining scripture passages on the board to report what Nephi saw. After students report, consider asking the following questions:

- What did Nephi learn about how the Savior would spend His time in mortality?
- How do the Savior's actions show His condescension?

Invite students to read 1 Nephi 11:32–33 silently, looking for what these verses teach about the condescension of Jesus Christ.

- What do verses 32–33 teach about the condescension of Jesus Christ?

Show the picture *The Crucifixion* (*Gospel Art Book*, no. 57; see also [lds.org/media-library](http://lds.org/media-library)).

- In what ways might the Savior's suffering and Crucifixion provide the ultimate example of His condescension?
- What does the Savior's willingness to condescend to suffer and die for us demonstrate about His feelings for us? (Help students identify the following truth: **The condescension of Jesus Christ demonstrates His love for us.**)



Invite students to consider writing this truth in their scriptures.)

Write the following questions on the board, and invite students to answer them in their class notebooks or study journals:

*How does your knowledge of the birth, mortal ministry, and Atonement of Jesus Christ help you understand the love that He and Heavenly Father have for you?*

*How does knowing about the Savior's condescension and love influence your feelings about Him?*

After sufficient time, invite students to consider sharing with the class what they wrote.

Summarize 1 Nephi 11:34–36 by explaining that Nephi was shown the destruction of those who fight against the Apostles of the Lord.

Conclude by sharing your testimony of the truths discussed in this lesson.

## LESSON 14

# 1 Nephi 12–13

### Introduction

After Nephi saw the Savior's mortal ministry and Atonement in vision, he saw that after four generations of righteousness, his posterity would be destroyed. He was also shown the iniquity of those who follow Satan in the great and abominable church. He saw that they would remove plain and precious truths from the Bible, causing many to stumble

spiritually. In addition, Nephi saw that God would prepare the way for the Restoration of the gospel in the latter days. He also witnessed that the record of his people (the Book of Mormon) would come forth in the latter days to restore plain and precious truths that had been lost to the world.

### Suggestions for Teaching

#### 1 Nephi 12

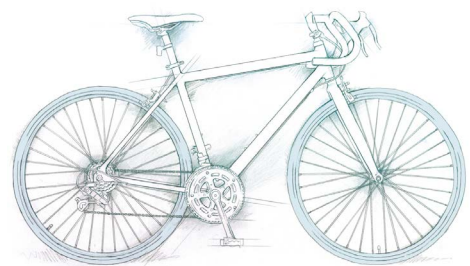
##### *Nephi sees the future of the Nephite and Lamanite nations*

Before class, write the following phrases on strips of paper, and place them randomly in a Bible. You will distribute them to students during the lesson.

Premortal life  
The need for baptism by immersion  
Eternal marriage  
Sealing of children to their parents  
The spirit world  
Baptisms for the dead  
The three kingdoms of glory

To begin the lesson, display a bicycle at the front of the room. (Or you could show a picture of a bicycle or draw one on the board.)

- What are some parts of a bicycle that, if removed, would make it unsafe to ride? Why?
- Imagine that this is your bicycle and that someone deliberately removed the parts we've discussed. What might those actions indicate about their feelings toward you?



As students study 1 Nephi 12–13 today, invite them to look for who desires to harm us and how those individuals seek to do so. Invite students to also look for what the Lord has done to help us overcome those efforts.

Summarize 1 Nephi 12 by explaining that this chapter is a continuation of Nephi's vision. In it, the angel showed Nephi how the symbols in the vision of the tree of life would apply to his posterity. He was shown that some of his descendants would receive all the blessings of the Atonement of Jesus Christ. However, Nephi

also saw that his descendants would eventually be destroyed by his brothers' posterity (the Lamanites).

### Summarize

You will not have time to teach everything in a scripture block with equal emphasis. On occasion, you may need to summarize the story line or teachings in one part of a scripture block to allow sufficient time to cover more important content, doctrines, or principles in another part of the block. Summarizing, rather than omitting portions of a scripture block, helps students better understand the overall story line and message of the block.

## 1 Nephi 13:1–9

### *Nephi sees the great and abominable church*

Invite a few students to take turns reading aloud from 1 Nephi 13:1–4, 6. Ask the class to follow along, looking for what Nephi saw forming among the Gentiles.

- What did Nephi see forming among the Gentiles?

Invite a student to read 1 Nephi 13:5, 7–9 aloud. Ask the class to follow along, looking for what those in the great and abominable church desire and seek to accomplish.

- According to verses 7–8, what do those in the great and abominable church desire?
- According to verses 5 and 9, what do those of the great and abominable church seek to accomplish? Write the following truth on the board: **Satan and his followers want to destroy the Saints of God and bring them into captivity.**

Invite a student to read aloud the following statement by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles. Ask students to listen for a definition of the great and abominable church.



"The titles *church of the devil* and *great and abominable church* are used to identify all ... organizations of whatever name or nature—whether political, philosophical, educational, economic, social, fraternal, civic, or religious—which are designed to take men on a course that leads away from God and his laws and thus from salvation in the kingdom of God" (Bruce R. McConkie, *Mormon Doctrine*, 2nd ed. [1966], 137–38).

- What do the phrases "church of the devil" and "great and abominable church" refer to?

Be clear that the phrase "great and abominable church" does not refer to a particular denomination or church. You may want to invite students to consider writing the phrase *all organizations that are designed to lead people away from God and His laws* in the margin next to 1 Nephi 13:6.

- What are some examples of false ideas or practices that the great and abominable church uses to lead people away from God and His laws?

(Examples may include justifying the use of pornography and other evil forms of media and attacking teachings of the Church.)

- How can knowing that Satan and his followers seek to destroy us and bring us into captivity help us to overcome their efforts?

Inform students that later in this chapter they will learn about one of the ways the great and abominable church has tried to destroy those who seek God.

### **1 Nephi 13:10–19**

*Nephi sees God's hand in the establishment of a free land where the gospel would be restored*

Invite a student to read aloud the following summary:

In 1 Nephi 13:10–19 we read Nephi's words describing his vision of individuals who would go forth "out of captivity," or religious persecution, from the nations of Europe and settle in North America, where they would be "delivered by the power of God out of the hands of all other nations" (1 Nephi 13:19). Latter-day prophets have taught that these individuals were inspired to help prepare and establish a nation with religious freedom—the United States of America—in which the gospel could be restored.

### **1 Nephi 13:20–42**

*Nephi sees future Gentiles with the Bible, the Book of Mormon, and latter-day scriptures*

Invite a student to read 1 Nephi 13:20–23 aloud. Ask the class to follow along, looking for the object that Nephi saw early American colonists "carr[y]ing forth among them" (verse 20).

- What did the early American colonists carry with them?
- What book was Nephi referring to? (The Bible. You may want to invite students to consider writing *the Bible* next to 1 Nephi 13:20.)

Invite several students to take turns reading aloud from 1 Nephi 13:24–28. Ask the class to follow along, looking for what the great and abominable church did to the Bible.

- What did the great and abominable church remove from the Bible?
- According to verse 27, why were these things removed?

Invite another student to read 1 Nephi 13:29 aloud. Ask the class to follow along, looking for what happened because many plain and precious truths and covenants were removed from the Bible.

- What happened as a result of plain and precious things and many covenants of the Lord being removed from the Bible?

Display the copy of the Bible with the strips of paper that you placed in it before class. Explain that the strips of paper represent examples of plain and precious truths and covenants that are not taught clearly in the Bible or are not contained in it. Invite several students to each take a strip of paper from the Bible and read it aloud to the class. After each is read, ask:



- How might misunderstanding this truth or having no knowledge of it cause a person to stumble spiritually?

After all the strips of paper have been read and discussed, refer to the bicycle you displayed at the beginning of the class.

- In what ways might the great and abominable church's tampering with the Bible be compared to someone's efforts to deliberately remove essential parts from another person's bicycle? (Both are done maliciously in order to cause harm.)

Invite four students to take turns reading aloud from 1 Nephi 13:32, 34–36. Ask the class to follow along and look for what the Lord would do to help people overcome the efforts of the great and abominable church.

- According to 1 Nephi 13:34, what will the Lord bring forth because of His mercy?
- According to 1 Nephi 13:35–36, what would be “hid up” to come forth unto the Gentiles? (You may want to invite students to consider writing next to 1 Nephi 13:35 that “these things” refers to the Book of Mormon.)

Ask a student to read 1 Nephi 13:39 aloud. Invite the class to follow along, looking for what else the Lord would bring forth as part of the latter-day Restoration of His gospel.

- According to 1 Nephi 13:39, what else would the Lord bring forth in the latter days, in addition to the Book of Mormon?
- What “other books” has the Lord brought forth as part of the Restoration? (The Doctrine and Covenants, the Pearl of Great Price, and the Joseph Smith Translation of the Bible.)

Invite students to read 1 Nephi 13:40–41, looking for a description of what the scriptures of the Restoration will make known unto all people.

- According to verses 40–41, what will the scriptures of the Restoration make known unto all people? (Help students identify the following truth: **The Book of Mormon and other latter-day scriptures restore plain and precious truths that help us know that Jesus Christ is the Son of God and that we must come unto Him to be saved.**)

To help students understand how the Book of Mormon and other latter-day scriptures have restored plain and precious truths and covenants, assign each student one of the truths written on the strips of paper you distributed earlier. (If you have more students than strips of paper, you could assign students to work in pairs or small groups.) Invite students to use the index to the triple combination, the Topical Guide, or the Bible Dictionary to locate a scripture passage in the Book of Mormon, Doctrine and Covenants, or Pearl of Great Price that could help someone understand the truth they were assigned.

After sufficient time, invite students to teach one or more other students by (1) reading aloud the scripture passage they located; (2) explaining how the passage could help someone understand the particular truth they were assigned; and (3) sharing their testimony of that truth.



Before students teach one another, you may want to provide the following example: Explain that the Bible testifies that Jesus Christ suffered and died for our sins, but the Book of Mormon provides a fuller description of what the Savior experienced as part of His Atonement. Read Alma 7:11–13 aloud, and point out that Jesus Christ not only suffered for our sins and willingly died for us, but He also suffered our pains, afflictions, temptations, and sicknesses “that he may know ... how to succor [or help] his people according to their infirmities” (Alma 7:12). Consider sharing your testimony of how knowing this scripture passage has helped you come unto Jesus Christ.

As you end class, urge students to study the Book of Mormon carefully throughout the year. Encourage them to look for teachings and accounts that teach them how to come unto Jesus Christ and that strengthen their testimonies of Jesus Christ and of the plain and precious truths and covenants of His gospel.

## LESSON 15

# 1 Nephi 14

### Introduction

1 Nephi 14 concludes the account of Nephi's vision. In this part of the vision, Nephi was told of the blessings promised to those who repent and hearken unto the Lord and the consequences that will come upon the wicked who harden

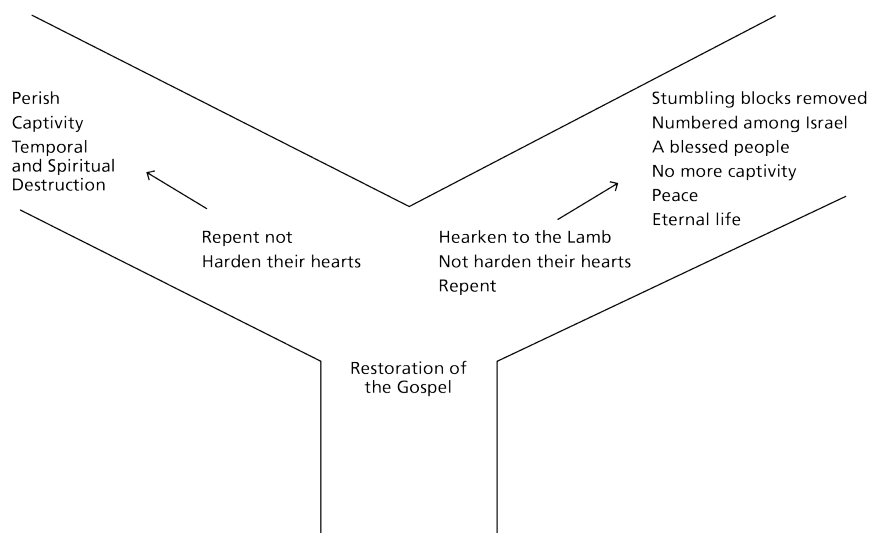
their hearts against the Lord. Nephi was also shown that the Lord would help and protect those who live righteously and keep their covenants and that He would destroy the great and abominable church of the devil.

### Suggestions for Teaching

#### 1 Nephi 14:1–7

*Nephi sees the consequences for future generations of obeying or disobeying the Lord*

Copy the following diagram on the board, but do not write any of the words (you will add them as you progress through the lesson). You may want to invite students to copy this diagram into their class notebooks or study journals.



### Visual aids

Many students will learn better and remember longer when you use visual aids to present ideas. Simple diagrams like the one shown in this teaching idea are easily drawn on the board. Such diagrams can help students focus on main ideas in the scriptures.

Refer to the diagram on the board. Point out that when a person arrives at a fork in a road, he or she must choose between two possible directions. Similarly, at times we must make important decisions about which direction to take in life. Invite students to think about a time when they or someone they know have had to make a choice about a direction to take in life.

- How did you or the person you know decide which choice to make?

Write the words *Restoration of the Gospel* on the board where the two paths diverge.

Explain that when people learn of the restored gospel, they have important choices to make. As students study 1 Nephi 14 today, invite them to look for these choices and the consequences that follow.

Invite a student to read 1 Nephi 14:1–2 aloud. Ask the class to follow along and look for the choices Nephi indicated the Gentiles could make once they learned about the gospel and the blessings that would come to them if they made those choices.

- How will some Gentiles respond to the gospel? (Write these righteous choices on the board on the path that diverges to the right.)
- What blessings did Nephi see would come to those who hearkened unto the Lamb of God? (Write students' responses on the board next to the choices on the path to the right.)

You may need to explain that the phrase “stumbling blocks” (1 Nephi 14:1) often refers to obstacles that keep people from following the Lord. To be “numbered among the house of Israel” (1 Nephi 14:2) means to be counted among the Lord’s covenant people.

Invite a student to read 1 Nephi 14:5–6 aloud. Ask the class to follow along and look for additional choices that the Gentiles could make, as well as the consequences of those choices. Invite students to report what they find. On the board, write *Repent* on the path to the right side and *Repent Not* on the path to the left side. Write *Perish* at the end of the path on the left side.

Ask a student to read 1 Nephi 14:7 aloud. Invite the class to follow along, looking for additional consequences that come to those who repent and to those who choose not to repent.

Ask students to report what they find, and add their responses to the diagram on the board. (You may need to explain that the “great and marvelous work” mentioned in 1 Nephi 14:7 refers to the Restoration of the gospel and the Lord’s Church in the latter days.)

- What blessings will come to those who repent and do not harden their hearts against the Lord and His work? (Help students identify the following principle: **If we repent and do not harden our hearts against the Lord and His work, then we will receive peace and eternal life.** Write this principle to the right of the diagram on the board.)
- What will happen to those who respond to the gospel by hardening their hearts and choosing not to repent? (Help students identify the following principle: **If we do not repent but harden our hearts against the Lord and His work, we will eventually be brought down into captivity and destruction.** Write this principle to the left of the diagram on the board.)
- What are some examples of captivity and destruction that may come to those who choose not to repent?

Consider sharing an experience that illustrates the different ways people may respond when they learn about the restored gospel of Jesus Christ.

- Why do you think people can have such different responses when they learn about the restored gospel?
- What differences have you seen in the lives of those who embrace the gospel compared to those who harden their hearts against the Lord and His work? (Caution students not to name specific individuals who they believe may have hardened their hearts against the Lord and His work.)

Testify that how we respond to the Lord and His work will have eternal consequences for each of us.

### 1 Nephi 14:8–17

*Nephi sees the battle between the church of the Lamb of God and the great and abominable church*

Write the following on the board: *The church of \_\_\_\_\_ versus the church of \_\_\_\_\_.*

Explain that as Nephi’s vision progressed, he saw a great latter-day conflict between two churches.

Invite a student to read 1 Nephi 14:9–10 aloud. Ask the class to follow along, looking for what the angel called the two churches.

- What did the angel call the two churches?

Write *the Lamb of God* on the board in the blank on the left and *the devil* in the blank on the right. Explain that the church of the Lamb of God is the authorized Church of Jesus Christ, and remind students that the church of the devil (also called the great and abominable church) refers to any organization that strives to lead people away from God and His laws.

To help the class understand the angel’s words that “whoso belongeth not to the church of the Lamb of God belongeth to [the church of the devil]” (1 Nephi 14:10), invite a student to read aloud the following statement from a proclamation issued by the Quorum of the Twelve Apostles on April 6, 1845:

“As this work progresses in its onward course, and becomes more and more an object of political and religious interest and excitement, no king, ruler, or subject, no community or individual, will stand *neutral*. All will at length be influenced by one spirit or the other; and will take sides either for or against the kingdom of God” (in James R. Clark, comp., *Messages of the First Presidency of The Church of Jesus Christ of Latter-day Saints* [1965], 1:257).

Invite a student to read 1 Nephi 14:11–12 aloud. Ask the class to follow along, looking for which church will have more people and why.

- According to 1 Nephi 14:12, which church will have more people?
- Why will the church of the Lamb of God have fewer people than the great and abominable church?

- Where did Nephi say the members of the church of the Lamb of God will be located?

Organize students into groups of two or three. Invite the groups to study 1 Nephi 14:13 and to discuss their answers to the following questions (you may want to write these questions on the board or prepare them ahead of time as a handout):

- *According to 1 Nephi 14:13, for what purpose will the great and abominable church gather together multitudes?*
- *What are some ways that you have seen individuals or organizations fight against the Savior and His work?*
- *When have you experienced opposition because of your beliefs or standards as a member of The Church of Jesus Christ of Latter-day Saints?*

Invite a student to read 1 Nephi 14:14 aloud. Invite the class to follow along, looking for how the Lord will help His covenant people as they face opposition from the church of the devil.

- How will the Lord help His covenant people as they face opposition from the church of the devil? (After students respond, write the following principle on the board: **If we keep our covenants, we will be armed with righteousness and with the power of God.**)
- What does the phrase “armed with righteousness and with the power of God” mean to you?
- When have you felt that you were “armed with righteousness and with the power of God”? What did you do that helped you feel God’s power or protection?

Invite a student to read 1 Nephi 14:3–4 aloud. Ask another student to read 1 Nephi 14:15–17 aloud. Invite the class to follow along, looking for what will happen to the great and abominable church.

- What will happen to the great and abominable church?
- How can knowing what will happen to the great and abominable church help us to have hope as members of the much smaller church of the Lamb of God?

Invite students to evaluate their lives and consider what they might do to be better armed with righteousness. Urge them to act on any promptings they receive. Assure them that as they remain faithful, they will have the opportunity to enter into sacred temples and make additional covenants with the Lord. The promises and covenants they make there will bring great power and protection into their lives as they keep those promises and covenants.

Assure students that God’s kingdom will triumph in the last days. Express confidence that they can trust in God and that His power will overcome all evil. Encourage them to be a force for good in influencing others.

**1 Nephi 14:18–30***Nephi sees John the Revelator*

Summarize 1 Nephi 14:18–28 by explaining that the angel showed Nephi a vision of the Apostle John and informed Nephi that he would be shown the same things that John would be shown, including the end of the world. The angel commanded Nephi not to write the rest of his vision because John was appointed to record the remainder of it. Explain that these verses refer at least in part to John's writings in the book of Revelation.

## HOME-STUDY LESSON

# 1 Nephi 7–14 (Unit 3)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 1 Nephi 7–14 (unit 3) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (1 Nephi 7)**

As students studied how Lehi's sons returned to Jerusalem to bring Ishmael's family with them to the promised land, they learned that the Lord commands us to marry and raise up children unto Him and that God answers prayers according to our faith.

#### **Day 2 (1 Nephi 8)**

Students studied Lehi's vision of the tree of life. They learned that coming to Jesus Christ and partaking of His Atonement brings happiness and joy. As they read about the various groups of people in the dream and their successes and failures in going to the tree of life and partaking of the fruit, they also learned the following principles: Pride, worldliness, and submitting to temptations can keep us from receiving the blessings of the Atonement. If we hold fast to the word of God, it will help us overcome temptation and worldly influences. Holding fast to the word of God helps us grow closer to the Lord and receive the blessings of the Atonement.

#### **Day 3 (1 Nephi 10–11)**

Students learned what happened when Nephi sought to "see, and hear, and know" (1 Nephi 10:17) for himself the things his father had seen. Through Nephi's example, they saw that God reveals truth to those who diligently seek Him. Nephi received a vision that taught of God's love for us, expressed through the gift of His Son. Students had an opportunity to write down what this means to them.

#### **Day 4 (1 Nephi 12–14)**

In the remainder of his vision, Nephi saw how the Lord prepared the way for the Restoration. He learned that plain and precious truths would be removed from the Bible but that the Book of Mormon and latter-day scriptures would restore plain and precious truths that help us know that Jesus Christ is the Son of God and help us come unto Him. Nephi also saw the last days. Students pondered the principle that as we live righteously and keep our covenants, the power of God will help us triumph over evil.

### Introduction

The focus of this week's lesson is Lehi's vision in 1 Nephi 8. As you teach this lesson, emphasize the joy that the Atonement of Jesus Christ can bring into our lives and how we can experience the blessings of the Atonement through living by the word of God. Students will use their scriptures, student study guides, and study journals throughout this lesson.

## Suggestions for Teaching

### 1 Nephi 7

#### *The Lord commands Lehi's sons to return to Jerusalem for Ishmael and his family*

Display a picture of a married couple and their children—perhaps a picture of your own family or that of a student whom you invited to bring a picture.

- Why are families important to God's plan for our salvation?

Invite students to review and summarize 1 Nephi 7:1–5. Then ask what principles they have learned from these verses. (Students may share various principles. The principle emphasized in the student manual was that **the Lord commands us to marry and raise up children unto Him.**)

In their lesson for day 1, students were assigned to ask a parent, Church leader, or teacher to suggest three ways young people today can prepare for marriage and raising children “unto the Lord.” Invite a few students to share what they learned.

### 1 Nephi 8

#### *Lehi has a vision of the tree of life*

Remind students that after Nephi and his brothers brought Ishmael and his family into the wilderness, Lehi had a dream. Invite a student to read 1 Nephi 8:10–13 aloud, and ask another student to draw on the board or a piece of paper what the verses describe. If you feel it is more appropriate for your class, you may want to show the picture *Lehi's Dream* (*Gospel Art Book* [2009], no. 69) or another picture depicting Lehi's dream (see LDS.org) and have students identify the various images described in the verses.

- What information in Lehi's description makes the fruit of the tree enticing to you?

Remind students that the fruit of the tree symbolizes “the greatest of all the gifts of God” (1 Nephi 15:36)—the blessings of the Atonement of Jesus Christ. If you had a student draw the picture, you may want to label what the fruit represents on the drawing.

- What can we learn from 1 Nephi 8:10–13 about receiving the blessings of the Atonement? (Though students may use different words to express it, make sure the following principle is clear: **Coming unto Jesus Christ and partaking of His Atonement brings happiness and joy.** You might want to write this principle on the board.)





In their lesson for day 2, students were asked to answer the question “When has the Savior’s Atonement brought happiness and joy into your life?” Invite students to turn to their study journals and silently read their answers.

To help students share meaningful truths and testimonies with one another, encourage several of them to read or talk about what they wrote. You may also want to tell about a time when the Atonement of Jesus Christ brought happiness and joy into your life.

Explain that Lehi’s vision not only teaches that the Atonement of Jesus Christ brings great joy, it also shows what we need to do to receive the blessings of the Atonement of Jesus Christ. Invite students to review 1 Nephi 8:19–26 and draw the other symbols from Lehi’s vision, or have them identify the other symbols in the picture Lehi’s Dream. As they draw or identify the symbols, invite them to explain what the different symbols mean. (If they need help, encourage them to use the chart they completed in the student study guide.)

Invite a student to read 1 Nephi 8:30 aloud.

- What was the role of the iron rod—the word of God—in Lehi’s vision?
- As you studied 1 Nephi 8, what did you learn about the importance of the word of God?
- What phrases in 1 Nephi 8:30 indicate what we need to do to receive the blessings of the Atonement of Jesus Christ?
- What do you think it means to “press [your] way forward, continually holding fast to the rod of iron”?

Write on the board two other gospel principles they studied in the student study guide: **If we hold fast to the word of God, it will help us overcome temptation and worldly influences. Holding fast to the word of God helps us grow closer to Jesus Christ and receive the blessings of His Atonement.**

Ask students to imagine they are missionaries and have the opportunity to testify about the importance of studying the word of God and living according to its principles. Invite them to share what they would say, based on their own experiences. Consider sharing your feelings about the power of the scriptures and the words of the prophets in helping you come closer to the Savior.

### **1 Nephi 10–14**

*Because of his faith and diligence, Nephi receives personal revelation about the things his father taught and many other things*

Invite a student to read 1 Nephi 10:17, 19 aloud. Ask the class to follow along and identify blessings that come when we diligently seek the Lord’s guidance. Ask one or two students to share what they think it means to “diligently seek.” (During their day 3 lesson, they were asked to write what this means in their student study guide.)

Summarize 1 Nephi 11–14 by explaining that Nephi received personal revelation because he diligently sought the Lord. He saw the ministry and Atonement of Jesus Christ (1 Nephi 11), the future destruction of his people because of their pride and

wickedness (1 Nephi 12), early gentile colonizers of the land of promise and the restoration of plain and precious truths (1 Nephi 13), and righteous people fighting against the workings of the great and abominable church in the last days (1 Nephi 14).

*Note:* To prepare the following activity, you may want to review the corresponding lessons in this manual and the materials in the student study guide for day 4 of this unit.

Ask students to select one of the chapters in 1 Nephi 11–14 and do the following three activities. (You may want to have them do this on the board or a piece of paper.)

1. Write a summary of the chapter selected.
2. Write one of the gospel principles taught in that chapter. (They may use a principle highlighted in the study guide or identify one on their own.)
3. Write how that principle applies to us today.

After they have had sufficient time to prepare, invite students to share what they have written. Invite one or two students to share their testimonies of principles they learned as they studied 1 Nephi 7–14 this week.

Before excusing your class, remember to collect their study journals and to follow up on any assignments.

### **Next Unit (1 Nephi 15–19)**

Tell students that in the next unit they will study more about the trials of Lehi and his people as they continued their journey in the wilderness and sailed to the land of promise. Ask them to imagine the surprise of the people when they awoke one morning and discovered a “ball of curious workmanship”—the Liahona. Ask students to look for answers to the following questions as they study: How did the Liahona work, and how did it guide them? Why did Nephi rebuke his brethren on the ship? How did Nephi describe the land of promise?

## LESSON 16

# 1 Nephi 15

### Introduction

After Nephi received a vision similar to the vision his father had received, he returned to his father's tent. There he found his brethren disputing over Lehi's teachings. Nephi chastised his brethren for their hard-heartedness and reminded them

how to receive revelation for themselves. He then explained some of Lehi's teachings about the natural branches of the olive tree and the meaning of Lehi's vision of the tree of life.

### Suggestions for Teaching

#### 1 Nephi 15:1–11

##### *Nephi's brethren complain that they cannot understand Lehi's vision*

Invite students to imagine that a friend approaches them and asks about a recent statement made by Church leaders that is difficult for this friend to understand and accept. Ask students to record in their class notebooks or study journals what they would say to this friend.

As students study 1 Nephi 15 today, invite them to look for principles that can help us when we encounter issues about the Church or its teachings that we may not understand.

Explain that 1 Nephi 15 begins with Nephi returning to his father's tent after having received a vision similar to Lehi's. Invite a student to read 1 Nephi 15:1–2 aloud. Ask the class to follow along, looking for what Nephi encountered when he returned to his father's tent.

- What did Nephi find when he returned to his father's tent?
- What were Nephi's brethren disputing about?

Invite a student to read 1 Nephi 15:3 aloud. Ask the class to follow along, looking for why Nephi's brethren were struggling to understand the things Lehi had taught them. Invite students to consider marking what they find.

- Why were Nephi's brethren having difficulty understanding the things Lehi taught them?
- What principle can we learn from verse 3 about what can prevent us from understanding spiritual truth? (Help students identify the following principle: **If we harden our hearts and do not look to the Lord, then we will struggle to understand spiritual truth.** Write this principle on the board.)
- In our day, where might individuals who are struggling to understand spiritual truth choose to turn rather than looking to the Lord?
- When struggling to understand spiritual truth, why do you think it is important to look to the Lord to help us understand spiritual truth?

Summarize 1 Nephi 15:4–7 by explaining that Nephi was overcome with grief because of the hard-heartedness of his brethren and because of the destruction of his people that he had seen in his vision. When Nephi regained his strength, he

asked his brethren why they were arguing. They responded that they could not understand what Lehi had taught about the house of Israel and the Gentiles.

Invite students to read 1 Nephi 15:8–9 silently, looking for the question Nephi asked his brethren and how they responded.

- What did Nephi ask his brethren?
- What was the reason his brethren gave for not turning to the Lord for answers?
- Based on their response to Nephi’s question, what do you think Nephi’s brethren failed to understand?

Ask a student to read 1 Nephi 15:10–11 aloud. Invite the class to look for a principle Nephi taught his brethren to help them learn how to obtain answers from God.

- According to verse 11, what principle did Nephi teach his brethren to help them understand their father’s words and receive answers from God? (Students may use different words, but they should identify a principle similar to the following: **If we do not harden our hearts and we ask the Lord in faith and keep His commandments, then we will receive answers and understanding from Him.** Write this principle on the board.)
- Why do you think it is necessary to ask in faith and keep God’s commandments in order to receive answers and understanding from Him?

Remind students of the scenario presented at the beginning of the lesson. Divide students into pairs. Invite students in each pair to explain to each other how they could use the principles they have identified in 1 Nephi 15 to help their friend in this scenario.

Ask students to ponder how the principle they identified in 1 Nephi 15:11 has blessed them or someone they know. Invite a few students to share their experiences with the class. You might also share a personal experience and your testimony of this principle.

### ***Help students feel the truth and importance of doctrines and principles***

After students identify and understand gospel doctrines and principles, they might not apply them until they feel their truth and importance through the Spirit and sense some degree of urgency to incorporate the principles in their own lives. One of the most effective ways to help students do this is to encourage them to reflect on and share personal experiences related to those truths.

Encourage students to apply this principle and to share it with someone they know who may be seeking answers and understanding concerning spiritual truth.

## **1 Nephi 15:12–20**

### ***Nephi explains the scattering and gathering of Israel***

Invite a student to read aloud the following summary of 1 Nephi 15:12–20:

To help resolve the disputations of his brethren, Nephi taught them the meaning of Lehi’s prophecy about the “natural branches of the olive tree” and the Gentiles (see

1 Nephi 10:12–14; 15:7). He explained that the olive tree represented the house of Israel. Because Lehi’s family had left Jerusalem and was separated from the rest of the house of Israel, it was like a branch that had been broken from the olive tree (see 1 Nephi 15:12). He further explained that in the latter days, many years after Lehi’s descendants would have “dwindled in unbelief” (1 Nephi 15:13), the fulness of the gospel would be given to the Gentiles. The Gentiles would then bring the gospel to Lehi’s posterity, restoring them to the knowledge of their Redeemer and to the covenant blessings of their fathers. This would be like gathering and grafting their branch back into the olive tree (see 1 Nephi 15:13–17). This restoration would happen not only for Lehi’s descendants but for all the house of Israel (see 1 Nephi 15:18–20).

### 1 Nephi 15:21–36

#### *Nephi answers the questions his brethren had about Lehi’s vision*

Explain that in the remainder of 1 Nephi 15, we read Nephi’s answers to the questions his brethren had about Lehi’s vision. Nephi used what he learned in his own vision to teach them. For example, as recorded in 1 Nephi 15:21–22, Nephi explained that the tree he and his father saw in vision was a representation of the tree of life.

Invite students to read 1 Nephi 15:23 silently, looking for what Nephi’s brethren asked him next.

- What did Nephi’s brethren ask?
- If you had been in Nephi’s position, what would you teach Nephi’s brethren about the meaning of the iron rod?

Invite a student to read 1 Nephi 15:24–25 aloud. Ask the class to follow along, looking for what Nephi taught his brethren about the iron rod. (Explain that the phrase “fiery darts” [verse 24] can refer to any temptation or evil influence that the adversary uses to try to harm us.)

- What principle about the word of God can we learn from verse 24? (Help students identify the following principle: **Continually hearkening and holding fast to the word of God enables us to withstand Satan’s attempts to blind and destroy us.** Write this principle on the board.)

Ask a student to come to the front of the class, and blindfold him or her. Invite the student to walk to another place in the classroom. (Be careful not to risk the student’s safety.) Ask the student:

- How did the blindfold make this task more difficult?

Remind the class that in Lehi’s vision the mists of darkness represent “the temptations of the devil” (1 Nephi 12:17).

- Why do you think Satan tries to blind those he desires to destroy?
- In what ways can temptations blind us or cause us to not see clearly?

Give the blindfolded student a rod to hold on to, such as a broom handle. Ask another student to hold the other end of the rod and to guide the blindfolded

student safely back across the classroom. Then remove the blindfold, thank both students, and ask both of them to be seated.

- When you are walking and cannot see, what difference does it make to have something to hold on to?

Point out that in Lehi's vision the iron rod did not eliminate the mists of darkness, but it did allow those who held on to the rod to come through the mists of darkness in safety.

- In what ways is the iron rod like the word of God?
- Where can we obtain the word of God? (Answers might include in the scriptures, in the words of inspired Church leaders, and by personal revelation from God through the Holy Ghost.)
- What can we do to hearken and hold fast to the word of God?
- How has studying and following the word of God strengthened you against Satan's attacks? (You may also want to share an experience. Remind students that they should not share experiences that are too personal.)

Invite students to ponder what fiery darts they feel the adversary is firing at them. Encourage them to set a goal to better hearken and hold fast to the word of God so they can withstand Satan's attacks.

Briefly summarize 1 Nephi 15:26–36 by explaining that Nephi told his brethren that the river their father saw in his vision represented an awful hell prepared for the wicked, separating them from God and His people. Point out that these verses teach that **no unclean thing can enter the presence of God**. Invite students to consider marking the words that teach this doctrine in 1 Nephi 15:34.

Conclude the lesson by testifying of the truths students identified in 1 Nephi 15.

## LESSON 17

# 1 Nephi 16

### Introduction

Lehi's family continued their journey into the wilderness. The Lord blessed them with the Liahona, through which He guided them in their journey. As they traveled, they experienced hardships, including the loss of Nephi's bow.

Nephi chastised his brethren for complaining, constructed a new bow, and sought his father's counsel regarding where he should hunt.

### Suggestions for Teaching

#### 1 Nephi 16:1–32

*Nephi responds to the murmuring of his brethren, and the Lord guides Lehi's family in the wilderness through the Liahona*

Copy the following chart on the board, and ask students to copy it into their class notebooks or study journals.

Challenges and Hardships	
Lehi's Family	Me

Invite students to list under the heading *Me* any challenges or hardships they are personally experiencing.

- What are some common ways people respond to challenges and hardships they face?

Ask students to reflect on how they are responding to the challenges they wrote in the chart.

Explain that Lehi's family often experienced hardships as they traveled in the wilderness. As students study 1 Nephi 16 today, encourage them to look for how the different individuals in Lehi's family responded to these trials and how we can invite God's help in the way that we choose to respond to our personal challenges.

Summarize 1 Nephi 16:1–6 by explaining that Laman and Lemuel complained to Nephi that he had spoken hard things to them as he explained their father's vision to them. Nephi responded that "the guilty taketh the truth to be hard" (1 Nephi 16:2) and exhorted them to keep the commandments of God. Nephi's brethren humbled themselves as a result of his diligence in teaching them. In 1 Nephi 16:7–8, we learn that Lehi's sons and their companion Zoram each married one of Ishmael's daughters.

Invite a student to read 1 Nephi 16:9–10 aloud. Ask the class to follow along, looking for what the Lord provided to help Lehi's family during their journey.

- What did the Lord provide for Lehi's family? (Point out that they called this ball the Liahona [see Alma 37:38].)

Display the picture *The Liahona* (*Gospel Art Book* [2009], no. 68; see also [lds.org/media-library](http://lds.org/media-library)).

- In what ways do you think such a gift would have been helpful to Lehi and his family in their circumstances?

Summarize 1 Nephi 16:11–15 by explaining that Lehi's family continued to travel into the wilderness.

Invite students to read 1 Nephi 16:16 silently, looking for how the Liahona helped Lehi's family. Invite students to report what they find.



Invite a student to read 1 Nephi 16:17–19 aloud. Ask students to follow along, looking for what happened after Lehi's family had traveled many days with the help of the Liahona.

- What hardship did Nephi experience? (He broke his bow. You may want to point out that the bows that belonged to Nephi's brethren had also become useless [see verse 21]. Write *broken and useless bows* on the board under *Lehi's Family*.)
- How did Nephi's brethren respond after Nephi's bow broke?
- What hardship did the broken and useless bows bring upon the rest of the family? (Write *hunger and fatigue* on the board under *Lehi's Family*.)

Invite students to consider how they might have responded to this trial if they had been part of Lehi's family.

- Why do you think righteous people, such as Nephi, sometimes have to face trials? (Explain that many trials we face are not necessarily consequences for wrong choices. Rather, many trials are simply a natural part of life and can be chances to learn and grow as part of our mortal journey.)

Invite half of the class to search 1 Nephi 16:20–22 silently, looking for how some of Lehi's family reacted to the trial of Nephi's broken bow. Invite the other half of the class to search 1 Nephi 16:23–25, looking for Nephi's response to this trial and how his response affected his family. Invite each group to report what they discovered. Then ask the following questions:

- What can we learn by comparing these two responses to the same trial?
- Why is it significant that Nephi went to his father for direction, even though Lehi had been murmuring? (You may want to explain that by going to Lehi for direction, Nephi showed respect for him as his father and priesthood leader and helped remind him to turn to the Lord. Seeking counsel from parents and priesthood leaders, despite their imperfections, is a way of honoring them and exercising faith in the Lord.)



Invite a student to read 1 Nephi 16:30–32 aloud. Ask the class to follow along, looking for what resulted from Nephi’s efforts to respond faithfully to this difficulty.

- What resulted from Nephi’s efforts to respond faithfully to the difficulty he and his family experienced?
- What principle can we learn from Nephi’s response to his family’s adversity? (Help students identify a principle such as the following: **If we put forth our own effort and seek the Lord’s direction, then He will help us through our difficulties.** Write this principle on the board.)
- Why do you think putting forth our own effort is important in order to receive the Lord’s help through our difficulties?

Invite students to look at the list of their own trials and hardships that they wrote in their charts and to ponder when they may have applied this principle during difficult circumstances. Invite several students to share their experiences with the class. (Remind students not to share anything that is too personal.)

Give students a few moments to ponder what efforts they might be able to make in each of the personally challenging circumstances they wrote down and how they can seek the Lord’s direction.

To help students identify another principle from this account, ask a student to read 1 Nephi 16:26–29 aloud. Invite the class to follow along, looking for details about how the Lord used the Liahona to guide Lehi’s family.

- What are some ways that the Lord used the Liahona to guide Lehi’s family?

Write the following incomplete sentence on the board: *Sources of direction from the Lord work in our lives according to ...*

- Using words and phrases contained in verses 28 and 29, how would you finish this principle? (As students respond, complete the statement on the board as follows: **Sources of direction from the Lord work in our lives according to the faith, diligence, and heed we give to them.**)
- What is the difference between casually following the direction of the Lord and following the Lord’s direction with faith and diligence?
- What are some of the “means” (verse 29) by which the Lord guides us today?



Divide the class into three groups. Give each group a copy of one of the following assignments, in which students will study one of the means by which the Lord guides us. (If your class is large, you may want to divide students into more than three groups to reduce the group size. If you do so, you will need to give one or more groups the same assignment.) Instruct the members of each group to read their assignment together and discuss the accompanying questions.

### Group 1: A Patriarchal Blessing

Read aloud the following statement by President Thomas S. Monson:



"The same Lord who provided a Liahona for Lehi provides for you and for me today a rare and valuable gift to give direction to our lives, to mark the hazards to our safety, and to chart the way, even safe passage—not to a promised land, but to our heavenly home. The gift to which I refer is known as your patriarchal blessing. ...

"... Your blessing is not to be folded neatly and tucked away. It is not to be framed or published. Rather, it is to be read. It is to be loved. It is to be followed. Your patriarchal blessing will see you through the darkest night. It will guide you through life's dangers. ... Your patriarchal blessing is to you a personal Liahona to chart your course and guide your way" (Thomas S. Monson, "Your Patriarchal Blessing: A Liahona of Light," *Ensign*, Nov. 1986, 65–66).

- What are two or three ways in which a patriarchal blessing is like the Liahona?
- What might cause us to miss important messages contained in our patriarchal blessing?
- When have you been blessed by following the guidance of your patriarchal blessing?

## Group 2: The Scriptures and the Words of Latter-Day Prophets

Read aloud the following statement by Elder W. Rolfe Kerr, who served as a member of the Seventy:



"The words of Christ can be a personal Liahona for each of us, showing us the way. Let us not be slothful because of the easiness of the way. Let us in faith take the words of Christ into our minds and into our hearts as they are recorded in sacred scripture and as they are uttered by living prophets, seers, and revelators. Let us with faith and diligence feast upon the words of Christ, for the words of Christ will be our spiritual Liahona telling us all things what we should do" (W. Rolfe Kerr, "The Words of Christ—Our Spiritual Liahona," *Ensign* or *Liahona*, May 2004, 37).

- What are two or three ways in which the scriptures and words of latter-day prophets are like the Liahona?
- What might cause us to miss important messages contained in the scriptures or in the words of the latter-day prophets?
- When have you been blessed by following the guidance of the scriptures or latter-day prophets?

## Group 3: The Holy Ghost

Read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:



"As we strive to align our attitudes and actions with righteousness, then the Holy Ghost becomes for us today what the Liahona was for Lehi and his family in their day. The very factors that caused the Liahona to work for Lehi will likewise invite the Holy Ghost into our lives. And the very factors that caused the Liahona not to work anciently will likewise cause us to withdraw ourselves from the Holy Ghost today" (David A. Bednar, "That We May Always Have His Spirit to Be with Us," *Ensign or Liahona*, May 2006, 30).

- What are two or three ways in which the Holy Ghost is like the Liahona?
- What might cause us to miss important messages from the Holy Ghost?
- When have you been blessed by following the guidance of the Holy Ghost?

After sufficient time, ask someone from each group to teach the class what the members of his or her group have learned from their discussion. Consider telling about a time when you received guidance from the Lord through one of the sources you have discussed. Invite students to apply what they have learned by giving faith, diligence, and heed to the sources of direction the Lord has provided for us.

### ***Invite students to apply gospel doctrines and principles***

The aim of gospel teaching is to help students apply the doctrines and principles found in the scriptures, become converted, and receive the blessings promised to the faithful. Application takes place when students think, speak, and live according to the truths they have learned. Be careful not to be too prescriptive in assigning specific applications for students. The most meaningful direction for personal application comes individually through revelation from the Lord through the Holy Ghost.

## **1 Nephi 16:33–39**

### ***Ishmael dies, and some of Ishmael and Lehi's children murmur and conspire to kill Lehi and Nephi***

Explain that in 1 Nephi 16:33–39 we learn that Ishmael died. Some of his children mourned exceedingly and again began to murmur against Lehi and Nephi. Laman, Lemuel, and the sons of Ishmael conspired to kill Lehi and Nephi, but the voice of the Lord rebuked them and they repented and turned away from their anger.

## LESSON 18

# 1 Nephi 17

### Introduction

Lehi's family journeyed to Bountiful, where Nephi was commanded to build a ship. Nephi's brethren murmured and

refused to help him. He rebuked them for their wickedness and exhorted them to repent.

### Suggestions for Teaching

#### *Lead students through the learning process*

Help students better understand and internalize gospel principles by leading them through the learning process. Encourage them to search the scriptures for understanding, and help them discover gospel truths for themselves. Also give students opportunities to explain the gospel in their own words and to share and testify of what they know and feel. This will help students not only understand the gospel but feel its truth and importance in their hearts.

### 1 Nephi 17:1–44, 50–51

*Lehi's family journeys to Bountiful, where the Lord commands Nephi to build a ship*

Invite several students to write on the board a few of the Lord's commandments that some people might feel are difficult to obey. After students return to their seats, ask the class to describe why people might feel these commandments are difficult to obey.

Invite students to consider whether there is a specific commandment that they personally struggle to obey.

As students study 1 Nephi 17 today, invite them to look for truths that can help them keep God's commandments, regardless of how hard it may seem to do so.

Invite a student to read 1 Nephi 17:1–2 aloud. Ask the class to follow along, looking for some of the difficulties Lehi's family experienced as they traveled in the wilderness.

- What were some of the difficulties Lehi's family experienced?
- What blessings did they receive? (After students respond, explain that Lehi's family was also blessed in many other ways, including receiving guidance from the Lord [see 1 Nephi 17:12–13].)

Tell students that Nephi taught a principle that explains why his family could be blessed during this difficult time. Invite students to read 1 Nephi 17:3 silently and identify the principle that begins with the word *if*.

- What principle did Nephi record in verse 3? (Students should state something similar to the following: **If we keep the commandments, then the Lord will strengthen us and provide means for us to accomplish that which He has commanded.** Write this principle on the board.)

Invite students to look for evidence of this principle as they study Nephi's experiences recorded in 1 Nephi 17.

Summarize 1 Nephi 17:4–6 by explaining that after traveling in the wilderness for eight years, Lehi's family arrived at a place they called Bountiful, which was near the sea.

Invite a student to read 1 Nephi 17:7–8 aloud. Ask the class to follow along, looking for what the Lord commanded Nephi to do.

- What did the Lord command Nephi to do?
- Why might building a ship have been difficult for Nephi?

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:



"Nephi was not a sailor. He had been reared in Jerusalem, an inland city, rather than along the borders of the Mediterranean Sea. It seems unlikely that he knew much about or had experience with the tools and skills necessary to build a ship. He may not have ever previously seen an oceangoing vessel. In essence, then, Nephi was commanded and instructed to build something he had never built before" (David A. Bednar, "Learning to Love Learning" *Ensign*, Feb. 2010, 28).

Divide students into pairs. Assign one student in each pair to silently read 1 Nephi 17:9–11, 15–16 and the other student in each pair to silently read 1 Nephi 17:17–21. (You may want to write these scripture references on the board.) Ask students to look for how the people described in these verses responded to the commandment to build a ship. Invite students to share what they find with their partner.

After sufficient time, ask the class the following questions:

- What impresses you about Nephi's response?
- How would you describe Laman and Lemuel's attitude?

Summarize 1 Nephi 17:23–31 by explaining that Nephi responded to the complaints of his brethren by reminding them that the Lord had helped Moses accomplish the difficult task of freeing the children of Israel from bondage.

Point out that when the Lord gives us challenging tasks or commandments, we can choose to respond as Nephi did, or we can respond as Laman and Lemuel did.

- When have you seen others respond as Nephi did to commandments that were challenging for them to obey?

Explain that Nephi later testified to his brethren of God's ability to help him accomplish the commandment to build a ship. Invite a student to read aloud Nephi's expression of faith in 1 Nephi 17:50. Then ask students to read 1 Nephi 17:51 silently, adding their names after the word *me* and replacing the phrase "build a ship" with the commandment they thought of at the beginning of class that may be difficult for them to obey.

Refer to the principle on the board, and testify of its truthfulness. Invite students to answer the following question in their class notebooks or study journals:

- How can I respond like Nephi rather than like Laman and Lemuel to commandments that may be difficult to obey?

After sufficient time, consider inviting a few students to share with the class what they wrote. Remind them not to share anything that is private or too personal.

Point out that according to 1 Nephi 17:20–22, Nephi’s brethren murmured because they had had to leave Jerusalem, claiming that the Israelites who were living there were “a righteous people” (verse 22), even though they had sought to kill Lehi (see 1 Nephi 1:19–20). Nephi responded by explaining why the ancient Israelites were able to conquer the land of Canaan, where Jerusalem is located, and why Jerusalem would be destroyed.

Invite several students to take turns reading aloud from 1 Nephi 17:32–40. Ask the class to follow along, looking for what Nephi taught about why the ancient Israelites were able to conquer the land of Canaan after they were freed from bondage in Egypt.

- According to these verses, why were the Israelites able to conquer the land of Canaan? (They were more righteous than the Canaanites, who “had rejected every word of God” and “were ripe in iniquity” [verse 35].)
- According to verse 35, how does the Lord regard “all flesh,” or all people?

Explain that the phrase “the Lord esteemeth all flesh in one” (1 Nephi 17:35) means that He loves, values, and desires to bless all people. The phrase “he that is righteous is favored of God” (1 Nephi 17:35) does not mean that God treats His children unfairly. Rather, it means that those who are righteous—meaning those who choose to obey God’s commandments and make and keep covenants with Him—are able to receive certain blessings that are withheld from those who do not enter covenants with God and obey His commandments. Write the following truth on the board: **Those who are righteous receive the Lord’s covenant blessings.**

To provide an example of how we must obey the commandments in order to receive the Lord’s covenant blessings, point out that in order to always have God’s Spirit to be with us, we must take upon ourselves the name of Jesus Christ, always remember Him, and keep His commandments (see D&C 20:77, 79).

- What are some other examples of blessings we can receive only if we keep the covenants we have made with God? (Answers might include the blessing of being married eternally [see D&C 132:19] and the blessing of receiving eternal life [see Mosiah 18:8–10].)

Summarize 1 Nephi 17:41–44 by explaining that Nephi told his brethren that the ancient Israelites had hardened their hearts against the Lord and His prophets “from time to time” (1 Nephi 17:42). The people in Jerusalem eventually became so wicked that Lehi had needed to flee with his family into the wilderness. Nephi told Laman and Lemuel that they were like those in Jerusalem who had sought to kill Lehi.

## 1 Nephi 17:45–49, 53–55

### *Nephi rebukes Laman and Lemuel for their wickedness*

Invite a student to read 1 Nephi 17:45 aloud. Ask the class to follow along, looking for the effect Laman and Lemuel's iniquities, or sins, had on them.

- What effect did Laman and Lemuel's sins have on them? What could they not feel?

Invite students to consider marking the following phrase in verse 45: "he hath spoken unto you in a still small voice, but ye were past feeling, that ye could not feel his words."

To help the class understand what it means to "feel [the Lord's] words," invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994):



"We hear the words of the Lord most often by a feeling. If we are humble and sensitive, the Lord will prompt us through our feelings" (Ezra Taft Benson, "Seek the Spirit of the Lord," *Ensign*, Apr. 1988, 4).

- According to President Benson, how do we often hear the words of the Lord?
- What principle can we learn from verse 45 about what can make it difficult to feel and recognize the voice of the Lord? (Help students identify the following principle: **When we choose to sin, it becomes more difficult to feel and recognize the voice of the Lord.**)

Display a cell phone. Invite a student to read aloud the following statement by President James E. Faust (1920–2007) of the First Presidency. Ask the class to listen for the analogy he drew between cell phone communication and communication with the Lord:



"Occasionally ... we find dead spots where the signal coming to a cell phone fails. This can happen when the cell phone user is in a tunnel or a canyon or when there is other interference.

"So it is with divine communication. ... We often put ourselves in spiritual dead spots—places and situations that block out divine messages. Some of these dead spots include anger, pornography, transgression, selfishness, and other situations that offend the Spirit" (James E. Faust, "Did You Get the Right Message?" *Ensign* or *Liahona*, May 2004, 67).

- When we have sinned, what can we do to make it easier to once again feel and recognize the voice of the Lord? (Repent of our sins.)

Invite students to consider whether they are participating in any sinful behavior that might make it difficult for them to feel and recognize the voice of the Lord.

Encourage them to repent as necessary so they can feel and recognize the still, small voice of the Lord speaking to them.

Display the picture *Nephi Subdues His Rebellious Brothers* (*Gospel Art Book* [2009], no. 70; see also [lds.org/media-library](http://lds.org/media-library)). Invite students to summarize what is happening in the picture. If students do not have an answer, invite them to find the answer in 1 Nephi 17:48, 53–54.

- According to 1 Nephi 17:53, why did the Lord shock Nephi's brethren? (You may want to call students' attention to verse 53, footnote *a*, to help them understand that the word *shock* in this context means to "cause to shake or tremble.")

Explain that after Nephi shocked his brethren by the power of God, they humbled themselves and desired to worship Nephi. Nephi forbade them to worship him and instructed them to instead worship the Lord. (See 1 Nephi 17:55.)

Conclude by testifying of the truths students learned from 1 Nephi 17 and inviting students to act on these truths.





## LESSON 19

# 1 Nephi 18

### Introduction

Following the Lord's direction, Nephi and the others finished building the ship and set forth for the promised land. During their voyage, Laman and Lemuel and the sons of Ishmael and their wives rebelled against the Lord. When Nephi chastised them, Laman and Lemuel bound him with cords. When a

great storm threatened the lives of everyone on the ship, they repented and freed Nephi. Nephi prayed to calm the storm, and the Lord again directed their journey toward the promised land.

### Suggestions for Teaching

#### *Help students fulfill their role in the learning process*

Spiritual learning requires effort and the exercise of agency by the learner. For many students, making an effort to learn from the scriptures can seem unfamiliar and somewhat difficult. However, you can help them understand, accept, and actively fulfill their role in gospel learning. As students do so, they open their hearts to the influence of the Holy Ghost.

#### 1 Nephi 18:1–8

##### *Lehi's family prepares to sail to the promised land*

Invite students to imagine that one day their bishop or branch president invites them into his office and extends to them the calling to serve as class or quorum president. They have never served in a presidency before and feel overwhelmed and uncertain about how to do this calling.

- Why might God ask you to do something that you don't know how to do?
- How could you learn to serve in this calling?

Remind students that in 1 Nephi 17, we learn that the Lord commanded Nephi to build a ship—something he had never done before.

Invite a student to read 1 Nephi 18:1–3 aloud. Ask the class to follow along, looking for what Nephi and his brethren did so that they could accomplish what they were commanded to do.

- According to verses 1–2, how did they know how to build the ship?
- According to verse 3, what did Nephi do that allowed the Lord to show him and his brethren how to build the ship?
- What principle can we learn about how we can receive specific guidance? (Students should identify a truth similar to the following: **If we pray often unto the Lord, we can receive the specific guidance we need.** You might want to invite students to consider writing this principle near verses 1–3.)
- What do you think might have happened if Nephi and his brethren had not sought the guidance of the Lord but instead built the ship their own way, or “after the manner of men” (1 Nephi 18:2)?

Summarize 1 Nephi 18:4–8 by explaining that after the ship was finished, the Lord directed Lehi to set sail with his family for the promised land. In these verses we also learn of two additional children born to Lehi and Sariah after they left Jerusalem. Invite students to read 1 Nephi 18:7 silently, looking for the names of these two children. Ask students to report what they find.

### 1 Nephi 18:9–25

#### *Laman and Lemuel lead a rebellion that hinders the voyage to the promised land*

Invite students to think about the last time they were in a situation in which they wondered if they should speak up to confront or correct unrighteous behavior.

- Why might speaking up to confront another person’s unrighteous behavior be a difficult thing to do?

Invite students, as they continue to study 1 Nephi 18, to look for what helped Nephi confront the unrighteous behavior of some of his family members.

Ask a student to read 1 Nephi 18:9 aloud. Invite the class to follow along, looking for what some people on the ship began to do.

- What did some people on the ship begin to do?
- Why do you think the behavior of these people was a problem?

#### ***Consider the intent of the inspired author***

Teach principles and doctrines as they arise from the content of the scripture block. Doing so helps emphasize the truths the scripture author intended. Avoid spending undue time on one verse or principle in a lesson to the exclusion of others. For example, spending an entire class on 1 Nephi 18:9, with a discussion on inappropriate music and dancing, would not allow sufficient time to study other important truths that follow.

Explain that it is not wrong to dance, listen to music, or have fun, but verse 9 indicates that Laman, Lemuel, and others did these things “with much rudeness.” Explain that in this context the word *rudeness* refers to being vulgar or coarse. Vulgar and coarse dancing, music, and speech are offensive to the Lord and result in losing the companionship of the Holy Ghost.

- If you were on this ship and knew that your family members’ behavior was offensive to the Lord, what would you do? (You might point out that Nephi had previously experienced painful consequences after confronting his brothers’ unrighteous behavior [see 1 Nephi 7:16] and knew that they would likely respond negatively again if he chose to confront them.)

Ask a student to read 1 Nephi 18:10 aloud. Invite the class to follow along, looking for what Nephi chose to do.

- What did Nephi choose to do?
- According to verse 10, why did Nephi choose to speak to his brethren about their rude behavior? (Make sure students understand that Nephi’s respect for the Lord and fear of the Lord’s judgments were greater than his fear of his brethren and their judgments.)

- What principle can we learn from Nephi's example about confronting unrighteous or sinful behavior? (Help students identify the following principle: **When we fear the Lord's judgments more than the judgments of others, we can have the courage to confront unrighteous behavior.** Write this truth on the board.)
- When do you think a person should choose to confront unrighteous behavior?

Explain that it may not always be appropriate to correct someone's unrighteous behavior. Thus, it is important to seek the direction of the Spirit to know how to respond to unrighteous behavior.

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



"To respond in a Christlike way cannot be scripted or based on a formula. The Savior responded differently in every situation. When He was confronted by wicked King Herod, He remained silent. When He stood before Pilate, He bore a simple and powerful testimony of His divinity and purpose. Facing the moneychangers who were defiling the temple, He exercised His divine responsibility to preserve and protect that which was sacred. Lifted up upon a cross, He uttered the incomparable Christian response: 'Father, forgive them; for they know not what they do' (Luke 23:34). ...

"As we respond to others, each circumstance will be different. ... *As true disciples seek guidance from the Spirit, they receive inspiration tailored to each encounter.* And in every encounter, *true disciples respond in ways that invite the Spirit of the Lord*" (Robert D. Hales, "Christian Courage: The Price of Discipleship," *Ensign* or *Liahona*, Nov. 2008, 72–73).

- Why do you think it is important to seek and follow the guidance of the Spirit as we respond to the unrighteous behavior of others?

Invite students to share examples of when they or someone they know have appropriately confronted someone else's unrighteous behavior.

Ask students to prayerfully consider how they might apply the principle they identified in 1 Nephi 18:10.

To prepare students to identify an additional principle in 1 Nephi 18, invite students to contemplate how they would respond if a family member or Church leader asked them to change the music they listen to, the way they dance, or the way they speak. Encourage them to ponder whether they would be willing to listen and change.

Invite a student to read 1 Nephi 18:11 aloud.

- According to 1 Nephi 18:11, how did Laman and Lemuel respond to Nephi's counsel?
- Why do you think the Lord allowed Laman and Lemuel to bind Nephi?

Invite several students to take turns reading aloud from 1 Nephi 18:12–14, 17–19. Ask students to look for words and phrases that show the consequences of Laman and Lemuel's behavior.

- How did the rebellious actions of a few affect the whole group?

Invite students to identify gospel principles they can learn from this account. One answer might be that **choosing to sin will bring negative consequences upon ourselves and sometimes upon others as well.**

- If you became rebellious and disobedient, how might it affect your family? How might it affect your friends? How might it affect your class or quorum?

Invite a student to read 1 Nephi 18:15–16 aloud. Ask the class to follow along, looking for what we can learn from the way Nephi responded to this trial.

- How did Nephi choose to respond to this trial?
- What principles can we learn from Nephi about how we can respond to our trials? (Students' answers may include the following: **We can choose to look to God and remain faithful during our trials.** Invite students to consider writing this truth next to 1 Nephi 18:16.)
- What do you think it means to look to God in our trials?

Invite a student to read aloud the following testimony by Elder L. Whitney Clayton of the Seventy. Ask the class to listen for what Elder Clayton counseled us to do when we face trials.



"No matter the burdens we face in life as a consequence of natural conditions, the misconduct of others, or our own mistakes and shortcomings, we are all children of a loving Heavenly Father, who sent us to earth as part of His eternal plan for our growth and progress. Our unique individual experiences can help us prepare to return to Him. ... We must do everything we can to bear our burdens 'well' [see D&C 121:7–8]. ...

"... I know that as we keep the commandments of God and our covenants, He helps us with our burdens. He strengthens us. When we repent, He forgives us and blesses us with peace of conscience and joy" (L. Whitney Clayton, "That Your Burdens May Be Light," *Ensign or Liahona*, Nov. 2009, 13–14).

- When have you or someone you know chosen to look to God and remain faithful during a trial? How were you (or the person you thought of) blessed for doing so?

You may want to share an experience concerning how you or someone you know chose to look to God during a trial and how you or this person were blessed for doing so. Testify of the truth students identified in 1 Nephi 18:16. Invite students to ponder how they can choose to look to God and remain faithful during the difficulties and trials they face.

Invite a student to read 1 Nephi 18:20–23 aloud. Ask the class to follow along, looking for what happened as the storm continued to threaten to destroy the ship. Invite students to report what they find.

Summarize 1 Nephi 18:24–25 by explaining that after Lehi's family arrived in the promised land, they began to till the earth and plant the seeds they had brought with them. They found that this new land was rich in a variety of natural resources.

To conclude, you may want to review the principles students identified in 1 Nephi 18, testify of these principles, and encourage students to apply them in their lives.

## LESSON 20

# 1 Nephi 19

### Introduction

Nephi explained that some people would not revere the God of Israel, Jesus Christ. Nephi also related that those responsible for scourging and crucifying the Savior, as well as their descendants, would be scattered and afflicted until they

turned their hearts to the Lord. To persuade his people to believe in Jesus Christ, Nephi read from the writings of Moses and Isaiah, likening the scriptures to his people.

### Suggestions for Teaching

#### 1 Nephi 19:1–21

*Nephi records prophecies about Jesus Christ to help the people remember their Redeemer*

Invite students to write in their class notebooks or study journals the name or names of a person or group of people they love very much, with a brief explanation of why they love that person or group of people so much. Consider asking a few students to read to the class what they wrote.

- What thoughts or feelings would you have for this person or group of people if you saw others mocking or trying to harm them? Why?

As students study 1 Nephi 19 today, invite them to look for reasons why Jesus Christ willingly allowed Himself to be mocked, smitten, and crucified.

Summarize 1 Nephi 19:1–6 by explaining that Nephi again described the Lord’s commandment to include on the small plates “the more plain and precious parts” (verse 3) of Nephi’s ministry and prophecies and to record on the large plates a more general history of his people (see also 1 Nephi 6; 9).

Invite a student to read 1 Nephi 19:7 aloud. Before he or she reads, explain that in this verse, the phrase “God of Israel” refers to Jesus Christ. The verse also includes the word *naught*, which means “nothing.” To set someone at naught is to treat that person as if he or she is worthless.

- According to 1 Nephi 19:7, how do some people trample the Savior under their feet, or “set him at naught”?
- How is refusing to hearken to the Lord’s counsel like setting Him at naught or trampling Him under one’s feet?

Ask a student to read 1 Nephi 19:8–10 aloud. Ask the class to look for ways people would treat the Savior as a thing of naught during His mortal ministry. (You may want to invite students to consider marking the words and phrases they find.)

- In what ways would people treat the Savior as a thing of naught during His mortal ministry?
- What truth do these verses teach us about what Jesus Christ did and why He did it? (Help students identify a truth similar to the following: **Jesus Christ allowed Himself to suffer and be crucified because of His loving-kindness**)

**and long-suffering for the children of men.** You may want to invite students to consider marking the words and phrases in these verses that teach this truth.)

- How did the Savior's willingness to suffer and be crucified demonstrate His love for us?
- What feelings do you have for the Savior as you consider what He has suffered and done for us?

Write the following incomplete phrase on the board and invite students to complete it in their class notebooks or study journals: *I will show the Savior that He is of great worth to me by ...*

After sufficient time, consider inviting a few students to share with the class what they wrote.

Summarize 1 Nephi 19:11–17 by explaining that at the time of Jesus Christ's death, some of the members of the house of Israel (including Lehi's descendants) would be visited with the Lord's voice because of their righteousness, and others would experience destruction (see 3 Nephi 9–10). Zenos also prophesied that the people at Jerusalem who rejected Jesus Christ and crucified Him would be persecuted by all people. When their descendants would turn their hearts to Jesus Christ, He would fulfill the covenants He had made with their fathers and gather them back to Him.

Invite a student to read 1 Nephi 19:18–19 aloud. Ask the class to follow along, looking for Nephi's reason for writing what he did.

- What is a truth that these verses teach us about one of the purposes of the Book of Mormon? (Help students identify the following truth: **One reason the Book of Mormon was written was to persuade us to remember the Lord our Redeemer.**)
- How has the Book of Mormon persuaded and helped you to remember the Lord?

### 1 Nephi 19:22–24

*Nephi explains why he used the scriptures from the brass plates to teach his people*



To prepare students to identify a principle in 1 Nephi 19:22–24, divide them into pairs. Give the following handouts to each pair so that each student in the pair has one of the two handouts, and ask them to follow the instructions.

#### Handout 1

Read the following statement given by President Henry B. Eyring of the First Presidency to seminary and institute teachers. Then prepare to answer the question that follows.



"I will make you this promise about reading the Book of Mormon: You will be drawn to it as you understand that the Lord has embedded in it His message to you. Nephi, Mormon, and Moroni knew that, and those who put it together put in messages for you. I hope you have confidence that the book was written for your students. There are simple, direct messages for them that will tell them how to change. That is what the book is about.

It is a testimony of the Lord Jesus Christ and the Atonement and how it may work in their lives. You will have an experience this year feeling the change that comes by the power of the Atonement because of studying this book" (Henry B. Eyring, "The Book of Mormon Will Change Your Life," *Ensign*, Feb. 2004, 11).

- As you study the Book of Mormon, how is it helpful to know that prophets such as Nephi, Mormon, and Moroni included messages for you?

## Handout 2

Read the following statements by President Ezra Taft Benson (1899–1994), and prepare to answer the question that follows:



"The Book of Mormon was written for us today. God is the author of the book. It is a record of a fallen people, compiled by inspired men for our blessing. Those people never had the book—it was meant for us. Mormon, the ancient prophet after whom the book is named, abridged centuries of records. God, who knows the end from the beginning, told him what to include in his abridgment that we would need for our day" (Ezra Taft Benson, "The Book of Mormon Is the Word of God," *Ensign*, Jan. 1988, 3).



"If they saw our day, and chose those things which would be of greatest worth to us, is not that how we should study the Book of Mormon? We should constantly ask ourselves, 'Why did the Lord inspire Mormon (or Moroni or Alma) to include that in his record? What lesson can I learn from that to help me live in this day and age?'" (Ezra Taft Benson, "The Book of Mormon—Keystone of Our Religion," *Ensign*, Nov. 1986, 6).

- How can knowing that God inspired prophets such as Mormon, Moroni, and Alma with what to include in their record influence your study of the Book of Mormon?

After sufficient time, ask students to read their statement to their partner and share their answer to the question. Following their discussions, ask the following question:

- What can we do to better find and understand the messages and lessons that God would like us to receive from the Book of Mormon and other scriptures?

Invite the class to read 1 Nephi 19:22–23 silently, looking for Nephi's description of how he helped his brethren apply scriptural messages and lessons to themselves.



- What do you think it means to liken scriptures to ourselves? (Explain that likening the scriptures to ourselves means comparing and relating the scriptures to our own circumstances or situations.)
- What is a principle we can learn from these verses about the blessings of likening the scriptures to ourselves? (Help students identify a principle such as the following: **As we liken the scriptures to ourselves, we will learn and profit from them.**)

Explain that in this verse the word *profit* means to obtain an advantage or benefit—in this case, a spiritual advantage or benefit.

Point out that in 1 Nephi 19:24 we can learn one way that likening the scriptures profits us. Ask students to read this verse silently, looking for how Nephi’s brethren could profit from likening the scriptures to themselves.

- How could Nephi’s brethren profit from likening the scriptures to themselves?
- In what ways can likening the scriptures to ourselves give us hope?
- In addition to receiving hope, what are other ways we can profit from likening the scriptures to ourselves?



Prepare the following chart as a handout, or display it on the board and invite students to copy it in their class notebooks or study journals.

### Handout 3

Likening Scriptures to Ourselves	Applying Scriptural Truths
How does the teaching, situation, or circumstance described in the scripture passage relate to my life or the world around me?	How can I act upon the truth taught in the scripture passage?

Explain that recognizing similarities between circumstances in the scriptures and situations in our own lives prepares us to find and apply scriptural truths. The same truths applied by people we read about in the scriptures can be applied by us when we are in similar circumstances.

#### ***Likening the scriptures to ourselves***

An important objective of gospel teachers is to help students learn to liken the scriptures to themselves. Teachers can help students do this by asking questions like the ones that appear on the handout and in the lesson. As you teach, look for opportunities to help students learn to liken the scriptures to themselves.

To help students understand how likening the scriptures to themselves leads to application of scriptural truths, invite students to read 1 Nephi 3:7 silently and fill in their chart.

Invite a few students to share how they likened 1 Nephi 3:7 to themselves and how they can apply it in their lives. (Remind them that they do not need to share information that is too personal or private.)

Testify that as we liken the scriptures to ourselves, we will learn and profit from them. Encourage students to study the scriptures and look for the messages the Lord and His prophets have placed in them for us.

You may want to provide blank copies of the chart for students to use at home. Invite them to come to the next class prepared to share how they have likened scriptures to themselves and how they learned and profited from the experience.

## HOME-STUDY LESSON

# 1 Nephi 15–19 (Unit 4)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 1 Nephi 15–19 (unit 4) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (1 Nephi 15)**

Nephi and his brethren responded differently to Lehi's prophecies. By studying Nephi's actions, students discovered that if we inquire of the Lord in faith and obey His commandments, then we will be prepared to receive revelation and guidance from Him. Nephi explained the meaning of the rod of iron, showing that studying and following the word of God daily strengthens us against Satan's temptations.

#### **Day 2 (1 Nephi 16)**

From Laman and Lemuel's reaction to Nephi's teachings, students saw that "the guilty taketh the truth to be hard" (1 Nephi 16:2). When Nephi broke his bow, he showed that if we do all we can and also seek the Lord's direction, then He will help us through our difficulties. By studying how the Liahona directed Lehi's family, students learned that "by small means the Lord can bring about great things" (1 Nephi 16:29).

#### **Day 3 (1 Nephi 17)**

Nephi recounted his family's sojourn in the wilderness and arrival in the land Bountiful. When he was commanded to build a ship, he showed that if we keep the commandments, then the Lord will strengthen us and provide means for us to accomplish that which He has commanded. The Lord called Nephi's brethren to repentance in several ways. Students learned that the Holy Ghost speaks with a still, small voice that we feel more than we hear. They listed situations and places that would prevent them from recognizing the still, small voice.

#### **Day 4 (1 Nephi 18–19)**

Nephi's example in building the ship showed students that in order to accomplish what the Lord commands, we need to seek His help and put forth our own effort. Studying the voyage of Lehi's family to the promised land taught that sin leads to suffering for ourselves and sometimes for others as well. Nephi's example when he was persecuted by his brethren taught that we can look to God and remain faithful during our trials and that prayer can help us find peace during our trials.

### Introduction

This week students studied significant events that occurred as Lehi's family traveled through the wilderness and across the ocean to the promised land. This lesson will help students review those events and discuss and testify of the principles they learned. Help the students recognize how Nephi remained faithful in difficult circumstances. Encourage them to follow his example of obedience and trust in the Lord during difficult times.

## Suggestions for Teaching

### 1 Nephi 15–18

*Nephi exemplifies obedience and trust in the Lord amid trials*

If the following pictures are available, prepare to display them:

- The Liahona (*Gospel Art Book* [2009], no. 68; see also [lds.org/media-library](http://lds.org/media-library))
- Nephi Subdues His Rebellious Brothers (*Gospel Art Book*, no. 70; see also [lds.org/media-library](http://lds.org/media-library))
- Lehi and His People Arrive in the Promised Land (*Gospel Art Book*, no. 71; see also [lds.org/media-library](http://lds.org/media-library))

To help students review and understand the background of what they studied this week, randomly display the pictures and have students put them in chronological order. Invite them to imagine they are news editors and need to write a three- to six-word headline for each picture. Show the pictures in order, and ask the class to respond with a headline. You may want to read the chapter summaries for 1 Nephi 15–18 aloud to give them some ideas.

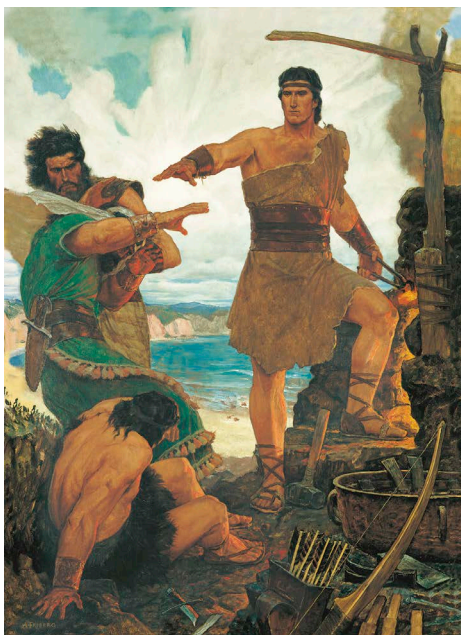
To prepare students to discuss 1 Nephi 15, ask them to tell about an activity they participate in that requires effort on their part before they are able to enjoy the results. These may include activities such as schoolwork, playing a musical instrument, or athletics.

Write 1 Nephi 15:2–3, 7–11 on the board, and give students time to read these verses. Ask them why Nephi's brethren did not receive the same understanding Nephi received concerning Lehi's revelations.

After listening to their responses, help them identify that **receiving inspiration and direction from the**

**Lord first requires righteous living, effort, and faith on our part.** You may want to highlight this principle by writing it on the board.

- What experiences have you had that have helped you know this principle is true?



Write *resilient* on the board. Ask students what it means to be resilient. Following their responses, write the following definition on the board: *strong and unbroken in situations of difficulty or pressure.*

To help students understand how the word *resilient* relates to Nephi, assign one of the following chapters to each student: 1 Nephi 16, 17, or 18. If you have a large class, it may be helpful to put students into groups and have them work together on a chapter.

Write the following questions on the board. Encourage students to use their assigned chapter and the related student study guide material to answer the questions.



- *What tests did Nephi face in the chapter you reviewed?*
- *How did Nephi exercise faith in that circumstance? Which verses or phrases show evidence that Nephi's faith was resilient?*
- *What gospel principles are illustrated in the chapter? What experiences have you had with these principles that have increased your testimony?*

Allow sufficient time for students to complete this exercise. Then ask at least one student assigned to each chapter to share his or her answers. (If you have enough students, you may want to have a different student report on each question for each chapter.)

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



*"Why do we need such resilient faith? Because difficult days are ahead. Rarely in the future will it be easy or popular to be a faithful Latter-day Saint. Each of us will be tested. ... Persecution can either crush you into silent weakness or motivate you to be more exemplary and courageous in your daily lives.*

*"How you deal with life's trials is part of the development of your faith. Strength comes when you remember that you have a divine nature, an inheritance of infinite worth" (Russell M. Nelson, "Face the Future with Faith," *Ensign* or *Liahona*, May 2011, 35–36).*

Invite students to share ideas about how they can meet life's challenges and personal tests as Nephi did.

**1 Nephi 19*****Nephi records prophecies about Jesus Christ to persuade us to remember Him***

As time permits, ask students to review what they wrote in their study journals for day 4, assignment 5. Ask if any of them would be willing to share what they wrote about their love for the Savior. Then share your feelings about the Savior.

Nephi loved the Savior and remembered Him in his trials. Testify that as we love and remember the Savior, He will help and support us in our trials.

**Next Unit (1 Nephi 20–2 Nephi 3)**

Tell students that in the next unit they will study some of Lehi's last words to his family before he died. They will also read a prophecy of very ancient date, long before Christ, about the Prophet Joseph Smith.

## LESSON 21

# 1 Nephi 20–22

### Introduction

As Nephi taught members of his family, he read from the brass plates, focusing on Isaiah’s prophecies about the scattering and gathering of Israel. Then he answered the questions his brethren had about those prophecies. He

explained that the prophecies applied directly to their family. Echoing the words of Isaiah, Nephi testified that the Lord would gather His covenant people.

### Suggestions for Teaching

#### 1 Nephi 20

##### *The Lord chastises His people and invites them to return to Him*

Invite students to list in their class notebooks or study journals some circumstances that cause them to feel worried, stressed, or afraid.

- Do you think it is possible to have peace even if you are experiencing difficulties in your life? Why or why not?

As students study 1 Nephi 20 today, invite them to look for a principle that can help them have greater peace in their lives, even during difficult times.

Explain that 1 Nephi 20 contains the writings of Isaiah, which Nephi quoted to persuade his people to believe in their Redeemer and to help them have hope (see 1 Nephi 19:23–24). The chapter begins with the Lord’s words addressed to Israelites who had rebelled against the Lord and broken their covenants.

Invite a few students to take turns reading aloud from 1 Nephi 20:1–5, 8. Ask the class to follow along, looking for words and phrases that show how the house of Israel had rebelled against the Lord.

- How had the house of Israel rebelled against the Lord?

Point out the phrase “thy neck is an iron sinew” in verse 4. Explain that a *sinew* is a tendon that connects bone to muscle.

Display a piece of metal that is difficult to bend.

- What do you think it means for someone’s neck to be “an iron sinew”? (The phrase “iron sinew” indicates that many people in the house of Israel were filled with pride. Just as iron does not bend easily, a prideful person will not bow his or her neck in humility.)

Summarize 1 Nephi 20:9–17 by explaining that the Lord told the people that despite their wickedness He would not abandon them.

Invite a student to read 1 Nephi 20:18–19 aloud. Ask the class to follow along, looking for how the Israelites would have been blessed if they had obeyed the Lord’s commandments.

- What blessings would the Israelites have received if they had obeyed the Lord’s commandments?



- How would you state a principle based on verse 18 using the words *if* and *then*? (Students may use different words, but make sure they identify a principle similar to the following: **If we hearken to the Lord’s commandments, then we will have peace.**)

Remind students about the circumstances they listed in their class notebooks or study journals that cause them to feel worried, stressed, or afraid. Invite students to ponder how hearkening to the Lord’s commandments has brought peace to them even in the midst of some of the challenges they are facing. Consider inviting a few students to share their experiences with the class.

Invite students to read 1 Nephi 20:22 silently, looking for what this verse teaches about peace.

- How does Isaiah’s teaching in verse 22 relate to the principle we identified in verse 18?

Ask students to ponder times when they may have lacked peace because of their own disobedience. You may want to testify that the Lord will bless us with peace as we obey His commandments. Invite students to consider one way they can choose to be more obedient to the Lord’s commandments so they can feel greater peace.

## 1 Nephi 21–22

### *Nephi explains Isaiah’s prophecy of the scattering and gathering of Israel*

Write the word *Forgotten* on the board. Ask students to think of times when they may have felt forgotten.

Explain that as recorded in 1 Nephi 21, Nephi quoted Isaiah’s prophecy about the gathering of scattered Israel. This was an important subject to Nephi and his family, who had been scattered from Jerusalem, their homeland, because of the wickedness of the people living in the area. Summarize 1 Nephi 21:1–13 by explaining that in these verses the Lord reminded the Israelites that they had been chosen to serve the Lord and bring the message of His salvation “unto the ends of the earth” (1 Nephi 21:6).

Invite a student to read 1 Nephi 21:14 aloud. Ask the class to follow along, looking for how the Israelites (referred to in this verse as “Zion”) would feel in their scattered condition.

- How would the Israelites feel in their scattered condition?
- What are some reasons that people today may sometimes feel that the Lord has forgotten them?

Invite a student to read 1 Nephi 21:15–16 aloud. Ask the class to follow along, looking for what the Lord said to reassure the Israelites that He had not forgotten them.

You may want to point out that the phrase “thy walls are continually before me” in verse 16 indicates that the Lord is always watching over and protecting His people.

- According to verse 16, why will the Savior not forget His people? (Because the Savior has figuratively “graven [them] upon the palms of [His] hands.”)



Explain that to *engrave* is to cut or carve something into an object so the imprint remains there permanently.

- In what way have we been graven upon the palms of the Savior’s hands?
- How does this demonstrate the Savior’s love for us?
- What can we learn from these verses that can reassure us when we may be tempted to feel that the Lord has forgotten us? (Students may suggest a number of truths, but make sure they identify a truth similar to the following: **The Lord loves us, and He will never forget us.** Write this truth on the board.)
- What experiences have helped you know that the Lord loves you and will never forget you?

### *Give students time to think*

When you ask questions, give students time to think about their responses. Effective questions often lead to thought and reflection, and students may need time to find answers in their scriptures or to formulate meaningful answers. Even if students’ responses are not perfect, students will learn important lessons as they ponder gospel truths and share their ideas.

Summarize 1 Nephi 21:17–22:5 by explaining that Isaiah prophesied that in the latter days the descendants of Israel will be gathered in great numbers. After Nephi read Isaiah’s prophecies, Nephi’s brethren asked him to explain the meaning of those prophecies. Nephi taught his brethren that the house of Israel would “be scattered upon all the face of the earth, and also among all nations” (1 Nephi 22:3). In the remainder of 1 Nephi 22, Nephi explained how the Lord would gather the house of Israel.

To help students understand the meaning of the phrase “gathering of Israel,” invite a student to read aloud the following statement by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles:



“The gathering of Israel consists in believing and accepting and living in harmony with all that the Lord once offered his ancient chosen people. . . . It consists of believing the gospel, joining the Church, and coming into the kingdom. . . . It may also consist of assembling to an appointed place or land of worship” (Bruce R. McConkie, *A New Witness for the Articles of Faith* [1985], 515).

Invite a student to read 1 Nephi 22:8–11 aloud. Ask the class to follow along, looking for what Nephi said the Lord would do to gather Israel in the latter days.

- What is the “marvelous work” mentioned in 1 Nephi 22:8?

As needed, point out that the marvelous work Nephi spoke of is the Restoration of the gospel and that when the scriptures mention the Lord “mak[ing] bare his arm,” they refer to the Lord showing His power through the Restoration of the gospel.

- According to verses 9–10, who will be able to be blessed because of the Restoration of the gospel? (After students respond, explain that the phrase “all the kindreds of the earth” in verse 9 refers to all of God’s children everywhere. Write the following truth on the board: **Through the Restoration of the gospel, all of God’s children everywhere may be blessed.**)
- In 1 Nephi 22:11, what does Nephi say the Lord will bring unto the house of Israel in the last days? (His covenants and His gospel.)

Invite students to read 1 Nephi 22:12 silently. Encourage them to look for the effect that the Lord’s covenants and gospel will have on the house of Israel.

- According to verse 12, what will scattered Israel experience and come to know? (Help students identify the following truth: **Scattered Israel will be gathered and will come to know that Jesus Christ is their Savior.**)
- In what ways are the prophecies Nephi recorded in verses 9–12 being fulfilled today?

Point out that as we share the gospel with others, we can help them come to know that Jesus Christ is their Savior, be baptized, and receive the gift of the Holy Ghost, thereby being gathered spiritually into the Lord’s Church.

Summarize 1 Nephi 22:13–31 by explaining that Nephi continued to write about the prophecies of Isaiah. He explained that in the latter days God would preserve the righteous and destroy the wicked. Nephi concluded by promising that all who repent will dwell safely with the Savior.

Remind students that Nephi quoted Isaiah to help his family members have greater belief and hope in Jesus Christ. Isaiah’s prophecies and Nephi’s testimony can help us in the same way. Testify that Jesus Christ will not forget us and that He is actively seeking to gather us.

### ***Bearing testimony***

You should bear testimony of the specific doctrines you teach in each lesson, not just generally about the truth of the gospel. When you testify, remember this counsel from Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles: “Bear your witness from the depths of your soul. It will be the most important thing you say to them in the entire hour. . . . If we will testify of the truths that we have taught, God will confirm to our hearts and to the hearts of our students the message of the gospel of Jesus Christ” (“Teaching and Learning in the Church,” *Ensign*, June 2007, 104–5).

# Introduction to the Second Book of Nephi

## Why study this book?

The book of 2 Nephi will help students understand basic doctrines of the gospel, such as the Fall of Adam and Eve, the Atonement of Jesus Christ, and agency. Additionally, this book is filled with prophecies from Nephi, Jacob, and Isaiah, who were special witnesses of the Savior. They prophesied of the Restoration of the gospel in the latter days, the scattering and gathering of God's covenant people, the Second Coming of Jesus Christ, the coming forth of the Book of Mormon, and the Millennium. The book of 2 Nephi also contains Nephi's explanation of the doctrine of Christ and concludes with Nephi's testimony of the Savior.

## Who wrote this book?

Lehi's son Nephi wrote this book. Nephi was a prophet and the first great leader of the Nephite people after their separation from the Lamanites. His writings reveal that he experienced the Lord's redeeming power (see 2 Nephi 4:15–35; 33:6) and desired with his whole soul to bring salvation to his people (see 2 Nephi 33:3–4). To accomplish this purpose, he taught his people to believe in Jesus Christ and he established a temple.

## To whom was this book written and why?

Nephi wrote with three audiences in mind: his father's descendants, the Lord's covenant people in the last days, and all the people in the world (see 2 Nephi 33:3, 13). The book of 2 Nephi was written on the small plates of Nephi, which were designated by the Lord to be a record of "the ministry and the prophecies" of Nephi and his descendants (see 1 Nephi 19:3–5). On these plates Nephi recorded "the things of [his] soul, and many of the scriptures which [were] engraven upon the plates of brass" (2 Nephi 4:15). He explained that he wrote "for the learning and the profit of [his] children" (2 Nephi 4:15). He declared, "We talk of Christ, we rejoice in Christ, we preach of Christ, we prophesy of Christ, and we write according to our prophecies, that our children may know to what source they may look for a remission of their sins" (2 Nephi 25:26). He concluded his record by inviting all people to "hearken unto [his] words and believe in Christ" (2 Nephi 33:10).

## When and where was it written?

Nephi began writing the account that became 2 Nephi in approximately 570 BC, which was about 30 years after he and his family left Jerusalem. He wrote it when he was in the land of Nephi (see 2 Nephi 5:8, 28–34).

## What are some distinctive features of this book?

Although Nephi is the author of 2 Nephi, the book is a compilation of teachings from various sources. As shown in the following list, many chapters in the book

include quotations from other prophets. Because Lehi, Jacob, and Isaiah had seen Jesus Christ and were witnesses of Him, Nephi included some of their teachings in an effort to persuade readers to believe in Jesus Christ. Lehi and Jacob also quoted other prophets in their sermons.

- Teachings of Lehi are recorded in 2 Nephi 1–4. In 2 Nephi 3:6–21, Lehi quotes Joseph of Egypt.
- Teachings of Nephi are recorded in 2 Nephi 4–5 and 2 Nephi 11–33. Nephi quotes Isaiah extensively in 2 Nephi 12–24 and 2 Nephi 27.
- Teachings of Jacob are recorded in 2 Nephi 6–10. In 2 Nephi 6:6–7 and 2 Nephi 7–8, Jacob quotes Isaiah.

The book of 2 Nephi also mentions the death of Lehi (see 2 Nephi 4:12) and the division of Lehi’s posterity into two peoples—the Lamanites and the Nephites (see 2 Nephi 5).

## Outline

**2 Nephi 1–4** Shortly before his death, Lehi counsels and blesses his posterity.

**2 Nephi 4–8** Nephi glories in the Lord. He leads his followers into a land they call Nephi. He records Jacob’s teachings on the scattering and gathering of Israel.

**2 Nephi 9–10** Jacob teaches about the Atonement of Jesus Christ. He also prophesies of the Jews’ rejection of Jesus Christ and the future gathering of Jews and Gentiles in the promised land.

**2 Nephi 11–24** Nephi expresses his delight in testifying of Jesus Christ. He quotes Isaiah’s prophecies regarding the scattering and gathering of Israel, the humbling of the proud and wicked before the Second Coming, and the birth, mission, and millennial reign of the Messiah.

**2 Nephi 25–27** Nephi prophesies of the Savior’s Crucifixion, Resurrection, and visit to the Nephites; the scattering and gathering of the Jews; the destruction of the Nephites; the Apostasy; the coming forth of the Book of Mormon; and the Restoration.

**2 Nephi 28–30** Nephi warns against the wickedness of the last days, explains the future role of the Book of Mormon, and prophesies of the gathering of souls into the covenant.

**2 Nephi 31–33** Nephi exhorts us to follow Christ, feast upon His words, and endure to the end. He testifies that he has written the words of Christ.

## LESSON 22

# 2 Nephi 1

### Introduction

The truths in 2 Nephi 1 were spoken by a loving parent and leader who was about to die. Lehi pled with his sons, the sons of Ishmael, and Zoram to obey the commandments of

God. He promised them that if they would keep the commandments of God, they would prosper in the land. He also exhorted them to follow Nephi's prophetic leadership.

### Suggestions for Teaching

#### *Focus on your students*

Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles explained that helping students gain understanding is more important than covering all the material in a lesson plan: "Remember, your highest priority is not to get through all the material if that means that it cannot be properly absorbed. Do what you are able to do with understanding. ... If a key principle is understood [and] internalized, ... then the most important objective has been accomplished" ("To Understand and Live Truth" [evening with a General Authority, Feb. 4, 2005], 2–3).

### 2 Nephi 1:1–23

#### *Lehi exhorts his people to live righteously*

Ask students to imagine that they suddenly have to leave their family members and might never see them again.

- If you were to leave some final words of counsel with your family, what would you say? Why?

After hearing from a few students, explain that chapters 1–4 of 2 Nephi contain Nephi's record of his father's final counsel.

- Why might a parent's or a prophet's final counsel be particularly significant?

As students study 2 Nephi 1 today, invite them to look for truths that Lehi wanted his children to understand.

Explain that in 2 Nephi 1:1, we read that Nephi said his father listed the "great things the Lord had done for them." Invite a few students to take turns reading aloud from 2 Nephi 1:2–5. Ask the class to follow along, looking for some of the "great things" the Lord had done for Lehi's family.

- What are some of the great things the Lord had done for Lehi's family?
- Why do you think it would be important for Lehi's loved ones to remember what the Lord had done for them?

On one side of the board, write *Actions*. On the other side of the board, write *Consequences*. Divide the class into two groups. Invite the first group to read 2 Nephi 1:6–9 and the second group to read 2 Nephi 1:10–12. Ask both groups to find actions that Lehi said his descendants might take. Also ask them to look for

the consequences of those actions. As students report their answers, invite a student to write them on the board.

Explain that Lehi referred to the various consequences that come to us when we sin as the Lord's "judgments" (verse 10).

- As you examine the answers on the board, how would you summarize the principles Lehi taught to his family? (Students should identify principles similar to the following: **The Lord blesses us when we keep His commandments. If we reject our Redeemer, then His judgments will rest upon us.**)

Point out that Lehi encouraged his sons to keep the Lord's commandments so that they would not bring the Lord's judgments upon themselves and their posterity. To help students understand the meaning of the metaphors Lehi used to encourage his sons to keep the Lord's commandments, display or draw on the board an alarm clock, a chain, and something with dust on it (be sure to emphasize the dust, not the object).

Assign students to work in pairs. Invite one student in each pair to read 2 Nephi 1:13–14 silently and the other student to read 2 Nephi 1:21–23 silently, looking for words and phrases that relate to these three objects. Invite students in each pair to teach one another what they found. (Answers may include "awake," "sleep of hell," "shake off the awful chains," "chains which bind," and "arise from the dust.")

After students have discussed their findings, hold up each object (or point out illustrations of the objects) and ask the class to explain what it might mean to be in a "deep sleep," to be bound with "awful chains," or to need to "arise from the dust."

### ***Metaphors in the scriptures***

A metaphor is a figure of speech in which a word or phrase describes an object or action without having a literal connection to that object or action. For example, Lehi's sons were not literally covered with dust when Lehi told them to "arise from the dust" (2 Nephi 1:14). The Lord and His prophets have often used metaphors in their teaching to help us relate to gospel principles. These metaphors can serve as powerful reminders. As you discuss metaphors, help students focus on the spiritual meaning communicated by the words.

- What did Lehi warn would happen if his sons did not repent and "shake off [their] chains" (2 Nephi 1:13)?
- What are some ways that captivity and misery can come upon those who choose not to repent?

Ask students to read 2 Nephi 1:15 silently, looking for the blessing Lehi had received for being faithful to the Lord.

- What blessing had Lehi received because of his faithfulness? (As students respond, write the following principle on the board: **If we are faithful to the Lord, He will redeem us and encircle us eternally in the arms of His love.**)
- What do you think it means to be encircled in the arms of the Lord's love?

Invite a student to read aloud the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles:



"We have each felt to some extent these spiritual arms around us. We have felt His forgiveness, His love and comfort. The Lord has said, 'I am he [who] comforteth you' " (Neil L. Andersen, "Repent ... That I May Heal You," *Ensign* or *Liahona*, Nov. 2009, 40).

Invite students to think about a time when they have felt encircled in the arms of the Lord's love. Invite a few students to share their experiences with the class. Remind students not to share anything that is too personal.

Point out that in telling his sons to "awake" and "shake off the awful chains by which ye are bound" (2 Nephi 1:13), Lehi was encouraging his sons to repent and be faithful to the Lord so that they, too, might be encircled in the arms of the Lord's love forever. Invite students to think of one thing that they will do to be more faithful to the Lord and that will allow them to feel His love more consistently.

Summarize 2 Nephi 1:16–23 by explaining that Lehi continued to express his great desire for Laman and Lemuel to keep the commandments and experience God's love, but he worried that the Lord's judgments would come upon them.

## 2 Nephi 1:24–32

### *Lehi exhorts his sons to follow Nephi's prophetic leadership*

Invite students to think of various leaders they have had in their lives.

- Who is an example of a leader you willingly chose to follow? Why did you want to follow this person?

Explain that Lehi taught about a leader whom the Lord had provided for his family to follow. Invite students to read 2 Nephi 1:24 silently, looking for the leader Lehi spoke of.

- Who was the leader Lehi spoke of? (Nephi, who would serve as the prophet after Lehi died.)

Ask a student to read 2 Nephi 1:25–28 aloud. Ask the class to look for reasons Lehi gave for the people to follow Nephi.

- What qualities did Lehi emphasize when he spoke of Nephi's leadership? Why would you trust a leader with these qualities?

Invite students to read 2 Nephi 1:30–32 silently. Ask them to look for promises Lehi gave to Zoram.

- What promises did you find?

Point out that Zoram was told that his posterity would be given these blessings because he had been faithful in following Lehi and Nephi.

- What principle can we learn from these verses about the blessings that come from following those whom God has called to lead us? (Help students identify the following principle: **As we follow those whom God has called to lead us, we can be blessed with prosperity and security.**)

To help students understand this principle, invite a student to read aloud the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles:



"The Lord's servants are inspired to help us avoid obstacles that are spiritually life threatening and to help us pass safely through mortality to our final, ultimate, heavenly destination" (M. Russell Ballard, "God Is at the Helm," *Ensign* or *Liahona*, Nov. 2015, 24).

- According to Elder Ballard, what are some ways in which we may be blessed with prosperity and security (or safety) as we follow those whom God has called to lead us?

To conclude, consider reviewing and testifying of the truths students identified in 2 Nephi 1. Encourage students to apply these truths in their lives.



## LESSON 23

# 2 Nephi 2 (Part 1)

### Introduction

Lehi testified to his son Jacob of the Lord's ability to consecrate our afflictions for our gain. Speaking to all his sons, he taught about the Fall of Adam—why it was necessary and how it affects mankind—and about the need

for the Atonement of Jesus Christ. (Lehi also taught about the doctrine of agency. This doctrine will be addressed in the next lesson.)

### Suggestions for Teaching

#### 2 Nephi 2:1–4

##### *Lehi speaks to Jacob about trials and blessings*

Invite students to think about afflictions that they or their loved ones have experienced. Consider inviting a few students to share these experiences with the class. Remind them to not share anything that is too personal or private.

- What questions might people have as they experience afflictions?

##### *Help students see that scriptures are relevant to them*

One of the most effective ways to help students prepare to learn is to ask them to ponder a question or situation that is relevant to them and that will be addressed in the scriptures from which you are teaching. This will help students study the scriptures with purpose.

Explain that 2 Nephi 2 begins with Lehi talking to his son Jacob about the afflictions Jacob had experienced. Invite students to read 2 Nephi 2:1 silently, looking for the cause of Jacob's afflictions.

- What was the cause of Jacob's afflictions?

Invite a student to read 2 Nephi 2:2–3 aloud. Ask the class to follow along, looking for what Lehi taught Jacob about his afflictions.

- What truth can we learn from verse 2 about our afflictions? (Students may use different words, but make sure they identify the following principle: **The Lord can consecrate our afflictions for our gain.**)
- What do you think it means that the Lord can consecrate our afflictions for our gain? (You may need to explain that the word *consecrate* means to dedicate or make holy.)

Remind students of the afflictions that were mentioned at the beginning of class. Ask them to consider how God may consecrate these afflictions for the gain of the person experiencing them.

- When have you seen that the Lord can consecrate our afflictions for our gain?

## 2 Nephi 2:6–26

### *Lehi teaches his sons about the Fall and about the Atonement of Jesus Christ*

Point out that some of our afflictions, like Jacob's, come from other people's poor choices. However, many afflictions are the result of the Fall of Adam and Eve.

Explain that the phrase “the Fall” refers to the conditions and consequences of mortality that came to Adam and Eve and their descendants because of Adam and Eve's choice to partake of the forbidden fruit in the Garden of Eden. In 2 Nephi 2 we read that Lehi taught Jacob and his other sons about the Fall and how it affected all mankind.

Write *the Fall* on the board. Invite a student to come to the board and act as a scribe. Ask several students to take turns reading aloud from 2 Nephi 2:19–25. Invite the class to follow along, looking for results or consequences of the Fall.



**2 Nephi 2:22–25** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Ask the class to report the consequences of the Fall they find, and invite the scribe to list students' responses on the board under the heading *the Fall*. Make sure the following consequences are listed on the board:

*Adam and Eve were driven out of the Garden of Eden (verse 19).*  
*Adam and Eve had to “till the earth” and work for their food (verse 19).*  
*Adam and Eve were able to have children (verses 20, 23).*  
*All mankind are temporarily lost or separated from God (spiritual death) (verse 21).*  
*Adam and Eve would experience physical death (verse 22).*  
*They were able to experience joy (verse 23).*  
*They were able to experience misery (verse 23).*  
*They were able to do good (verse 23).*  
*They received knowledge of sin (verse 23).*

Invite the student who acted as scribe to be seated. Explain that although God does not hold us responsible for Adam and Eve's decision, we are still subject to the conditions brought about by the Fall.

- If there were no resurrection, how would physical death prevent us from becoming like Heavenly Father?
- In addition to the physical death and separation from God that we inherited from the Fall, what effect do our own sins have on our relationship with God?

(Our own sins also separate us from God. Separation from God is known as spiritual death.)

To help students understand the situation we are in as a result of the Fall, invite a student to read aloud the following summary of an account given by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles. Explain that Elder Holland used this true story as a metaphor to help us understand and appreciate our desperate need to be rescued by the Savior.



While rock climbing without any safety gear in southern Utah, two brothers encountered a protruding ledge that kept them from reaching the top of a canyon wall. They could not get over it, nor could they safely climb back down. The older brother was able to boost the younger brother up and over the ledge to safety, but he knew he could not reach the ledge himself without jumping. He also knew he faced the risk of falling to his death if he tried to jump. Since he did not want his younger brother to see him fall and die, he told his brother to go look for a tree branch. The older brother then leapt as high as he could and grabbed the ledge, but, unable to hold onto it, he started slipping toward his death. (See Jeffrey R. Holland, "Where Justice, Love, and Mercy Meet," *Ensign* or *Liahona*, May 2015, 104.)

- If you had been in the older brother's situation, what do you think would have been going through your mind?
- What similarities do you see between the older brother's situation and our condition here in mortality? (Help students understand that we have a desperate need to be redeemed or rescued from the spiritual and physical death caused by the Fall and the spiritual death caused by our own sins.)

Invite a student to read aloud the following statement by Elder Holland. Ask students to listen for the question Elder Holland asked.



"Because we were then born into that fallen world [that resulted from Adam and Eve's transgression] and because we too would transgress the laws of God, we also were sentenced to the same penalties that Adam and Eve faced.

"What a plight! The entire human race in free fall—every man, woman, and child in it physically tumbling toward permanent death, spiritually plunging toward eternal anguish. Is that what life was meant to be?" (Jeffrey R. Holland, "Where Justice, Love, and Mercy Meet," 105).

- What would the future hold for us if there were no way to overcome the negative consequences of the Fall?

Invite a student to read aloud the older brother's words, as shared by Elder Holland. Ask the class to listen for what happened as the boy was about to fall to his death.



"But then suddenly, like a lightning strike in a summer storm, two hands shot out from somewhere above the edge of the cliff, grabbing my wrists with a strength and determination that belied their size. My faithful little brother had not gone looking for any fictitious tree branch. Guessing exactly what I was planning to do, he had never moved an inch. He had simply waited—silently, almost breathlessly—knowing full well I would be foolish enough to try to make that jump. When I did, he grabbed me, held me, and refused to let me fall. Those strong brotherly arms saved my life that day as I dangled helplessly above what would surely have been certain death'" (Jeffrey R. Holland, "Where Justice, Love, and Mercy Meet," 104–5).



Alternatively, you may want to show a video clip of Elder Holland relating the rest of the boy's account (see "Where Justice, Love, and Mercy Meet," Apr. 2015 general conference [time code 3:56–5:13]). This video is available on LDS.org.

- If you had been in this situation, what feelings might you have had for the person who had saved you from falling?

Invite students to read the first sentence of 2 Nephi 2:26 silently, looking for who has saved us from the Fall. Ask students to report what they find. Explain that in this context, the word *redeem* means to rescue or deliver from penalty by making a payment.

Invite a few students to take turns reading aloud from 2 Nephi 2:6–10. Ask the class to follow along, looking for phrases in these verses that show what the Savior has done to redeem us from the effects of the Fall and from our individual sins. (In connection with verse 9, you may need to explain that the phrase "make intercession" means to plead on behalf of another person or to act in another person's place.)

- Which phrases indicate blessings that come to all people unconditionally? (After students respond, write the following truth on the board: **Through His Atonement, Jesus Christ unconditionally redeems all mankind from the effects of the Fall of Adam and Eve.**)

To help the class understand this doctrine, invite a student to read aloud the following statement from *True to the Faith*:

"Through the Atonement, Jesus Christ redeems all people from the effects of the Fall. All people who have ever lived on the earth and who ever will live on the earth will be resurrected and brought back into the presence of God to be judged (see 2 Nephi 2:5–10; Helaman 14:15–17). Through the Savior's gift of mercy and redeeming grace, we will all receive the gift of immortality and live forever in glorified, resurrected bodies.

"Although we are redeemed unconditionally from the universal effects of the Fall, we are accountable for our own sins" (*True to the Faith: A Gospel Reference* [2004], 18).

Explain that because of His Atonement, Jesus Christ also enables us to be forgiven of our individual sins, but this is a conditional gift. Write the following incomplete

statement on the board: *Through His Atonement, Jesus Christ offers us redemption from our own sins ...*

Invite students to review 2 Nephi 2:7–9, 21, looking for how we can receive redemption from our own sins.

- According to 2 Nephi 2:7–9, 21, what must we do to be redeemed from our sins? (In connection with verse 7, you may need to explain that a person who has “a broken heart and a contrite spirit” is humble and ready to follow the will of God. Such a person feels deep sorrow for sin and sincerely desires to repent.)

Complete the statement on the board so that it reads as follows: **Through His Atonement, Jesus Christ offers us redemption from our own sins as we choose to believe in Him and repent.**

- What thoughts and feelings do you have as you consider the Savior’s sacrifice to redeem you from sin and death?

Invite students to consider any sins they may have committed. Encourage them to repent so they can be forgiven and redeemed through the Atonement of Jesus Christ.

Explain that although the Fall introduced pain, suffering, sin, and death into the world, Elder Holland referred to it as a “fortunate fall” (“Where Justice, Love, and Mercy Meet,” 105).

Invite students to review the consequences of the Fall listed on the board.

- What do you think are some of the fortunate, or positive, consequences of the Fall?
- The phrase “till the earth” means that after Adam and Eve were driven from the garden, they and their descendants have had to work to obtain food. How do you think work helps us progress in Heavenly Father’s plan?
- How would having children help Adam and Eve become more like Heavenly Father? In what ways are families important in Heavenly Father’s plan?
- How can the opportunity to experience joy and misery help us progress in Heavenly Father’s plan?

After discussing these questions, write the following truth on the board: **The Fall of Adam and Eve is an essential part of Heavenly Father’s plan of happiness.**

Invite students to review the truths written on the board and to ponder the following question:

- How has your eternal progress been shaped and influenced by both the Fall of Adam and Eve and the Atonement of Jesus Christ? (You may want to give students time to record their thoughts in their class notebooks or study journals and then ask a few of them to share their responses with the class.)

Conclude by testifying of the truths found in 2 Nephi 2.

## LESSON 24

# 2 Nephi 2 (Part 2)

### Introduction

The previous lesson on 2 Nephi 2 focused on the Fall of Adam and Eve and the Atonement of Jesus Christ. This lesson centers on Lehi's teachings about the doctrine of agency.

### Suggestions for Teaching

#### 2 Nephi 2:5, 11–18, 26–30

##### *Lehi teaches about agency and the consequences of our choices*

Write the following on the board: *Agency is ...*

- How would you define agency?

After students respond, complete the sentence on the board so that it reads as follows: *"Agency is the ability and freedom to choose good or evil"* (Elder Bruce R. McConkie). (This statement is found in *Mormon Doctrine*, 2nd ed. [1966], 26.)

Invite a student to read aloud the following statement by Elder Bruce R. McConkie (1915–85) of the Quorum of the Twelve Apostles. Ask the class to listen for the four principles that are necessary for agency to exist.



"Four great principles must be in force if there is to be agency: 1. Laws must exist ... which can be obeyed or disobeyed; 2. Opposites must exist—good and evil, virtue and vice, right and wrong—that is, there must be an opposition, one force pulling one way and another pulling the other; 3. A knowledge of good and evil must be had by those who are to enjoy the agency, that is, they must know the differences between the opposites; and 4. An unfettered power of choice must prevail" (Bruce R. McConkie, *Mormon Doctrine*, 2nd ed. [1966], 26).

Invite students to report the four principles of agency Elder McConkie taught. As students respond, write the following words and phrases on the board near the definition of agency: *Laws, Opposition, Knowledge of good and evil, Power to choose*.



Explain that in this lesson, each student will have the opportunity to teach the class about one of these four principles of agency as found in 2 Nephi 2. Divide students into four groups. Give each group one of the following sets of instructions to help them prepare to teach the principle at the top of the handout. (Before class, prepare the handouts containing these instructions.)

Explain that each set of instructions contains four assignments. Encourage all students to participate by ensuring that each person in each group receives an assignment. In groups of more than four, students may share assignments. In groups with fewer than four students, some individuals will need to do more than one assignment.

### Group 1: Opposition

1. Write the word *opposition* on the board. Invite a student to read 2 Nephi 2:11 aloud. Encourage the class to look for all the pairs of opposites in this verse. Invite students to report what they find. List their responses on the board in a chart like this:

Opposition	
Righteousness	Wickedness
Holiness	Misery
Good	Bad

2. Read 2 Nephi 2:12, 15–16 aloud. Before you read, encourage students to look for phrases that emphasize the importance of having “an opposition in all things” (2 Nephi 2:11). After you read, invite students to report what they have found.
3. Invite students to think about Heavenly Father’s purposes for placing us on earth, where opposition exists, as you read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



“God’s premortal children could not become like him and enjoy his breadth of blessings unless they obtained both a physical body and temporal experience in an arena where both good and evil were present. ...

“... We wanted the chance to become like our heavenly parents, to face suffering and overcome it, to endure sorrow and still live rejoicingly, to confront good and evil and be strong enough to choose the good” (Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 200, 204).

4. Ask the class the following question:
  - What were God’s purposes in placing us on earth, where opposition exists?

### Group 2: Laws

1. Point to the vertical line separating the list of opposites on the board (or draw a line if the previous group did not do so). Explain that this line represents God’s law, or His commandments. Invite students to silently read 2 Nephi 2:13 and to look for the consequences that would come if there were no law, or commandments. Ask students to report what they learn.
2. Ask the class the following questions:
  - How do God’s commandments help us distinguish between right and wrong?
  - What are some examples of commandments that have helped you recognize the difference between righteousness and wickedness?
3. Give an example of a commandment that has helped you recognize the difference between righteousness and wickedness. Explain why you are grateful for this commandment.
4. Tell about a time when you faced a choice between righteousness and wickedness and you made the right choice. Explain how you were blessed for obeying God’s law.

### Group 3: Knowledge of Good and Evil

1. Invite a student to read 2 Nephi 2:5 aloud. Then ask the class the following question:
  - How do you think all people can be instructed sufficiently that they know good from evil? (You might explain that the “law” spoken of in verse 5 is the gospel of Jesus Christ, which includes all the Lord’s commandments.)
2. To help students understand how all people can know good from evil, point out the cross-reference to Moroni 7:16 in footnote *a* of 2 Nephi 2:5. Invite a student to read Moroni 7:16 aloud. Then ask the following question:
  - According to this verse, what has God given to all people that allows us to know good from evil?
3. Explain that the “Spirit of Christ” referred to in Moroni 7:16 is also called the Light of Christ. Read the following statement aloud:

**“The Light of Christ is the divine energy, power, or influence that proceeds from God through Christ and gives life and light to all things. The Light of Christ influences people for good and prepares them to receive the Holy Ghost. One manifestation of the Light of Christ is what we call a conscience” (“Light of Christ,” Gospel Topics, topics.lds.org).**

4. Ask the class the following question:
  - Why do you think it is important for every accountable person to have a basic knowledge of good and evil through the Light of Christ?

### Group 4: Power to Choose

1. Invite a student to read 2 Nephi 2:26 aloud. Ask the class to follow along, looking for what resulted from Jesus Christ performing the Atonement and redeeming all mankind from the Fall. Then ask the class the following question:
  - What do you think it means that we became “free forever . . . to act for ourselves and not be acted upon, save it be by the punishment of the law at the great and last day”?
2. Read the following statement to the class:

**“You are free to choose and act, but you are not free to choose the consequences of your actions. The consequences may not be immediate, but they will always follow” (*True to the Faith: A Gospel Reference* [2004], 12).**

Ask the following question:

- What are some examples of consequences that may not be immediate but that will certainly follow a person’s actions?
3. Invite students to read 2 Nephi 2:27 silently, looking for words and phrases that show future consequences of choices we make now. Ask students to report what they find. (Answers may include “liberty,” “eternal life,” “captivity,” “death,” and “miserable.”) Then ask the following questions:
    - Why do you think it is important for us to understand the consequences of our choices in this life?
    - How can knowing these consequences motivate us to make righteous choices?



Share your testimony that we are accountable to God for our choices and that consequences always follow our choices.

4. Point out that in 2 Nephi 2:27, Lehi says that we “are free to choose liberty.” Then ask the class the following questions:
  - In your experience, how do righteous choices help us remain free to choose?
  - What are some examples of how the righteous use of our agency results in additional freedom? (Be prepared to share an example of your own.)

Invite each group to take a turn teaching the class, starting with group 1 and ending with group 4.

After the students in group 4 have finished teaching, thank all the students for their teaching.

- What is a truth that 2 Nephi 2:27 teaches about agency? (Help students identify the following truth: **We are free to choose liberty and eternal life through Jesus Christ or to choose captivity and death.**)



**2 Nephi 2:27** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

To help the class understand this truth, ask a student to read 2 Nephi 2:28–29 aloud. Invite the class to follow along, looking for further insight into how we can exercise our agency and choose eternal life instead of captivity and death.

- According to verse 28, what did Lehi desire that his sons do?
- How will doing these things help you maintain your liberty and eventually receive eternal life?
- What are some choices that lead to captivity, or a loss of freedom?

To conclude, invite students to ponder whether their choices are leading them toward liberty and eternal life or toward captivity, spiritual death, and misery. Assure students that any poor choices they may have already made can be overcome through faith in Jesus Christ and repentance. Testify of the Savior, His Atonement, and His ability to strengthen us in our efforts to make choices that will lead to happiness and eternal life. Invite students to set a goal that will help them use their agency to make righteous choices.

## LESSON 25

# 2 Nephi 3

### Introduction

2 Nephi 3 contains Lehi's words to his youngest son, Joseph. Lehi recounted the prophecy by Joseph of Egypt concerning

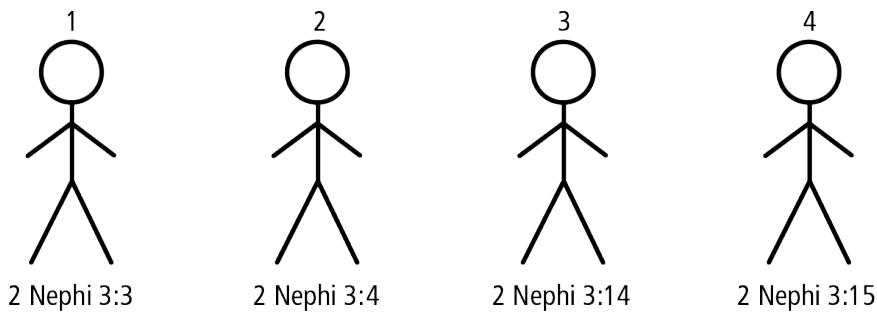
the role of the Prophet Joseph Smith, the coming forth of the Book of Mormon, and the Restoration of the gospel.

### Suggestions for Teaching

#### 2 Nephi 3:1–25

*Lehi recounts the prophecy by Joseph of Egypt about the Prophet Joseph Smith*

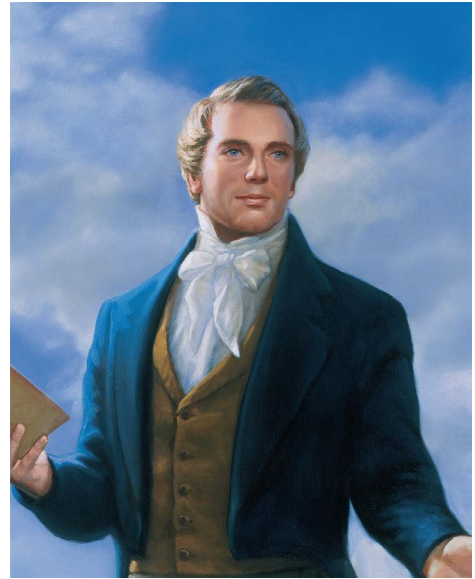
Before class, draw the accompanying diagram on the board.



To prepare students to understand the teachings in 2 Nephi 3, inform them that this chapter includes information about four men with the same first name. Invite students to quickly search the scripture reference below each figure on the board to determine who is represented by each figure. When a student finds an answer, have him or her write it on the board. (The first figure represents Lehi's son Joseph. The second represents the prophet Joseph who was sold into Egypt approximately 1,700 years before the birth of Jesus Christ. The third represents the Prophet Joseph Smith. The fourth represents Joseph Smith Sr.)

Display a picture of the Prophet Joseph Smith, such as Brother Joseph (*Gospel Art Book* [2009], no. 87; see also [lds.org/media-library](http://lds.org/media-library)). Inform students that much of 2 Nephi 3 focuses on a prophecy by Joseph of Egypt about the Prophet Joseph Smith.

Remind students that when the angel Moroni first appeared to Joseph Smith, he said that Joseph's name would "be both good and evil spoken of among all people" (Joseph Smith—History 1:33). Invite a student to read aloud the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles:



"The negative commentary about the Prophet Joseph Smith will increase as we move toward the Second Coming of the Savior. The half-truths and subtle deceptions will not diminish. There will be family members and friends who will need your help. ...

"To the youth ... , I give a specific challenge: Gain a personal witness of the Prophet Joseph Smith" (Neil L. Andersen, "Joseph Smith," *Ensign or Liahona*,

Nov. 2014, 30).

As students study 2 Nephi 3 today, invite them to look for truths that can help them strengthen their testimonies of the Prophet Joseph Smith.

Divide the class in half. Assign one half to read 2 Nephi 3:6–9 and the other half to read 2 Nephi 3:11–15. Ask the class to look for words and phrases that Joseph of Egypt used to describe Joseph Smith and the work he would accomplish. (You may need to explain that when Joseph of Egypt used the phrase "fruit of my loins," he was referring to his descendants.)

After sufficient time, invite students to come to the board and, near the figure that represents Joseph Smith, list the words and phrases they found. They should list phrases such as "a choice seer unto the fruit of my loins," "esteemed highly," "the bringing of them to the knowledge of the covenants," "I will make him great in mine eyes," "bring forth my word," "out of weakness he shall be made strong," "they that seek to destroy him shall be confounded," and "called ... after the name of his father."

After students have finished writing on the board, point out the phrase "unto him will I give power to bring forth my word" in verse 11.

Invite a student to read Doctrine and Covenants 135:3 aloud. Ask the class to follow along, looking for examples of the word of God that Joseph Smith brought forth. Before the student reads, explain that John Taylor (1808–1887), who later

became the third President of the Church, wrote these words soon after the death of the Prophet Joseph Smith.

- What are some examples of the word of God that Joseph Smith brought forth? (Answers may include the Book of Mormon, the Doctrine and Covenants, the Pearl of Great Price, the Joseph Smith Translation, and the Prophet's own sermons.)

Explain that 2 Nephi 3:12 mentions two books: the book written by the descendants of Joseph of Egypt was the Book of Mormon; the book written by the descendants of Judah was the Bible. You may want to invite students to consider writing these explanations in their scriptures.

Invite students to search 2 Nephi 3:12 for phrases that describe the impact that the Book of Mormon and Bible will have on the world as they “grow together.”

Write the following incomplete statement on the board: *The Book of Mormon and the Bible work together to ...*

- How would you complete this statement based on the teachings in verse 12? (Using students' responses, complete the statement on the board so that it conveys the following truth: **The Book of Mormon and the Bible work together to confound false doctrines, establish peace, and bring people to the knowledge of the Lord's covenants.**)
- What are some examples of how the Book of Mormon works with the Bible to confound false doctrines?

You can find examples of how the Book of Mormon and the Bible work together to confound false doctrines in the October 2011 general conference talk “The Book of Mormon—a Book from God” (*Ensign* or *Liahona*, Nov. 2011, 74–76), by Elder Tad R. Callister, who served as a member of the Seventy. If time permits, consider using Elder Callister's analogy by drawing one dot on the board and asking how many straight lines can be drawn through it. Then draw a second dot on the board and ask how many straight lines can be drawn to connect and go through both dots. (Only one line can be drawn to connect and go through both dots.) Ask students to explain how this may represent the truth that is written on the board.

Invite a student to read 2 Nephi 3:15 aloud. Ask the class to give special attention to the phrase “bring my people unto salvation.”

- In what ways does the Book of Mormon help bring people to salvation?
- When have you experienced the power of the Book of Mormon in your life or seen its influence in the lives of friends or family members?

### **Questions about feelings**

President Henry B. Eyring of the First Presidency counseled teachers to ask questions that “invite individuals to search their memories for feelings.” He said, “After asking, we might wisely wait for a moment before calling on someone to respond. Even those who do not speak will be thinking of spiritual experiences. That will invite the Holy Ghost” (“The Lord Will Multiply the Harvest” [evening with a General Authority, Feb. 6, 1998], 6).

Summarize 2 Nephi 3:16–24 by explaining that Joseph of Egypt compared Joseph Smith to Moses. Have students look for words and phrases that describe the Prophet Joseph Smith in 2 Nephi 3:24. As they report the words and phrases they found, add their responses to the list on the board.

To help students identify another truth from their study of 2 Nephi 3, refer to the list of phrases on the board describing the Prophet Joseph Smith, and ask:

- Based on what we have learned from 2 Nephi 3, how would you summarize why the Lord raised up the Prophet Joseph Smith? (After students respond, write the following truth on the board: **The Lord raised up the Prophet Joseph Smith to help bring about the Restoration of the gospel.**)

To help students understand this truth, ask a student to read aloud the following statement by President Brigham Young (1801–77):



“It was decreed in the counsels of eternity, long before the foundations of the earth were laid, that he, Joseph Smith, should be the man, in the last dispensation of this world, to bring forth the word of God to the people, and receive the fulness of the keys and power of the Priesthood of the Son of God. The Lord had his eyes upon him, and upon his father, and upon his father’s father, and upon their progenitors clear back ... to Adam. He has watched that family and that blood as it has circulated from its fountain to the birth of that man. He was fore-ordained in eternity to preside over this last dispensation” (*Teachings of Presidents of the Church: Brigham Young* [1997], 96, 343.).

- Why is it important to know that Joseph Smith was raised up by the Lord to help bring about the Restoration of the gospel?

Invite students to ponder what they have learned about the role of the Prophet Joseph Smith. Invite them to reflect on what they know and feel about the Prophet by writing a response to one of the following questions in their study journals or class notebooks:

- What have you learned or felt today that has strengthened your testimony of the Prophet Joseph Smith?
- What did Joseph Smith do, teach, or restore that you feel is “of great worth” (2 Nephi 3:7) to you?

Invite a few students to share with the class what they wrote, and consider sharing an experience of your own.

To help students know how they can further strengthen their testimonies of the Prophet Joseph Smith, invite a student to read aloud the following statement by Elder Neil L. Andersen:



"A testimony of the Prophet Joseph Smith can come differently to each of us. It may come as you kneel in prayer, asking God to confirm that he was a true prophet. It may come as you read the Prophet's account of the First Vision. A testimony may distill upon your soul as you read the Book of Mormon again and again. It may come as you bear your own testimony of the Prophet or as you stand in the temple and realize that through Joseph Smith the holy sealing power was restored to the earth. With faith and real intent, your testimony of the Prophet Joseph Smith will strengthen" (Neil L. Andersen, "Joseph Smith," *Ensign* or *Liahona*, Nov. 2014, 30).

Invite students to consider what they can do to further strengthen their testimony of the Prophet Joseph Smith and how they can share that testimony with others.

## HOME-STUDY LESSON

# 1 Nephi 20–2 Nephi 3 (Unit 5)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Student Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 1 Nephi 20–2 Nephi 3 (unit 5) is not intended to be taught as part of your lesson. The lesson you teach for unit 5 concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (1 Nephi 20–22)**

As Nephi quoted some of Isaiah’s prophecies to his brethren, students learned that the Lord invites those who have been disobedient to repent and return to Him. This shows us that the Lord loves us and will never forget us. Students also learned that although Israel would be scattered for their disobedience, the Lord promised to restore the gospel and gather Israel in the last days.

#### **Day 2 (2 Nephi 1)**

Students studied Lehi’s final teachings to his family before he died. Lehi emphasized that the Lord blesses us when we keep His commandments and that He withholds blessings when we do not keep His commandments. When Lehi knew that he would soon die, he exhorted his family to follow Nephi. Students saw that as we follow those whom God has called to lead us, we are blessed with spiritual prosperity and security.

#### **Day 3 (2 Nephi 2)**

Lehi explained to his son Jacob two fundamental truths: (1) that the Fall of Adam and Eve is an essential part of Heavenly Father’s plan of happiness and (2) that through the Atonement, Jesus Christ redeems us from the effects of the Fall and offers redemption from our sins. Lehi explained that as a result of the Fall and the Atonement, we are free to choose liberty and eternal life or captivity and death.

#### **Day 4 (2 Nephi 3)**

Speaking to his son Joseph, Lehi related the prophecy of Joseph of Egypt found on the brass plates. This prophecy foretold that the Lord raised up the Prophet Joseph Smith to help bring about the Restoration of the gospel. Students were asked to write in their study journals about how the contributions of the Prophet Joseph Smith have been of great worth to them.

### Introduction

This lesson is intended to help students understand the eternal purposes of God. Lehi knew that his posterity could make the choices that would lead them to joy, liberty, and eternal life only if they understood and believed key doctrines such as the Fall, the Atonement of Jesus Christ, agency, and obedience (see 2 Nephi 2:25, 27). Encourage students to choose eternal life so that they can ultimately be “encircled about eternally in the arms of [God’s] love” (2 Nephi 1:15), as was Lehi.

## Suggestions for Teaching

### 2 Nephi 1–2

*Before he dies, Lehi exhorts his children to keep God’s commandments and teaches them fundamental doctrines of the plan of salvation*

Begin by having students read the last sentence of 2 Nephi 3:25 (“Remember the words of thy dying father”). Ask them how their attention to the counsel of a family member might change if they knew that person were about to die.

The following activity can help students better understand the truths that Lehi emphasized in his last words to his family. It will also allow them to share with each other how these truths can help them follow Heavenly Father’s plan for their salvation.

1. Assign each of the following scripture passages to individual students or partnerships: 2 Nephi 1:16–20; 2 Nephi 2:6–10; 2 Nephi 2:19–20, 22–25; and 2 Nephi 2:11–13, 27–29. (If you have fewer than four students, you may adapt this activity by assigning students more than one scripture passage or by selecting fewer passages to discuss.)
2. As students study these passages, have them answer the following questions in their study journals. (You might consider writing the questions on the board.)
  - a. What key truths did Lehi teach?
  - b. Why are these truths important for our everlasting welfare?
3. After giving students time to complete their assignment, invite each student or partnership to report what they discovered. Encourage as many students as possible to share what they found and why it was meaningful to them.

After the activity, write the following truth on the board: **The Fall of Adam and Eve is an essential part of Heavenly Father’s plan of happiness.**

Share the following statement by President Joseph Fielding Smith (1876–1972):



“Adam did only what he had to do. He partook of that fruit for one good reason, and that was to open the door to bring you and me and everyone else into this world. ...

“... If it hadn’t been for Adam, I wouldn’t be here; you wouldn’t be here; we would be waiting in the heavens as spirits” (Joseph Fielding Smith, in Conference Report, Oct. 1967, 121–22).

Ask students the following questions:

- What are some of the consequences of the Fall that Lehi described in 2 Nephi 2:21–24?
- How do these consequences make it possible for us to progress according to Heavenly Father’s plan for our salvation?

Add the following truth to the board: **Through the Atonement, Jesus Christ redeems us from the Fall and offers redemption from our sins.**



To help students gain a deeper understanding of this truth, invite a student to read aloud the following statement by Elder Joseph B. Wirthlin (1917–2008) of the Quorum of the Twelve Apostles:



"The Atonement of Jesus Christ, an act of pure love, overcame the effects of the Fall and provided the way for all mankind to return to the presence of God. As part of the Atonement, the Savior overcame physical death and provided immortality for every one of God's children through the Resurrection. He also overcame spiritual death and provided the possibility of eternal life, the life that God lives and the greatest of all the gifts of God" (Joseph B. Wirthlin, "Christians in Belief and Action," *Ensign*, Nov. 1996, 71).

- What are some of the blessings of the Atonement?

To help students understand the importance of agency in Heavenly Father's plan, read the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles:



"Without the existence of choices, without our freedom to choose and without opposition, there would be no real existence. ... It is a fact that we can neither grow spiritually nor thereby be truly happy unless and until we make wise use of our moral agency" (Neal A. Maxwell, *One More Strain of Praise* [1999], 80).

Write the following principle on the board: **We are free to choose liberty and eternal life or captivity and death.**

Have students turn to assignment 4 under day 3 in their study journals. Invite a few of them to explain what they learned about agency from 2 Nephi 2:26–29.

Read aloud the following statement by the Prophet Joseph Smith (1805–44):



"To get salvation we must not only do some things, but everything which God has commanded" (*Teachings of Presidents of the Church: Joseph Smith* [2007], 161).

To help students understand the importance of obedience, you might ask the following questions:

- Why do you think Lehi emphasized obedience in his final counsel to his family before he died?
- What experiences have you had that have helped you know that the Lord blesses us when we keep His commandments, and He withholds blessings

when we do not keep His commandments? (Add this truth to the list on the board.)

To conclude this lesson, read the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"Obedience is powerful spiritual medicine. It comes close to being a cure-all"  
(Boyd K. Packer, "Balm of Gilead," *Ensign*, Nov. 1987, 18).

Share your witness of God's love for your students and His desire to help them overcome the effects of the Fall and receive eternal life.

### **Next Unit (2 Nephi 4–10)**

Tell students that after Lehi died, Laman and Lemuel again sought to take Nephi's life. Ask them to look for answers to the following questions as they continue their study of 2 Nephi next week: What warning did the Lord give that saved Nephi's life? What would happen to our bodies and spirits if there were no Atonement?

## LESSON 26

# 2 Nephi 4

### Introduction

After Lehi's death, Laman and Lemuel became angry with Nephi "because of the admonitions of the Lord" that Nephi had spoken to them (see 2 Nephi 4:13–14). Troubled by his brothers' attitudes and actions and by his own weaknesses

and sins, Nephi recorded his feelings in expressive and poetic language. He described his love for the scriptures and his gratitude for the blessings and strength he had received from the Lord.

### Suggestions for Teaching

#### 2 Nephi 4:1–16

##### *Nephi speaks of his love for the scriptures*

Prior to class, write the following incomplete statement on the board: *I study the scriptures because ...*

Begin class by inviting students to come to the board and complete the statement. Invite a few students to explain why they wrote what they did.

Point out that it can sometimes be difficult for people to consistently study the scriptures. As students study 2 Nephi 4:1–16 today, invite them to look for truths that Nephi taught about the blessings of studying the scriptures.

Summarize 2 Nephi 4:1–12 by explaining that before Lehi died, he counseled and blessed his and Ishmael's posterity one last time. This included a blessing that the Lord would be merciful to the posterity of Laman and Lemuel.

Invite a student to read 2 Nephi 4:13–14 aloud. Ask the class to follow along, looking for what happened shortly after Lehi's death.

- What happened shortly after Lehi's death?
- Why were Laman and Lemuel and the sons of Ishmael angry with Nephi?

Point out that according to verse 14, Nephi recorded more historical details on the large plates of Nephi.

Invite a student to read 2 Nephi 4:15–16 aloud. Ask the class to follow along, looking for what Nephi said he engraved upon the small plates.

- What did Nephi engrave on the small plates?
- What phrase describes how Nephi felt about the scriptures?
- What truth do we learn from verse 15 about why scriptures are written? (Help students identify the following truth: **Scriptures are written for our learning and profit.** Write this truth on the board.)
- How do you think pondering the scriptures would have profited (or benefitted) Nephi at this time when his father had died and his brothers were angry with him?
- How have the scriptures profited you?

You may want to invite students to evaluate their progress concerning the goals they set at the beginning of this seminary course to study the scriptures daily and to read the entire Book of Mormon. Encourage students to continue their efforts to achieve these goals.

***Encourage students to study the scriptures daily and read the text for the course***

Encourage students to set aside time every day for personal study of the Book of Mormon. You can help students account for their daily study by providing an appropriate tracking system (see the reading charts in the appendix of this manual), but take care not to embarrass or discourage those who struggle to study the scriptures on their own. Give students regular opportunities in class to share what they are learning and feeling during their personal scripture study.

Explain that in the verses that follow verse 16, we see that Nephi recorded some of his deepest feelings and testimony. Encourage students to consider how these verses were written for their learning and profit.

## **2 Nephi 4:17–35**

### ***Nephi acknowledges his weaknesses and expresses his trust in the Lord***

To prepare students to study 2 Nephi 4:17–35, ask the following question:

- What thoughts or feelings might people have when they contemplate their weaknesses and sins?

Ask students to think about a weakness or sin that may be causing them frustration or discouragement. As students continue their study of 2 Nephi 4 today, invite them to look for truths that can help them overcome the sin or weakness they thought of.

Point out that much of Nephi’s sorrow resulted from the actions and attitudes of his older brothers, but there were also other reasons for Nephi’s sorrow and affliction. Write the following incomplete statement on the board: *My heart sorroweth because ...*

Invite a student to read 2 Nephi 4:17–18 aloud. Ask the class to follow along, looking for reasons Nephi felt sorrow. As the verses are read, you may need to explain that the word *wretched* means miserable or of low quality. In the scriptures, the word *flesh* often refers to the weakness we have because we live in a fallen state. The word *beset* means to be attacked from all sides.

- According to these verses, why was Nephi’s heart sorrowful? (Write students’ responses on the board to complete the phrase *My heart sorroweth because ...*)

Invite students to consider if they can relate to any of Nephi’s feelings.

Point out that in 2 Nephi 4:19, Nephi’s words change from sadness to hope. Invite students to read 2 Nephi 4:19 silently, looking for a phrase that indicates Nephi’s hope. Ask students to report what they find.

- What do you think Nephi meant when he said “I know in whom I have trusted”?

Invite a few students to take turns reading aloud from 2 Nephi 4:20–25. Ask the class to follow along, looking for experiences that had helped Nephi learn to trust in the Lord.

- What experiences had helped Nephi learn to trust the Lord?

Write the following incomplete statement on the board: *Trusting in the Lord and remembering past spiritual experiences can help us ...*

Invite a student to read 2 Nephi 4:26–29 aloud. Ask the class to follow along, looking for the effect that remembering past spiritual experiences had on Nephi.

- What effect did remembering his past spiritual experiences have on Nephi? (As needed, explain that recalling these experiences helped Nephi overcome the temptations and discouragement he faced.)
- Based on what we learn from 2 Nephi 4:26–29, how would you complete the statement on the board? (After students respond, complete the statement so that it conveys the following truth: **Trusting in the Lord and remembering past spiritual experiences can help us overcome temptations and discouragement.** You may want to invite students to consider writing this principle next to 2 Nephi 4:26–29.)
- How can trusting in the Lord and remembering spiritual experiences we've had help us during times of temptation and discouragement?

Invite students to think of a time when the Lord helped them overcome temptation or difficulty as they trusted in Him. Then ask them to answer the following questions in their class notebooks or study journals. (You may want to write these questions on the board.)

- How did the Lord help you? How has that experience influenced you?

Consider dividing students into pairs or small groups and inviting the members of each group to share with each other what they wrote. (Remind students that they should not share experiences that are too personal or sacred.)

Students may also benefit if you tell about a time when the Lord helped you as you trusted in Him or remembered past spiritual experiences.

Explain that in 2 Nephi 4:30–35, Nephi recorded the words of a prayer he offered to God. Invite a few students to take turns reading aloud from 2 Nephi 4:30–35. Ask the class to follow along and look for statements that provide a good example of what we can pray for during difficult times. You may want to invite students to consider marking what they find.

- What statements did you find that provide a good example of what we can pray for during difficult times? Why might it be helpful to pray for those things?
- How would you summarize what Nephi prayed for as recorded in verses 31–33? (Help students understand that Nephi pled for deliverance from both physical and spiritual enemies and for strength to remain faithful to God.)
- How would you summarize as a principle what we can learn about prayer from these verses? (Help students identify a principle similar to the following: **If we**

**pray to God sincerely, we can receive His help to overcome sin and discouragement.)**

To help students understand what it means to pray sincerely, invite a student to read aloud the following statement by President James E. Faust (1920–2007) of the First Presidency:



"Sincere prayers come from the heart. Indeed, sincerity requires that we draw from the earnest feelings of our hearts" (James E. Faust, "The Lifeline of Prayer," *Ensign*, May 2002, 60).

- Why do you think sincere prayer from the heart invites God's help?

Invite students to think about a time when sincere prayer helped them overcome sin or discouragement.

Invite students to reflect on the weakness or sin they thought of earlier in the lesson. Review and testify of the truths students identified in this lesson, and ask students to ponder how they can apply these truths to help them overcome whatever weaknesses or sins they may have. Invite students to write down what they feel impressed to do.

## LESSON 27

# 2 Nephi 5

### Introduction

Heeding a warning from the Lord, Nephi and his followers separated from Laman, Lemuel, and the sons of Ishmael. They lived in righteousness and happiness, while the

followers of Laman and Lemuel cut themselves off from the Lord.

### Suggestions for Teaching

#### *Determine pacing*

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

### 2 Nephi 5:1–8

*The Lord separates the followers of Nephi from the followers of Laman and Lemuel*

Draw a picture of a warning sign and a compass on the board.

- What do these two pictures represent? (The one on the left is a warning sign, indicating danger. The one on the right is a compass, which may represent guidance.)
- What are some situations in your life in which you would want to receive a warning or guidance? (Invite students to come to the board and write their answers under the appropriate picture.)



Invite students to explain why they wrote what they did.

- How can receiving warnings or guidance help in situations like these?

As students study 2 Nephi 5 today, invite them to look for what we can do to receive the warnings and guidance we need.

Remind students that when Lehi died, Nephi was left to be the spiritual leader of the family. Invite a student to read 2 Nephi 5:1–3 aloud. Ask the class to follow along, looking for a challenge Nephi faced.

- What challenge did Nephi face?
- According to 2 Nephi 5:1, what did Nephi do because of his brothers' anger?
- Even after Nephi had prayed for help, what did Laman and Lemuel seek to do?

As students report their answers, you may want to point out the following truth:  
**Our prayers may not always be answered immediately or in the way we desire.**

- Why is it important to continue to be faithful when our prayers are not answered immediately or in the way we desire?

Write the following incomplete sentence on the board: *If we faithfully seek Heavenly Father in prayer ...*

Invite a student to read 2 Nephi 5:5–8 aloud. Ask the class to follow along, looking for what the Lord did to help Nephi and his followers.

- What did the Lord do to help Nephi and those who believed in the warnings and revelations of God?
- How do you think Nephi’s desire to “cry much unto the Lord” (2 Nephi 5:1) may have prepared him to receive warnings and guidance from the Lord?
- From what we learn in verses 1 and 5, how could you complete the sentence on the board to state a principle? (After students respond, complete the sentence on the board so that it conveys the following principle: **If we faithfully seek Heavenly Father in prayer, He will warn and guide us.** Invite students to consider marking the phrases in verses 1 and 5 that teach this principle.)
- In what ways might the Lord give us warnings or guidance?

To help students further understand this principle, read aloud the following scenario:

You have a group of friends that are starting to behave in ways that are not consistent with the standards of the Lord, and you aren’t sure what to do. You would like to continue to spend time with them and do everything you can to help them change. But on the other hand, you also worry about finding yourself in situations where you are uncomfortable and exposed to spiritually degrading or dangerous influences.

- How can the principle we identified in verses 1 and 5 help you know what to do in this situation? (Help students understand that what is the best choice in one situation may not be in another. By seeking Heavenly Father in prayer, students can be guided on how to act in specific situations.)

Invite students to write in their class notebooks or study journals about a time when they or someone they know was guided or warned by God and the effect it had on them. After a few moments, consider inviting a few students to share with the class what they wrote. (Remind students not to share anything private or too personal.)

To help students identify another principle from 2 Nephi 5:5–8, ask the following questions:

- According to verse 6, who chose to follow Nephi as he fled into the wilderness? Why did they choose to go with him?
- What principle can we learn from verse 6 that can help us be led away from danger? (Help students identify the following principle: **If we choose to**



believe in the revelations of God and to hearken to His prophets, we can be led away from danger.)

- How has hearkening to God’s prophets led you away from danger?

As part of the students’ discussion of 2 Nephi 5:1–8, point out that the separation of the Nephites from the Lamanites was the result of Laman and Lemuel’s hatred for Nephi. This separation continued for centuries, with the descendants of Laman and Lemuel teaching their children to hate the descendants of Nephi (see Mosiah 10:12–17).

## 2 Nephi 5:9–18, 26–27

### *The Nephites live after the manner of happiness*

Lead students in reading 2 Nephi 5:27 aloud together. You may want to invite students to consider marking this verse. Write the word *happiness* on the board.

- What do you think it means to live “after the manner of happiness”?

Ask a student to read aloud the following statement by Elder Marlin K. Jensen of the Seventy. Invite the class to follow along, looking for what Elder Jensen said he sometimes struggles with.



“Certain unchanging principles and truths bring happiness to our lives. This subject has been of interest to me for many years because although I am richly blessed and have every reason to be happy, I sometimes struggle and do not always have the natural inclination toward happiness and a cheerful disposition that some people seem to enjoy.

“For that reason, several years ago a Book of Mormon passage caught my attention. ... Nephi established a society founded on gospel truths; and of that society he says, ‘And it came to pass that we lived after the manner of happiness’ (2 Ne. 5:27). The passage deeply impressed me. ... I wondered ... what the individual elements of a truly happy society and life might be, and I began to search Nephi’s writings for clues. I ... invite you to conduct your own personal search. It could be a lifelong and worthwhile pursuit. ...

“... The same patterns and elements of daily life that enabled Nephi and his people to be happy 560 years before Christ work equally well today” (Marlin K. Jensen, “Living after the Manner of Happiness,” *Ensign*, Dec. 2002, 56, 61).

- What did Elder Jensen say he sometimes struggled with?

Invite students to consider if they sometimes struggle to be happy and cheerful.

- What did Elder Jensen say could be a “lifelong and worthwhile pursuit”?

Write 2 Nephi 5:6, 10–18, 26–27 on the board. Divide students into groups of two or three and invite them to act on Elder Jensen’s invitation by reading these verses together and looking for “elements of a truly happy society and life.” You may want to invite them to consider marking elements or actions that contributed to the Nephites’ happiness. After a few minutes, invite a few students to write their findings on the board. (Answers might include that Nephi and his followers went with their families [see verse 6]; obeyed the Lord [see verse 10]; worked hard to

support themselves [see verses 11, 15–17]; took scriptures with them [see verse 12]; built a temple [see verse 16]; and followed righteous leaders [see verses 18, 26].)

Point out that the actions that allowed Nephi and his people to live after the manner of happiness were based on the teachings of the gospel of Jesus Christ.

Write the following principle on the board: **We can live after the manner of happiness by applying the teachings of the gospel of Jesus Christ.**

- Why do you think applying the teachings of the gospel of Jesus Christ enables us to have happiness?

Invite students to select one or two of the items on the board and explain how these have helped them live “after the manner of happiness.”

Depending on what students emphasize, you may want to follow up with a few questions such as the following:

- According to 2 Nephi 5:10–11, what blessings did the people receive because they kept the Lord’s commandments? When have you felt that the Lord has been with you? How has the Lord’s influence in your life contributed to your happiness?
- How might the temple have helped the people live “after the manner of happiness”? How has the temple brought greater happiness to you or someone you know?
- In what ways does hard work contribute to happiness?

You may want to share an experience that illustrates how applying the teachings of the gospel of Jesus Christ has allowed you to live after the manner of happiness, as well as your testimony of this principle. Invite students to examine their lives and determine something they will do to live more fully “after the manner of happiness.” Encourage them to write this action in their study journals or class notebooks.

## 2 Nephi 5:19–25

*The Lamanites are cut off from the presence of the Lord because of their disobedience*

Invite two students to take turns reading aloud from 2 Nephi 5:19–24. Ask the class to follow along, looking for differences between the way the Lamanites lived and the way the Nephites lived.

- According to 2 Nephi 5:20, what was the consequence of the Lamanites’ disobedience?

Make sure students understand that the curse mentioned in this chapter was separation from God. The changing of the Lamanites’ skin was only a mark or sign of the curse.

- How does 2 Nephi 5:21 help you understand why the Lamanites were cut off from the presence of the Lord? (You may want to explain that flint is a hard stone. In saying that the Lamanites “had become like unto a flint,” Nephi emphasized the hardness of the Lamanites’ hearts. To be hard-hearted is to be unresponsive to the promptings of the Spirit of God.)

- What is a principle we can learn from 2 Nephi 5:20–24 that describes what happens when people harden their hearts against the Lord? (After students respond, write the following principle on the board: **When people harden their hearts against the Lord, they separate themselves from Him.**)
- What are some reasons why people may choose to harden their hearts against the Lord?

Encourage students to remember what they have determined they will do to live more fully “after the manner of happiness.” Express your confidence that they can follow the Nephites’ example and be truly happy.

## LESSON 28

# 2 Nephi 6–8

### Introduction

As Nephi recorded the ministry of his people, he included a two-day sermon by his younger brother Jacob. The sermon is found in 2 Nephi 6–10, and this is the first of three lessons about it. At the beginning of the sermon, Jacob read

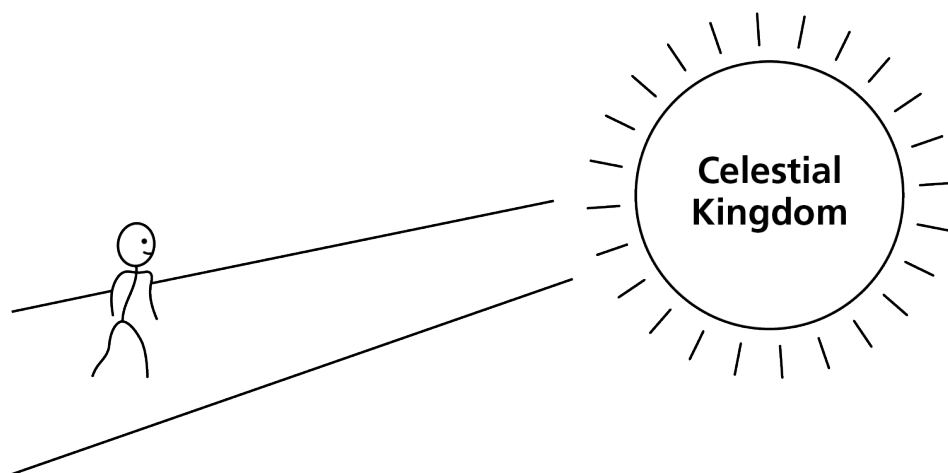
prophecies of Isaiah concerning the scattering and gathering of Israel, showing that “the Lord God will fulfil his covenants which he has made unto his children” (2 Nephi 6:12).

### Suggestions for Teaching

#### 2 Nephi 6

*Jacob testifies that the Lord will remember His covenant people*

Before class, draw the accompanying diagram on the board:



Begin class by starting to draw a line from the stick figure along the path toward the celestial kingdom. Explain that when we are baptized and receive the Holy Ghost, we enter the path that leads back to Heavenly Father and eternal life.

- What happens when we sin or turn away from God? (Draw a line curving off the path.)
- What does God want us to do when we turn off the path? (He wants us to repent. Explain that to repent means to turn from sin and turn back to God.)
- What do you think Satan wants us to believe when we sin and step off the path?

Explain that in 2 Nephi 6–8, which contains the teachings of Nephi’s brother Jacob, we see how the Lord responds to those who have turned away from Him. As students study these chapters today, invite them to look for truths that reflect the Lord’s feelings and efforts toward those who turn away from Him.

Summarize 2 Nephi 6:1–7 by explaining that Jacob told his people that he would liken Isaiah’s teachings about the scattering and gathering of Israel unto them.

Place a sign labeled “Jerusalem” on one side of the room and another sign labeled “Babylon” on the other side. Explain that the students will represent the ancient Jewish people.

Invite students to take their scriptures and stand near the sign labeled “Jerusalem.” Once students are gathered there, invite a student to read 2 Nephi 6:8 aloud. After the verse has been read, explain that in 587 BC, shortly after Lehi left Jerusalem, the Babylonians conquered Jerusalem and deported many of the Jews to Babylon. Prophets had repeatedly warned the Jews that this would happen if they did not repent of their wickedness (see 2 Kings 17:13; Jeremiah 26:18; 1 Nephi 1:4; Helaman 8:20). Invite the students to move to the sign labeled “Babylon.”

Invite a student to read the first sentence of 2 Nephi 6:9 aloud. After the sentence has been read, explain that this prophecy was fulfilled around 537 BC when King Cyrus of Persia, who had conquered the Babylonians, allowed the Jews to return to Jerusalem. Invite the students to return to the sign labeled “Jerusalem,” and ask the same student to read the rest of verse 9 aloud. Ask the class to follow along, looking for what would happen after the Jews returned to Jerusalem.

- Who would come among the Jews after they returned to Jerusalem? (You may want to point out that “the Holy One of Israel” refers to Jesus Christ.)
- How would the Savior be treated among the Jews?

Invite a student to read 2 Nephi 6:10 aloud. Ask the class to follow along, looking for what would happen to the Jews after the Savior’s Crucifixion.

- What did Jacob say would happen to the Jews after the Savior’s Crucifixion?

Explain that this prophecy was fulfilled in AD 70 when a Roman army besieged Jerusalem and destroyed the temple. Many Jews were killed and others were driven and scattered throughout the world. Invite students to scatter themselves around the room.

Point out that in 2 Nephi 6, Jacob explained that the Jews repeatedly chose (or would choose) to turn away from the Lord.

- How might you expect the Lord to respond to the Jews’ choices to repeatedly turn away from Him?

Invite a student to read 2 Nephi 6:11 aloud. Ask the class to follow along, looking for how the Lord will respond to the Jewish people.

- How will the Lord respond to the Jewish people?
- What truth does this teach us about the Lord? (Students should identify the following truth: **The Lord is merciful.** You may want to invite students to consider writing this truth next to verse 11.)
- According to verse 11, what is one way the Lord will show mercy to the Jewish people? (By gathering them back together to the lands of their inheritance.)

Invite the students to gather again around the sign labeled “Jerusalem.”

- How can knowing that the Lord is merciful help us when we step off the path and turn away from Him?

Invite students to return to their seats.

Point out that Jacob's teachings in 2 Nephi 6 show the Lord being merciful to His covenant people even after they have been very wicked. This does not mean that there are not consequences for our decisions and actions. However, it does indicate that if the Lord would be merciful to these people, He will surely be merciful to us individually as we repent and come unto Him.

Invite students to ponder the ways the Lord has been merciful to them. Invite them to write the following phrase in their study journals or class notebooks: *I know the Lord is merciful because ...* Then invite them to write their thoughts and feelings to complete the statement. After they have had sufficient time to write, you may want to invite a few to share what they have written. (Caution students not to share anything that is too personal or private.)

### ***Writing improves sharing***

When you invite students to respond to a question in writing before sharing their thoughts with the class, you give them time to formulate their ideas and receive impressions from the Holy Ghost. Students may be more inclined to share their thoughts when they have written them first, and what they share will often be more meaningful.

Invite students to consider whether there are any sins they need to repent of. Testify that as they do repent, they will receive the Lord's mercy and forgiveness.

Summarize the rest of 2 Nephi 6 by explaining that Jacob also prophesied of the Gentiles, who would be saved if they would repent and not fight against Zion. He further explained that God would contend against the enemies of the house of Israel and deliver His covenant people.

## **2 Nephi 7–8**

***Jacob shares Isaiah's prophecy about the Savior's ability to redeem His covenant people***

Invite the class to consider if they have ever sold something to another person and later regretted their decision (perhaps because they missed the item they sold or felt they had not charged enough for it). Consider asking one or two students to share their experience with the class.

Invite a student to read 2 Nephi 7:1 aloud. Ask the class to follow along, looking for what the Lord said the Israelites had sold.

- What did the Lord say the Israelites had sold?
- What do you think the Lord meant when He said, "For your iniquities have ye sold yourselves"? (The Lord had not sold or forsaken His chosen people; they had sold themselves into the captivity of sin.)
- Once we have sinned and sold ourselves into captivity, what needs to happen in order for us to regain our freedom?

Write the word *redeem* on the board, and ask students to explain what they think it means. As needed, help students understand that, in this context, to redeem means to buy back, deliver, or rescue from captivity.

Invite students to read 2 Nephi 7:2 silently and look for what the Savior said about His power to redeem us, or buy us back, from the captivity of sin.

- What do you think the Savior meant when He asked, “Is my hand shortened at all that it cannot redeem, or have I no power to deliver?” (After students respond, explain that the hand and arm of the Lord are symbols of His power. He who has a “shortened hand” is weak and powerless. Write the following truth on the board: **The Savior has the power to redeem us because of His Atonement.**)

Explain that in 2 Nephi 7:5–7 we read the Lord’s explanation of some of the things that would happen to Him as part of His Atonement. Invite a student to read 2 Nephi 7:5–7 aloud. Ask the class to follow along, looking for words and phrases that describe what would happen to the Savior. Explain that the phrase “Lord God” in these verses refers to God the Father, and the words “mine,” “I,” “my,” and “me” refer to Jesus Christ.

- What words or phrases in these verses describe what the Savior experienced as part of His Atonement?
- What do you think it means in verse 7 that the Savior “set [His] face like a flint”? (Consider holding up a rock. You may want to explain that flint is a very hard stone. This phrase refers to the Savior’s firm and unbendable resolve to endure all of the suffering associated with the Atonement.)
- What does the Savior’s willingness to endure the suffering involved with the Atonement indicate about His commitment to us?

To help students discover evidence that the Savior has the power to redeem us because of His Atonement, divide the following six scripture passages from 2 Nephi 8 among groups of students: verses 1–3, 4–6, 7–8, 10–11, 12–13, and 14–16. Ask each group to find a phrase in their assigned passage or passages that shows the Lord’s desire to redeem us and His power to do so. After sufficient time, invite each group to read the phrase they have chosen to the class. Ask them to share what they have learned from the passage. You may want to invite students to consider marking the phrases that their classmates share.

To conclude, share your testimony of the Savior’s power and desire to redeem each one of us.

## LESSON 29

# 2 Nephi 9:1–26

### Introduction

In a sermon to the Nephites, Jacob began by quoting some of Isaiah's prophecies about the Lord redeeming His covenant people. This part of Jacob's sermon is found in 2 Nephi 6–8. The continuation of this two-day sermon is found in 2 Nephi

9–10. After quoting Isaiah, Jacob shared his own testimony of the Atonement of Jesus Christ—of the Savior's power to rescue us from the effects of the Fall and the consequences of our sins.

## Suggestions for Teaching

### *Fundamentals of Gospel Teaching and Learning*

Each scripture-based lesson in seminary focuses on a scripture block rather than on a particular concept, theme, doctrine, or principle. As teachers and students study these scripture blocks sequentially, they will be able to implement many of the Fundamentals of Gospel Teaching and Learning, such as understanding context and content; identifying, understanding, and feeling the truth and importance of gospel doctrines and principles; and applying doctrines and principles.

### 2 Nephi 9:1–9

#### *Jacob explains the effects of the Fall*

Ask students to think about any dangerous or harmful situations from which they have needed to be rescued. Invite a student to read aloud the following account. Ask the class to listen for the dangerous conditions that a group of Chilean miners experienced.

"On August 5, 2010, 33 Chilean miners were trapped by a massive cave-in after the rock inside the mine collapsed. They were restricted to a small safe area and to the mine shafts below the collapse, 2,300 feet (700 m) deep inside the earth.

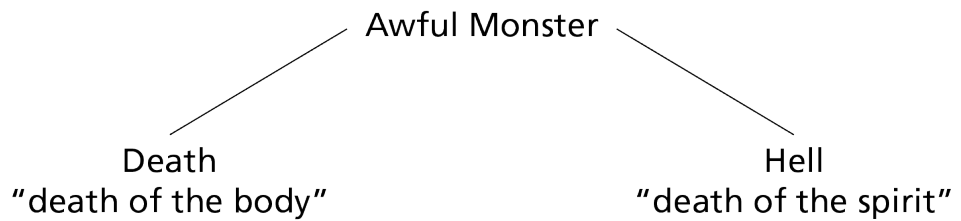
"The situation looked bleak. They were separated from home and family by almost a half a mile of unmovable rock overhead, and they had only a small supply of food and water. Although they had tools and knowledge, because of the instability of the mine they could not save themselves. Their only chance was to be found and rescued" (Connie Goulding, "Seeking Rescue," *Ensign*, June 2015, 63).

- If you had been in this situation, what thoughts or feelings might you have had?

Explain that in 2 Nephi 9 we read that Jacob described dangerous conditions we all face and need to be rescued from. This chapter is a continuation of Jacob's sermon in 2 Nephi 6–8.

Invite students to read 2 Nephi 9:10 silently, looking for what Jacob said we need to be rescued from. As students report what they found, copy the accompanying diagram on the board:





To help students understand Jacob's use of the terms *death* and *hell*, explain that both terms refer to a type of separation. When Jacob used the word *death* in this sermon, he referred to "the death of the body," which is the separation of the physical body from the spirit. When he used the word *hell*, he referred to "the death of the spirit," which is a person's separation from the presence of God. In the scriptures, this separation is often referred to as "spiritual death."

- Why do you think the phrase "awful monster" is an appropriate way to describe death and hell?

Invite a student to read 2 Nephi 9:6 aloud. Ask the class to follow along, looking for the cause of physical death and spiritual death.

- What event brought physical death and spiritual death to all of us? (You may need to explain that as a result of the Fall, all people are cut off from the presence of God and all people will eventually die physically.)

Explain that 2 Nephi 9:7–9 teaches what would happen to us if there were no Atonement of Jesus Christ and the effects of the Fall remained forever.

Ask a student to read 2 Nephi 9:7–9 aloud. Invite the class to look for phrases that describe what would happen to our bodies and spirits if physical and spiritual death remained forever. (You may need to explain that when Jacob spoke of "the first judgment which came upon man," he referred to results of the Fall of Adam and Eve. When he spoke of "corruption," he referred to our mortal bodies, which will die. When he spoke of "incorruption," he referred to our resurrected bodies, which will live forever.)

- If there were no Atonement of Jesus Christ, what would happen to our bodies?
- If there were no Atonement of Jesus Christ, what would happen to our spirits?

To emphasize what our fate would be without the Atonement of Jesus Christ, ask a student to read aloud the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles:



"If our separation from God and our physical death were permanent, moral agency would mean nothing. Yes, we would be free to make choices, but what would be the point? The end result would always be the same no matter what our actions: death with no hope of resurrection and no hope of heaven. As good or as bad as we might choose to be, we would all end up 'angels to a devil' [2 Nephi 9:9]" (D. Todd Christofferson, "Moral Agency," *Ensign*, June 2009, 50).

Invite students to ponder how they would feel if they had no hope of resurrection or heaven and if they knew that no matter how hard they tried to follow the commandments they would still end up as “angels to a devil.”

## 2 Nephi 9:10–26

*Jacob teaches that through the Atonement, the Savior delivers us from the effects of the Fall and offers us forgiveness from our sins*

Invite a student to read aloud the following account of the rescue of the Chilean miners:

“On the 17th day of their trial, hope was renewed for the miners when a small shaft was created by a drill bit that broke through the rock that held them captive. ... Hope was restored. ... Food, water, medicine, and notes from loved ones were sent down the shaft to the miners” (Goulding, “Seeking Rescue,” 63).

Eventually, rescuers were able to create a larger shaft, through which they could lower a capsule that was large enough to rescue one man at a time.

“Each miner stepped into the capsule and gave his will over to the plan and the rescuers. ...

“The rescue plan succeeded; not one man was lost. They were redeemed ... 69 days after the mine collapse and 52 days after they had been found alive” (Goulding, “Seeking Rescue,” 65).

- How is the rescue of the Chilean miners similar to our deliverance from physical and spiritual death? (The miners could not rescue themselves from the mine, just as we cannot rescue ourselves from sin and death. In order to be rescued, the miners had to trust the rescue plan and the rescuers. Similarly, we must trust in the plan of redemption and in our Savior.)

Ask students to reread 2 Nephi 9:10 silently, looking for what God has done to deliver us from physical and spiritual death.

- According to this verse, what has God prepared for us?

Emphasize that Jacob’s main message in this sermon is that God has prepared “a way for our escape from the grasp of ... death and hell.” Divide students into pairs. Invite each pair to read 2 Nephi 9:11–13 aloud together, looking for how we are delivered or rescued from physical and spiritual death. (You might encourage students to note the number of times they see the word *deliver*, or a form of it, in these verses.)

- What will happen to the bodies and the spirits of all people who die? (They will be delivered from the grave and the spirit world to be reunited in an incorruptible, immortal state.)
- How are we delivered from physical and spiritual death? (Through “the power of the resurrection of the Holy One of Israel” [verse 12], which is part of the Atonement of Jesus Christ.)

Write the following doctrine on the board: **Through His Atonement, Jesus Christ delivers all mankind from the physical and spiritual death brought by the Fall of Adam and Eve.**

- How can this truth help us understand the Savior's goodness and mercy?

Invite students to read 2 Nephi 9:14–15 aloud with their partners, looking for what will happen after we are resurrected.

- What will happen after we are resurrected?
- According to verse 14, what will we have a perfect knowledge of when we stand before Jesus Christ to be judged?
- How can Jacob's teachings in verse 14 help us understand the importance of our choices in this life?

Explain that 2 Nephi 9:16–19 describes the conditions of those who are judged to be wicked and those who are judged to be righteous. Those who remain filthy after the Resurrection are known as the sons of perdition. These are individuals who "served Satan and turned utterly against God" during their mortal lives (Guide to the Scriptures, "Sons of Perdition," scriptures.lds.org). They will experience everlasting punishment in outer darkness (see D&C 76:31–48). All other people will receive a degree of glory (see D&C 76:50–112).

Invite a student to read 2 Nephi 9:18 aloud. Ask the class to follow along, looking for some of the qualities of the righteous.

- According to verse 18, what are some of the qualities of the righteous? (Explain that to "[endure] the crosses of the world" means to deny oneself of ungodliness and keep God's commandments [see Joseph Smith Translation, Matthew 16:25–26 (in Matthew 16:24, footnote *e*)]. To "[despise] the shame of it" means to choose to not be ashamed of the gospel even though we may be mocked for seeking to live according to its teachings [see 1 Nephi 8:24–34].)
- What blessing will those who faithfully "[endure] the crosses of the world" receive?

Remind students that the Savior's "way of deliverance" (2 Nephi 9:11) does not just deliver us from the physical and spiritual death brought about by the Fall. The Savior also has the power to deliver us from the spiritual death that results from our own sins, enabling us to be counted among those who are saved in the kingdom of God.

Point out that while deliverance from the Fall of Adam and Eve is a gift to all mankind, our deliverance from the consequences of our sins depends partly on our desires and actions. Write the following on the board: *Through the Atonement of Jesus Christ, we can overcome the consequences of our sins as we ...*

Invite a student to read 2 Nephi 9:21, 23–24 aloud. Ask the class to look for phrases to complete the sentence on the board.

- According to these verses, how would you complete this sentence? (Students' answers should reflect the following principle: **Through the Atonement of Jesus Christ, we can overcome the consequences of our sins as we have faith in Jesus Christ, repent, are baptized, and endure to the end.** As students share their answers, complete the statement on the board. Encourage them to consider marking the phrases in verses 21, 23–24 that teach this principle.)

- How do having faith in Jesus Christ, repenting, being baptized, and enduring to the end help us overcome the consequences of our sins through the Savior's Atonement?
- For those who have already been baptized, how might worthily partaking of the sacrament help them continue to overcome the consequences of their sins? (As we partake of the sacrament, we renew our covenant with the Lord to take His name upon us, always remember Him, and keep His commandments. The Lord in turn promises that His Spirit will always be with us, and the companionship of the Spirit cleanses us from sin.)

To help students feel the truth and importance of this principle, consider singing or reading as a class the words to "I Stand All Amazed" (*Hymns*, no. 193) or another hymn about the Atonement of Jesus Christ. Invite students to select lines from the hymn that reflect their feelings about the Savior and His atoning sacrifice. Allow them to tell the class about the lines they have selected and to explain the reasons why they appreciate those lines.

Conclude by inviting students to ponder what they may need to do in order to overcome their sins through the Atonement of Jesus Christ. Encourage them to act on any promptings they receive.

## LESSON 30

# 2 Nephi 9:27–54; 10

### Introduction

After testifying that Jesus Christ delivers all mankind from the effects of the Fall and offers us forgiveness from our sins, Jacob concluded his sermon. He warned against attitudes and actions that lead to separation from the Lord, and he testified of attitudes and actions that allow people to come to Christ and be saved. On the next day, Jacob reiterated that

although the house of Israel would be scattered because of sin, the Lord would remember His covenants with them and gather them when they would repent and return to Him. Jacob exhorted his people to reconcile themselves to God's will and remember that they could be saved only through God's grace.

### Suggestions for Teaching

#### *Teach by the Spirit*

As a gospel teacher, you are to seek the guidance of the Holy Ghost in your preparation and teaching. "The Spirit shall be given unto you by the prayer of faith; and if ye receive not the Spirit ye shall not teach" (D&C 42:14).

#### 2 Nephi 9:27–54

*Jacob invites all to come unto Christ and warns of attitudes and actions that separate us from the Lord*

Before class, hide an object (such as a piece of candy) somewhere in the room. Begin the lesson by telling the class about the hidden object and inviting a student to look for it. Help the student get closer to and eventually find the object by prompting him or her with the words *warm* and *warmer* as the student gets closer to it and the words *cold* and *colder* as the student gets farther away from it. After the student finds the object, ask:

- Why did you choose to follow the prompts that got you closer to the hidden object?
- Why might a person in this situation choose not to follow the prompts that are intended to help him or her find the object?

Explain that as recorded in 2 Nephi 9–10, Jacob described attitudes and actions that lead people closer to Jesus Christ and the blessings of His Atonement, as well as attitudes and actions that lead people farther away from Him. As students study the rest of 2 Nephi 9 and 2 Nephi 10 today, invite them to look for these attitudes and actions.

#### *Writing assignments on the board*

When students are assigned to read groups of verses, it can be helpful to write the references on the board. This helps students remember what they have been asked to do and helps prevent confusion about the assignment.

To help students discover some of these attitudes and actions, copy the accompanying table on the board:

Distancing Ourselves from Jesus Christ	Coming unto Jesus Christ
1. 2 Nephi 9:27–33	3. 2 Nephi 9:39, 42, 45–46
2. 2 Nephi 9:34–39	4. 2 Nephi 9:49–52

Assign each student a number between 1 and 4. Invite students to silently read the verses associated with their assigned number. Ask the students assigned to numbers 1 and 2 to look for attitudes and actions that can distance us from the Savior. Ask the students assigned to numbers 3 and 4 to look for attitudes and actions that help us come unto the Savior and receive the blessings of His Atonement. You may want to invite students to consider marking their findings in their scriptures.

After several minutes, write the following incomplete principle on the board: *If we \_\_\_\_\_, we will distance ourselves from Jesus Christ.*

Invite the students assigned to numbers 1 and 2 to come to the board, and ask them to complete this principle by specifying a few attitudes and actions that distance us from Jesus Christ. Students may identify a variety of principles, such as the following: **If we trust in our learning and riches more than we trust in the Lord, we will distance ourselves from Jesus Christ. If we choose to lie, we will distance ourselves from Jesus Christ.**

Discuss some of Jacob’s warnings by asking some or all of the following questions:

- According to verse 28, how can trusting in their own learning lead individuals to distance themselves from Jesus Christ?
- According to verse 30, how can trusting in riches lead individuals to distance themselves from Jesus Christ?
- What can we do to ensure that learning and wealth do not lead us away from Jesus Christ?
- In what ways might we be tempted to justify lying or other forms of dishonesty? When we face these temptations, how can it help us to remember that if we are dishonest we will distance ourselves from Jesus Christ?

Invite the students assigned to numbers 3 and 4 to come to the board and list attitudes and actions they have discovered that will bring us closer to the Savior and help us receive the blessings of His Atonement. To help students analyze what they have discovered, ask some or all of the following questions:

- What do you think it means to be “spiritually-minded” (2 Nephi 9:39)? What are some activities that can help us be spiritually minded?
- What does it mean to “turn away from your sins” (2 Nephi 9:45)?
- What do you think Jacob meant when he said to drink, eat, and “delight in fatness” (2 Nephi 9:50–51)? (You may want to explain that these verses refer to

partaking of the abundant blessings of the gospel made available by Jesus Christ and His Atonement.)

Invite students to identify a principle from these verses that describes what we can do to receive the full blessings of the Atonement of Jesus Christ. The following is one of the principles students may identify: **As we come to the Lord and live according to His will, we will receive the full blessings of the Atonement of Jesus Christ.** Write this principle on the board.

Encourage students to ponder evidence they have seen of this principle in their lives. Invite them to write in their study journals or class notebooks about how they have come closer to the Savior through one or more of the attitudes and actions in the second list on the board. Invite a few students to share what they have written (but help them understand that they should not feel obligated to share experiences that are too personal or private).

Invite students to think of one way they will seek to come to Jesus Christ and live according to His will so they can receive the full blessings of His Atonement.

Summarize 2 Nephi 9:53–54 by explaining that Jacob rejoiced in the Lord’s “greatness, . . . grace and mercy” and the Lord’s promise that the posterity of Jacob and his people would not be completely destroyed. Jacob told his people that he would finish delivering his teachings the following day.

## 2 Nephi 10

*Jacob encourages his people to rejoice and come to the Lord*

To prepare students to study Jacob’s teachings in 2 Nephi 10, write the following on the board:

### Choice ————— Consequence

- What are some recent choices you have made that resulted in positive consequences?

Ask students to think of poor choices they have made that resulted in negative consequences (but do not ask them to share).

As students study 2 Nephi 10 today, invite them to look for truths that will help them make righteous choices that will result in positive consequences.

Explain that as recorded in 2 Nephi 10:1–9, Jacob prophesied of the Jews—particularly those who would inhabit Jerusalem at the time of the Savior’s mortal ministry. Invite a student to read verses 3–6 aloud. Ask the class to follow along, looking for some of the Jews’ choices and the consequences that would follow those choices.

- What are some of the poor choices Jacob prophesied the ancient Jews would make?
- What were some of the consequences of those choices?

Invite a student to read 2 Nephi 10:7–8 aloud. Ask the class to follow along, looking for other choices Jacob prophesied the Jews would make and the resulting consequences.

- What will happen when the Jews choose to believe in Jesus Christ?

Summarize 2 Nephi 10:9–22 by explaining that Jacob prophesied that the Gentiles will assist in gathering the house of Israel to their lands of inheritance and in building Zion. Jacob also rejoiced in the Lord’s mercy and kindness for preserving and remembering the Nephites and other people whom He had led away to other lands.

Invite a student to read 2 Nephi 10:23 aloud. Ask the class to follow along, looking for a truth Jacob taught about choices and consequences.

- What truth can we learn from Jacob’s words about choices and consequences? (Help students identify the following truth: **We are free to act for ourselves, and we will receive the consequences of our choices.** You may want to invite students to consider writing this truth next to 2 Nephi 10:23.)
- If people know that negative consequences follow poor choices, why do you think they still make poor choices?

On the board, erase a section of the line between the words *Choice* and *Consequence* as shown in the accompanying example.

Choice ————— Consequence

- Why might Satan want us to believe that we can avoid the consequences of our choices?
- What are some examples of poor choices people might make while believing they can avoid the consequences? What consequences eventually result from those choices?

To help students see how we can “choose ... the way of eternal life” (2 Nephi 10:23), read 2 Nephi 10:24–25 aloud. Explain that the word *reconcile* in verse 24 means to bring people or things into harmony or agreement with each other. Point out the following principle: **As we make righteous choices, we become reconciled to God and will be saved by His grace from physical and spiritual death.**

Consider sharing your testimony of the truths discussed today, and invite students to act on those truths.



## HOME-STUDY LESSON

# 2 Nephi 4–10 (Unit 6)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 2 Nephi 4–10 (unit 6) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (2 Nephi 4–5)**

As students studied 2 Nephi 4, they focused on the principle that God supports those who put their trust in Him and wrote in their study journals about one way they would like to increase their trust in God. In 2 Nephi 5 they saw examples of the following truths: Safety comes from obeying the revelations of God. As the gospel of Jesus Christ becomes our way of life, we increase in happiness. Students examined their lives and determined something they would do to live more fully “after the manner of happiness” (2 Nephi 5:27).

#### **Day 2 (2 Nephi 6–8)**

In this lesson students learned that the Lord is merciful to those who return to Him. They pondered how the Lord has been merciful to them. They also learned that the Savior desires to redeem His covenant people and has all power to do so.

#### **Day 3 (2 Nephi 9)**

As students began their study of 2 Nephi 9, they learned what would happen if there were no Atonement. They also studied the following truths: The Atonement of Jesus Christ delivers all mankind from physical and spiritual death brought about by the Fall. Through the Atonement of Jesus Christ, we can overcome the consequences of our sins if we have faith in Jesus Christ, repent, are baptized, and endure to the end. Students wrote a paragraph expressing their feelings about the Savior’s sacrifice for them.

#### **Day 4 (2 Nephi 9–10)**

As students studied the remainder of 2 Nephi 9 and studied 2 Nephi 10, they pondered which of their choices may be separating them from the Lord and which are helping them come closer to Him. They learned that by choosing to come to the Lord and live according to His will, we can receive the full blessings of the Atonement.

### Introduction

Among the many important truths that students have studied this week, emphasize the significance of the Atonement of Jesus Christ. Pray for guidance regarding how you can best help them understand and rely on the Atonement. As you teach, encourage students to ponder what they need to do to receive the blessings of the Savior’s Atonement.

*Note:* As you prayerfully prepare your lesson, consider the needs of your students—especially the needs of those who may be struggling. As you pray for individual students and for guidance on how to best teach them the doctrines and

principles found in the scriptures, the Holy Ghost will inspire you to know how to meet students' needs.

## Suggestions for Teaching

### 2 Nephi 4–5

*Nephi expresses His trust in the Lord; the Lord separates the Nephites from the Lamanites; the Nephites live after the manner of happiness*

Write the information in the accompanying chart on the board, or prepare it as a handout:

2 Nephi 4	2 Nephi 5
<ol style="list-style-type: none"> <li>1. Read the chapter heading, and prepare to summarize the chapter in your own words.</li> <li>2. Read 2 Nephi 4:19, and explain what you think it means to "know in whom I have trusted."</li> <li>3. Read over your study journal entry for day 1, assignment 4. Prepare to share one way you would like to increase your trust in the Lord.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the chapter heading, and prepare to summarize the chapter in your own words.</li> <li>2. Read 2 Nephi 5:27, and explain what you think it means to live "after the manner of happiness."</li> <li>3. Read over your study journal entry for day 1, assignment 6. Prepare to share one of the Nephites' actions or attitudes and how doing the same action or having the same attitude has affected your happiness.</li> </ol>

Divide the class in half. Ask one half of the students to prepare to teach the material under 2 Nephi 4 and the other half to prepare to teach the material under 2 Nephi 5.

Pair each student assigned to 2 Nephi 4 with a student assigned to 2 Nephi 5. Invite the students to share with their partners the material they prepared for their assignments.

### 2 Nephi 6–8

*Jacob prophesies of the scattering and gathering of Israel and quotes Isaiah's prophecies of the Savior's loyalty to the covenant people*

Remind students that 2 Nephi 6–9 contains the first day of a two-day sermon Jacob gave to his people. The second day of his teaching continues in 2 Nephi 10. In 2 Nephi 6, Jacob prophesied that the Jews would reject the Lord and be scattered. Ask students to read 2 Nephi 7:1–2, and invite them to restate what it means in their own words.

### 2 Nephi 9

*Jacob teaches how the Savior's Atonement delivers us from the effects of the Fall and the consequences of sin*

Share the following statement by President Ezra Taft Benson (1899–1994):



"Just as a man does not really desire food until he is hungry, so he does not desire the salvation of Christ until he knows why he needs Christ.

"No one adequately and properly knows why he needs Christ until he understands and accepts the doctrine of the Fall and its effect upon all mankind. And no other book in the world explains this vital doctrine nearly as well as the Book of Mormon" (Ezra Taft Benson, "The Book of Mormon and the Doctrine and Covenants," *Ensign*, May 1987, 85).

Ask students to imagine that a friend asked, "Why do we need the Savior?" Invite the class to prepare to answer this question based on what they learned in 2 Nephi 9. Ask them to review 2 Nephi 9:7–10, 19–22 for an answer. Ask the students to share their answers to the question.

To help students better understand how Jesus Christ can save us from the consequences of the Fall, read the analogy by President Joseph Fielding Smith in the lesson material for 2 Nephi 9:10–27, in Unit 6: Day 3, in the student manual. You might consider inviting a student to draw on the board or on a sheet of paper what President Smith described. If you choose to have a student draw on the board or a piece of paper, you may want to invite the student to also explain the drawing.

Invite students to think about their own feelings of being trapped in a deep pit and separated from God because of choices they have made. Explain that if it were not for the Atonement of Jesus Christ, there would be no opportunities for repentance, there would be no hope, and no one could escape these consequences of sin.

Invite a student to read 2 Nephi 9:21–23 aloud. Then ask a few students to explain that passage in their own words. Though they may say it differently, be sure that the following truth is clear: **Through the Atonement of Jesus Christ, we can overcome the consequences of our sins.**

Explain that one of the great opportunities available with meeting as a group is being able to share feelings and testimonies. Invite the students to share their feelings and testimonies about Jesus Christ and His Atonement. If they struggle to share, you could have them read what they wrote in their study journals for day 3, assignment 4. You may want to add your testimony to theirs.

Ask students to imagine that someone was stricken with a terrible disease. Then discuss the following questions:

- Why is it important that the person understand the need to seek help?
- Why is it important that the person also understand what to do to receive help?
- What will the result be if the person understands the need for help but does not understand what to do to receive it?

Ask students if they know what they must do to receive the blessings of the Atonement of Jesus Christ. Remind them that they studied 2 Nephi 9:23, 42–52 and identified several actions and attitudes that help us come to Christ and invite the power of His atoning sacrifice into our lives. Have them review the scriptures they marked and the list they made in their study journals of those things that lead us to the Savior (day 4, assignment 1). Invite students to share how one or more of these

actions and attitudes have brought them closer to the Savior. Share your testimony that following the principles taught in these verses will help us receive the full blessings of the Atonement of Jesus Christ.

## 2 Nephi 10

### *Jacob encourages his people to rejoice and come to the Lord*

Invite a student to read 2 Nephi 10:23–24 aloud. Remind the class that in day 3, assignment 6, they were invited to determine something they would do to reconcile themselves to the will of God. Encourage them to follow through with this invitation.

Ask students to share additional insights they received from the chapters they studied this week. Time permitting, conclude this week’s lesson by singing or reading together the words of the hymn “I Stand All Amazed” (*Hymns*, no. 193) or another hymn about the Atonement of Jesus Christ. Share your testimony of the importance of coming to the Savior and the reality of the blessings of the Atonement.

## Next Unit (2 Nephi 11–25)

Tell students that as they study 2 Nephi 11–25 in the coming week, they will recognize some of the words of Isaiah and how he saw our day and warned us based on what he saw. Some of his warnings relate to our media, our clothes, our lifestyles, and our attitudes. Encourage students to read and glean what they can from 2 Nephi 11–25, even if they do not understand every word.

## LESSON 31

# 2 Nephi 11; 16

### Introduction

2 Nephi 11 contains some of Nephi's explanation for his inclusion of the prophecies of Isaiah in his record, thus serving as an introduction to the words of Isaiah in 2 Nephi 12–24. 2 Nephi 16 contains Isaiah's account of being

cleansed of his sins and called as a prophet when he "saw ... the Lord sitting upon a throne" (see 2 Nephi 16:1; see also verses 5–8).

### Suggestions for Teaching

#### 2 Nephi 11

*Nephi expresses his delight in testifying that salvation comes through Jesus Christ*

Invite three students to silently write one sentence each about what happened the last time the class met. Do not allow them to compare or discuss what they are writing. To illustrate the advantages of having more than one witness, have the three students read their sentences aloud. After each student reads his or her sentence, ask the class if it is a complete representation of what happened in their last class.

- What advantages are there to having multiple witnesses?

Explain that the Lord calls prophets to be His special witnesses to the world. As students study 2 Nephi 11 today, invite them to look for how studying multiple prophets' testimonies can be a blessing to us.

Invite a student to read 2 Nephi 11:2–3 aloud. Ask the class to follow along, looking for three different prophets and what each experienced.

- According to these verses, what did Nephi, Isaiah, and Jacob experience that enabled them to be special witnesses of Jesus Christ?
- According to verse 3, why was Nephi going to send the words of Isaiah and Jacob to his children?
- What principle can we learn from these verses concerning how we can strengthen our faith in Jesus Christ? (Help students identify the following principle: **By studying prophets' testimonies of Jesus Christ, we can strengthen our faith in Jesus Christ.** You may want to invite students to consider writing this principle in their scriptures near 2 Nephi 11:2–3.)
- In addition to the Book of Mormon, where can we find the prophets' testimonies? (Answers might include in the scriptures, the *Ensign* or *Liahona*, the *New Era*, and general conference talks.)

Invite students to ponder how prophets' testimonies have strengthened their faith in Jesus Christ. After sufficient time, consider inviting a few students to share their thoughts with the class.

Invite students to scan the first lines of each verse in 2 Nephi 11:4–6, looking for a phrase Nephi repeated in each verse.

- What does it mean to “delight in” something? (You might explain that the word *delight* suggests a feeling that is deeper than just liking or being interested in something. It implies an experience of joy and satisfaction.)

Invite students to read 2 Nephi 11:4–7 silently, looking for things that delighted Nephi. Then divide the class into pairs. Ask the students in each pair to share with each other the phrases that most impress them and why.

Point out that in 2 Nephi 11:2 we read that Nephi said he delighted in the words of Isaiah. Explain that some people struggle to understand the prophecies of Isaiah because of his poetic writing style and frequent use of imagery. Although Nephi understood this would be the case, he still included many of Isaiah’s words in the Book of Mormon.

Invite a student to read 2 Nephi 11:8 aloud. Ask the class to follow along, looking for why Nephi delighted in the writings of Isaiah and included them in his record.

- What did Nephi hope his people and future readers of the Book of Mormon would experience when they read the words of Isaiah? (After students respond, write the following truth on the board: **Studying the words of Isaiah can help us lift up our hearts and rejoice.** You may want to invite students to consider marking the words in verse 8 that teach this truth.)

### **Understanding Isaiah**

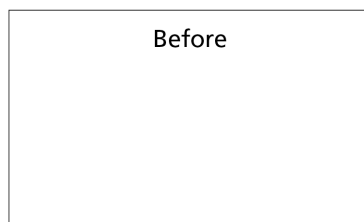
Teachers and students may find it difficult to understand the words of Isaiah. President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles acknowledged that as we study the Book of Mormon, the chapters containing Isaiah’s writings might seem like a barrier. Then he said: “Do not stop reading! Move forward through those difficult-to-understand chapters ... even if you understand very little of it. Move on, if all you do is skim and merely glean an impression here and there” (“The Things of My Soul,” *Ensign*, May 1986, 61).

Explain that in this lesson and in the next three lessons, students will study and discuss Isaiah’s words in 2 Nephi 12–24. Encourage them to look for truths in these chapters that strengthen their testimonies of the Savior and help them to rejoice in Him.

## **2 Nephi 16**

*Isaiah is called to serve as a prophet*

Draw the accompanying diagram on the board:



- What are “before” and “after” photographs effective at doing? (Point out that they show the effect that a product, process, or event has on a person, object, or place.)

Write the following words on the board in between the two boxes, and ask students to explain what the before-and-after effect could be for each one: *window cleaner, yeast, and fire.*)

Next, place a picture of the Savior (such as Jesus Praying in Gethsemane [*Gospel Art Book* (2009), no. 56; see also [lds.org/media-library](http://lds.org/media-library)]) in between the two boxes.

- What kind of before-and-after effect do you think the Savior could have on a person?

Explain that the class will study 2 Nephi 16 next because it contains Isaiah’s account of a vision in which he received the call to be a prophet and become a witness of Jesus Christ. As students study 2 Nephi 16 today, invite them to look for the effect that this vision had on Isaiah.

To help students prepare to understand this vision, explain that Isaiah’s writings include symbolic language. The use of symbols and types is one way the scriptures teach us of the Lord’s saving mission.

Invite a student to read 2 Nephi 16:1–4 aloud. Ask the class to follow along and look for what Isaiah saw in this vision.

- According to verse 1, whom did Isaiah see?
- What else did Isaiah see in this vision?

You may want to explain that *seraphim* are angelic beings that minister in the courts of God (see Bible Dictionary, “Seraphim”). The wings of the seraphim are symbolic of their power to move or to act (see D&C 77:4).

Invite a student to read 2 Nephi 16:5 aloud. Ask the class to follow along and look for how Isaiah felt in the presence of the Lord.

- How did Isaiah feel in the Lord’s presence? Why? (You might explain that the phrase “Wo is unto me! for I am undone” indicates Isaiah felt unworthy to be in the Lord’s presence. The phrase “unclean lips” indicates he was aware of his sins and the sins of his people.)

Invite students to ponder how they might feel if they experienced what Isaiah did and why they would feel that way.

Ask a student to read 2 Nephi 16:6–7 aloud. Ask the class to follow along and look for what happened to Isaiah in his vision. Invite students to report what they find. Explain that the hot coal taken from the altar was a symbol of cleansing (see Isaiah 6:6, footnote *a*).

- According to verse 7, what did the seraphim say had happened to Isaiah’s sins? (They had been purged, or removed, from him.)

You may need to explain that when the angel in Isaiah’s vision touched his lips with the hot coal, it represented the Lord cleansing Isaiah of his unworthiness and forgiving him of his sins.

- What feelings might you have if a messenger from the Lord pronounced you clean from your sins? Why might you have those feelings?

Ask a student to read 2 Nephi 16:8 aloud. Invite the class to follow along, looking for what the Lord asked and how Isaiah responded.

- How did Isaiah respond to the Lord's invitation to serve? (Explain that this invitation was Isaiah's call to be a prophet.)
- How might the knowledge that he was clean from sin affect Isaiah's willingness to serve the Lord?
- From what you learned about Isaiah in this account, how can being cleansed from our sins affect our desire to serve the Lord? (Help students identify the following principle: **As we are forgiven of our sins, we become more willing to do what God asks of us.**)
- Why do you think that our willingness to do what God asks of us increases as we are forgiven of our sins?

Invite students to evaluate their willingness to do what God asks of them by silently rating themselves on a scale of 1 to 10 (with 10 being very willing and 1 being not willing at all). Then ask them to ponder how any sin in their lives might be holding them back from being more willing to do what God asks of them.

Testify that as we are forgiven of our sins, we have a greater desire to serve the Lord and to help others draw closer to Him and become clean as well. Encourage students to pray to Heavenly Father, and if necessary talk with parents or priesthood leaders, so that they can repent and have their sins purged through the Atonement of Jesus Christ.

Explain that 2 Nephi 16:9–10 describes the people to whom Isaiah was called to preach. Invite a student to read 2 Nephi 16:9–10 aloud. Ask the class to follow along and look for what the Lord said about how the people would respond to Isaiah's message.

- What did the Lord tell Isaiah about how the people would respond to his message? (The Lord explained that the message would not be easily understood or accepted by the spiritually unprepared. Many people would hear and see the Lord's message through Isaiah but would reject it.)

Conclude by reviewing the truths students identified today and inviting them to act on those truths.



## LESSON 32

# 2 Nephi 12–15

### Introduction

Nephi continued to quote the words of Isaiah, who spoke of the blessings of the temple and condemned the wickedness of the people of his day as well as the wickedness of many

people in the last days. Isaiah also taught how we can receive or lose the Lord's protection.

### Suggestions for Teaching

#### 2 Nephi 12:1–4

##### *Isaiah prophecies of temples being established in the last days*

Prior to class, write the following statements on the board: *I want to be a better student. I want to be a better musician. I want to be a better athlete.*

Invite a student to read aloud the statements on the board. Ask the class:

- Where would you go for help if you had these desires?

Add the following statement to the board: *I want to be a better disciple of the Lord.*

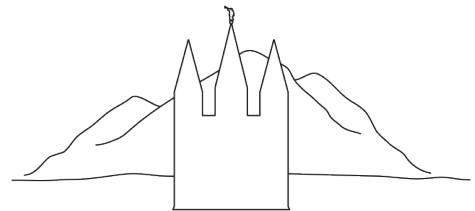
- Where could someone go for help if they wanted to become a better disciple of the Lord?

Invite a student to read 2 Nephi 12:1–3 aloud. Ask the class to follow along, looking for where we can go to learn how to become better disciples of the Lord. (Before the student reads, explain that in 2 Nephi 12, Nephi continued to record Isaiah's writings.)

- What do you think the phrase “mountain of the Lord” (verse 3) refers to? (It has specific reference to the Salt Lake Temple, but it can also refer to other temples the Lord has established in the last days.)

Copy the accompanying drawing of a mountain and a temple on the board:

- What are some similarities between a mountain and a temple? (Possible answers may include that both are noble and majestic and that both inspire us to look heavenward.)
- According to verse 3, what principle can we learn about the blessings that come from worshipping in the temple (such as when we participate in temple ordinances)? (Help students identify the following principle: **As we worship in the temple, the Lord will teach us of His ways and help us walk in His paths.**)
- How do temples teach us the Lord's ways and help us to walk in His paths?
- When has worshipping in the temple helped you learn of the Lord's ways and walk in His paths? (You may want to consider sharing an experience as well.)



Invite a student to read aloud the following statement by Sister Elaine S. Dalton, former Young Women General President:



"Prepare now for the temple, the mountain of the Lord. Never allow the goal of the temple to be out of your sight. Walk into His presence in purity and virtue, and receive His blessings—even 'all that he hath' (Luke 12:44). Within His holy house you will be cleansed, taught, and endowed with power, and His 'angels [will] have charge over [you]' (D&C 109:22)" (Elaine S. Dalton, "Come Let Us Go Up to the Mountain of the Lord," *Ensign or Liahona*, May 2009, 122–23).

Share your testimony of the principle students identified in 2 Nephi 12:3. Invite students to attend the temple as often as their circumstances permit and to prepare themselves to make further covenants with the Lord in the temple as they receive the endowment and marriage sealing ordinances.

Summarize 2 Nephi 12:4 by explaining that Isaiah prophesied of the millennial peace that people will enjoy as they walk in the Lord's ways.

## 2 Nephi 12:5–22; 13–15

### *Isaiah distinguishes wicked Israel from righteous Israel*

Invite a student to come to the front of the class. Give that student a single sheet of paper, and ask him or her to hide behind it.

- What is the problem with trying to hide behind this sheet of paper?

As students study 2 Nephi 12–13 today, invite them to look for what Isaiah said the Israelites would try to hide and the reason they would not be able to do so.



Before class, copy the following chart on the board or prepare it as a handout. Leave enough space for students to write in each column.

### Isaiah Describes Sins and Their Consequences

	2 Nephi 12:5–12, 17–19; 13:5, 8	2 Nephi 13:16–26
What attitudes and practices reflect the sins of these people?		
What will happen to these people as a consequence of their sins?		

Divide the class in half. Ask half of the students to study 2 Nephi 12:5–12, 17–19; 13:5, 8. Ask the other half to study 2 Nephi 13:16–26. Invite students to read their assigned verses and identify answers to the two questions in the left column of the chart. If the chart is displayed on the board, invite a student from each group to write their answers in the appropriate column. If the chart was distributed as a handout, have students record their answers on their handouts.

Explain to the students assigned to study 2 Nephi 13:16–26 that Isaiah foresaw the consequences for the extravagant dress and actions of worldly women in his own day and in the future. This passage describes what he saw. Although Isaiah specifically addressed “the daughters of Zion” (verse 16), his words also apply to men.

After students have had time to answer the questions in the chart, ask:

- What sins had these people committed? (Answers may include pride, idolatry, worldliness, and vanity.)

Invite a student to read 2 Nephi 13:9 aloud. Ask the class to follow along, looking for one way the sins of the people were evident. If necessary, draw students’ attention to the phrase “the show of their countenance doth witness against them.”

- What does the word *countenance* refer to? (It refers to a person’s appearance, particularly the face.)
- How can a person’s countenance witness against them?
- What truth can we learn from verse 9 about trying to hide our sins from the Lord? (Help students identify the following truth: **We cannot hide our sins from the Lord.** Write this truth on the board.)

To help students understand this truth, invite a student to read aloud the following statement by Elder Spencer V. Jones of the Seventy:



“At times, consequences of sin may appear to be very subtle to the sinner. We may even convince ourselves ... that no one will be able to detect our sins and that they are well concealed. But always to our Heavenly Father and often to spiritually sensitive leaders, parents, and friends, our sins are glaringly apparent.

“While attending a youth fireside with Elder Richard G. Scott, I noticed five youths scattered among the congregation whose countenances or body language almost screamed that something was spiritually amiss in their lives. After the meeting, when I mentioned the five youths to Elder Scott, he simply replied, ‘There were eight’” (Spencer V. Jones, “Overcoming the Stench of Sin,” *Ensign or Liahona*, May 2003, 88).

- How can understanding that we cannot hide our sins from the Lord help us make better choices?

To prepare students to study Isaiah’s teachings in 2 Nephi 14, write *Storms* on the board.

- When have you been caught in a bad or violent storm?
- How did you seek shelter? How effective was the shelter at protecting you from the storm?

Point out that the word *storms* can be used to represent times of intense concern, problems, or temptation in our lives. Ask students to consider times when they may have experienced these types of storms.

Summarize 2 Nephi 14 by explaining that Isaiah foresaw the Lord’s cleansing and redemption of His people in the millennial day and that the Lord would offer protection from the storms of life.

Ask students to read 2 Nephi 14:5–6 silently, looking for places Isaiah mentioned that would provide spiritual protection. Invite students to report what they find. Make sure students locate and understand the words *dwelling-place* (house or home), *assemblies* (places of congregation, such as branches, wards, or stakes) and *tabernacle* (temple). Explain that the “cloud and smoke by day and the shining of a flaming fire by night” (verse 5) refer to the protection and guidance that Moses and his people received from the Lord in the wilderness (see Exodus 13:21–22). Also point out that Isaiah likened the temple to a protective shelter from the heat and a “covert,” or shelter, from storms and rain.

### ***Help students understand the context and content of scripture passages***

One of the Fundamentals of Gospel Teaching and Learning is to understand the context and content of the scriptures. Context includes the circumstances that surround or provide background for a particular scriptural passage, event, or account. Content includes the story line, people, events, sermons, and inspired explanations that make up the scripture text. As you help students understand the context and content of the scriptures, they will be prepared to recognize the underlying messages of the inspired authors.

- Based on verses 5–6, how would you summarize as a statement of truth what the Lord has established to provide spiritual protection? (Students should identify a truth similar to the following: **The Lord has established the home, Church congregations, and temples as places of spiritual protection and refuge.**)
- What can we do to make our homes and branches or wards places of spiritual safety and protection?
- When have you felt the Lord’s protection or guidance in your home or at church?
- When have you found spiritual relief or protection in the temple?

Explain that in 2 Nephi 15, we read that Isaiah prophesied of the wickedness of his day and how it would lead to a loss of the Lord’s protection. In verses 1–7, we read that Isaiah compared the house of Israel to a vineyard.

Invite a student to read 2 Nephi 15:1–2 aloud. Ask the class to follow along, looking for what the man (representing the Lord) did for the vineyard and what the vineyard produced.

- What did the man do for the vineyard?
- What did the vineyard produce in spite of the man’s efforts?
- How might this represent the house of Israel at the time of Isaiah? (You may need to explain that the wild grapes symbolize apostasy, signifying that Israel had turned away from the Lord.)

Invite a student to read 2 Nephi 15:5–6 aloud. Ask the class to follow along, looking for what the Lord would do to His vineyard.

- What would the Lord do to His vineyard?
- What would be the effects of taking away the hedge, breaking down the wall, and the vineyard not being worked or watered?
- How might these results represent the consequences that come to those who disobey the Lord’s commandments? (You may want to point out that at times the Lord allowed the Israelites to be scattered or destroyed because of their wickedness.)
- What truth can we learn from these verses about what can cause us to lose the Lord’s protection? (Help students identify the following principle: **If we are prideful and turn away from the Lord, we will lose His protection.** Write this principle on the board.)

Summarize 2 Nephi 15:8–30 by explaining that Isaiah described some of the prideful attitudes and behaviors rebellious Israel would exhibit. For example, they would “call evil good, and good evil” (verse 20). In addition, Isaiah prophesied that the Lord would “lift up an ensign to the nations” (verse 26). An *ensign* is a flag or banner that is used as a rallying point or as a signal to assemble, especially in battle. This prophecy refers to how nations would gather against the Israelites in Isaiah’s day, and it also foreshadows the latter-day Restoration of the gospel and gathering of Israel.

Testify of the truths students identified in this lesson, and invite the students to apply these truths in their lives.

## LESSON 33

# 2 Nephi 17–20

### Introduction

In 2 Nephi 17–20, Nephi records an account of Isaiah trying to persuade the king of Judah and his people to trust in the Lord rather than in worldly alliances. Using types and

shadows, Isaiah prophesied concerning events of his own day, the birth of Jesus Christ, and the destruction of the wicked at the Second Coming of the Lord.

### Suggestions for Teaching

#### 2 Nephi 17–18

*The people of the kingdom of Judah fail to put their trust in Jesus Christ*

Begin the lesson by inviting students to imagine a professional sports team playing a game against a local team (such as your students' school team) of the same sport. Ask students to predict the score or outcome of this game.

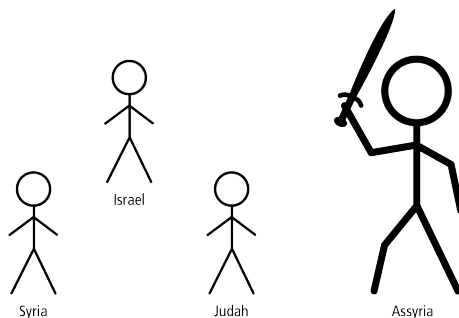
- What words describe the feelings that members of the local team might have if they competed against the professional team? (Write students' responses on the board. These might include words such as *overwhelmed*, *intimidated*, *discouraged*, and *fearful*.)

Invite students to ponder experiences in their lives when they have felt overwhelmed, intimidated, or fearful.

As students study 2 Nephi 17–20 today, encourage them to look for truths that can help them when they are in situations that evoke these feelings.

To help students understand the content of these chapters, draw the accompanying images on the board.

To provide context for 2 Nephi 17–18, explain that the nations of Israel, Syria, and Judah were being threatened by the much stronger Assyrian Empire. If students have access to the Latter-day Saint edition of the Bible, it may be helpful to have them turn to map 1 ("Physical Map of the Holy Land") and map 5 ("The Assyrian Empire") in the Bible Maps section. These maps show the geographical areas referred to in these chapters. Consider displaying the following chart containing information about the three smaller nations (adapted from Victor L. Ludlow, *Isaiah: Prophet, Seer, and Poet* [1982], 140). Refer to it as needed throughout the lesson.



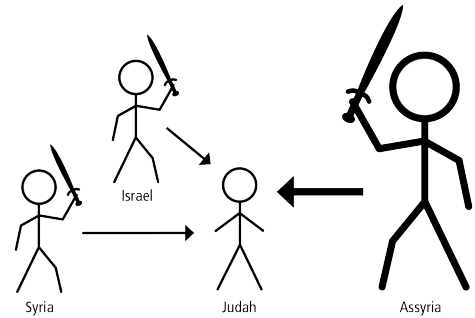
Country	Judah	Syria	Israel
Capital city	Jerusalem	Damascus	Samaria

Territory or principal tribe	Judah	Aram	Ephraim
Leader	Ahaz (king), of the house of David	Rezin (king)	Pekah (king), son of Remaliah

Explain that during the prophet Isaiah's ministry in the kingdom of Judah, the kings of Israel and Syria wanted King Ahaz of Judah to join them in an alliance against the powerful empire of Assyria. The Assyrian kings and soldiers were famous for their brutality, which included torturing and cruelly murdering the people they conquered. Assyria had already threatened Israel and Syria and was forcing them to pay tribute or face destruction. When King Ahaz refused to join the alliance against Assyria, Israel and Syria attacked Judah in order to place another ruler on Judah's throne who would support the alliance against Assyria (see 2 Nephi 17:1, 6). Draw arrows on the diagram as follows to indicate who was planning to attack whom.

Invite a student to read 2 Nephi 17:2 aloud. Ask the class to follow along, looking for words that indicate how Ahaz and the people of Judah felt as they considered the threats posed by Israel, Syria, and Assyria. Ask students to report what they find.

- What do you think it means that Ahaz's "heart was moved, and the heart of his people, as the trees of the wood are moved with the wind"? (Ahaz and his people were fearful and unsure about what to do after Israel and Syria had attacked them.)
- If you had been the ruler of Judah, what do you think you would have done in this situation?



Explain that because Ahaz feared Israel and Syria, he considered forming an alliance with Assyria to protect his kingdom (see 2 Kings 16:7).

Invite several students to take turns reading aloud from 2 Nephi 17:3–8. Ask students to follow along, looking for the counsel the Lord told Isaiah to give to King Ahaz.

- What counsel did the Lord tell Isaiah to give to King Ahaz? (You may need to explain that the phrase "smoking firebrands" [verse 4] refers to a burned-out torch, indicating that Israel and Syria had spent their strength. They would soon be crushed by Assyria and would no longer be a threat to Judah.)
- If you had been in King Ahaz's position, would you have obeyed Isaiah's counsel? Why or why not?

Invite a student to read 2 Nephi 17:9 aloud. Ask the class to follow along, looking for what would happen if Ahaz disregarded Isaiah's counsel. Invite them to report what they find. (You may need to explain that in this context *established* means protected and allowed to prosper.)

Invite a student to read 2 Nephi 17:10–12 aloud. Ask the class to follow along, looking for what the Lord invited Ahaz to do.

- What did the Lord invite Ahaz to do?

Invite a student to read 2 Nephi 17:13–16 aloud. Ask the class to follow along, looking for the sign that the Lord would send to Ahaz.

- What sign would the Lord send to Ahaz? (Explain that Isaiah’s prophecy indicated that the kingdoms of Israel and Syria would be broken up. This is also a prophecy of the Savior’s birth.)

Explain that the name Immanuel means “God with us” (Bible Dictionary, “Immanuel”). Consider inviting students to write the meaning of *Immanuel* next to 2 Nephi 17:14.

- Why would it have been important for King Ahaz to humble himself and turn to the Lord during his nation’s crisis?

Summarize 2 Nephi 17:17–25 by explaining that King Ahaz (and many of the people of Judah) chose not to believe Isaiah and did not trust in the Lord for protection. Isaiah prophesied that the Assyrians and Egyptians would attack, capture, and enslave many people from the kingdom of Judah.

### **Summarizing**

Sometimes you will not be able to teach the entire scripture block designated for a given day. Don’t be discouraged. Where large blocks of scriptures cover several chapters, you may need to summarize events, story line, and, occasionally, doctrine. Chapter headings, material from the lesson manual, and insights from your own study will aid you in your preparation to summarize effectively.

Point out that rather than trusting in the Lord’s protection, Ahaz plundered the temple treasury in Jerusalem and offered those resources to the Assyrians in an attempt to buy their protection and favor. However, the Assyrians attacked Judah anyway, thus fulfilling Isaiah’s prophecy. (See 2 Kings 16:8; 2 Chronicles 28:21.)

Invite a student to read aloud the following summary of 2 Nephi 18:1–10:

In the days of King Hezekiah—the son of Ahaz—Isaiah compared the Assyrian army to a river that would symbolically flood the land of Judah and “reach even to the neck”—meaning the walls of Jerusalem (2 Nephi 18:8). This prophecy was fulfilled when 185,000 Assyrian soldiers came to attack Jerusalem, stopping at the walls of the city.

Invite a student to read 2 Nephi 18:11–14 aloud. Ask the class to follow along, looking for what the Lord instructed Isaiah and the people of Judah to do during this crisis. (After verse 12 is read, explain that the word *confederacy* implies joining with other nations.)

- In verse 13, what do you think it means to “sanctify the Lord ... and let him be your fear, and let him be your dread”? (The people of Judah were to trust in the Lord and fear His power rather than fearing the power of their enemies.)



- According to verse 14, what did the Lord promise to become as the people of Judah placed their trust in Him? (A sanctuary. You may need to help students understand that a sanctuary is a place of refuge, protection, and peace.)

Explain that King Hezekiah, unlike his father, Ahaz, chose to trust in the Lord and follow Isaiah's counsel. As a result, the Lord defended the people in Jerusalem by sending an angel to destroy the attacking army. (See 2 Kings 19:32–35.)

- What truths can we learn from the accounts we have studied in 2 Nephi 17–18 about the blessings that come from putting our trust in the Lord during times of difficulty? (Students may use different words but should identify the following principle: **If we put our trust in the Lord during times of difficulty, He will help, protect, and be with us.** Write this principle on the board.)
- What are the dangers of putting our trust in worldly powers and influences rather than in the Lord?
- When have you turned to God for strength when you were initially tempted to turn to other sources? How did God help you?

Consider sharing an experience in which you trusted in the Lord during a difficult time. Testify of how the Lord helped you.

Invite students to ponder any difficulties they are currently facing in their lives. Ask them to write in their class notebooks or study journals what they will do to place their trust in the Lord as they work through the difficulty they thought of.

Summarize 2 Nephi 18:15–22 by explaining that Isaiah admonished the house of Israel to look to the Lord rather than to false teachers for guidance.

## 2 Nephi 19–20

### *Isaiah proclaims the birth of Jesus Christ and describes the destruction of the wicked at the Second Coming*

Explain that there are several prophecies of the Messiah, Jesus Christ, in 2 Nephi 17–18 that are further developed in 2 Nephi 19–20.

Invite a couple of students to read 2 Nephi 19:2, 6 aloud. Ask the class to follow along, looking for additional prophecies Isaiah gave about Jesus Christ.

- What did Isaiah prophesy about Jesus Christ?
- What truth can we learn from these verses about who Jesus Christ is? (Students may use different words but should identify the following truth: **Jesus Christ is the Mighty God, the Everlasting Father, and the Prince of Peace.** You might want to invite students to consider marking these phrases in verse 6.)

#### **Help students learn to identify doctrines and principles**

One central purpose of studying the scriptures is to learn doctrines and principles of the gospel. Identifying doctrines and principles from the scriptures is one of the Fundamentals of Gospel Teaching and Learning. Learning how to identify them takes thoughtful effort and practice. As you help students identify doctrines and principles, be sure to help them clearly and simply state these truths to ensure they understand them.

Summarize the remainder of 2 Nephi 19–20 by explaining that Isaiah prophesied of the punishments that would come upon Israel and Judah by Assyria's hand. Isaiah warned Israel that destruction and captivity would soon come upon them, and he foretold a later attack on Judah.

Conclude by testifying of the truths students learned in this lesson.

## LESSON 34

# 2 Nephi 21–24

### Introduction

Many of Isaiah's prophecies in the Book of Mormon are about the last days. He prophesied about the Restoration of the gospel, the Prophet Joseph Smith, the Second Coming, and the destruction of the wicked. He foresaw that the Lord

would "set up an ensign for the nations" to gather His people in the last days (see 2 Nephi 21:11–12). Isaiah also testified that the Lord would triumph over Satan and usher in the Millennium, an era of peace and joy.

### Suggestions for Teaching

#### *Bearing testimony*

A testimony is a simple, direct declaration of what you know to be true by the power of the Holy Ghost (see Alma 5:45–46; Moroni 10:5). As you prepare to teach each lesson, pray for the Spirit to help you know when to testify of the truths you are discussing. You may be prompted to bear testimony several times during a lesson, not just at the conclusion.

### 2 Nephi 21

#### *Isaiah foresees the Restoration of the gospel of Jesus Christ in the latter days*

Display several objects that can be used to symbolize aspects or principles of the gospel of Jesus Christ (such as a seed, some soap, and a wedding ring).

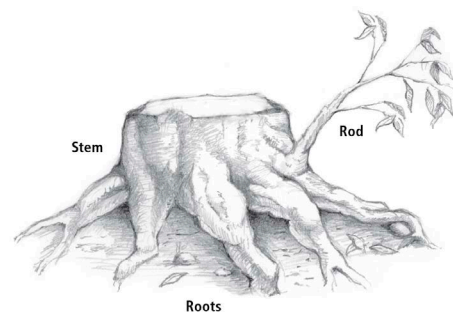
- What principle of the gospel of Jesus Christ might be symbolized by the seed? the soap? the wedding ring? (The seed can symbolize faith in Jesus Christ, the soap can symbolize repentance, and the wedding ring can symbolize celestial marriage.)
- Why do the Lord and His prophets sometimes use symbols in their teaching?

Explain that in 2 Nephi 21, Nephi continued to record the words of Isaiah, who used several symbols as he prophesied of important events that would occur in the latter days.

Draw a simple picture of a stump with roots and a small sprout or branch growing out of it, and label it as shown in the accompanying image.

Invite a student to read 2 Nephi 21:1 aloud. Ask the class to follow along, looking for how Isaiah described the tree stump and the sprout growing from it.

- What did Isaiah call the tree stump? (The stem of Jesse.)
- What did he call the sprout growing from the stem? (A rod or branch.)



Ask the class to look in the chapter heading of 2 Nephi 21 to discover who the “stem of Jesse” is.

- Who is the stem of Jesse? (Write *Jesus Christ* on the board next to the word *Stem*.)

Summarize 2 Nephi 21:2–9 by explaining that Isaiah described some of the Savior’s characteristics and testified that His judgments are righteous. Isaiah also prophesied of conditions during the Millennium—the thousand-year period of peace following the Savior’s Second Coming.

Invite a student to read 2 Nephi 21:10 aloud. Ask the class to follow along, looking for how Isaiah described the root of the stem.

- How did Isaiah describe the root of the stem?

You may want to explain that the phrase “root of Jesse” as used in this verse refers to a descendant of Jesse. (Jesse was the father of King David.) While we sometimes use roots to symbolize ancestors, in the Old Testament the English word *root* is used in reference to ancestors and descendants.

Explain that the Prophet Joseph Smith received a revelation about these phrases. Ask students to turn to Doctrine and Covenants 113:1–6. Invite several students to take turns reading aloud from these verses. Ask the class to follow along, looking for the meanings of the rod and the root of Jesse.

- What do we learn from these verses about the rod and the root of Jesse?

Ask a student to read aloud the following statement by Elder Bruce R. McConkie (1915–85) of the Quorum of the Twelve Apostles. Ask the class to listen for the identity of the rod of Jesse and the root of Jesse.



“Are we amiss in saying that the prophet here mentioned is Joseph Smith, to whom the priesthood came, who received the keys of the kingdom, and who raised the ensign for the gathering of the Lord’s people in our dispensation? And is he not also the ‘servant in the hands of Christ, who is partly a descendant of Jesse as well as of Ephraim, or of the house of Joseph, on whom there is laid much power’?” (Bruce R. McConkie, *The Millennial Messiah: The Second Coming of the Son of Man* [1982], 339–40).

- Whom do the rod and root of Jesse represent? (After students respond, write *Joseph Smith* on the board next to the words *Roots* and *Rod*.)

Invite a student to read 2 Nephi 21:11–12 aloud. Ask the class to follow along, looking for what Isaiah prophesied the Lord would do in the last days. Before the student reads, you may want to explain that the word *ensign* refers to a standard, flag, or banner that is used as a rallying point or as a signal to assemble.

- What did Isaiah prophesy the Lord would do in the last days?
- What do you think this prophecy refers to? (You may need to explain that the phrase “set his hand again the second time to recover the remnant of his people” in verse 11 refers to the Restoration of the Church and the latter-day gathering of Israel.)

Write the following truth on the board: **In the last days, the Lord has restored His Church through the Prophet Joseph Smith and is gathering His people.**

- How have you come to know that the Lord restored His Church through the Prophet Joseph Smith?
- How is the Lord gathering His people today?
- What can we do to help the Lord gather His people?

Consider sharing your testimony that the Lord has restored His Church through the Prophet Joseph Smith and is gathering His people.

Summarize 2 Nephi 21:13–16 by explaining that Isaiah described the destruction of various kingdoms as an illustration of the destruction of the wicked at the Second Coming.

## 2 Nephi 22

### *Isaiah describes the Millennium*

Divide students into groups of two or three. Ask each group to create a list of things or circumstances that teenagers may fear. After sufficient time, invite a member of each group to report what they wrote.

As students study 2 Nephi 22 today, invite them to look for truths that can help us overcome our fears.

Explain that as recorded in 2 Nephi 22:1–6, Isaiah described the spirit of worship that people will have during the Millennium. Ask students to read these verses aloud in their groups, looking for what the people will say about the Lord Jehovah, or Jesus Christ. You may want to invite students to consider marking phrases that stand out to them.

- Based on what people will say about Jesus Christ as recorded in these verses, what truths can we learn about Him? (Students may identify truths similar to the following: **Jesus Christ is our source of strength and salvation. If we trust Jesus Christ, we will not be afraid.**)

### *Help students understand doctrines and principles*

After students identify doctrines and principles in the scriptures, you can guide them through discussions that will help them analyze and better understand the meaning of these truths. When students understand a gospel doctrine or principle, it means they comprehend the identified truth, its relationship to other doctrines and principles in the Lord's plan, and the circumstances in which it might be applied in their lives.



Provide each student with a copy of the following handout.

### **Jesus Christ Is Our Source of Strength and Salvation**

- How can Jesus Christ be a source of strength for a teenager?

- Why is it important to understand that Jesus Christ is the source of our salvation?
- What are some ways we can show our trust in Jesus Christ?
- How can trusting in Jesus Christ help us overcome fear?

Instruct students to write their thoughts about only the first question on the paper. After sufficient time, ask students to pass their papers to another student sitting nearby. Instruct them to respond to only the second question. Continue this process until students have answered all four questions on different papers. Ask them to pass the paper one more time so they end up with a paper they have not written on that contains answers from four other students. (Adapt this activity according to your class size.) Give students time to read the responses on their papers, and invite them to share what they learned.

Draw students' attention to the fourth question on the handout, and invite them to ponder how what they have learned can help them with any fears they may be experiencing. Ask them to write in their class notebooks or study journals one way they will rely more on the Savior as a source of strength or how they will show their trust in Him. Encourage them to apply what they wrote.

## 2 Nephi 23–24

*Isaiah teaches that the wicked will perish and that the Lord will have mercy on His people*

Explain that in 2 Nephi 23, Isaiah refers to Babylon, an ancient city that is often used in the scriptures to symbolize the wickedness of the world, to describe what will happen to the wicked at the Savior's Second Coming. In 2 Nephi 24, Isaiah describes what the Second Coming will be like for the righteous.

Using the groups students were placed in earlier, assign half of the groups to read 2 Nephi 23:1, 5–9, 11, 15, 19, 22, looking for the consequences the wicked will experience in the last days. Ask the other groups to read 2 Nephi 24:1–7, 24–27, looking for the Lord's promises to His people. (Consider writing both sets of scripture passages on the board.) Ask students to discuss what they learned with their groups and then with the class.

- According to 2 Nephi 23:22, what truth can we learn about what will happen to the Lord's people and to the wicked when He comes again? (Help students identify the following truth: **The Lord will be merciful to His people, but the wicked will perish.** You may want to invite students to consider marking this declaration from the Lord at the conclusion of 2 Nephi 23:22. [Note that the final sentence in this verse does not appear in the corresponding verse in the book of Isaiah in the King James Version of the Bible. This suggests that the brass plates contained some information that is not in the Bible.]
- What do you think it means to be among the Lord's people?

Explain that Isaiah referred to the fall of Lucifer, or Satan, as another illustration of how the wicked will perish. Invite a student to read 2 Nephi 24:12–16 aloud.

- What phrases in these verses show Satan's arrogance?

- What do these verses teach about the consequences that will come upon the wicked?

Help students understand that Isaiah's prophecies in 2 Nephi 21–24 reflect one of the main messages of the Book of Mormon—that the obedient will prosper and the disobedient will perish. Conclude the lesson by testifying of the blessings that come from being part of the Lord's people—those who are obedient to Him.

## LESSON 35

# 2 Nephi 25

### Introduction

Nephi continued to emphasize the importance of Isaiah's prophecies and shared the purpose of his own writing: "to persuade our children, and also our brethren, to believe in Christ, and to be reconciled to God" (2 Nephi 25:23). He

invited all to believe in Jesus Christ and to "worship him with all [their] might, mind, and strength, and [their] whole soul[s]" (2 Nephi 25:29).

### Suggestions for Teaching

#### 2 Nephi 25:1–20

*Nephi teaches that the spirit of prophecy is needed to understand the words of Isaiah, and he prophesies of the scattering and gathering of the Jews*

Begin the lesson by asking the following questions:

- When have you or someone you know tried to persuade someone to do something they weren't already doing on their own but that would have benefitted them? (Examples might include persuading someone to eat healthy food, to put on a seat belt or a life preserver, or to attend a Church meeting or activity.)
- In the example you thought of, what might be a reason why the individual did not do the task on his or her own?

Write the following statement on the board: *Believe in Jesus Christ.*

- What can keep people from choosing to believe in Jesus Christ?

Ask students to think about someone they know who may need help choosing to believe in Jesus Christ. Also invite students to consider whether they personally need help believing in Him. As students study 2 Nephi 25 today, invite them to look for truths that can help them choose to believe in Jesus Christ.

Remind students that 2 Nephi 12–24 includes some of the words of Isaiah, as recorded by Nephi. Summarize 2 Nephi 25:1–10 by explaining that Nephi taught that the spirit of prophecy enables people to understand the words of Isaiah. Nephi also testified that the judgments of God come upon all nations according to God's word and that the Jews had never been destroyed unless God's prophets had first warned them against iniquity and called them to repentance. For example, as forewarned by prophets, many Jews were destroyed and others were carried captive into Babylon shortly after Lehi left Jerusalem. (See 2 Nephi 25:9–10.)

Invite several students to take turns reading aloud from 2 Nephi 25:12–15. Ask the class to follow along, looking for what the Jews would experience after being restored to their lands following their captivity in Babylon.

- According to verse 12, who would manifest Himself to the Jews after they returned to the land of Jerusalem?
- How would the Jews respond to the Savior?



- What judgments would come upon the Jews as a result of rejecting the Savior and fighting against His disciples?

Invite a student to read 2 Nephi 25:16 aloud. Ask the class to follow along, looking for when the Jews would cease to be scattered and scourged.

- According to Nephi, when will the Jews cease to be scattered and scourged? (When they believe in Jesus Christ and His Atonement and stop looking for another Messiah.)

Remind students that the title *Messiah* means “the anointed Prophet, Priest, King, and Deliverer” (Guide to the Scriptures, “Messiah,” scriptures.lds.org).

- When Jesus Christ lived among the Jews during His mortal ministry, why did many Jews not believe He was the promised Messiah? (Help students understand that “many Jews were looking only for a deliverer from the Roman power and for a greater national prosperity; thus, when the Messiah came, the leaders and many others rejected him” [Guide to the Scriptures, “Messiah,” scriptures.lds.org].)

Ask students to search 2 Nephi 25:18 silently, looking for what Nephi said the Lord would do to convince the Jews of the true Messiah.

- What did Nephi say the Lord would do to convince the Jews of the true Messiah?

Explain that the words Nephi refers to in verse 18 include the words of the Book of Mormon. These words were written “to the convincing of the Jew and Gentile that Jesus is the Christ” (title page of the Book of Mormon).

Direct students’ attention to the end of 2 Nephi 25:19, where Nephi declared that the name of the true Messiah “shall be Jesus Christ, the Son of God.” Invite students to consider marking this phrase.

Ask a student to read 2 Nephi 25:20 aloud. Invite the class to follow along, looking for what Nephi taught about the importance of Jesus Christ.

- As declared by Nephi in verse 20, what truth do we learn about Jesus Christ? (Invite students to consider marking phrases that teach the following truth: **Jesus Christ is the only name whereby we can be saved.**)

Explain that in the scriptures, the word *name* can be used to represent a person or to represent his or her power or authority. Thus, another way of saying that “Jesus Christ is the only name whereby we can be saved” is “Jesus Christ is the only person with the power to save us,” or “Jesus Christ is the only person who can save us.”

Ask students to think again of the person they know who may need help choosing to believe in Jesus Christ.

- How would you explain to this person why Jesus Christ is the only name by which we can be saved?

## 2 Nephi 25:21–30

*Nephi teaches about the saving grace of Jesus Christ and of the importance of believing in Him*

To prepare the class to identify additional truths Nephi taught, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



"Many people feel discouraged because they constantly fall short. They know firsthand that 'the spirit indeed is willing, but the flesh is weak' [Matthew 26:41; see also Romans 7:19]. They raise their voices with Nephi in proclaiming, 'My soul grieveth because of mine iniquities' [2 Nephi 4:17]" (Dieter F. Uchtdorf, "The Gift of Grace," *Ensign or Liahona*, May 2015, 110).

Ask students to think of times when they may have felt discouraged because of their weaknesses or sins.

- Why is it easy to feel discouraged at times because of our weaknesses or sins?

As students continue their study of 2 Nephi 25 today, invite them to look for truths Nephi taught that can help them know how to overcome their weaknesses and sins.

Summarize 2 Nephi 25:21–22 by explaining that Nephi prophesied that his writings would be passed down to subsequent generations who would be judged by what those writings contained.

Invite a student to read 2 Nephi 25:23 aloud. Ask the class to follow along, looking for why Nephi and others "labor[ed] diligently to write."

- Why did Nephi "labor diligently to write"?
- What do you think it means to be "reconciled to God"? (To be saved from sin and restored to a state of harmony with God.)

Explain that this verse also includes the word *grace*. Grace is a gift from Heavenly Father given through His Son, Jesus Christ. The word *grace*, as used in the scriptures, refers primarily to enabling power and spiritual healing offered through the mercy and love of Jesus Christ (see Bible Dictionary, "Grace").

- In what ways might we experience the grace of Jesus Christ? (Possible answers include forgiveness, healing, and increased spiritual strength.)
- What truth can we learn from 2 Nephi 25:23 about the grace of Jesus Christ? (Write the following truth on the board: **We are saved by the grace of Jesus Christ, after all we can do.**)
- What do you think the phrase "after all we can do" means?

Invite a student to read aloud the following statement by President Dieter F. Uchtdorf:



"I wonder if sometimes we misinterpret the phrase 'after all we can do.' We must understand that 'after' does not equal 'because.'"

"We are not saved 'because' of all that we can do. Have any of us done *all* that we can do? Does God wait until we've expended every effort before He will intervene in our lives with His saving grace?" (Dieter F. Uchtdorf, "The Gift of Grace," 110).

- How might this teaching from President Uchtdorf help those who feel they must be perfect *before* they can receive God's grace?

Ask a student to read aloud the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Invite the class to listen for what we can do to more consistently receive God's help in our lives.



"We do not need to achieve some minimum level of capacity or goodness before God will help—divine aid can be ours every hour of every day, no matter where we are in the path of obedience. But I know that beyond desiring His help, we must exert ourselves, repent, and choose God for Him to be able to act in our lives consistent with justice and moral agency" (D. Todd Christofferson, "Free Forever, to Act for Themselves," *Ensign* or *Liahona*, Nov. 2014, 19).

- According to this statement by Elder Christofferson, what can we do to more consistently receive God's help in our lives?

Consider sharing an example of how the Savior's grace has helped you or someone you know. (Do not share anything private or too personal.) Or you could show a *Mormon Messages* video or relate an experience found in the *New Era*, *Ensign*, or *Liahona* that illustrates how the Savior's grace has helped someone.

### **Help students feel the truth and importance of doctrines and principles**

After students identify and understand gospel principles and doctrines, they may not apply them until they feel their truth and importance through the Spirit and sense some degree of urgency to incorporate the principles in their own lives. One of the most effective ways to help students feel the truth and importance of doctrines and principles is to encourage them to reflect on real-life experiences that illustrate those truths.

Invite students to apply what they have learned by writing answers to the following question in their study journals or class notebooks. You may want to write the question on the board.

- What will you do to seek and rely on the Savior's grace?

Summarize 2 Nephi 25:24–25 by explaining that Nephi and others knew that the law of Moses would be fulfilled through the Atonement of Jesus Christ and that the Savior's disciples would eventually no longer be required to keep it. However, the faithful Nephites continued to obey the law at this time because they knew the law pointed them to Jesus Christ, who would bring them salvation.

Display the picture *Moses and the Brass Serpent* (*Gospel Art Book* [2009], no. 16; see also [lds.org/media-library](http://lds.org/media-library)). Invite one or more students to summarize for the class the account portrayed in this picture.



Divide students into small groups of three or four.

Distribute the following handout to each group, and ask them to work together to read the scriptures and discuss the questions included in the handout.



## Helping Others Look to Christ

Imagine that you were living among the Israelites at the time of Moses when the people were bitten by poisonous serpents.

- What would you have done to convince the snake-bitten Israelites to look at the serpent that Moses placed before them?
- In what ways could the poisonous snake bites be compared to our sins?

Read 2 Nephi 25:26, looking for what Nephi said he and others did to help their posterity look to the Savior for a remission of their sins.

From 2 Nephi 25:26, we learn the following principle: **By talking of, testifying of, and rejoicing in Jesus Christ, we can help others look to Him for a remission of their sins.** Discuss the following questions:

- What do you think it means to “rejoice in Christ”?
- What are some examples of how our efforts to talk of, testify of, and rejoice in Jesus Christ can help others look to Him as their Savior?

Read 2 Nephi 25:28–29, looking for what Nephi counseled his people to do.

- What did Nephi describe as “the right way”?
- Based on the truths you have learned from 2 Nephi 25, why is believing in Jesus Christ “the right way”?
- What are some ways you are seeking to follow Nephi’s counsel in verse 29 to “believe in Christ” and “worship Him with ... your whole soul”?

Invite several students to report something they learned about helping others look to Christ. Conclude by sharing your testimony of Jesus Christ and encouraging students to act on the truths they learned in this lesson.

## HOME-STUDY LESSON

# 2 Nephi 11–25 (Unit 7)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 2 Nephi 11–25 (unit 7) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (2 Nephi 11–16)**

Isaiah described ancient Israel's pride and wickedness and the judgments that awaited them. He also prophesied of a temple to be built in the last days and taught that God establishes temples to teach us of His ways and help us walk in His paths. Isaiah saw the Lord and was cleansed from sin. From Isaiah's experience, students learned that we can be cleansed of our unworthiness through the Atonement of Jesus Christ.

#### **Day 2 (2 Nephi 17–20)**

Isaiah chastened the kingdom of Judah for failing to put their trust in Heavenly Father and Jesus Christ. Students learned that God will be with us when we trust in Him, even during times of difficulty and fear. Isaiah described the destruction of the wicked at the Second Coming and taught that Jesus Christ is a God of judgment and mercy, and His mercy is extended to those who repent and keep His commandments.

#### **Day 3 (2 Nephi 21–24)**

In this lesson, students learned that Jesus Christ would judge in righteousness and that eventually, through the Prophet Joseph Smith, the Lord would restore His gospel and His Church to gather His people in the last days. Nephi also delighted in Isaiah's prophecy that during the Millennium, the earth will be a place of peace because it will be full of the knowledge of the Lord. Students were encouraged to think about this truth and how they might be more prepared for this time.

#### **Day 4 (2 Nephi 25)**

As Nephi summarized the main messages of the writings of Isaiah, he reviewed simple truths concerning God's work among the children of men: Jesus Christ is the only name under heaven "whereby man can be saved" (2 Nephi 25:20), and Jesus Christ is the only source we can look to for a remission of our sins.

### Introduction

This week students studied selected chapters of Isaiah that Nephi included in his writings. President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles said of these Isaiah chapters: "Do not stop reading! Move forward through those difficult-to-understand chapters of Old Testament prophecy, even if you understand very little of it. Move on, if all you do is skim and merely glean an impression here and there" ("The Things of My Soul," *Ensign*, May 1986, 61).

As you meet with students this week, encourage them to be patient as they study the words of Isaiah. You might also invite them to share how the writings of Isaiah

have helped them “lift up their hearts and rejoice” (2 Nephi 11:8) in the goodness of God.

## Suggestions for Teaching

### 2 Nephi 11–25

#### *Nephi quotes Isaiah’s prophecies about Jesus Christ*

Display a magnifying glass or draw a picture of one on the board. Invite a student to read 2 Nephi 25:13 aloud. Ask the class to follow along, looking for what Nephi “magnified.” Explain that one reason Nephi recorded the words of Isaiah, found in 2 Nephi 11–25, was to magnify the name, ministry, and Atonement of Jesus Christ in the lives of those who would read Nephi’s words.

Ask a student to read 2 Nephi 11:4–8 aloud. Invite the class to follow along, looking for phrases that identify Nephi’s purposes for quoting the words of Isaiah.

In their study at home, students were asked to mark the name “Christ” every time it appeared in 2 Nephi 25:20–30. Invite them to turn to 2 Nephi 25:28–29 and look for a phrase that is repeated in these verses. (“The right way is to believe in Christ and deny him not.”)

- What experiences in your life have taught you that believing in and following Jesus Christ is the right way to live?

The following list contains the truths, doctrines, and principles students studied in 2 Nephi 11–25 this week. Write the following statements on the board or include them in a handout for each student. Invite students to read the statements and look for these truths, doctrines, and principles in the verses cited.

#### *Understanding Isaiah’s Teachings in Our Day*

1. *God has established temples to teach us of His ways and to help us walk in His paths (see 2 Nephi 12:2–3).*
2. *We can be cleansed of our unworthiness through the Atonement of Jesus Christ (see 2 Nephi 16:5–7).*
3. *God will be with us when we trust in Him, even during times of difficulty and fear (see 2 Nephi 17:4, 7, 14).*
4. *Jesus Christ is a God of judgment and mercy. His mercy is extended to those who repent and keep His commandments (see 2 Nephi 19:12, 17, 21; 20:4).*
5. *The Lord has restored His gospel and His Church through the Prophet Joseph Smith and is now gathering His people in the last days (see 2 Nephi 21:10, 12).*
6. *During the Millennium, the earth will be a place of peace because it will be full of the knowledge of the Lord (see 2 Nephi 21:6–9).*
7. *The Lord will be merciful to His people, but the wicked will perish (see 2 Nephi 23:22).*

***Nephi's Teachings***

1. *Because of Jesus Christ, we can be saved by grace after all we can do (see 2 Nephi 25:23).*
2. *Through the Savior's Atonement, we can receive a remission of our sins (see 2 Nephi 25:26).*

After sufficient time, ask the following questions:

- What themes do you see in these teachings from Isaiah and Nephi? (Possible themes: Heavenly Father sent His Son, Jesus Christ, to extend salvation and peace to His children. We can trust God in any circumstance. Temples teach us about God.)
- Which of the statements do you find most meaningful? Why?

Assign each student one doctrine or principle from the list, and ask students to do the following:

1. Read the scripture passage from which the doctrine or principle is taken.
2. Answer this question: How can this doctrine or principle help you to “delight” in the Lord? (See 2 Nephi 11:4–6.)
3. Think of a circumstance in which having a knowledge of this doctrine or principle could bring you hope and strength.

Invite students to share their thoughts. As they do so, you might ask, “Who else has a testimony or insight about what was just taught?” Allowing them to share insights and testimony will confirm truths to their hearts and to the hearts of their peers. Thank them for participating.

Invite a student to read 2 Nephi 25:13 aloud. Ask the class to follow along, looking for the reasons Nephi delighted in magnifying the Lord’s name. Ask students to report what they find.

Invite a student to read the following testimony by President Thomas S. Monson:



“I believe that none of us can conceive the full import of what Christ did for us in Gethsemane, but I am grateful every day of my life for His atoning sacrifice in our behalf.

“At the last moment, He could have turned back. But He did not. He passed beneath all things that He might save all things. In doing so, He gave us life beyond this mortal existence. He reclaimed us from the Fall of Adam.

“To the depths of my very soul, I am grateful to Him. He taught us how to live. He taught us how to die. He secured our salvation” (Thomas S. Monson, “At Parting,” *Ensign* or *Liahona*, May 2011, 114).

- What similarities do you see between Nephi's words in 2 Nephi 25:13 and President Monson's words?

Conclude today's lesson by asking students to describe ways young Latter-day Saints can magnify the Lord's name. After students have answered, encourage them to magnify the Lord's name every day.

### **Next Unit (2 Nephi 26–31)**

Tell students that in the next unit they will study some of Nephi's prophecies about the latter days. Nephi saw that false churches and secret combinations would abound. He also saw that the Lord would do "a marvelous work and a wonder" (2 Nephi 27:26) and that many would reject the Book of Mormon because they already had the Bible. In addition, Nephi explained the doctrine of Christ.



## LESSON 36

# 2 Nephi 26

### Introduction

Nephi prophesied that his descendants would someday be visited by the resurrected Jesus Christ and that after this experience they would live for three generations in righteousness. However, Nephi was grieved that among the fourth generation of his descendants, some would fall from

righteousness, reject the Messiah, and eventually be destroyed. Nephi warned those living in the last days against pride, secret combinations, and priestcraft. He taught that the Lord loves all people and invites them to come unto Him.

### Suggestions for Teaching

#### 2 Nephi 26:1–13

*Nephi prophesies that his people will be destroyed because they will reject Jesus Christ*

Ask students to ponder why they think God might ever allow a group of people to be destroyed. After sufficient time, invite several students to share their thoughts with the class.

As students study 2 Nephi 26 today, invite them to look for truths that can help us understand why God would allow certain groups of people to be destroyed.

Divide students into pairs. Write 2 Nephi 26:3, 5–6 and 2 Nephi 26:10–11 on the board. Instruct one student in each pair to read 2 Nephi 26:3, 5–6, looking for what Nephi foresaw would happen to some of his descendants at the time of the Savior's death and Resurrection and why. Instruct the other student in each pair to read 2 Nephi 26:10–11, looking for what Nephi foresaw would happen to some of his descendants among the fourth generation after the Savior appeared to them and why. Ask students to discuss in their pairs what they find.

- What do you think the phrase “the Spirit ceaseth to strive with man” in verse 11 means? (The Spirit of the Lord withdraws from individuals because of their unrighteousness.)
- What principles can we learn from these verses about what can lead people to perish or be destroyed? (Students may identify a variety of principles, but be sure they identify the following truths: **Those who reject the prophets and persecute the Savior's followers will perish. Those who are prideful and choose works of darkness rather than light will lose the Spirit and be destroyed.** Write these two truths on the board.)
- Why do you think “speedy destruction” (verses 10, 11) follows when the Spirit ceases “to strive with man” (verse 11)?

Ask students what thoughts or feelings they might have had if they had been in Nephi's situation and had foreseen the destruction of many of their descendants.

Invite a student to read 2 Nephi 26:7 aloud. Ask the class to look for Nephi's reaction to the vision of the people's destruction. Invite students to report what

they find. You may want to invite them to consider marking Nephi's declaration at the end of the verse: "Thy ways are just."

- What does the statement "Thy ways are just" mean to you? (You may need to explain that someone who is just will always treat people fairly.)

Point out that the justice of God requires that the wicked be punished for their actions and that the righteous be rewarded for their actions. Invite students to read 2 Nephi 26:8–9, 13 in their pairs, searching for blessings that Nephi said would come to his righteous descendants.

- What blessings did Nephi say would come to the righteous?

## 2 Nephi 26:14–33

### *Nephi prophesies concerning the last days and invites all to come unto Christ*

Summarize 2 Nephi 26:14–19 by explaining that Nephi prophesied that the Book of Mormon would come forth in the last days during a time when many people would be prideful and unbelieving.

Invite students to search 2 Nephi 26:20–21 silently, looking for obstacles people may stumble over in the last days.

- According to 2 Nephi 26:20–21, what are some obstacles Nephi saw that would cause the Gentiles to stumble?

To help students understand another way that the devil seeks to impede our efforts to follow God, hold up a piece of thread. Invite a student to read 2 Nephi 26:22 aloud. Ask the class to follow along, looking for what Nephi wrote about a similar object. Explain that flax is the material used to make linen.

- What is significant about the phrase "until he bindeth them" in 2 Nephi 26:22? What does this verse teach you about how Satan works? (Help students identify the following truth: **The devil subtly leads people into the bondage of sin.** Invite students to consider marking the phrase in this verse that teaches this truth.)

To help students understand this truth, invite a student to come to the front of the class. Bind the student's wrists together loosely with a single strand of thread. As you do so, explain that this represents committing a sin, such as being unkind to a family member (you might want to give an example, such as speaking harshly to a sibling). Ask the student to break the thread. Repeat the process, this time wrapping the thread around his or her wrists several times, each time naming another sin that could be committed or naming further examples of unkind acts toward family members. Continue doing this until the student cannot break the thread. (Warn the student to be careful not to hurt himself or herself.)

- How have you seen Satan leading people with "flaxen cord[s]"?
- Which of these sins (flaxen cords) do you think are most dangerous for people your age?
- Why do you think some people do not remove Satan's flaxen cords before they become "strong cords"?

Point out that when people are bound by the devil's "strong cords" in this life, they still have their agency. However, their desire and ability to withstand and overcome temptation have been weakened. Nevertheless, the Savior can help them to become free from the bondage of sin as they exercise faith in Him and repent.

Invite a student to read 2 Nephi 26:23–24 aloud. Ask the class to follow along, looking for how the Lord's ways differ from the devil's ways.

- According to these verses, how does the Lord work? What is the purpose of everything the Lord does? (You may want to invite students to consider marking the portion of 2 Nephi 26:24 that teaches that **because the Lord loves all people, everything He does is for their benefit.**)
- What evidence of the Lord's love for and effort to benefit His children did Nephi refer to in verse 24?

Remind students of the principles they learned earlier in the lesson about the consequences that come to those who are prideful and who reject the prophets and persecute the Savior's followers. Also, point out that some people may feel that if God loved His children, He would not allow them to suffer the negative consequences of their choices.

- How is allowing His children to experience the consequences of their choices a manifestation of God's love for both the wicked and the righteous?

You might remind students that the Nephites who were destroyed a few generations after the Savior's visit were in a deep state of wickedness and corruption. Point out that the destruction of these people prevented them from committing additional acts of wickedness, and, like those destroyed in the Flood during the time of Noah, the wicked Nephites were brought into the spirit world where they could eventually be taught the gospel of Jesus Christ and have opportunities to repent (see 1 Peter 3:18–20; Moses 7:39).

- Why do you think it is important to understand that the Lord loves all people and that everything He does is for their benefit?
- How can understanding this truth help someone who questions one of the Lord's teachings, laws, or standards?

Ask students to reflect for a moment on a time when they felt distanced from the Lord. Invite them to search 2 Nephi 26:25–28, 33, looking for what Nephi taught about the Lord.

- What truth can we learn about the Lord from these verses? (Be sure students identify the following truth: **The Lord invites all people to come unto Him and partake of His salvation.** Write this truth on the board.)



them easily.

**2 Nephi 26:33** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate

Invite students to write answers to the following questions in their class notebooks or study journals:

- How can it help you to know that the Lord invites all to come unto Him?
- How have you felt the Lord inviting you to come unto Him?

After sufficient time, invite several willing students to share with the class what they wrote.

To help students apply this truth, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



"I hope that we welcome and love all of God's children, including those who might dress, look, speak, or just do things differently. It is not good to make others feel as though they are deficient. Let us lift those around us. Let us extend a welcoming hand. Let us bestow upon our brothers and sisters in the Church a special measure of humanity, compassion, and charity so that they feel, at long last, they have finally found home. ...

"It seems only right and proper that we extend to others that which we so earnestly desire for ourselves.

"I am not suggesting that we accept sin or overlook evil, in our personal life or in the world. Nevertheless, in our zeal, we sometimes confuse sin with sinner, and we condemn too quickly and with too little compassion. ...

"... Let our hearts and hands be stretched out in compassion toward others, for everyone is walking his or her own difficult path" (Dieter F. Uchtdorf, "You Are My Hands," *Ensign* or *Liahona*, May 2010, 68–69).

Invite students to consider what they might do to invite others to come to the Lord and partake of His salvation. Encourage students to act on any promptings they receive.

### ***Invite students to apply gospel doctrines and principles***

The aim of gospel teaching is to help students apply the doctrines and principles found in the scriptures, become converted, and receive the blessings promised to the faithful. Application takes place when students think, speak, and live according to the truths they have learned. Be careful not to be too prescriptive in assigning specific applications for students. The most meaningful direction for personal application comes individually through revelation from the Lord through the Holy Ghost.

## LESSON 37

# 2 Nephi 27

### Introduction

Referring to the Restoration of the gospel of Jesus Christ, Nephi prophesied that the Lord would “do a marvelous work and a wonder” in the last days. He also testified of the

fundamental role the Book of Mormon would play in the Lord’s work in the latter days.

### Suggestions for Teaching

#### *Use the curriculum*

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

### 2 Nephi 27:1–5

#### *Nephi prophesies that in the last days the earth will be filled with wickedness*

Display the following items: a container of deodorant, a tube of toothpaste, and a bar or container of soap. Explain that each item is intended to be a solution to a problem. Ask students to explain what problem each item is intended to solve. (You may choose to use other items that could be considered solutions to specific problems.)

Explain that Nephi’s prophecy recorded in 2 Nephi 27 tells of problems that would exist in our day and what God would do to solve these problems. Explain that a similar prophecy is found in Isaiah 29.

Invite a few students to take turns reading 2 Nephi 27:1–5 aloud. Ask the class to look for words and phrases that describe some problems of the last days. Ask a few students to report phrases they find. To help students analyze some of these phrases, you may want to ask the following questions:

- What do you think it means to be “drunken with iniquity” (verse 1)?
- In 2 Nephi 27:3, we read that some people in the last days are likened to a hungry man who dreams of eating or a thirsty man who dreams of drinking but then awakens and feels his soul is empty. What can we learn from this? (Eating or drinking in a dream gives no lasting satisfaction and accomplishes nothing, since hunger or thirst remains after the dream. Likewise, those who “fight against Mount Zion,” or the Lord’s Church, will have no lasting satisfaction, nor will they accomplish anything meaningful.)
- What do you think the phrase “ye have closed your eyes” (verse 5) means?

To help students identify gospel truths found in 2 Nephi 27:1–5, invite them to summarize what they have learned from these verses. Write their answers on the

board. Make sure students identify the following principle: **In the last days, many people will be full of iniquity and will reject the prophets.**

- In what ways do you see this prophecy being fulfilled in our day?

Invite a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles. President Packer spoke about the widespread iniquity that surrounds us in the last days.



"I know of nothing in the history of the Church or in the history of the world to compare with our present circumstances. Nothing happened in Sodom and Gomorrah which exceeds in wickedness and depravity that which surrounds us now.

"Words of profanity, vulgarity, and blasphemy are heard everywhere. Unspeakable wickedness and perversion were once hidden in dark places; now they are in the open, even accorded legal protection.

"At Sodom and Gomorrah these things were localized. Now they are spread across the world, and they are among us" (Boyd K. Packer, "The One Pure Defense" [evening with a General Authority, Feb. 6, 2004], 4).

## 2 Nephi 27:6–23

### *Nephi prophesies of the coming forth of the Book of Mormon*

Invite students to read 2 Nephi 27:6 silently. Ask them to look for something the Lord would provide to help solve people's spiritual problems in the last days.

- What would the Lord provide?
- What book do you think this verse is describing? (You may want to explain that the phrase "them which have slumbered" refers to the deceased prophets who kept the records that became the Book of Mormon.)

Hold up a copy of the Book of Mormon. Explain that the Lord brought forth this book to help correct problems in the last days and to bring light to a darkened world. The Lord revealed to ancient prophets details concerning the coming forth of the Book of Mormon. Nephi recorded these details in 2 Nephi 27.

Summarize 2 Nephi 27:7–11 by explaining that Nephi prophesied of the withholding and eventual coming forth of the sealed portion of the golden plates, which contains a revelation of "all things from the foundation of the world unto the end thereof" (verse 10).

Invite a student to read 2 Nephi 27:12–14 aloud. Ask the class to look for who Nephi said would be permitted to see the book.

- Who were the three witnesses who were allowed to see the plates from which the Book of Mormon was translated? (Oliver Cowdery, David Whitmer, and Martin Harris.)
- Who do you think the other witnesses mentioned in verse 13 were? (You may need to remind students of the eight additional witnesses of the Book of Mormon.)



Prepare the following chart as a handout, or copy it on the board. (To save time, you might want to do this before class begins.)

### Nephi's Prophecy in 2 Nephi 27:15–19

	Nephi's prophecy of what the man would do (2 Nephi 27:15–19)	The name of the man who fulfilled Nephi's prophecy (Joseph Smith—History 1:63–65)
First Man ("not learned")		
Second Man ("another")		
Third Man ("learned")		

Divide the class into pairs. Explain that each partnership will study a prophecy regarding the coming forth of the Book of Mormon as well as the fulfillment of that prophecy. Distribute the handout, or ask students to copy the chart in their class notebooks or study journals. Ask them to write the answers in the chart using the provided scripture references. (You may want to explain that the word *characters*, found in Joseph Smith—History 1:63–65, refers to the writing engraved on the golden plates from which the Book of Mormon was translated.) When students have finished, invite them to share their answers with the class.

- If God had His choice of learned men to translate the Book of Mormon, why do you think He chose Joseph Smith, who was “not learned” (2 Nephi 27:19)?

Invite students to read 2 Nephi 27:20–21 silently, looking for a reason why God chose someone who was not learned to translate the Book of Mormon. Ask students to report what they find.

- What does the phrase “I am able to do mine own work” (verse 20) mean to you? (Help students understand that one meaning of this phrase is that God can accomplish His work by His power.)
- What does this phrase indicate about how God would bring forth the Book of Mormon through Joseph Smith? (Help students identify the following truth: **By the gift and power of God, Joseph Smith translated the Book of Mormon.**)

Explain that the Lord provided instruments—the Urim and Thummim, which had been buried with the plates—to assist Joseph Smith in translating the Book of Mormon. Joseph’s wife Emma and others reported that Joseph at times also used a small oval stone, referred to as a seer stone, to assist in translating portions of the Book of Mormon. When Joseph Smith was asked for specifics about the process of translation, he testified that it had been done “by the gift and power of God” (see “Book of Mormon Translation,” Gospel Topics, topics.lds.org).

Invite a student to read aloud the following statement by Emma Smith (1804–1879), who testified that Joseph received divine assistance in translating the Book of Mormon:



“Joseph Smith could neither write nor dictate a coherent and well-worded letter; let alone dictat[e] a book like the Book of Mormon. ...

“My belief is that the Book of Mormon is of divine authenticity—I have not the slightest doubt of it. I am satisfied that no man could have dictated the writing of the manuscripts unless he was inspired; for, when acting as his scribe, [he] would dictate to me hour after hour; and when returning after meals, or after interruptions, he would at once begin where he had left off, without either seeing the manuscript or having any portion of it read to him. This was a usual thing for him to do. It would have been improbable that a learned man could do this; and, for one so ignorant and unlearned as he was, it was simply impossible” (“Last Testimony of Sister Emma,” *The Saints’ Herald*, vol. 26, no. 19 [Oct. 1, 1879], 290).

- Why is it important to know that Joseph Smith translated the Book of Mormon by the gift and power of God?

## 2 Nephi 27:24–35

### *Nephi prophesies of the positive impact of the restored gospel of Jesus Christ and the Book of Mormon*

Hold up one of the objects you displayed at the beginning of this lesson, and remind students that it was created to solve a particular problem. Remind students of the spiritual problems of the latter days mentioned in 2 Nephi 27:5.

Invite a student to read 2 Nephi 27:25–26 aloud. Ask the class to follow along, looking for additional spiritual problems that Isaiah and Nephi prophesied would exist in the latter days. Invite students to report what they find. (You might want to write students’ answers on the board.)

- According to verse 26, what did the Lord say He would do to help overcome these problems?

Explain that President Russell M. Nelson of the Quorum of the Twelve Apostles stated that this “marvelous work would include the coming forth of the Book of Mormon and the Restoration of the gospel” (“Scriptural Witnesses,” *Ensign* or *Liahona*, Nov. 2007, 46).

Write the following truth on the board: **The Restoration of the gospel, including the coming forth of the Book of Mormon, is a marvelous work and a wonder.**

- What about the Restoration of the gospel and the coming forth of the Book of Mormon can be considered “marvelous” and “a wonder” (verse 26)?
- How does studying the Book of Mormon help you overcome the spiritual challenges and wickedness that you encounter? (Consider sharing your thoughts and feelings as well.)

Summarize 2 Nephi 27:29–35 by explaining that Nephi testified that the Book of Mormon would help people gain spiritual sight and learn true doctrine.



Invite students to use the Book of Mormon to help them and others overcome the spiritual challenges and wickedness that they encounter. Encourage students to continue their efforts to study the Book of Mormon daily.

## LESSON 38

# 2 Nephi 28

### Introduction

Nephi prophesied of some of the challenging conditions in the latter days, including the false teachings and pride of many churches that would be built up. He taught how to

recognize false doctrines and worldly attitudes, and he warned of ways that Satan will try to distract us from righteousness.

### Suggestions for Teaching

#### 2 Nephi 28:1–19

*Nephi describes false churches and false ideas of our day*

Begin the lesson by asking the following questions:

- What are some situations in which you would want to learn the goals and strategies of an opponent? (You may want to point out that athletic teams may seek to learn their opponents' strategies and plays.)
- In these situations, where might you find this information?

Point out that we are involved in an ongoing war against the devil and his followers. Invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994). Ask the class to listen for how the Book of Mormon can help us in this war:



"The Book of Mormon exposes the enemies of Christ. It confounds false doctrines. ... It fortifies the humble followers of Christ against the evil designs, strategies, and doctrines of the devil in our day" (Ezra Taft Benson, "The Book of Mormon Is the Word of God," *Ensign*, Jan. 1988, 3).

- According to President Benson, how can the Book of Mormon help us in our war against Satan?

As students study 2 Nephi 28 today, invite them to look for Nephi's prophetic warnings about false doctrines that would be prevalent in our day.

Divide students into groups of two or three. Invite them to read 2 Nephi 28:3–9 together in their groups, looking for false doctrines that Nephi prophesied of. After sufficient time, invite a student from each group to come to the board and to write one or more false doctrines that their group found.

- Why might these false doctrines be appealing to some people?
- How do these false doctrines hinder people from following the plan of our Heavenly Father?
- What are some situations in our day in which people might be tempted to justify sin in the ways described in verse 8?

- What is the danger in thinking that it is acceptable to commit “a little sin” (verse 8)?

Invite a student to read Doctrine and Covenants 1:31 aloud. Ask the class to follow along, looking for the Lord’s perspective on sin. Invite students to report what they find. (You may want to invite students to consider writing *Doctrine and Covenants 1:31* next to 2 Nephi 28:8.)

Summarize 2 Nephi 28:12–19 by explaining that Nephi said churches in the last days would become corrupted because of pride, false teachers, and false doctrine. In addition, Nephi warned that those who “pervert the right way of the Lord” (verse 15) will be thrust down to hell, but those who repent will not be destroyed (see verse 17).

## 2 Nephi 28:20–32

*Nephi warns about how Satan tries to deceive us*

### **Use stories to engage attention and build understanding**

Stories can engage students’ attention and help them understand the gospel through vicarious experiences. By illustrating gospel principles in a modern context or in the context of the scriptures, stories can help students understand how those principles relate to their lives and help them feel a desire to apply them.

Share the following account with your class:

While on an assignment in Africa, President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles went to see animals at a game reserve. He noticed that animals at a shallow water hole were nervous. When he asked the guide why the animals didn’t drink, the guide said it was because of crocodiles. President Packer recalled:



“I knew he must be joking and asked him seriously, ‘What is the problem?’ The answer again: ‘Crocodiles.’ ...

“He could tell I did not believe him and determined, I suppose, to teach me a lesson. We drove to another location where the car was on an embankment above the muddy hole where we could look down. ‘There,’ he said. ‘See for yourself.’

“I couldn’t see anything except the mud, a little water, and the nervous animals in the distance. Then all at once I saw it!—a large crocodile, settled in the mud, waiting for some unsuspecting animal to get thirsty enough to come for a drink.

“Suddenly I became a believer! When he could see I was willing to listen, he continued with the lesson. ‘There are crocodiles all over the park,’ he said, ‘not just in the rivers. We don’t have any water without a crocodile somewhere near it, and you’d better count on it.’ ...

“On another trip to Africa I discussed this experience with a game ranger in another park. ...

“He then showed me a place where a tragedy had occurred. A young man from England was working in the hotel for the season. In spite of constant and repeated warnings, he went through

the compound fence to check something across a shallow splash of water that didn't cover his tennis shoes.

"'He wasn't two steps in,' the ranger said, 'before a crocodile had him, and we could do nothing to save him'" (Boyd K. Packer, "Spiritual Crocodiles," *New Era*, Oct. 2001, 10-11).

- How could this young man have avoided this tragedy?

Invite a student to read aloud the following counsel from President Packer:



"Those ahead of you in life have probed about the water holes a bit and raise a voice of warning about crocodiles. Not just the big, gray lizards that can bite you to pieces, but spiritual crocodiles, infinitely more dangerous, and more deceptive and less visible, even, than those well-camouflaged reptiles of Africa.

"These spiritual crocodiles can kill or mutilate your souls. They can destroy your peace of mind and the peace of mind of those who love you. Those are the ones to be warned against, and there is hardly a watering place in all of mortality now that is not infested with them" (Boyd K. Packer, "Spiritual Crocodiles," 10).

- How can this account from President Packer help us better understand the spiritual dangers that surround us?



Instead of having students read the statements by President Packer, you could show the video "Spiritual Crocodiles" (8:19), which depicts President Packer's account using his words. Pause the video at time code 6:34, and ask the question about how the young man could have avoided being killed by the crocodile. After students respond, show the rest of the video and then ask the final question. This video is available on *Book of Mormon DVD Presentations 1–19* and on LDS.org.

Invite a student to read 2 Nephi 28:19 aloud. Ask the class to follow along, looking for what Satan seeks to do to us. Ask students to report what they find. Then write the following incomplete statement on the board: *Satan seeks to grasp us by his power by ...*

Explain that as Nephi continued his prophecy, he spoke of tactics that Satan would use against us in the latter days. Invite students to read 2 Nephi 28:20–23 in their previously assigned groups, looking for ways to complete the sentence on the board.

After a few minutes, invite several groups to report on how they have completed the statement on the board. As part of this discussion, make sure students identify the following truth: **Satan seeks to grasp us by his power by stirring us up to anger, pacifying us, lulling us away into carnal security, and flattering us.**

Explain that the word *carnal* refers to "something that is not spiritual" or that is "worldly" (Guide to the Scriptures, "Carnal," scriptures.lds.org). To be lulled into carnal security means to trust in worldly things rather than trusting in the Lord.

- In what ways are the tactics of Satan similar to those of the crocodiles in President Packer's story?



To help students further understand Satan's tactics, give each group a set of questions from the following handout. Invite them to discuss the questions together and to be prepared to report their responses to the class.

## Guarding against Satan's Efforts

### Group 1

- What are some examples of Satan trying to "stir [people] up to anger against that which is good" (2 Nephi 28:20)? How does anger confuse people about what is good and what is evil?
- What are some things we can do to guard against anger?

### Group 2

- Why do you think it is dangerous for people to think that "all is well in Zion" (2 Nephi 28:21) and that no improvement is needed? Why do you think Satan is able to lead such people "carefully down to hell" (2 Nephi 28:21)?
- How can we guard against the feeling that we do not need to improve?
- What are other ways Satan attempts to lull individuals into carnal security, or a false sense of safety and well-being?

### Group 3

- What does it mean to flatter someone? Why do you think flattery can lead some people away from the Lord?
- Why would Satan try to convince people that he does not exist?
- How can we guard against flattery?

After sufficient time, invite several students to report what they discussed in their groups.

Summarize 2 Nephi 28:24–29 by explaining that Nephi warned that those who gave in to these devilish tactics would experience sorrow and suffering. He also prophesied that some people would say they "need no more of the word of God, for [they] have enough" (2 Nephi 28:29).



**2 Nephi 28:30** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read 2 Nephi 28:30 aloud. Ask the class to follow along, looking for principles regarding how God reveals truth and the importance of our openness and responsiveness to His words. (You may want to explain that *precepts* are commandments or principles that set forth rules for behavior.)

- What principles can we learn from this verse? (Students may identify several principles, including the following: **God reveals truth line upon line, precept upon precept. If we hearken to God's precepts and counsel, we will learn wisdom. If we receive God's words, He will give us more. If we believe that we do not need more of God's words, we will lose those we already have.**)
- What do you think it means that God teaches us "line upon line, precept upon precept"? In what ways have your understanding and testimony of the gospel grown little by little?
- What can we do to receive God's words?

Summarize 2 Nephi 28:31–32 by explaining that the Lord warned against trusting in the world and said He will be merciful to those who repent and come unto Him.

Conclude by testifying of the truths students learned in today's lesson. Invite students to write in their class notebooks or study journals a goal to improve in their efforts to receive and hearken to God's words so they can avoid falling victim to Satan's tactics.

## LESSON 39

# 2 Nephi 29–30

### Introduction

Nephi prophesied about the latter-day Restoration of the gospel, which the Lord said would be “a marvelous work” (2 Nephi 29:1). Nephi testified that in the last days, all scriptures would work together to show that God remembers

His children. He prophesied that many would reject the Book of Mormon but that those who believe would be gathered into the Church. In addition, he taught that God’s covenant people are those who repent and believe in the Son of God.

### Suggestions for Teaching

#### 2 Nephi 29

*Nephi prophesies that in the last days, many will reject the Book of Mormon*

Ask students to think about how they would respond in the following situation:

While assisting the full-time missionaries with their work one evening, you begin a conversation with a married couple in a park. They tell you that they belong to another Christian faith. After discussing some shared beliefs about Jesus Christ, the missionaries tell the couple that there is additional scripture that can help them learn more about the Savior. When the missionaries try to give the couple a copy of the Book of Mormon, the couple refuses it, saying, “We believe that God has already spoken and that His words are in the Bible. There can’t be any additional scripture, because the Bible contains all of God’s words that are necessary for salvation. Thank you for the offer, but we don’t need your book.”

- If you were in this situation, how would you respond to the couple’s comments about the Bible and the Book of Mormon?

Explain that Nephi prophesied that many would respond to the Book of Mormon in this way in our day. As students study 2 Nephi 29 today, invite them to look for truths that help us understand why the Lord gives additional scripture.

Invite students to read 2 Nephi 29:1–2 silently, looking for what the words of Nephi’s seed and the words of the Lord would do in the last days.

- What would the words of Nephi’s seed and the words of the Lord do in the last days? (They would “proceed forth” to Nephi’s seed, or descendants, and they would also “hiss forth unto the ends of the earth” [verse 2].)

You may want to point out that to “hiss forth” means to go forth with intensity.

Explain that the word *standard* in 2 Nephi 29:2 refers to an object, such as a flag or banner, that is used as a rallying point or a signal to assemble.

- According to 2 Nephi 29:2, what is the “standard” that will go forth “unto the ends of the earth” to gather the Lord’s people? (The words of Nephi’s seed, or descendants, and the words of the Lord. Explain that these words are recorded in the Book of Mormon.)

Invite several students to take turns reading aloud from 2 Nephi 29:3–6. Ask the class to follow along, looking for how some Gentiles would react to additional scripture. You may want to explain that in the Book of Mormon, the word *Gentiles*

generally refers to people who are not of Jewish descent or from the area of Jerusalem. The word *Jews* generally refers to people who came from the area of Jerusalem or from the tribe of Judah.

- How will some react to additional scripture?
- What did the Lord say about people who react this way?

Divide the class into groups of two or three. Give each group a sheet of paper. Invite students to read 2 Nephi 29:7–10 together in their groups, looking for truths we can learn about the Lord and His revealed word. Ask them to write these truths on their sheet of paper.

After sufficient time, invite a member of each group to report what his or her group wrote. You may want to write their statements on the board. They may include the following:

**As the Creator of all people, the Lord remembers them and brings forth His word unto them.** (See verse 7.)

**The testimony of two nations witnesses that the Lord is God and that He speaks the same words to all nations.** (See verse 8.)

**The Lord is the same yesterday, today, and forever.** (See verse 9.)

**The Lord’s work is not finished, and He will continue to speak according to His will to accomplish His work.** (See verse 9.)

### ***Student practice***

When you ask students to practice explaining gospel truths, you give them an opportunity to gain a deeper understanding of those truths and to prepare to teach the gospel to others.

Remind students of the earlier scenario involving the couple who believed that there could not be additional scripture beyond the Bible and that they did not need the Book of Mormon. Ask students to practice addressing this concern in their groups, using truths that they have learned from 2 Nephi 29:7–10. Or, you could invite several students to role-play this scenario in front of the class. After students have practiced addressing this concern, consider asking the following questions:

- How did the truths taught in 2 Nephi 29:7–10 help you address this concern?
- How have you been blessed by the additional scripture that God has revealed?

Encourage students to think of people they know who might benefit from a discussion of the truths taught in 2 Nephi 29 and to seek guidance from the Holy Spirit on how to talk with these people.

Summarize 2 Nephi 29:11–14 by explaining that the Lord taught that He commands people in all nations to record His words, including the tribes of Israel that He has led away. One day, the Jews, the Nephites, and the lost tribes of Israel will have each other’s words, and the Lord’s word will be “gathered in one” (verse 14).



## 2 Nephi 30:1–8

### *Nephi prophesies that Lehi's seed and the Jews will come to a knowledge of Jesus Christ*

Invite a student to read aloud the following summary:

From 2 Nephi 30:1–8 we learn that Heavenly Father covenants with those who repent and believe in His Son, Jesus Christ, regardless of their lineage or nationality. Nephi prophesied that many Gentiles (in this context, members of The Church of Jesus Christ of Latter-day Saints) will believe the words of the Book of Mormon and carry them to the descendants of Lehi. These descendants will be restored to the knowledge of Jesus Christ. The scattered Jews will also begin to believe in the Savior, and they, as well as the believing descendants of Lehi, will become “a delightful people” (verses 6, 7) and will take the gospel to all nations of the earth.

## 2 Nephi 30:9–18

### *Nephi prophesies of conditions of the earth during the Millennium*

Invite students to imagine that they are writing a news article about spiritual conditions of the world today. Ask them to write a headline for the article in their class notebooks or study journals. Invite several students to report what they wrote.

Point out that the Lord has revealed that the time preceding His Second Coming will be one of great wickedness and turmoil (see Matthew 24:6–7; D&C 45:27; 88:91). Invite students to read 2 Nephi 30:9–10 silently, looking for what Nephi prophesied would happen prior to and at the Savior's Second Coming. (Explain that a similar prophecy is found in Isaiah 11.)

- According to 2 Nephi 30:10, what will happen prior to and at the Savior's Second Coming? (Invite students to consider marking statements that teach the following truth: **The Lord will cause a great division among the people, and at His coming He will destroy the wicked.**)

Invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994). Ask the class to listen for what he taught about this division.



“I testify that as the forces of evil increase under Lucifer's leadership and as the forces of good increase under the leadership of Jesus Christ, there will be growing battles between the two until the final confrontation. As the issues become clearer and more obvious, all mankind will eventually be required to align themselves either for the kingdom of God or for the kingdom of the devil. As these conflicts rage, either secretly or openly, the righteous will be tested.

God's wrath will soon shake the nations of the earth and will be poured out on the wicked without measure. (See JS—H 1:45; D&C 1:9.)” (Ezra Taft Benson, “I Testify,” *Ensign*, Nov. 1988, 87).

- What must we do in order to be on the Lord's side of the great division that will occur?

Explain that Nephi also prophesied concerning the Millennium—the 1,000 years following the Savior's Second Coming.

Invite several students to take turns reading aloud from 2 Nephi 30:12–18. Ask the class to follow along, looking for descriptions of conditions during the Millennium.

Invite students to write another headline for a news article, this time describing one or more conditions during the Millennium. Invite several students to report what they wrote.

- How would you summarize what you have learned from these verses about the Millennium? (Students may use different words, but they should identify the following truth: **During the Millennium, peace will prevail, all things will be revealed, and Satan will not have power over people’s hearts.**)

Invite a student to read aloud the following statement by President George Q. Cannon (1827–1901) of the First Presidency. Ask the class to listen for reasons why Satan will not have power during the Millennium.



“We talk about Satan being bound. Satan will be bound by the power of God; but he will be bound also by the determination of the people of God not to listen to him, not to be governed by him” (George Q. Cannon, in Conference Report, Oct. 1897, 65).

- How will Satan be bound during the Millennium?
- Of the millennial conditions you have studied in 2 Nephi 30, which one do you most look forward to? Why?

Conclude by sharing your testimony of the truths students learned in this lesson.

## LESSON 40

# 2 Nephi 31

### Introduction

Many years before Jesus Christ was born, Nephi received a revelation about the Savior's baptism. As Nephi told his people of this revelation, he taught what he called "the doctrine of Christ" (2 Nephi 31:2)—that in order to receive

eternal life, we must exercise faith in Jesus Christ, repent of our sins, be baptized, receive the Holy Ghost, and endure to the end.

### Suggestions for Teaching

#### 2 Nephi 31:1–13

*Nephi teaches that when we are baptized, we follow the Savior's example*

Display the picture John the Baptist Baptizing Jesus (*Gospel Art Book* [2009], no. 35; see also [lds.org/media-library](http://lds.org/media-library)).

Begin class by asking students the following questions:

- What do you remember about your baptism? How did you feel when you were baptized?

As students study 2 Nephi 31 today, invite them to look for truths that can help them appreciate the importance of their baptism.



Divide students into groups of three or four. Provide each group with a copy of the following handout, and instruct them to complete the activities as directed. (If needed due to class size, adapt this activity by asking students to complete the handout in pairs or individually.)



### The Importance of Baptism

As Nephi drew closer to the conclusion of his writings on the small plates, he desired to speak about "the doctrine of Christ." Consider marking this phrase in 2 Nephi 31:2 and 2 Nephi 31:21.

Baptism is an essential component of the Savior's doctrine. However, some people feel that they do not need to be baptized. They believe that they can show faith in the Savior and follow Him without being baptized.

Read 2 Nephi 31:4–13 together, looking for truths Nephi taught that can help us understand the importance of baptism. The following information may be helpful in understanding these verses:

1. To “fulfill all righteousness” (2 Nephi 31:5–6; see also Matthew 3:15) means to fulfill God’s requirements for eternal life (see John 3:5).
2. The phrases “with full purpose of heart,” “acting no hypocrisy and no deception before God,” and “with real intent” (2 Nephi 31:13) refer to being completely sincere in one’s efforts and commitment to follow the Son of God.
3. “To speak with the tongue of angels” (2 Nephi 31:13) is to speak the words of Jesus Christ by the power of the Holy Ghost (see 2 Nephi 32:3).

Complete the following statements based on what you learned from 2 Nephi 31:4–13:

**Jesus Christ, though sinless, was baptized to \_\_\_\_\_** (see 2 Nephi 31:5–7).

**Jesus Christ set the perfect \_\_\_\_\_ of \_\_\_\_\_ for us to follow** (see 2 Nephi 31:7, 9–10, 12).

**If we sincerely \_\_\_\_\_ and follow the Savior by being \_\_\_\_\_, then we will receive \_\_\_\_\_** (see 2 Nephi 31:11–13).

Discuss the following questions together:

- How does the Savior’s example illustrate the importance of baptism?
- Like the Savior, what do we show Heavenly Father by choosing to be baptized?

After sufficient time, ask students to report the statements they completed on their handouts. Students’ answers should reflect the following truths:

**Jesus Christ, though sinless, was baptized to fulfill all righteousness.**

**Jesus Christ set the perfect example of obedience for us to follow.**

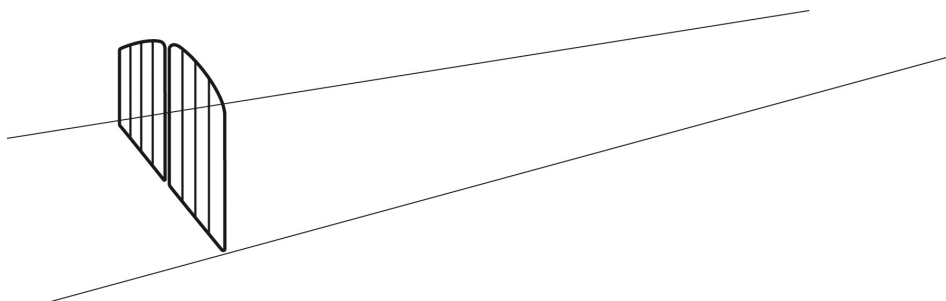
**If we sincerely repent and follow the Savior by being baptized, then we will receive the Holy Ghost.**

Invite students to consider marking the phrases in the scriptures that teach these truths. Invite students to share any insights they received from the verses they read and from their group discussions.

## 2 Nephi 31:14–21

*Nephi teaches that after baptism, we need to receive the Holy Ghost and continue following the Savior’s example*

Copy the accompanying illustration on the board, and explain that Nephi spoke of a gate opening to a path.



### Illustrations

Drawing illustrations on the board can help students understand abstract ideas. When you draw on the board, remember that simple drawings are usually better than complicated ones. If you are uncomfortable drawing on the board, consider asking a student to draw for you.

Ask a student to read 2 Nephi 31:17–18 aloud. Invite the class to follow along, looking for what Nephi taught about the gate and about the path the gate opens onto.

- Based on 2 Nephi 31:17, what is the gate? (Repentance and baptism. Write *Repentance and Baptism* below the gate.) How are repentance and baptism like a gate?
- According to 2 Nephi 31:18, what does the path lead to? (Eternal life. Write *Eternal Life* at the end of the path. You may need to explain that the phrase “eternal life” refers to exaltation in the celestial kingdom.)

Explain that Nephi taught that after baptism, we receive the gift of the Holy Ghost (see 2 Nephi 31:13–14). Write *Receive the Gift of the Holy Ghost* to the right of the gate on the board.

- According to 2 Nephi 31:17–18, what does the Holy Ghost do for us? (Help students identify the following truth: **The Holy Ghost witnesses of the Father and the Son and brings a remission of sins.** Invite students to consider writing this truth in their scriptures near verses 17–18.)
- Why is it essential for us to receive a testimony of the Father and the Son through the Holy Ghost?

Point out that in addition to helping us know that the Father and the Son live, the Holy Ghost helps us come to know Them—Their will and character—and helps us to become like Them.

- What does it mean that the Holy Ghost brings a remission of sins?

Invite a student to read aloud the following statement by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles. Ask the class to listen for the role of the Holy Ghost in the remission of our sins.



“Sins are remitted not in the waters of baptism, as we say in speaking figuratively, but when we receive the Holy Ghost. . . . We become clean when we actually receive the fellowship and companionship of the Holy Ghost. It is then that sin and dross and evil are burned out of our souls as though by fire. The baptism of the Holy Ghost is the baptism of fire” (Bruce R. McConkie, *A New Witness for the Articles of Faith* [1985], 290).

- Based on this statement, how would you explain the meaning of the phrase “then cometh a remission of your sins by fire and by the Holy Ghost” in 2 Nephi 31:17?

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency:



"When [the Holy Ghost] is your companion, you can have confidence that the Atonement is working in your life. ...

"Not only is your feeling the influence of the Holy Ghost a sign that the Atonement, the cure for sin, is working in your life, but you will also know that a preventative against sin is working" (Henry B. Eyring, "Come unto Christ" [Brigham Young University devotional, Oct. 29, 1989], [speeches.byu.edu](http://speeches.byu.edu)).

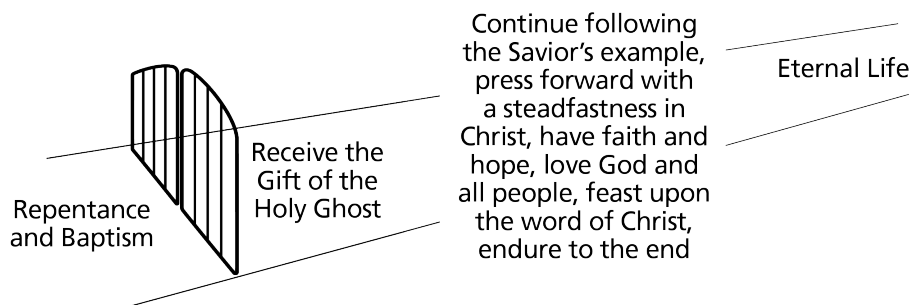
- What are some ways we can recognize whether the Holy Ghost is our companion?
- According to the statement by President Eyring, what can you know is happening when you feel the influence of the Holy Ghost in your life? Why is that helpful for you to know?

Testify of the power of the Holy Ghost to enable us to become purified from sin. Ask students to examine their lives to determine how often they experience the influence of the Holy Ghost and what might be keeping them from enjoying it as often as they would like. Encourage them to make any needed changes so that they can enjoy the Spirit's purifying influence.

Explain that in 2 Nephi 31:18, the word *strait* means narrow, strict, exacting, and allowing for no deviation. Nephi used this word to describe the path we must take after baptism in order to receive eternal life. Ask students to quietly ponder the following question:

- What do we need to do after baptism in order to stay on the path to eternal life?

As students ponder this question, invite them to look for answers in 2 Nephi 31:15–16, 19–21. Invite them to consider marking words or phrases that explain what we must do to receive eternal life. After sufficient time, invite a few students to report what they found. As they respond, write their answers on the board. Your illustration should look something like the accompanying diagram.



Explain that this illustration represents a simple summary of the doctrine of Christ as taught in 2 Nephi 31. Write the following truth on the board: **If we live according to the doctrine of Christ, we will receive eternal life.**

Point out that the idea of enduring to the end appears three times in the verses students just studied.

- Why do you think enduring to the end is an important element of the doctrine of Christ?
- How is Jesus Christ an example of enduring to the end? Who else is an example for you of enduring to the end?
- What has helped you to press forward with a steadfastness in Christ and faithfully endure?

Invite students to write in their class notebooks or study journals what they feel impressed to do to more fully live according to the doctrine of Christ and to thereby progress toward eternal life. Encourage students to apply what they wrote, and express your confidence in their ability to obtain eternal life.

## HOME-STUDY LESSON

# 2 Nephi 26–31 (Unit 8)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 2 Nephi 26–31 (unit 8) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (2 Nephi 26–27)**

Students studied Nephi’s prophecies concerning the last days. They learned that everything the Lord does is for the benefit of the world and that the Lord loves all people and invites all to come unto Him and partake of His salvation. Students also discovered the truth that the coming forth of the Book of Mormon is one of the ways God will accomplish His work in the latter days. In addition, they learned that the Book of Mormon and the restored gospel will bring joy and understanding to those who study and accept them.

#### **Day 2 (2 Nephi 28)**

While studying Nephi’s warnings about the false teachings prevalent in the last days, students learned that the Book of Mormon exposes false ideas of the devil and strengthens us against his evil designs. Additionally, they learned how Satan uses many tactics to try to overpower us, such as by stirring us up to anger, pacifying us and lulling us, and flattering us.

#### **Day 3 (2 Nephi 29–30)**

Students learned that the Lord provides scriptures as a second witness to gather people to His covenant and that the Book of Mormon can help all people come to know Jesus Christ and live His gospel. The Lord showed Nephi that many people in the last days will reject the Book of Mormon. Students had an opportunity to think about their own lives and how their community will be different during the Millennium because Satan will not have power over the hearts of people and righteousness and peace will prevail.

#### **Day 4 (2 Nephi 31)**

The following truths concerning the doctrine of Christ and the Savior’s example were emphasized: Jesus Christ fulfilled all righteousness by obeying all the commandments of the Father, and we must follow Jesus Christ’s example of obedience by being baptized and receiving the Holy Ghost. The Holy Ghost witnesses of the Father and the Son and brings a remission of sins. If we live according to the doctrine of Christ, then we will receive eternal life.

### Introduction

This lesson emphasizes the truth that everything Heavenly Father does is for the benefit of the world and is motivated by love for His children. This lesson also touches on how the Book of Mormon exposes false teachings of Satan that are prevalent in our day and how eternal life comes to those who follow the doctrine of Christ.



## Suggestions for Teaching

Ask students if they have any thoughts or insights from their scripture study that they would like to share with the class before you begin the lesson. Encourage students to ask any questions they have about what they have studied. Invite them to write down spiritual impressions they receive as they read and ponder the scriptures and their assignments. This will invite the spirit of revelation into their lives.

Ask students to help you list on the board or on a piece of paper some answers to the following question: If you knew that your time on earth was coming to an end and that you could write one letter that your posterity and the rest of the world would read, what topics would you choose to include in your message?

Invite students to quickly scan 2 Nephi 26–31 and their study journals to see what topics Nephi addressed as he neared the end of his life. Compare what they find with the answers they wrote on the board. Nephi’s final counsel was written for those of us living in the last days and contains clues to help us recognize truth, avoid Satan’s stumbling blocks, and follow the doctrine of Jesus Christ.

### 2 Nephi 26

*After Nephi prophesies concerning the destruction of his people, he prophesies about the last days and invites all to come unto Christ*

Invite students to read 2 Nephi 26:29–31 and look for one of Satan’s tactics that Nephi warned us about. After a few students respond with what they have found, ask the following questions:

- According to 2 Nephi 26:29, what are priestcrafts?
- What seems to be the motivation for some to practice priestcraft?
- What does the Lord expect us to be motivated by as we labor in the Church? Who do you know who is a good example of this?

Review 2 Nephi 26:23–28, 33 and day 1, assignment 3 with the class. Then ask:

- What motivates the Lord in His labor?

After a few students have responded, write the following truths on the board:

***The Lord loves all people and invites all to come unto Him and partake of His salvation.***

***Everything the Lord does is for the benefit of the world.***

Ask the following questions:

- What phrases in 2 Nephi 26:23–28, 33 teach these truths?
- Why would it be important for us to learn to be motivated by love for others rather than by greed or a desire to receive the praise of others?

- How do you think we can be more charitable, loving, and Christlike in our Church labors?

## 2 Nephi 28

### *Nephi warns of Satan's deceptions*

Tell students that in 2 Nephi 28, Nephi continued to expose the false ideas taught by the devil. Review the “false and vain and foolish doctrines” described in 2 Nephi 28:3–9, and ask students the following questions. They may include answers they wrote in their study journals during the past week.

- What does it mean to “take the advantage of one because of his words” (2 Nephi 28:8)? (Examples might include mocking others and misquoting or exaggerating what others have said.)
- In what ways might people today “dig a pit” (2 Nephi 28:8) for their neighbor?
- What is the danger in trying to hide sins from the Lord or keep our works in the dark? (See 2 Nephi 28:9.)
- What false teaching in 2 Nephi 28:3–9 do you think is most damaging to youth today? Why do you think it is harmful? How do youth become enticed by that false teaching? (See day 2, assignment 1.)

Review 2 Nephi 28:20–23 and President Boyd K. Packer’s story about spiritual crocodiles from the day 2 lesson. Invite students to share with the class the warning signs they drew in their study journals (day 2, assignment 5) that illustrate spiritual dangers they think youth need to be warned of today.

- Of all the things Nephi could have written as he finished his record, why do you think he wrote about Satan’s deceptions and tactics? (You might want to testify of the help and strength we receive to withstand Satan’s tactics as we carefully study the Book of Mormon.)

## 2 Nephi 31

### *Nephi teaches how the Savior set the perfect example for us*

Draw a simple picture of a path that leads through a gate. Invite students to read 2 Nephi 31:17–18 and look for how Nephi used this image of a path and a gate to emphasize the only way to come unto Jesus Christ.

- According to these verses, what do the gate and the path represent? (The gate represents repentance, baptism, and the reception of the Holy Ghost.)
- From what you learned in your personal study of 2 Nephi 31, why is the reception of the Holy Ghost referred to as a “baptism of fire”? (See 2 Nephi 31:13; see also verse 17.)

Invite a student to read 2 Nephi 31:19–21 aloud. Ask the class to follow along, looking for what is required of us after we pass through the “gate.” After students respond with what they found, ask the following questions:

- What do you think Nephi meant when he wrote, “This is the doctrine of Christ”? (2 Nephi 31:21).

- Considering what you have studied today, what do you think Heavenly Father wants you to do to help you progress on the strait and narrow path? (You may want to encourage students to set a goal in response to this question.)

**Next Unit (2 Nephi 32–Jacob 4)**

Ask students, “Do you like to eat?” Explain that in the next unit they will learn about what it means to “feast upon the words of Christ” (2 Nephi 32:3). They will also learn how the prophet Jacob corrected a people who began to be influenced by a love of riches and by men who broke the law of chastity.

## LESSON 41

# 2 Nephi 32

### Introduction

After teaching about the “strait and narrow path which leads to eternal life” (2 Nephi 31:18), Nephi perceived that his people wondered what they should do after beginning on that path. He answered their questions by encouraging them

to “feast upon the words of Christ” and “pray always” (2 Nephi 32:3, 9). He assured them that if they would do these things, the Holy Ghost would help them know what to do.

### Suggestions for Teaching

#### 2 Nephi 32:1–7

*Nephi counsels us to seek divine direction through the words of Jesus Christ and the promptings of the Holy Ghost*

Invite students to think about situations or choices they currently face for which they would like some direction. (For example, students may have struggles in their relationships with family or friends, or they may need to decide what they will do after high school has ended.)

- What do you do when you feel the need for direction?

Explain that after Nephi taught his people about following the doctrine of Christ and beginning on the path to eternal life as recorded in 2 Nephi 31, the people wanted further direction from him.

Ask students to look in 2 Nephi 32:1 for a question that Nephi’s people had regarding what he had taught them. Invite a few students to express this question in their own words. (Ensure that students understand that the people wondered what they should do after having begun on the path to eternal life.)

As students study 2 Nephi 32 today, encourage them to look for truths Nephi taught his people that can help us know how to receive direction from the Lord.



**2 Nephi 32:3** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read 2 Nephi 32:2–3 aloud. Ask the class to follow along and look for Nephi’s answer to the people’s question.

- What principle about receiving direction from the Lord can we learn from Nephi’s answer in verse 3? (Students may use different words, but make sure they identify the following principle: **When we feast on the words of Christ, they will tell us all things that we should do.**)
- What do you think it means to feast on the words of Christ? How is feasting different from snacking?

- What are some places where we can find the words of Jesus Christ? (Answers might include the scriptures, the words of modern prophets, and inspiration from the Holy Ghost.)

Point out that some people may assume that the Holy Ghost can help them learn only about spiritual things. Consider inviting students to mark the phrase “all things” in verse 3.

- Why is it important to know that the words of Jesus Christ can tell us *all* things that we should do? (Make sure students understand that the words of Christ can direct us in temporal as well as spiritual matters.)

Ask several students to take turns reading aloud from 2 Nephi 32:4–7. Invite the class to follow along, looking for additional counsel Nephi gave about receiving direction from God.

- What do you think it means to “ask” or “knock” (verse 4)? What did Nephi say are the consequences for those who will not ask or knock?
- According to verse 5, what blessing will we have if we receive the Holy Ghost?

To help students understand the relationship between feasting on the words of Christ and receiving the Holy Ghost, invite a student to read aloud the following statement by Elder Spencer J. Condie, who served as a member of the Seventy:



“You may be facing decisions regarding a mission, your future career, and, eventually, marriage. As you read the scriptures and pray for direction, you may not actually see the answer in the form of printed words on the page, but as you read you will receive distinct impressions, and promptings, and, as promised, the Holy Ghost ‘will show unto you all things what ye should do’ [2 Nephi 32:5]”

(Spencer J. Condie, “Becoming a Great Benefit to Our Fellow Beings,” *Ensign*, May 2002, 45).

Invite students to think of a time when the words of Christ helped give them guidance regarding something they should do. After sufficient time, invite a few students to share their experiences with the class. (Remind students that they should not share experiences that are too sacred or private.) You may also want to share about a time when you were guided by the Holy Ghost, especially if you received that guidance as a result of feasting upon the words of Christ.



To help students apply the principle they identified in verse 3, provide each of them with a copy of the following handout. Review the instructions with them and give them time to complete the activity.

### Feasting on the Words of Christ

Think about how well you seek the words of Jesus Christ in each of the settings listed below. Next to each item in the list, write *feast*, *snack*, or *starve*. For example, you may feast during your personal scripture study but only snack when you listen to or watch general conference. If you do not pay attention in sacrament meeting, you might write the word *starve* next to that item.

1. Personal scripture study

2. Sacrament meeting
3. General conference
4. Family scripture study
5. Seminary
6. Family home evening
7. Aaronic Priesthood quorum meeting or Young Women class
8. Personal prayer

After sufficient time, ask students to choose one of the activities in which they are currently “snacking” or “starving,” and invite them to make goals that will help them “feast upon the words of Christ” more in that setting. Invite them to write this goal in their class notebooks or study journals. (You might encourage them to think about their Duty to God or Personal Progress goals in connection with these goals.)

Testify that as students feast on the words of Jesus Christ, the Holy Ghost will help them follow the path to eternal life.

## 2 Nephi 32:8–9

### *Nephi counsels us to pray always*

Invite students to imagine they have a friend who feels she is unworthy to pray because of a sin she has committed.

- What could you say to this friend to encourage her to continue to pray?

Invite a student to read 2 Nephi 32:8 aloud. Ask half of the class to look for who encourages us to pray, and ask the other half of the class to look for who discourages us from praying. Ask students to report what they find.

- Why do you think the Holy Ghost wants us to pray?
- Why do you think Satan does not want us to pray? In what ways might Satan try to convince people not to pray?



**2 Nephi 32:8–9** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read 2 Nephi 32:9 aloud. Ask the class to follow along, looking for what Nephi encouraged his people to do. Invite students to report what they find. You may want to explain that the word *faint* means to weaken or give up and that the word *consecrate* means “to dedicate, to make holy, or to become righteous” (Guide to the Scriptures, “Consecrate, Law of Consecration,” scriptures.lds.org).

- What principle about prayer can we learn from verse 9? (Students may use different words, but make sure they identify the following principle: **If we pray always, God will consecrate our performance for the welfare of our souls.** Write this principle on the board.)

- What do you think it means to “pray always”?

To help students understand what it means to pray always, invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994):



*“We should pray frequently. We should be alone with our Heavenly Father at least two or three times each day—‘morning, mid-day, and evening,’ as the scripture indicates. (Alma 34:21.) In addition, we are told to pray always. (See 2 Ne. 32:9; D&C 88:126.) This means that our hearts should be full, drawn out in prayer unto our Heavenly Father continually. (See Alma 34:27.)” (Teachings of Presidents of the Church: Ezra Taft Benson [2014], 52).*

- According to this statement, what does it mean to pray always?
- What do you think it means that the Lord will consecrate our performance for the welfare of our souls? (Help students understand that the Lord will accept our sincere efforts as we pray always, and that the way in which He answers our prayers will be for our benefit.)

Consider asking the following questions to help students feel the truth and importance of the principle they identified in verse 9:

- What are some ways in which you have tried to follow the commandment to pray always?
- In what ways do you feel the Lord has blessed you as you have sought to pray always?

Invite students to write in their class notebooks or study journals something they will try to do in the next 24 hours to follow Nephi’s counsel to pray always. After sufficient time, explain to students that they will have an opportunity at the beginning of the next class to share their experiences and ways in which they were blessed by praying always.

Conclude by testifying that the Lord can direct our lives through the Holy Ghost as we feast upon the words of Christ and that He will bless us for our righteous desires and efforts to pray always.

## LESSON 42

# 2 Nephi 33

### Introduction

Nephi concluded his record by declaring that his written words testify of Jesus Christ and persuade people to do good and endure to the end. He said that although he wrote “in weakness,” his words were “of great worth” and would “be

made strong” for those who would read them (see 2 Nephi 33:3–4). He testified that his writings were “the words of Christ” and that people would be accountable to God for their response to them (see 2 Nephi 33:10–15).

### Suggestions for Teaching

#### *Avoid wasting class time*

When class begins on time and when students perceive that there is no time to waste, they will feel a sense of purpose. An efficient and effective beginning to the class can help students make more of their learning experiences in the scriptures.

### 2 Nephi 33:1–2

#### *Nephi teaches about the power of the Holy Ghost to carry truth to our hearts*

You may want to begin class by reminding students of the invitation to pray always given in the last lesson. Invite a few students to share their experience of seeking to pray always and how they felt blessed for doing so.

Ask students if they have ever given a copy of the Book of Mormon to someone who was not a member of the Church. Invite a few students to share their experiences with the class. You might ask them if they included a personal note or wrote their testimony in the book.

- What feelings would you have if, after giving a copy of the Book of Mormon to your friend with your testimony written in it, you saw your friend throw the book in the trash when he or she thought you were not looking?

Explain that 2 Nephi 33 contains Nephi’s final testimony and his hopes concerning how people would receive his words. As students study 2 Nephi 33 today, invite them to look for truths concerning the importance of how we choose to respond to the teachings of Nephi and other prophets in the Book of Mormon.

Invite a student to read 2 Nephi 33:1 aloud. Ask the class to follow along, looking for what happens when someone speaks by the power of the Holy Ghost.

- When someone speaks by the power of the Holy Ghost, what does the Holy Ghost do with the truth that is spoken? (Help students identify the following truth: **The Holy Ghost carries truth to our hearts.** Invite students to consider marking the phrases that teach this truth in verse 1.)
- What does it mean that the Holy Ghost carries truth to our hearts? (By testifying of the truth, the Holy Ghost provides an opportunity for us to receive a spiritual witness and testimony of the truth that is taught.)



Invite students to think of a time when the Holy Ghost carried the truth of a message to their hearts. Invite a few of them to share their experiences with the class. As students share their experiences, consider asking questions such as the following to help the class further understand and feel the truth and importance of the doctrine they identified in verse 1:

- How would you describe what it was like to have the Spirit carry truth to your heart?
- What did you learn as a result of your experience?

Ask a student to read 2 Nephi 33:2 aloud. Invite the class to follow along, looking for one reason why a person might not feel the Holy Ghost teaching or testifying of truth. (You may want to explain that the word *naught* means “nothing.” To “esteem [written words] as things of naught” is to think that they are worthless.)

- According to verse 2, why might a person not feel the Spirit even when someone is teaching truth by the power of the Holy Ghost?
- What principle can we learn from verse 2 about what will happen if we harden our hearts against the Spirit? (Help students identify the following principle: **If we harden our hearts against the Holy Spirit, we will not understand the value of the word of God.** Write this principle on the board.)
- What do you think it means to harden one’s heart against the Holy Spirit?
- What are some reasons why people might harden their hearts against the Spirit?

Invite a student to read aloud the following statement by Elder Gerald N. Lund, who served as a member of the Seventy:



“The heart is a tender place. It is sensitive to many influences, both positive and negative. It can be hurt by others. It can be deadened by sin. It can be softened by love. Early in our lives, we learn to guard our hearts. It is like we erect a fence around our hearts with a gate in it. No one can enter that gate unless we allow him or her to.

“In some cases the fence we erect around our hearts could be likened to a small picket fence with a Welcome sign on the gate. Other hearts have been so hurt or so deadened by sin that they have an eight-foot (2.5-m) chain-link fence topped with razor wire around them. The gate is padlocked and has a large No Trespassing sign on it. ...

“... The condition of our hearts directly affects our sensitivity to spiritual things. Let us make it a part of our everyday striving to open our hearts to the Spirit. Since we are the guardians of our hearts, we can choose to do so” (Gerald N. Lund, “Opening Our Hearts,” *Ensign or Liahona*, May 2008, 33, 34).

- What are some things you have done to open your heart to receive truth from the Holy Ghost in Church meetings, in classes, or during personal scripture study?

Before moving on with the lesson, give students a moment to silently consider the condition of their hearts and to determine if they are allowing messages of truth to enter their hearts.

Encourage students to write in their class notebooks or study journals one thing they will do to better open their hearts to the Holy Ghost.

## 2 Nephi 33:3–15

*Nephi explains the purpose of his record and his hope that his readers will believe in Christ*

Remind students of the scenario presented at the beginning of this lesson. Invite them to imagine how Nephi might feel if he saw one of his own descendants treat the Book of Mormon the way your friend did in this scenario.

Invite a student to read 2 Nephi 33:3–7 aloud. Ask the class to follow along, looking for how Nephi felt about his people and about what he had written. Invite students to consider marking any words or phrases that stand out to them.

- How did Nephi feel about his people?
- How did he feel about what he had written?
- According to 2 Nephi 33:4, what do Nephi’s words persuade us to do? (Help students identify the following truth: **The Book of Mormon persuades people to do good, to believe in Jesus Christ, and to endure to the end.** Invite students to consider marking the phrases that teach this truth in verse 4.)

Summarize 2 Nephi 33:8–9 by explaining that Nephi expressed charity for the Jews and the Gentiles, and he emphasized the need for all people to be reconciled to Jesus Christ and remain faithful to Him.

Explain that Nephi concluded his record with a warning to those who read his words. Write the following incomplete statement on the board: *If we do not respect the words of the Lord and His servants, then ...*

Invite five students to take turns reading aloud from 2 Nephi 33:10–15. Ask the class to follow along, looking for what Nephi warned would happen if we do not respect the words of the Lord and His servants.

- Based on these verses, what can we do to respect Nephi’s words? (Hearken unto them, believe in Jesus Christ, and believe that the words Nephi recorded are the words of Christ.)
- According to verse 11, what will happen to those who do not believe Nephi’s words?
- Based on 2 Nephi 33:14, how would you complete the statement on the board? (Using students’ words, complete the statement on the board so it conveys the following principle: **If we do not respect the words of the Lord and His servants, then their words will condemn us at the last day.**)

Point out the phrase “you and I shall stand face to face” in 2 Nephi 33:11. Invite students to imagine what it will be like to meet Nephi.

- What do you think it might be like to meet Nephi if you have cast away his words?
- What might it feel like to meet Nephi if you have respected his words?

Point out Nephi's words "I must obey" in 2 Nephi 33:15. Then give students a few minutes to look back through the chapter summaries of 1 and 2 Nephi, looking for examples of Nephi's obedience. After a few minutes, ask students to report what they have found. Answers might include leaving Jerusalem, returning to Jerusalem to get the brass plates, returning to Jerusalem again to ask Ishmael's family to join them, keeping two sets of plates, following the directions on the Liahona, building a ship, journeying to the promised land, separating from Laman and Lemuel, and leading his people in righteousness.

- How can these examples of Nephi's obedience help us to respect his words, believe in Jesus Christ, and do good?

To conclude the lesson, you might consider sharing your testimony of the truthfulness of Nephi's words and how studying his words has blessed your life. Invite students to live according to the truths Nephi recorded.

# Introduction to the Book of Jacob

## Why study this book?

By studying the book of Jacob, students can learn important lessons from a man who had unshakable faith in Jesus Christ. Jacob repeatedly testified of the Savior and invited his people and those who would read his words to repent. He taught and demonstrated the importance of diligently fulfilling callings from the Lord. He warned his people against the dangers of pride, riches, and immorality. Jacob also quoted and commented on Zenos's allegory of the olive trees, which illustrates the Savior's tireless efforts to bring about the salvation of all God's children and provides an overview of God's dealings with the house of Israel. In his encounter with Sherem, an anti-Christ, Jacob demonstrated how to righteously respond to those who question or criticize our faith.

## Who wrote this book?

Jacob, the fifth son of Sariah and Lehi, wrote this book. He was born in the wilderness during his family's journey to the promised land. In his youth, Jacob "suffered afflictions and much sorrow, because of the rudeness of [his] brethren" (2 Nephi 2:1). However, Lehi promised Jacob that God would "consecrate [his] afflictions for [his] gain" and that he would spend his days "in the service of [his] God" (2 Nephi 2:2–3). In his youth, Jacob beheld the Savior's glory (see 2 Nephi 2:3–4). Nephi consecrated Jacob to be a priest and teacher of the Nephites (see 2 Nephi 5:26) and later entrusted him with the small plates of Nephi (see Jacob 1:1–4). As a faithful priesthood leader and teacher, Jacob labored diligently to persuade his people to believe in Christ (see Jacob 1:7). He received revelations concerning the Savior, experienced the ministering of angels, heard the voice of the Lord (see Jacob 7:5), and saw his Redeemer (see 2 Nephi 11:2–3). Jacob was the father of Enos, to whom he entrusted the plates before his death.

## To whom was this book written and why?

Nephi instructed Jacob to record sacred teachings, revelations, and prophecies "for Christ's sake, and for the sake of our people" (Jacob 1:4). Jacob obeyed this instruction and preserved writings that he "considered to be most precious" (Jacob 1:2). He wrote: "We labor diligently to engraven these words upon plates, hoping that our beloved brethren and our children will receive them with thankful hearts. ... For this intent have we written these things, that they may know that we knew of Christ, and we had a hope of his glory many hundred years before his coming" (Jacob 4:3–4). Jacob commented on a central theme of his writings when he remarked, "Why not speak of the atonement of Christ, and attain to a perfect knowledge of him ... ?" (Jacob 4:12).

## When and where was it written?

The book of Jacob begins in approximately 544 BC, when Nephi entrusted Jacob with the small plates. It concludes near the end of Jacob's life, when he passed the plates to his son Enos. Jacob wrote this record while living in the land of Nephi.

## What are some distinctive features of this book?

The book of Jacob provides information concerning the Nephite government following Nephi's death. Nephi anointed a man to succeed him as king and ruler of the people, while Jacob and his brother Joseph continued as spiritual leaders of the Nephites. Another distinctive feature of this book is Jacob's condemnation of the unauthorized practice of plural marriage. The only reference to this subject in the Book of Mormon occurs in Jacob 2. The book of Jacob also includes the longest chapter in the Book of Mormon, Jacob 5, which contains Zenos's allegory of the olive trees. Additionally, the book of Jacob records the first instance of a Book of Mormon prophet directly warning the Nephites against pride—the sin that would cause their eventual destruction (see Jacob 2:12–22; Moroni 8:27). It also records the first appearance of an anti-Christ among the Nephites.

## Outline

**Jacob 1** Jacob obeys Nephi's commandment to keep a sacred record. Nephi dies. Jacob and Joseph minister among the people, teaching them the word of God.

**Jacob 2–3** Speaking at the temple, Jacob warns the Nephites against pride, the love of riches, and immorality.

**Jacob 4–6** Jacob testifies of Christ and quotes Zenos's allegory of the olive trees. He encourages his people to repent, receive the Lord's mercy, and prepare for judgment.

**Jacob 7** With the Lord's help, Jacob confounds Sherem, an anti-Christ. He mentions the conflicts between the Nephites and the Lamanites and passes the small plates to Enos.

## LESSON 43

# Jacob 1:1–2:11

### Introduction

After Nephi's death, the Nephites began to "indulge themselves somewhat in wicked practices" under the reign of a new king (Jacob 1:15). Jacob and his brother Joseph had been consecrated by Nephi as priests and teachers of the

people, and they diligently labored to persuade the people to repent and come unto Christ. Jacob obeyed Nephi's commandment to record sacred teachings, revelations, and prophecies on the small plates.

### Suggestions for Teaching

#### Jacob 1:1–8

*Jacob records sacred truths and labors to help others come unto Jesus Christ*

Ask students to imagine that they know a young man whose bishop has counseled him to repent and make a change in his life. The bishop has warned the young man of consequences he may suffer if he continues to commit a particular sin. This young man says that his bishop is too old to understand the way things are today and that the bishop should not interfere with his life or try to control his choices.

- Do you think this young man understands the role of bishops and other leaders in the Church? Why or why not?

As students study Jacob 1:1–2:11 today, invite them to look for truths Jacob taught about the role of priesthood leaders in the Church.

Explain that Nephi had consecrated his younger brothers Jacob and Joseph as priests and teachers of the people (see 2 Nephi 5:26; Jacob 1:18). Summarize Jacob 1:1–3 by explaining that as Nephi neared the end of his life, he gave Jacob charge over the small plates, which contained the spiritual record of their people.

Invite students to read Jacob 1:4 silently. Ask them to look for what Nephi commanded Jacob to record on the plates, and why. After students have had enough time to read, invite a few of them to tell the class what they have found.

If students do not mention it, point out the last phrase of Jacob 1:4—"for the sake of our people."

- What does the phrase "for the sake of our people" mean? (For their benefit.)

Invite a student to read Jacob 1:5–6 aloud. Ask the class to identify what the Lord revealed to Jacob that would help him teach his people. (You may want to explain that "great anxiety" refers to his deep concern for the people.)

- What did the Lord reveal to Jacob? (He showed him what would happen to the Nephites in the future, and He revealed details about the coming of Christ.)
- How might knowing these things have helped Jacob in teaching his people?

Explain that in Jacob 1:7–8 we read what Jacob did to help his people. Invite a student to read Jacob 1:7–8 aloud. Ask the class to follow along, looking for any words or phrases in these verses that they do not understand.

**Define difficult words and phrases**

As students study the scriptures, they may encounter words or phrases that they are unfamiliar with or do not understand. You can assist students in defining difficult words or phrases by teaching them that dictionaries, student manuals, footnotes, and scripture study helps can often help them understand these challenging words and the content of the scriptures.

Invite students to point out phrases in verses 7–8 that they would like to understand better. As students point out these phrases, ask if other students can help explain them. In this discussion, the following definitions may be helpful:

**“Come unto Christ”**

To come unto Christ, a person “must have faith in Him unto repentance—making the necessary changes to bring their life into agreement with His teachings” (*Preach My Gospel: A Guide to Missionary Service* [2004], 2).

**“Partake of the goodness of God”**

This phrase is an invitation to receive God’s blessings through obedience to the commandments and ordinances of the gospel.

**“Enter into his rest”**

Entering into the rest of the Lord means enjoying peace in this life and receiving “the fulness of [God’s] glory” in the next life (D&C 84:24).

**“Provocation in the days of temptation”**

This phrase refers to the ancient Israelites provoking God’s anger by rebelling against Him in the wilderness (see Hebrews 3:8–9; D&C 84:23–24).

**“View [Christ’s] death”**

One definition of *view* is to look at or examine attentively. When Jacob wrote that he wanted to persuade people to “believe in Christ, and view his death,” he may have meant that he wanted them to examine the Atonement of Jesus Christ attentively, realize its importance, and gain a personal testimony of it.

**“Suffer his cross”**

This phrase refers to our willingness to deny ourselves of ungodliness and worldly lusts and to keep the Lord’s commandments (see Joseph Smith Translation, Matthew 16:26 [in Matthew 16:24, footnote *e*]; Luke 9:23; 2 Nephi 9:18). It also refers to our willingness to endure and sacrifice as we follow the Savior.

**“Bear the shame of the world”**

This phrase refers to keeping the commandments despite the worldly pressure, humiliation, and opposition that often come to disciples of Jesus Christ.

Point out that Jacob’s description in verse 7 of what he did for his people can help us understand what priesthood leaders do today.

- What does verse 7 teach us about what priesthood leaders do? (Help students identify the following truth: **Priesthood leaders labor diligently to persuade us to come unto Christ and partake of the goodness of God.** Write this truth on the board.)

- According to verse 7, what will happen if we come unto Jesus Christ and partake of the goodness of God? (Students may identify a principle such as the following: **If we come unto Christ and partake of the goodness of God, then we will enter into God's rest.** Write this truth on the board.)

Remind students that God's rest includes the peace we receive from Him in this life.

- What are some examples of how we can experience peace as we exercise faith in Jesus Christ, repent, and live according to His teachings?

### **Jacob 1:9–2:11**

#### *Jacob warns the people about their wickedness*

Explain that Nephi anointed a new king over his people shortly before his death. After the death of Nephi, the people began to indulge in certain wicked practices. Invite students to read Jacob 1:15–16 silently. Ask them to look for behaviors that concerned Jacob.

- What behaviors among the Nephites concerned Jacob?
- If you had been in Jacob's position, why might you have been concerned about these behaviors?

Invite a student to read Jacob 1:17–19 aloud. Invite the class to follow along, looking for what Jacob and Joseph did to fulfill their responsibility as priesthood leaders.

- What did Jacob and Joseph do to fulfill their responsibility as priesthood leaders?
- What do you think it means to obtain an "errand from the Lord" (Jacob 1:17)? (To learn what the Lord would have us do.)
- According to verse 19, what errand did Jacob and Joseph receive from the Lord? (To "teach [the people] the word of God with all diligence" and to warn against sin. After students respond, write the following truth on the board: **Priesthood leaders have a divinely given responsibility to teach the word of God and warn against sin.**)

To help students understand this principle, ask the following questions:

- Why is it important to understand that Church leaders seek to teach us what the Lord wants us to know? How might keeping this in mind influence our attitude when we listen to them teach?
- Why is it a blessing to have Church leaders who warn us of sinful attitudes and behaviors?
- What did Jacob say would be the consequences if he and Joseph did not perform their responsibilities? (You may want to explain that the phrase "their blood would come upon our garments" [verse 19] means that Jacob and Joseph would be partially responsible for the sins of the people if they did not perform their responsibilities.)



Ask students to think about how they would feel if, like Jacob, they were in a leadership position and were inspired to call people to repentance for immorality, worldliness, and pride.

Divide the class into pairs. Invite the partners to take turns reading to each other from Jacob 2:2–3, 6–7, 9–11. Ask them to look for phrases that indicate Jacob's feelings about his task of calling the people to repentance. You may want to invite students to consider marking what they find. After sufficient time, invite several students to report their findings to the class.

- What do these phrases indicate about Jacob's feelings toward calling his people to repentance?
- Why do you think Jacob performed his duty to call his people to repentance even though it was so difficult for him? (Make sure students understand that although Jacob found this responsibility difficult, he carried it out because he cared about the people and he wanted to obey God's commands.)

Review the truths listed on the board. Invite a student to read aloud the scenario presented at the beginning of the lesson about a young man who was defensive when his bishop counseled him to repent and make a change in his life.

- How might the truths we have discussed today help the young man understand why his bishop was inviting him to change?
- When has a Church leader blessed your life by encouraging you to live righteously? (Remind students to not share anything too personal or private.)

Invite students to write in their class notebooks or study journals about (1) what Church leaders have taught them recently and how they can apply it in their lives or (2) how they can apply what they have learned today in their callings and other church responsibilities. (You may want to write these instructions on the board.)

Consider sharing your testimony of the truths taught in this lesson.

## LESSON 44

# Jacob 2:12–35

### Introduction

True to his responsibility as a priesthood leader, Jacob called his people to repentance, warning them of the sins of pride

and sexual immorality. He taught about the dangers and consequences of these two prevalent sins.

### Suggestions for Teaching

#### Jacob 2:12–21

##### *Jacob chastises his people for their pride*

Begin by asking the following questions (as students answer these questions, caution them to not argue with each other over their answers):

- Who is the best athlete you know of?
- Who is the richest person you are aware of?
- Who is the most famous person you know of?

Point out that we may often compare one person's talents, wealth, beauty, or other attributes and achievements against another's, sometimes without thinking about it. Invite students to ponder a time when they compared themselves with another person in one of these ways.

As students study Jacob 2:12–21 today, invite them to look for what the prophet Jacob taught about comparing ourselves to others.

Remind students that Jacob had obtained his errand from the Lord to address his people about how they were “beginning to labor in sin” (Jacob 2:5; see also Jacob 1:17). Ask a student to read Jacob 2:12–13 aloud. Invite the class to follow along, looking for what led some of the Nephites to compare themselves with others.

- What led some of the Nephites to compare themselves with others?
- What words or phrases in verse 13 indicate how some of the Nephites were comparing themselves with others?
- How can comparison lead to pride?

Invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency. Ask the class to listen for insights about what it means to be lifted up in pride:



“At its core, pride is a sin of comparison, for though it usually begins with ‘Look how wonderful I am and what great things I have done,’ it always seems to end with ‘Therefore, I am better than you.’ ...

“... This is the sin of ‘Thank God I am more special than you.’ At its core is the desire to be admired or envied. It is the sin of self-glorification” (Dieter F. Uchtdorf, “Pride and the Priesthood,” *Ensign or Liahona*, Nov. 2010, 56).

- How does President Uchtdorf’s statement help explain what it means to be lifted up in pride?

Invite a student to read Jacob 2:14–16 aloud. Ask the class to follow along, looking for phrases that show the consequences of pride.

- According to verse 16, what is a consequence of pride? (Help students identify the following truth: **Pride can destroy our souls.**)
- Why do you think pride has the power to “destroy [our] souls” (Jacob 2:16)?

Invite students to read Jacob 2:17–19 silently. Ask them to look for phrases that teach how we can overcome pride and inappropriate attitudes about material wealth. You might suggest that they consider marking the phrases they find. After they have studied these verses, invite them to choose one phrase they have found. Give several students the opportunity to explain how the phrases they have chosen can help us overcome pride or inappropriate attitudes toward material wealth.

- What do you think it means to seek the kingdom of God before riches?
- How can seeking the kingdom of God before riches help a person overcome pride?

Invite a student to read Jacob 2:20–21 aloud. Invite the class to follow along, looking for how God feels about each of His children.

- According to verse 21, how does God feel about each of His children? (Help students identify the following truth: **Each individual is precious in the sight of God.** Write this truth on the board.)
- How might understanding this truth help us avoid the sin of pride?
- What experiences have you had that have helped you know that each individual is precious in the sight of God? (You may want to give students a moment to think about this question before asking them to respond. Consider sharing an experience from your own life as well.)

Give students time to write in their study journals or class notebooks about one thing they might do to better avoid or overcome the sin of pride.

### **Jacob 2:22–35**

*Jacob rebukes people who have violated the law of chastity*

#### ***Teaching about the law of chastity***

When teaching about the law of chastity, be respectful, positive, and clear in your instructions. As you stay true to the lesson material and follow the guidance of the Holy Ghost, you will be able to help students understand what they need to do to keep the law of chastity.

Explain that after Jacob warned the Nephites about pride, he proceeded to warn them about something he called “a grosser crime” (Jacob 2:22). You may need to explain that in this case the word *grosser* means more serious.

Invite students to read Jacob 2:22–23 silently, looking for what Jacob said was a grosser crime than pride.

- What did Jacob teach is a grosser, or more serious, crime than pride? (You may need to explain that the word *whoredoms* refers to sexual sins.)

Remind students that one way the Nephites were committing sexual sins was by entering into unauthorized plural marriages (see Jacob 1:15).

Ask a student to read Jacob 2:24–27 aloud. Invite the class to follow along, looking for what the Lord declared about marriage. You may need to explain that the word *concubine* refers to a woman in Old Testament times who was legally married to a man but had a lower social status than a wife. You may also want to explain that the Lord did not condemn David and Solomon for practicing plural marriage in general; rather, He condemned them for entering into specific plural marriages that He had not authorized (see D&C 132:37–39).

- According to Jacob 2:27, what is the “word of the Lord” regarding having more than one wife? (Help students identify the following truth: **Unless the Lord commands otherwise, He has ordained that marriage is to be between one man and one woman.** Invite students to consider writing this truth in their scriptures.)

Make sure that it is clear that in Book of Mormon times and in our day, the Lord has commanded that a man should be married to one wife. (See also D&C 49:15–16.) At certain times in the history of the world, the Lord has commanded His people to practice plural marriage. For example, plural marriage was practiced in Old Testament times by Abraham and Sarah (see Genesis 16:1–3; D&C 132:34–35, 37) and by their grandson Jacob (see D&C 132:37), and it was practiced for a time during the early days of the restored Church, beginning with the Prophet Joseph Smith (see D&C 132:32–33, 53).

Ask a student to read Jacob 2:30 aloud. Invite the class to follow along, looking for when the Lord’s people are authorized to practice plural marriage.

- According to Jacob 2:30, when are the Lord’s people authorized to practice plural marriage? (Help students identify the following truth: **Plural marriage is authorized only when the Lord commands it.** Invite students to consider writing this truth in their scriptures.)

Explain that if the Lord commands individuals to practice plural marriage, He will issue that command through His prophet—the President of the Church—and through no one else (see D&C 132:45–48).

- According to Jacob 2:30, what is one reason the Lord has commanded some of His children to practice plural marriage? (To “raise up seed unto [the Lord],” or increase the number of children born in the gospel covenant.)

Point out that Jacob was speaking to the Nephites about the most prominent way they were committing sexual sin. Invite a student to read Jacob 2:28 aloud. Ask the class to follow along, looking for how the Lord feels about chastity and sexual sin.

- According to Jacob 2:28, how does the Lord feel about chastity and sexual sin? (Help students identify the following truths: **The Lord delights in chastity**, and

**sexual sin is an abomination before the Lord.** You might invite students to consider marking the words in verse 28 that teach these truths.)

Invite a student to read aloud the following definition of chastity:

“Chastity is sexual purity, a condition that is ‘pleasing unto God’ (Jacob 2:7). To be chaste, you must be morally clean in your thoughts, words, and actions. You must not have any sexual relations before you are legally married. When you are married, you must be completely faithful to your husband or wife.

“Physical intimacy between husband and wife is beautiful and sacred. It is ordained of God for the creation of children and for the expression of love within marriage” (*True to the Faith: A Gospel Reference* [2004], 29).

- Why do you think chastity and sexual sin are such important topics?
- Why can it be challenging to live the law of chastity in our day?
- What has helped you live the law of chastity in a world that frequently challenges it?

To help students learn what they can do to better keep the law of chastity, read aloud the following statement from the *For the Strength of Youth* booklet. Ask students to listen for anything that might help them guard against sexual sin.

“Never do anything that could lead to sexual transgression. Treat others with respect, not as objects used to satisfy lustful and selfish desires. Before marriage, do not participate in passionate kissing, lie on top of another person, or touch the private, sacred parts of another person’s body, with or without clothing. Do not do anything else that arouses sexual feelings. Do not arouse those emotions in your own body. ...

“Avoid situations that invite increased temptation. ... Do not participate in discussions or any media that arouse sexual feelings. Do not participate in any type of pornography. The Spirit can help you know when you are at risk and give you the strength to remove yourself from the situation” (*For the Strength of Youth* [booklet, 2011], 36).

- How can following the guidelines in *For the Strength of Youth* help us live the law of chastity?

Encourage students, if they have any questions about sexual sin, to talk to their parents or their bishop or branch president.

Invite a student to read Jacob 2:31–35 aloud. Ask the class to follow along, looking for how the immoral choices of Nephite men had affected their families. Point out that although Jacob was speaking only to men, the law of chastity is equally important for women.

- Some young people rationalize that they can break the law of chastity because their actions do not hurt anyone else. According to verses 31–35, how might a person’s immorality affect other people?
- What could you say to someone who claims that the law of chastity is outdated and unnecessary? (As students respond to this question, prompt them to testify

of the blessings of keeping the law of chastity, not just of the dangers of disobeying it.)

Testify of the blessings that have come to you as you have lived the Lord's law of chastity. Emphasize that the power to have children is a wonderful gift from our Father in Heaven when it is used within the bounds He has set.

Encourage students to choose to be morally clean by living the law of chastity. Emphasize that if they have sinned against the law of chastity, they should seek help from their bishop or branch president, who can help them repent and become clean through the Atonement of Jesus Christ.

## LESSON 45

# Jacob 3–4

### Introduction

In Jacob 3, we read the conclusion of a sermon that Jacob delivered to his people. Jacob briefly offered words of comfort and promise to the pure in heart. He also rebuked the proud and unchaste among his people, warning them of consequences that would come if they would not repent. Jacob 4 contains words that Jacob was inspired to write for

the people who would someday read his record. He testified of the Atonement of Jesus Christ and exhorted his readers to reconcile themselves to God the Father through the Atonement. With a warning voice, he told of Jews who would reject Jesus Christ and the plainness of His gospel.

### Suggestions for Teaching

#### Jacob 3

*Jacob comforts and counsels the pure in heart and urges others to repent*

Explain to students that sometimes individuals who are striving to obey God's commandments suffer because of the poor choices of others. Read the following situations aloud, and ask students to ponder similar situations they may be aware of.

1. A young woman is striving to live righteously but suffers because her father is addicted to alcohol.
2. A young man does his best to live the gospel but experiences trials because of his parents' divorce.
3. A young woman diligently tries to love her family but struggles at home because of her sister's selfishness and inconsiderate actions.

Remind students that Jacob had been speaking directly to people who were guilty of pride and sexual sins. Then he turned his attention to righteous people who were experiencing trials because of the wickedness of others. As students study Jacob 3 today, invite them to look for truths that can help those who suffer because of the choices of other people.

Invite a student to read Jacob 3:1 aloud. Ask the class to follow along, looking for the counsel Jacob gave to the pure in heart who were suffering because of the wickedness of others.

- What did Jacob exhort the pure in heart to do? ("Look unto God with firmness of mind, and pray unto him with exceeding faith.")
- What did Jacob promise the pure in heart if they would do those things? (After students respond, write the following principle on the board: **If we look unto God with firmness of mind and pray with exceeding faith, He will console us in our afflictions.** Invite students to consider marking the words in Jacob 3:1 that teach this principle.)
- What does the word *console* mean? (To comfort someone who is sad or troubled.)

Remind students of the scenarios you presented at the beginning of the lesson.

- How could looking to God with firmness of mind and praying to Him with exceeding faith help the individuals in these scenarios?
- How has praying with faith helped you during a time of trial?
- How has the Lord consoled you?

Invite students to read Jacob 3:2 silently, looking for additional counsel Jacob gave. Ask students to report what they find.

Explain that after speaking to the pure in heart, Jacob again spoke to those who were not pure in heart.

Invite a student to read Jacob 3:3–4 aloud. Ask the class to look for the warning Jacob gave to the impure Nephites.

- What would happen if Jacob's people did not repent?

Ask students to read Jacob 3:5–7 silently, looking for ways the Lamanites were more righteous than some of the Nephites.

- In what ways were the Lamanites more righteous than some of the Nephites?
- According to Jacob 3:5, how did some of the Nephites feel about the Lamanites?

Invite a student to read Jacob 3:9 aloud. Ask the class to follow along, looking for two reasons some of the Nephites reviled against the Lamanites. It may be helpful to explain that *revile* means to criticize in an angry or insulting manner.

- Why did some of the Nephites revile against the Lamanites? (Because of the Lamanites' filthiness and the darkness of the Lamanites' skin.)

Explain that it is wrong to revile or look down upon someone because of the color of his or her skin. Invite a student to read aloud the following statement:

"God loves all of His children and makes salvation available to all. God created the many diverse races and ethnicities and esteems them all equally. As the Book of Mormon puts it, 'all are alike unto God' (2 Nephi 26:33)" ("Race and the Priesthood," Gospel Topics, topics.lds.org).

Remind students that the Nephites also reviled against the Lamanites because of the Lamanites' filthiness—meaning their sins.

- According to verse 9, what did Jacob tell the Nephites to remember rather than the Lamanites' filthiness?

Point out that by telling the Nephites to remember their own filthiness, Jacob was encouraging them to recognize and repent of their own sins.

- What principle can we learn from Jacob's words in verse 9? (Help students identify a principle similar to the following: **Rather than criticizing others for their sins, we are to recognize and repent of our own sins.**)
- Why do you think this is an important principle to live by?



Ask students to read Jacob 3:10 silently, looking for the warning Jacob specifically gave to the Nephite fathers.

- What warning did Jacob give the Nephite fathers?

Summarize Jacob 3:11–12 by explaining that Jacob told his people to wake up spiritually and warned them of the awful consequences of sexual sin.

#### **Jacob 4**

*Jacob testifies that through the Atonement of Jesus Christ, we can be reconciled with God*

##### ***Capture and maintain students' interest***

Because some students have a limited attention span, look for ways to rekindle their interest and enthusiasm throughout the lesson. This should be done in a way that focuses students' attention on the scripture passages they will study.

To prepare students to study Jacob 4, ask them to describe different types of exercises they have done and how those exercises have helped them to strengthen their muscles.

- How is the process of strengthening your muscles similar to the process of strengthening your faith in Jesus Christ? (Both require consistent effort on our part.)

Explain that in Jacob 4, Jacob recorded actions that can help us strengthen our faith in Jesus Christ. Jacob also warned of actions that diminish faith in the Savior.

Write the following incomplete statement on the board: *We can strengthen our faith in Jesus Christ by choosing to ...*

Divide the class into four groups. Ask one group to search Jacob 4:5, another group to search Jacob 4:6, a third group to search Jacob 4:10, and the final group to search Jacob 4:11. Invite each group to look in their assigned verse for something Jacob taught that can help us strengthen our faith in Jesus Christ. After sufficient time, ask a student from each group to report what his or her group found. Based on what students report, you could complete the statement on the board to convey the following principles:

**We can strengthen our faith in Jesus Christ by choosing to believe in Him and by worshipping the Father in His name.** (See Jacob 4:5.)

**We can strengthen our faith in Jesus Christ by choosing to search the words of the prophets.** (See Jacob 4:6.)

**We can strengthen our faith in Jesus Christ by choosing to take counsel from His hand.** (See Jacob 4:10.)

**We can strengthen our faith in Jesus Christ by choosing to be reconciled to God through the Atonement of Christ.** (See Jacob 4:11.)

- What do you think it means to “take counsel from [the Lord’s] hand” (verse 10)?

- What does it mean to be reconciled to God? (If necessary, explain that the word *reconcile* means to bring into harmony. We are brought into harmony with God through the Atonement of Christ as we exercise faith in Jesus Christ, repent of our sins, receive the ordinances of the gospel, and keep our covenants.)

Remind students that Jacob recorded his testimony of Jesus Christ more than 400 years before the Savior was born on the earth. Ask a student to read Jacob 4:13 aloud. Invite the class to follow along, looking for how Jacob and other prophets were able to know of the coming of Jesus Christ and other events that would occur in the future.

- How were Jacob and other prophets able to know of the coming of Jesus Christ and other events that would occur in the future?

Ask a student to read Jacob 4:14 aloud. Invite the class to follow along, looking for the actions of many of the ancient Jews that indicate they lacked faith in Jesus Christ.

- What actions of many of the ancient Jews indicate they lacked faith in Jesus Christ?

Explain that verse 14 includes the phrase “looking beyond the mark.” Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles taught that in this verse, “the mark is Christ” (“Jesus of Nazareth, Savior and King,” *Ensign*, Dec. 2007, 45). You may want to invite students to consider writing this statement in their scriptures next to Jacob 4:14.

- What do you think it might mean to look beyond the mark? (To center our lives on anything other than the Savior and His gospel.)
- What principle can we learn from Jacob 4:14 about the consequences of centering our lives on anything other than the Savior and His gospel? (Help students identify the following principle: **If we center our lives on anything other than the Savior and His gospel, then we will become blind to the truth and we will stumble and fall spiritually.**)

Invite a student to come to the board to write students’ responses to the following question:

- What are some examples of things someone might center his or her life on other than Jesus Christ and His gospel?

After students have created a list, ask:

- What are some things you have done to make Jesus Christ and His gospel higher priorities over these things? How has doing that strengthened your faith in Christ?

Summarize Jacob 4:15–18 by explaining that Jacob prophesied that the Jews would reject Jesus Christ. Jacob also wrote that he would explain how the Jews would eventually be able to receive the blessings of the gospel. These verses provide an introduction to the allegory of the tame and wild olive trees, which is recorded in Jacob 5.

Testify that students can strengthen their faith in Jesus Christ by focusing their lives on Him and on the truths of His gospel.

To conclude the lesson, ask students to consider what they will do to focus on the Savior throughout the next few days. You may want to suggest that they write their plans in their study journals. Consider inviting a few of them to tell the class what they plan to do.

## HOME-STUDY LESSON

# 2 Nephi 32–Jacob 4 (Unit 9)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 2 Nephi 32–Jacob 4 (unit 9) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (2 Nephi 32)**

As students studied 2 Nephi 32, they learned that when we feast on the words of Christ, the words of Christ will tell us all things that we should do. They also learned that as we pray always, we will be able to do all that the Lord would have us do for the welfare of our souls. The lesson invited students to incorporate over a 24-hour period what they learned about praying always.

#### **Day 2 (2 Nephi 33)**

In this lesson about Nephi's final testimony, students learned that when we open our hearts, messages from the Holy Ghost can enter our hearts. They also reviewed 1 Nephi and 2 Nephi, selecting a scripture passage that has inspired them to do good or to believe in Christ.

#### **Day 3 (Jacob 1–2)**

In their lesson about Jacob 1, students learned that priesthood leaders labor diligently to help us come to Christ and that they have a divinely given responsibility to teach the word of God and warn against sin. By studying Jacob's sermon to his people, students learned that we should seek the kingdom of God above all other interests. They wrote in their study journals about one way they can use the blessings and opportunities the Lord has given them to build the kingdom of God and bless others' lives. They also focused on the truth that the Lord delights in the chastity of all people, both men and women. They were asked to ponder how living the law of chastity blesses families and pleases the Lord.

#### **Day 4 (Jacob 3–4)**

As students continued to study Jacob's sermon, they learned that God will console the pure in heart in their afflictions. The lesson focused on this doctrine: Through the Atonement of Jesus Christ, we can be filled with hope and reconcile ourselves with God. Students wrote about their personal reasons for wanting to testify of Jesus Christ and the Atonement.

### Introduction

This lesson will help students understand that Nephi testified of the mission of Jesus Christ. Students will have an opportunity to share how Jacob's words can help them overcome pride and use their blessings from God to build His kingdom. They will have an opportunity to use the principles and doctrines they learn in Jacob 2 to discuss the importance of obeying the Lord's law of chastity. They will discuss ways to look for opportunities to speak of Jesus Christ and the Atonement.

## Suggestions for Teaching

### 2 Nephi 32–33

*Nephi counsels us to seek divine direction through the words of Jesus Christ*

Begin this lesson by asking the following questions:

- What is one of your favorite sports or activities?
- What fundamental skills must you practice often in order to excel in that sport or activity?
- What happens if someone neglects practicing those fundamental skills?

Tell the class that there are fundamental actions that invite the Holy Ghost to give us guidance from our Father in Heaven. Copy the following chart on the board or prepare it as a handout:

Prayer	Receiving Guidance from the Holy Ghost	Scripture Study
2 Nephi 32:8–9	2 Nephi 32:5; 33:1–2	2 Nephi 32:3; 33:4

Ask each student to choose one of the actions in the chart and read the corresponding scripture passages. Divide the class into pairs or small groups. Ask students to take turns sharing how prayer, receiving guidance from the Holy Ghost, and scripture study have helped them receive guidance from God.

You might want to ask students to report how Elder David A. Bednar’s instructions on the command to “pray always” helped them. You could also ask them how their prayers were improved by the assignment to incorporate for 24 hours what they learned about praying always. (These were assignments from day 1.)

### Jacob 1–2

*Jacob chastises his people for their love of riches, for pride, and for sexual immorality*

Write the following sentence on the board: *Because some people have more \_\_\_\_\_ than others, they may feel tempted to believe they are better than others.*

Invite students to suggest various words that could complete this statement. Possible answers include *money, riches, musical ability, athletic skill, talents, schooling, intelligence, opportunities to grow, gospel knowledge, and material goods*. Invite students to silently consider if this statement, with any of the various words they have suggested, has ever been true of them.

Remind students that because of Jacob’s love for his people and his obedience to the Lord’s commands, he warned his people of their weaknesses and sins. Invite students to read Jacob 2:12–13 and to suggest ways they might complete the statement on the board so it will describe some of the Nephites during Jacob’s ministry.

Invite students to read Jacob 2:17–21 and find words of counsel that could help them overcome pride. (They may have marked these words of counsel during their

personal study.) Invite students to share some of the words of counsel they have identified and to explain how this counsel could help them overcome pride.

Explain that these verses teach the following truth: **We should seek the kingdom of God above all other interests.** Invite several students to share one way they can use the blessings and opportunities the Lord has given them to build the kingdom of God and to bless others.

To prepare students to review Jacob’s teachings on sexual purity, invite them to imagine that someone has asked them why they believe in living the law of chastity. Ask students to read Jacob 2:28–35 for help in answering this question. It may be helpful to remind them that they learned the following truth as part of their personal study: **The Lord delights in chastity.** They also studied the consequences of sexual immorality described in these verses. Invite students to share how they might explain, based on Jacob 2:28–35, how they would answer this question.

- According to Jacob 2:27, what is the “word of the Lord” regarding having more than one wife? (Make sure it is clear that the Lord has commanded that a man should be married to only one wife.)

Point out that at certain times in the history of the world, the Lord has commanded His people to practice plural marriage. For example, plural marriage was practiced in Old Testament times by Abraham and Sarah (see Genesis 16:1–3; D&C 132:34–35, 37) and by their grandson Jacob (see D&C 132:37), and it was practiced for a time during the early days of the restored Church, beginning with the Prophet Joseph Smith (see D&C 132:32–33, 53). In obedience to direction from God through a revelation to the Prophet Joseph Smith, some Latter-day Saints followed this practice for years during the 1800s (see D&C 132). In 1890, when conditions had changed in the Church and in the laws of the United States, Church President Wilford Woodruff was inspired to issue a manifesto in which he declared that the Latter-day Saints were to refrain from contracting plural marriages (see Official Declaration 1). A small number of plural marriages were performed under the sanction of some Church leaders until a second manifesto, authored by Church President Joseph F. Smith, ended the practice worldwide in 1904. Since that time, any Latter-day Saint who adopts this practice is subject to losing his or her membership in the Church.

Give students time to ponder how the choices they are making to be chaste and clean would delight the Lord and others. Invite them to explain how keeping the law of chastity now will bless them and their families—now and in the future. Explain how keeping the law of chastity has blessed you and your family.

### Jacob 3–4

*Jacob encourages his people to repent and gain a hope that they can return to the presence of God*

Place a small picture of Jesus Christ in the middle of the board, on a poster, or on a piece of paper. Around the picture, write a few words that represent things that might distract people from the Savior and His gospel. Ask students to turn to Jacob 4:14. Explain that this verse includes the phrase “looking beyond the mark.” Ask them what the “mark” refers to in this verse. (Elder Neal A. Maxwell [1926–2004] of the Quorum of the Twelve Apostles taught that “the mark is Christ” [“Jesus of

Nazareth, Savior and King,” *Ensign*, Dec. 2007, 45].) After sharing this explanation, invite a student to read Jacob 4:14–15 aloud.

- What do you think it might mean to look beyond the mark? (To center our lives on anything other than the Savior and His gospel.)

Invite students to read Jacob 4:4–12 and identify several reasons why Jacob believed in Jesus Christ and why he felt it was important to let others know of the Atonement. As a result of this discussion, make sure the following truth is clear:

**Through the Atonement of Jesus Christ, we can be filled with hope and reconcile ourselves with God.**

Share your feelings of gratitude for the Savior and His Atonement. Testify that Jesus Christ is the “mark” on which we should focus our lives. To conclude the lesson, ask students to consider what they will do to focus on the Savior throughout the next few days.

### **Next Unit (Jacob 5–Omni)**

To help prepare students to study the next unit, ask the following questions: What is an anti-Christ? How would you respond to an anti-Christ? Ask them to notice, as they read the scriptures in the next unit, what Jacob said and did when confronted by Sherem, an anti-Christ. Invite them to also look for the blessings Enos received because he sought God with all his heart, praying all day and into the night, and to watch for reasons why the Nephites left the land of their first inheritance and joined with the Mulekites.

## LESSON 46

# Jacob 5:1–51

### Introduction

In teaching his people, Jacob quoted the allegory of the tame and wild olive trees, which was originally given by a prophet named Zenos and was included in the brass plates. Jacob used this allegory to teach that the Lord would seek to bring

salvation to all people—even to those among His covenant people who had turned away from Him. Because of the length of Jacob 5, it is divided into two lessons.

## Suggestions for Teaching

### *Show love and respect to each of your students*

Love softens hearts and invites the influence of the Holy Ghost. When teachers love as the Savior loves, they see others as He sees them. Christlike love inspires a teacher to never give up in helping each young man and woman to become truly converted.

### Jacob 5:1–14

*Jacob quotes Zenos, who likened the house of Israel to a tame olive tree*

Consider beginning this lesson by reading the following scenario:

A young woman transgresses a commandment. She experiences guilt, feels terrible about herself, and questions if the Lord still loves her.

Invite students to ponder the following question without answering aloud:

- Have you ever wondered about the Lord’s willingness to love and care for us when we sin and turn away from Him?

Explain that Jacob prophesied that the Jews would reject Jesus Christ (see Jacob 4:15). In order to teach how the Jews would someday build upon Jesus Christ again as their foundation, Jacob quoted an allegory given by a prophet named Zenos. An allegory uses symbolic characters, objects, and actions to teach truths. As students study the allegory in Jacob 5 today, invite them to search for important lessons about Jesus Christ’s willingness to help those who have turned away from Him.

Invite a student to read Jacob 5:1–2 aloud, and ask the class to look for who Zenos was speaking to.

- Who was Zenos speaking to? (The house of Israel.)

You may need to explain that when the Old Testament prophet Jacob made covenants with the Lord, the Lord changed his name to Israel. The phrase “house of Israel” refers to Jacob’s descendants and to all people who have been baptized and have made covenants with the Lord.

Invite a student to read Jacob 5:3 aloud. Ask the class to look for what Zenos used in his allegory to represent the house of Israel. Invite students to report what they find.



Explain that olive trees were extremely valuable in ancient Israel, where Zenos lived. Olives were used for food, and olive oil was used for cooking and medicine and as fuel for lamps. Olive trees required much care and labor to help them produce good fruit. Point out that in this allegory, the tame olive tree is located in a vineyard, which represents the world.

- According to Jacob 5:3, what began to happen to the tame olive tree?
- What does the decay of the tree symbolize? (Encourage students to use verse 3, footnote *d*, to answer this question.)
- What is apostasy? (Turning away from the Lord and His gospel.)

Invite students to read Jacob 5:4–6 silently, looking for the main figure in this allegory. Ask students to report what they find.

- Whom do you think the master of the vineyard represents? (Jesus Christ.)
- What do you think his actions of pruning, digging, and nourishing might represent? (The Lord's efforts to help the house of Israel receive the blessings of salvation.)

Write *Jacob 5:7, 11, 13, 32* on the board. Invite students to read these verses silently, looking for the phrase repeated in each verse that shows how the master felt about the decay of his olive tree. (You may want to invite students to consider marking this phrase each time it occurs.) After sufficient time, ask:

- How did the master of the vineyard feel about the decay of his olive tree?
- What do these verses teach us about how the Lord feels about us, even if we turn away from Him? (Help students identify the following truth: **The Lord loves us and continues to care for us even if we turn away from Him.** Invite students to consider writing this truth next to verse 7.)
- How could this truth help people who have sinned and wonder whether God still loves them?

Invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



"God loves you this very day and always.

"He is not waiting to love you until you have overcome your weaknesses and bad habits. He loves you today with a full understanding of your struggles. ... He knows of your sufferings. He knows of your remorse for the times you have fallen short or failed. And still He loves you" (Dieter F. Uchtdorf, "Living the Gospel Joyful," *Ensign* or *Liahona*, Nov. 2014, 123).

- What are some examples, from the scriptures or from your life, that illustrate that the Lord continues to love and care for people even after they have turned away from Him?



Display the following chart. Explain that it lists possible meanings of symbols in Zenos's allegory. (You may want to make copies of the chart as a handout.)

## Jacob 5: Allegory of the Tame and Wild Olive Trees

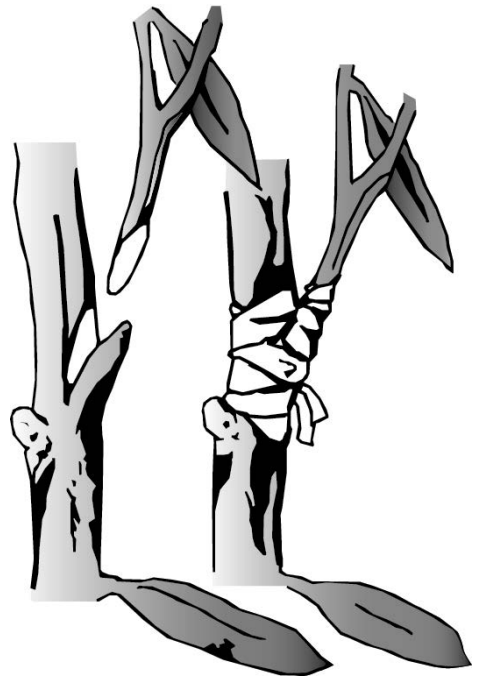
Symbol	Possible Meaning
Tame olive tree	The house of Israel, God's covenant people
The vineyard	The world
Decay	Sin and apostasy
Lord and master of the vineyard	Jesus Christ
Pruning, digging, and nourishing	The Lord's efforts to help people receive the blessings of salvation
Servant of the master of the vineyard	The Lord's prophets
Branches	Groups of people
Wild olive tree	Gentiles—those who have not made covenants with the Lord. Later in the allegory, natural (or tame) olive trees become wild, representing portions of the house of Israel that fall into apostasy.
Grafting and planting branches	The scattering and gathering of the Lord's covenant people. In addition, the grafting of wild branches into the tame olive tree represents the conversion of those who become part of the Lord's covenant people.
Burning branches	God's judgments on the wicked
Fruit	The lives or works of people. Natural (or tame) fruit represents righteous works. Wild fruit represents unrighteous works.
Roots	Individuals with whom the Lord covenanted anciently, such as Abraham, Isaac, and Jacob (see Jacob 6:4). Roots may also represent the covenants the Lord makes with those who follow Him.

Remind students that as recorded in Jacob 5:7, the master of the vineyard commanded that the main decaying branches of the olive tree be removed and that branches from a wild olive tree be brought to him. Ask a student to read Jacob 5:9–10 aloud. Ask the class to follow along, looking for what the master of the vineyard did next to save the tame olive tree.

- What did the master of the vineyard do next to save the tame olive tree? (You may need to explain that to graft is to insert a branch from one tree into a different tree.)

Invite students to use the chart to answer the following questions:

- What might be symbolized by the Lord's command to graft wild olive branches into the tame olive tree? (The grafting in these verses represents the Lord's efforts to help Gentiles become part of His covenant people through baptism and conversion.)
- What might be represented by the burning of the withered branches (see verse 9)? (The burning of some branches represents the Lord's judgments upon the most wicked members of the house of Israel.)



Remind students that Jacob 5:6 states that the tame olive tree had begun to produce young and tender branches.

Ask a student to read Jacob 5:8, 13–14 aloud. Ask the class to follow along, looking for what the master did with these branches.

- What did the master of the vineyard do with the young and tender branches?

Display the image *Lehi and His People Arrive in the Promised Land* (*Gospel Art Book* [2009], no. 71; see also LDS.org).

- How does the journey of Lehi's family provide an example of the master's actions in Jacob 5:8, 13–14?

### **Jacob 5:15–40**

*The master of the vineyard and his servant labor to help the vineyard produce good fruit*

Summarize Jacob 5:15–28 by explaining that a long time after the master of the vineyard grafted the young and tender branches, he and his servant, who represents the prophets, went to see the olive trees now scattered throughout the vineyard. They saw that all the branches that had been grafted brought forth good fruit.



- What might the good or tame fruit throughout most of the vineyard represent? (A period of righteousness. This may specifically represent the time of Christ and His Apostles.)

Summarize Jacob 5:29–40 by explaining that all the fruit throughout the vineyard later became corrupt. Ask students to search Jacob 5:32, 39 for phrases that indicate this corruption of the vineyard. Invite them to consider marking the phrases they find.

- What do you think this corruption throughout the vineyard might represent? (The Great Apostasy, during which the fulness of the gospel of Jesus Christ was lost from the earth. Invite students to consider writing “The Great Apostasy” next to one of the phrases they found in Jacob 5:32 or Jacob 5:39.)

### **Jacob 5:41–51**

#### *The master sorrows over his vineyard*

Invite a student to read Jacob 5:41 aloud. Ask the class to follow along, looking for what this verse teaches us about Jesus Christ’s feelings upon seeing his vineyard corrupted.

- What does the Lord’s weeping in this allegory teach us about His feelings for us?
- What do you think it means when the Lord asks, “What could I have done more for my vineyard?” (The Lord had done everything that could be done to save His people.)

Invite a student to read Jacob 5:47–48 aloud. Ask the class to follow along, looking for what had corrupted the vineyard.

- What had corrupted the vineyard? (Point out that the phrase “loftiness of [the] vineyard” in Jacob 5:48 refers to pride [see verse 48, footnote a].)
- What principle can we learn from verse 48 about how pride can affect us? (Help students identify a truth such as the following: **Pride can prevent us from fulfilling our potential as the Lord’s covenant people.**)
- How could pride prevent us from growing the way the Lord wants us to?

Invite a student to read Jacob 5:49–51 aloud. Ask students to follow along, looking for what the Lord decided to do with his vineyard.

Testify that the Lord loves us and continues to care for us even if we turn away from Him. Invite students to remember this truth, especially when they feel discouraged because of their mistakes and sins. Explain that the next lesson will include a discussion of the master’s final efforts to save his vineyard.

## LESSON 47

# Jacob 5:52–77; 6:1–13

### Introduction

In the previous lesson, students began studying Zenos’s allegory of the tame and wild olive trees. In this lesson, they will study the final portion of the allegory, in which the master of the vineyard labors with his servants for the last

time to help the trees produce good fruit. They will also study Jacob 6, in which Jacob comments on the allegory and admonishes his people to repent.

### Suggestions for Teaching

#### Jacob 5:52–60

*In the allegory of the tame and wild olive trees, the master of the vineyard saves the trees and helps them produce good fruit*

#### **Assign students to work in pairs**

Working in pairs can give students the opportunity to “teach one another the doctrine of the kingdom” (D&C 88:77). Be thoughtful in your decisions about which students you assign to work together, as some students may be either assisted or distracted depending on whom they are paired with.

Remind students that in the previous lesson, they began studying Zenos’s allegory of the tame and wild olive trees in Jacob 5. To review the previous lesson, divide the class into pairs. Ask each pair to discuss their responses to the following incomplete statements (you may want to write these statements on the board before class and invite students to refer as needed to the chart from the previous lesson):

1. The master of the vineyard represents ...
2. The efforts of the master of the vineyard to save his trees represent ...
3. One thing I learned about Jesus Christ from the words or actions of the master of the vineyard is ...

After students have discussed these statements as pairs, briefly review their responses as a class. As students report their answers to the first two statements, be sure that it is clear that the master of the vineyard represents Jesus Christ and that his efforts to save his trees represent the Savior’s efforts to help His people return to Him.

Remind students that as recorded in Jacob 5:29–42, all the trees in the vineyard were bringing forth wild fruit, which likely represents the Great Apostasy. The master of the vineyard then decided to spare the vineyard “a little longer” (Jacob 5:51).

Explain that today’s lesson covers the final portion of the allegory, which represents the last days, including the Restoration of the gospel.

Summarize Jacob 5:52–60 by explaining that the master of the vineyard grafted branches from the scattered natural trees back into their original tree—the tree representing the house of Israel. Then he grafted branches from that tree into the other natural trees. Explain that he knew that as the roots would take strength, the branches throughout the vineyard would change, “that the good [might] overcome the evil” (Jacob 5:59). He also cast the most bitter branches into the fire.

### Jacob 5:61–77

#### *The master of the vineyard labors in the vineyard with his servants*

Point out that the servant mentioned throughout the first part of the allegory represents the Lord’s prophets.

Invite students to read Jacob 5:61–62 silently, looking for what the master of the vineyard instructed his servant to do and why he asked him to do it. Ask students to report what they find.

- Who might be represented by the multiple servants in Jacob 5:61? (Help students see that these servants can represent all members of the Church: prophets and apostles, general and local Church leaders, missionaries, home teachers, visiting teachers, and anyone who participates in the Lord’s work.)
- What truth can we learn from the master of the vineyard’s use of the words *we*, *our*, and *us* in Jacob 5:61–62? (Help students identify the following truth: **The Lord labors with us as we do His work.**)
- What are some ways in which the Lord labors with us as we do His work? (One possible answer is that the Lord can bless us with inspiration, guidance, and strength through the Holy Ghost.)
- According to Jacob 5:62, what is unique about the time in which these servants were called to labor? (It was the “last time” the master would prune the vineyard. Prophets have referred to this “last time” as “the dispensation of the fulness of times.” For example, see Ephesians 1:10 and D&C 128:20.)

To help students see how this part of the allegory relates to them, ask a student to read aloud the following statement by Elder Dean L. Larsen, who served as a member of the Presidency of the Seventy:



“[Now] is the period during which the Lord and his servants will make the final great effort to take the message of truth to all the peoples of the earth and to reclaim the descendants of ancient Israel who have lost their true identity. ...

“You have come to the earth when the foundation has been laid for this great work. The gospel has been restored for the last time. The Church has been established in almost every part of the world. The stage is set for the final dramatic scenes to be enacted. You will be the principal players. You are among the last laborers in the vineyard. ... This is the service for which you are chosen” (Dean L. Larsen, “A Royal Generation,” *Ensign*, May 1983, 33).

- What are your thoughts about being among the last laborers in the Lord’s vineyard before His Second Coming?

Ask a student to read Jacob 5:70–71 aloud. Invite the class to follow along, looking for what the Lord of the vineyard promised to the servants who labored with him.

- What did the Lord promise to His servants who labored with their might with Him?
- Using your own words, how would you state the Lord’s promise in Jacob 5:71 as a principle? (Students may identify a principle such as the following: **If we labor mightily with the Lord, then we will be blessed with joy.**)
- What are some opportunities you have to serve with the Lord in His work? (Students may mention Church callings and assignments; helping and encouraging family members, friends, and others to draw closer to the Savior; serving the Lord as a full-time missionary; and participating in family history and temple work.)
- What are some ways we can labor mightily with the Lord in these various opportunities?

Invite a student to read Jacob 5:72, 74 aloud. Ask the class to follow along, looking for what happened to the trees and the fruit as the servants labored mightily with the Lord.

- What happened to the trees and the fruit as the Lord and His servants labored together?
- In verse 74, what might the trees becoming “like unto one body” and the “fruits [being] equal” represent? (The righteousness and unity that exist among the Lord’s people as they obey His commandments and do His work. See also Moses 7:18.)

Explain that the Lord of the vineyard spoke to his servants after their work was complete. Ask a student to read Jacob 5:75 aloud. Invite the class to follow along, looking for what the Lord of the vineyard told his servants.

- What feelings would you have if you heard the Lord say to you, “Blessed art thou”? Why?
- When have you felt joy because you labored mightily with the Lord in His work? (You may also want to share an experience.)

Conclude this part of the lesson by asking students to answer the following question in their study journals or class notebooks (you may want to write it on the board):

- What is one way you will labor more mightily with the Lord in His work?

After students have had enough time to write, you might ask one or two of them to read their responses to the class.

Summarize Jacob 5:76–77 by explaining that after the Second Coming of Jesus Christ, righteousness will prevail for a “long time” (during the Millennium). When evil again enters the world, God will separate the righteous from the wicked and cleanse the earth by fire.

## Jacob 6

### *Jacob teaches of the Lord's mercy and justice and invites his people to repent*

Explain that Jacob 6 contains a number of truths and principles Jacob wanted his people to learn from Zenos's allegory. Write the following scripture references on the board:

*Jacob 6:4–6*

*Jacob 6:7–10*

Divide the class in half. Assign one half to silently study the first group of verses on the board and the other half to silently study the second group of verses. As students study their verses, encourage them to write down answers to the following questions. (You may want to write these questions on the board or create a handout containing the questions.)

- What is a truth or principle that Jacob wanted his people to understand?
- How does the allegory in Jacob 5 help us understand that truth or principle?
- Why do you think it is important for us to understand that truth today?

After students have had enough time to study these verses and record their answers to the questions, invite a few of them to report their answers to the class. Truths or principles students identify could include the following:

**God remembers us even when we are sinful and offers us the opportunity to repent.** (See Jacob 6:4.)

**We will receive God's mercy if we repent and come unto Him with full purpose of heart.** (See Jacob 6:4–5.)

**Those who persist in evil and do not repent will someday stand with shame before God.** (See Jacob 6:7–9.)

- In what ways does God show mercy to us as we repent and come unto Him? (One possible answer is that God forgives our sins.)

Invite a student to read Jacob 6:11–12 aloud. Ask the class to follow along, looking for additional counsel Jacob gave.

- Based on the truths in Jacob 6, why would it be wise to follow Jacob's counsel to repent?

Testify that God will be merciful to us as we repent and come unto Him.



## LESSON 48

# Jacob 7

### Introduction

Jacob relied on the Lord and on his unshakable testimony to overcome the false ideas and arguments of Sherem, an anti-Christ. When Sherem demanded a sign that would prove

Jacob's words, he was smitten by God. Jacob concluded his record and entrusted the small plates to his son Enos.

### Suggestions for Teaching

#### *Adapt lessons to meet students' needs*

Teaching by the Spirit involves diligent, thoughtful lesson preparation, including using the curriculum that has been provided. However, teaching by the Spirit also requires prayer, thought, and possible adaptation of lessons to ensure that the Spirit can meet students' individual needs and help students apply principles to their individual situations. As you prepare to teach, seek for inspiration from the Holy Ghost concerning how to adapt a lesson to meet students' needs.

#### **Jacob 7:1–14**

##### *Jacob relies on the Lord as he faces Sherem, an anti-Christ*

Before class, write on the board the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles (quoted from "Christian Courage: The Price of Discipleship," *Ensign* or *Liahona*, Nov. 2008, 72):

*"One of mortality's great tests comes when our beliefs are questioned or criticized"*  
(Elder Robert D. Hales).

Point out that individuals may question or challenge our beliefs in person or through the internet or other media.

Ask students to think of a time when someone questioned or criticized their beliefs. Invite several of them to share how they felt when that happened. You may also want to briefly share an experience from your life.

Write the following incomplete statement on the board: *We can overcome challenges to our faith by ...*

As students study Jacob 7 today, invite them to look for principles that can help them know how to overcome challenges to their faith. (The incomplete statement on the board will help students identify several principles recorded in Jacob 7:1–14.)

Explain that Jacob 7 recounts Jacob's experience with a man named Sherem.

Invite a student to read Jacob 7:1–4 aloud. Ask the class to follow along, looking for what Sherem sought to do.

- What did Sherem seek to do?

- What effect did Sherem have on the people?
- According to verse 4, why was Sherem able to lead away the hearts of many Nephites? (You may want to explain that *flattery* is praise given to gain favor or influence.)
- Why is it sometimes difficult to defend our faith against people like Sherem?

Explain that not all people who question or criticize our faith have the same motives as Sherem. While some people like Sherem deliberately seek to destroy faith, others may question our faith because they are curious or because they have been misinformed concerning our beliefs.

Invite a student to read Jacob 7:5–7 aloud. Ask the class to follow along, looking for what Sherem hoped to do to Jacob.

- What did Sherem hope to do to Jacob?
- According to verse 5, why could Jacob’s faith not be shaken? (He had received many revelations, seen angels, and heard the voice of the Lord speaking to him.)

Point out that when Jacob’s faith was challenged, Jacob chose to remember past experiences that had strengthened his faith.

- Based on what we learn from Jacob’s example, how would you complete the statement on the board as a principle? (Students should identify a principle such as the following: **We can overcome challenges to our faith by remembering past experiences that have strengthened our faith.** Write the second half of this principle under the incomplete statement on the board to begin a list of responses concerning how we can overcome challenges to our faith.)
- What are some experiences that have strengthened your faith? (You might give students time to ponder this question before asking them to respond. Assure them that they do not need to share experiences that are too personal or private.)
- How can remembering these experiences help you when someone questions or criticizes your faith?

Invite a student to read Jacob 7:8 aloud. Ask the class to follow along, looking for what else helped Jacob as Sherem sought to challenge his faith.

- According to verse 8, what helped Jacob as Sherem sought to challenge his faith? (Invite students to consider marking the phrase “the Lord God poured in his Spirit into my soul.”)
- What principle can we learn from verse 8 about overcoming challenges to our faith? (Students may identify a principle such as the following: **We can overcome challenges to our faith by relying on guidance from the Holy Ghost.** Write the second half of this principle under the incomplete statement on the board.)

Invite a student to read aloud the following statement by Elder Hales:



"Fortunately, the Lord knows the hearts of our accusers and how we can most effectively respond to them. *As true disciples seek guidance from the Spirit, they receive inspiration tailored to each encounter. And in every encounter, true disciples respond in ways that invite the Spirit of the Lord*" (Robert D. Hales, "Christian Courage: The Price of Discipleship," *Ensign* or *Liahona*, Nov. 2008, 73).

Remind students that to receive guidance from the Holy Ghost, we need to be worthy to have the Holy Ghost as our companion.

- What are some ways the Holy Ghost can help us know how to respond to questions or criticisms about our faith?
- When has the Holy Ghost helped you respond to questions or criticisms about your faith?

Invite a student to read Jacob 7:9–12 aloud. Ask the class to follow along, looking for what else Jacob did as Sherem sought to challenge his faith.

- What else did Jacob do as Sherem sought to challenge his faith? (Jacob relied on the words of the prophets and shared the testimony he had received through the Holy Ghost.)
- What principle can we learn from verses 9–12 about overcoming challenges to our faith? (Students may identify a principle such as the following: **We can overcome challenges to our faith by relying on the words of prophets and sharing our testimonies of the gospel.** Write the second half of this principle under the incomplete statement on the board.)

To help students further understand this principle, you might ask questions such as the following:

- How can a daily habit of studying the scriptures and the words of latter-day prophets help us when others question or criticize our faith?
- How can choosing to share our testimonies help us overcome challenges to our faith?

Invite a student to read Jacob 7:13–14 aloud. Ask the class to follow along, looking for what happened after Jacob shared his testimony with Sherem.

- How did Sherem respond after hearing Jacob's testimony?
- What did Jacob do in response to Sherem's challenge?

Point out that Jacob did not try to prove the truthfulness of his testimony to Sherem. Rather, he trusted in the Lord and left the outcome in the Lord's hands.

- What principle can we learn from verses 13–14 about overcoming challenges to our faith? (Students may identify a principle such as the following: **We can overcome challenges to our faith by trusting in the Lord and leaving the outcome in His hands.** Write the second half of this principle under the incomplete statement on the board.)
- How might it help you to know that it is not necessary for you to prove the truthfulness of your testimony to those who challenge your faith?

**Jacob 7:15–23***After Sherem is smitten, the Nephite multitude turns back to the Lord*

Invite a student to read aloud the following statement by Elder Hales:



“Through the years we learn that challenges to our faith are not new, and they aren’t likely to disappear soon. But *true disciples of Christ see opportunity in the midst of opposition*” (Robert D. Hales, “Christian Courage,” 72).

- What do you think it means to “see opportunity in the midst of opposition”?

Divide students into pairs. Ask each pair to read Jacob 7:15–23, looking for anything good that resulted from Jacob’s encounter with Sherem.

- According to Jacob 7:22, what had Jacob done to help the multitude?
- According to Jacob 7:23, how did Jacob’s encounter with Sherem ultimately affect the multitude?
- What truths can we learn from the results of Jacob’s encounter with Sherem? (Students may identify several truths, including the following: **As we appropriately respond to questions or criticisms of our faith, we can help others turn to the Lord.** Write this principle on the board.)

Review the principles students have identified from their study of Jacob 7. Invite students to share their testimonies of these principles. You might also share an experience that illustrates the truth and importance of one or more of these principles.

Invite students to respond to the following question in their class notebooks or study journals:

- What is one thing you will begin doing (or continue doing) to help you prepare for a time when someone challenges your faith?

**Jacob 7:24–27***The Nephites defend themselves against the Lamanites; Jacob passes the plates to his son Enos*

Invite half of the class to read Jacob 7:24–25 silently, looking for how Jacob described the relationship between the Nephites and the Lamanites. Invite the other half of the class to read Jacob 7:26–27 silently, looking for words or phrases that reflect how Jacob felt as he neared the end of his life.

- How did Jacob describe the relationship between the Nephites and the Lamanites?
- What words or phrases did you find that reflect how Jacob felt near the end of his life?

Point out the phrase “we did mourn out our days” in Jacob 7:26.

- Why do you think the wars between the Nephites and the Lamanites brought sorrow to Jacob?
- What did Jacob give to his son Enos?

Explain that in the coming lesson students will study the record of Enos. You may want to conclude by testifying of the truths discussed in this lesson.

# Introduction to the Book of Enos

## Why study this book?

The book of Enos illustrates the power of the Atonement of Jesus Christ to cleanse people from sin and make them whole. Enos wrestled before God in mighty prayer before his sins were forgiven. He then prayed for the spiritual welfare of the Nephites and the Lamanites, and he spent the remainder of his life laboring for their salvation. As students study the book of Enos, they can discover important lessons about prayer, repentance, and revelation. They can also learn that as individuals receive the blessings of the Atonement, they will desire to share those blessings with others.

## Who wrote this book?

Enos, a son of Jacob and a grandson of Lehi and Sariah, wrote this book. Enos recorded that his father taught him “in the nurture and admonition of the Lord” (Enos 1:1). Near the end of his life, Enos wrote that he had declared “the word according to the truth which is in Christ” throughout all his days (Enos 1:26). Before his death, Enos passed the small plates of Nephi to his son Jarom (see Jarom 1:1). Enos concluded his record by saying that he rejoiced in the day when he would stand before his Redeemer. He declared, “Then shall I see his face with pleasure, and he will say unto me: Come unto me, ye blessed, there is a place prepared for you in the mansions of my Father” (Enos 1:27).

## To whom was this book written and why?

When Enos received the small plates from his father, he promised to engrave only the writings that he considered to be most precious, which included sacred teachings, revelation, and prophecy (see Jacob 1:1–4; 7:27). Enos knew that his people, the Nephites, eventually would be destroyed. He prayed that the Lord would preserve a record of the Nephites “that it might be brought forth at some future day unto the Lamanites, that, perhaps, they might be brought unto salvation” (Enos 1:13).

## When and where was it written?

Enos closed his record by declaring that 179 years had passed since Lehi left Jerusalem (see Enos 1:25). That places the date of his writing between approximately 544 BC (when Jacob closed his record) and 421 BC. Enos wrote this record while living in the land of Nephi.

## What are some distinctive features of this book?

The book of Enos introduces a pattern that shows how individuals can receive the blessings of the Atonement of Jesus Christ and share those blessings with others. First, Enos was taught the gospel of Jesus Christ (see Enos 1:1, 3). Next, he recognized his need for the Savior and prayed for forgiveness (see Enos 1:2–4). Then, after receiving a remission of his sins, he prayed and labored diligently to bring others to salvation (see Enos 1:5–27). This pattern appears throughout the Book of Mormon. Examples include Alma (see Mosiah 17:1–2; 18:1–2), Alma the Younger and the sons of Mosiah (see Mosiah 27–28), and Lamoni and his people (see Alma 18–19).

Additionally, the book of Enos is the first to describe in detail the apostate condition of the descendants of Laman and Lemuel (see Enos 1:20). It also mentions that there were “exceedingly many prophets” among the Nephites, although the majority of the Nephites were “a stiffnecked people” who had to be stirred up continually “to keep them in the fear of the Lord” (Enos 1:22–23).

## Outline

**Enos 1:1–8** Enos prays for a remission of his sins and receives forgiveness because of his faith in Jesus Christ.

**Enos 1:9–18** Enos prays for the Nephites and the Lamanites and asks the Lord to preserve the records of the Nephites.

**Enos 1:19–24** Enos describes the wickedness of the Lamanites and the stiffnecked nature of the Nephites. He and other prophets labor continually for their salvation.

**Enos 1:25–27** Enos concludes his record and writes of the assurance of eternal life he has received through his Redeemer.

## LESSON 49

# Enos

### Introduction

After reflecting on the words of his father, Enos prayed for and received a remission of his sins. He then prayed for the

spiritual welfare of the Nephites and the Lamanites and spent his life laboring for their salvation.

### Suggestions for Teaching

#### Enos 1:1–8

*After reflecting on the words of his father, Enos prays for and receives a remission of his sins*

Display the picture Enos Praying (*Gospel Art Book* [2009], no. 72; see also LDS.org).

- What do you know about the person in the picture? (If students are unsure, explain that this is a picture of Enos, who was a grandson of Lehi and Sariah and a son of Jacob. He was entrusted with the small plates shortly before his father's death [see Jacob 7:27].)

Invite students to silently read the first phrase of Enos 1:4.

- What do you think Enos might have meant by the phrase “my soul hungered”? (Possible answers include feelings of spiritual emptiness, pain, or weakness, or a desire to be filled spiritually and obtain a greater understanding and testimony of the gospel.)



Invite students to think of a time when their souls have hungered.

As students study the book of Enos today, invite them to look for truths that can help them know how to be filled when their souls hunger.

Display the following chart on the board. (To save time, you might want to put the chart on the board before class.)

What Enos desired	What Enos did	Results of what Enos did
Enos 1:2	Enos 1:2	Enos 1:5
Enos 1:3	Enos 1:4	Enos 1:6
	Enos 1:8	Enos 1:8



Divide the class into three groups. Invite a student to read Enos 1:1–8 aloud. Before the verses are read, invite group one to look for phrases indicating Enos’s desires. Invite group two to look for what Enos did. Ask group three to look for the results of Enos’s desires and actions. (Point out that the verses listed on the chart contain information pertaining to each group’s assignment.)

### ***Finding details in long scripture passages***

Some students feel overwhelmed when they are asked to find multiple details in long scripture passages. To help these students, divide the class into several groups. Direct each group to look for a different detail in a long passage. This can help students focus on key ideas as they read. It also gives them an opportunity to teach each other the important details they discover in the scriptures.

Invite students in the first group to report the phrases they found concerning Enos’s desires. As students mention these phrases, have them write the phrases on the board. You might want to invite students to consider marking these phrases in their scriptures. Students may mention phrases such as “a remission of my sins,” “eternal life,” and “the joy of the saints.”

Remind students that Enos had “often heard [his] father speak concerning eternal life, and the joy of the saints” (Enos 1:3).

- How might reflecting on teachings concerning eternal life and the joy of the Saints cause a person’s soul to hunger? (It may help a person desire to be worthy to be with the Lord and desire the happiness that comes from living the gospel.)

Point out that Enos also desired a remission of his sins. His sins may have contributed to his feelings of spiritual hunger or emptiness (see Enos 1:4).

- Why does sin cause us to feel spiritually empty? (Sin causes the Holy Ghost to withdraw from us, and we feel distanced from the Lord.)

To help students relate Enos’s experience to themselves, ask them to silently consider whether they have some of the same feelings of spiritual hunger that Enos described.

To help the class see what Enos did to satisfy his spiritual hunger, invite students in group two to report their findings and record their answers on the board.

Responses should include the following: “wrestle ... before God,” “cried unto him in mighty prayer,” and “[exercised] faith in Christ.”

- What do these phrases teach us about seeking a remission of our sins? (Point out that Enos’s wrestling indicates his struggle to show Heavenly Father the sincerity of his desires and his willingness to repent by making necessary changes in his life.)
- Why is *wrestle* a good word to describe our efforts to repent?
- In Enos 1:4, what evidence do you see that Enos was sincere as he sought a remission of his sins? (You may need to help students understand that *supplication* refers to asking for something humbly and with great desire.)

To help the class see the results of what Enos did, invite students in group three to report their findings and record their answers on the board. Responses should include the following: “thy sins are forgiven thee,” “my guilt was swept away,” and “thy faith hath made thee whole.” (You may want to explain that to be made whole means to be healed or purified from sin.)

- According to Enos 1:7–8, what enabled Enos to be forgiven and made whole? (His faith in Jesus Christ.)
- What principles can we learn from Enos about the process of receiving forgiveness for our sins? (In addition to other truths students may mention, be sure they identify the following principle: **As we exercise faith in Jesus Christ, our sins can be forgiven and we can be made whole.**)
- Why is exercising faith in Jesus Christ necessary for us to be forgiven and made whole? (Jesus Christ atoned for our sins. It is only through His Atonement that we can be made whole.)
- What are some things we can do to exercise faith in Jesus Christ as we seek forgiveness for our sins? (We can trust that the Savior has the power to forgive us and desires to do so; repent of our sins; and obey God’s commandments.)
- According to Enos 1:5–6, how did Enos know he had been forgiven? (You may want to point out that the voice mentioned in Enos 1:5 was a voice that came to Enos’s mind [see Enos 1:10].)
- How can you know that you have been forgiven of your sins?

As part of the discussion of the previous question, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



“Once we have truly repented, Christ will take away the burden of guilt for our sins. We can know for ourselves that we have been forgiven and made clean. The Holy Ghost will verify this to us; He is the Sanctifier. No other testimony of forgiveness can be greater” (Dieter F. Uchtdorf, “Point of Safe Return,” *Ensign or Liahona*, May 2007, 101).

Ask students to silently ponder the following questions (you may want to write these questions on the board before class):

- When have you felt that the Lord has forgiven you of your sins?
- How did you know you were forgiven?
- Have you felt the Lord’s forgiveness recently?

As students ponder these questions, invite them to write some of their thoughts or feelings in their class notebooks or study journals. Consider giving students an opportunity to share their testimonies of the Savior Jesus Christ. Caution them not to mention experiences about repenting and receiving forgiveness that are private or too sacred to share.

Testify that we will be forgiven as we exercise faith in Jesus Christ and truly repent of our sins. Because of the Savior, our guilt can be swept away and we can be made whole.

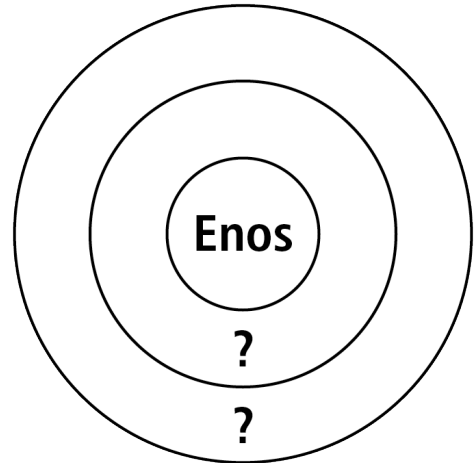
### Enos 1:9–27

*Enos prays for the spiritual welfare of the Nephites and the Lamanites, and he labors diligently for their salvation*

Draw the accompanying diagram on the board.

Explain that after Enos prayed for himself, he expanded his prayers to include petitions for the welfare of others. Assign students to work in pairs. Invite the students in each pair to take turns reading aloud from Enos 1:9–14. Ask them to look for the two groups of people for whom Enos prayed and what he prayed for in each case.

- Whom did Enos pray for? (Add the words *Nephites* and *Lamanites* in place of the question marks in the diagram.)
- According to Enos 1:14, what were the Lamanites' intentions toward the Nephites?
- Based on Enos's experience, what happens as we experience the blessings of Jesus Christ's Atonement? (Help students identify a principle similar to the following: **As we experience the blessings of Jesus Christ's Atonement, we will seek to help others receive salvation.** You may want to invite students to consider writing this principle in their scriptures.)



To help students understand this principle, invite a student to read aloud the following statement by President Howard W. Hunter (1907–95):



"Any time we experience the blessings of the Atonement in our lives, we cannot help but have a concern for the welfare of [others]. ...

"A great indicator of one's personal conversion is the desire to share the gospel with others" (*Teachings of Presidents of the Church: Howard W. Hunter* [2015], 127, 128).

- Why do you think we desire to share the gospel with others after we have experienced the blessings of the Atonement of Jesus Christ?

To help students identify another principle, invite a few students to take turns reading aloud from Enos 1:12, 15–20. Ask the class to follow along, looking for what we can learn about prayer, faith, and diligence from Enos's example.

- What can we learn about prayer from Enos’s example? (Students should be able to see that **the Lord answers our prayers according to our faith and diligence.**)
- What do you think it means to pray in faith?
- According to Enos 1:12, 19–20, how did Enos show diligence during and after his prayer?
- According to verse 16, what is one of the ways the Lord answered Enos’s prayer? (Invite students to consider marking the phrase “my soul did rest” in verse 17.)



To help students consider ways they can follow Enos’s example, write the following statements on the board or provide them in a handout. Invite students to choose one statement and complete it in their class notebooks or study journals.

### Following the Example of Enos

1. Like Enos, I desire to receive a remission of my sins. I will show the Lord that I am sincere in this desire by ...
2. Like Enos, I desire to help my family members and friends come unto Christ. One person I will seek to help is ... I will seek to help this person by ...
3. Enos prayed for the Lamanites, who were considered his enemies. Like Enos, I want to show the Lord’s love toward those who are unkind to me. One way I will do this is ...

You may want to caution students not to write anything that is too personal.

After students have finished writing, ask a student to read Enos 1:26–27 aloud. Invite the class to look for evidence of the joy Enos experienced as he preached the gospel. After students report what they find, encourage them to accomplish what they have written in their class notebooks or study journals. Testify that as we exercise faith in Jesus Christ, we can experience forgiveness and joy, and our desires to help others come unto Christ will increase.

# Introduction to the Book of Jarom

## Why study this book?

As students study the book of Jarom, they will see that God keeps His promise to bless those who obey His commandments. They will also learn about the efforts of Nephite kings, prophets, teachers, and priests of Jarom's day to help the people repent and avoid destruction.

## Who wrote this book?

Enos's son Jarom wrote this book. Like his father—and like his grandfather Jacob and his great-grandfather Lehi—Jarom had the spirit of prophecy and revelation (see Jarom 1:2). When he finished his record, he passed the plates to his son Omni.

## To whom was this book written and why?

Jarom said that he wrote “according to the commandment of [his] father, Enos, that [their] genealogy may be kept” (Jarom 1:1). He also indicated that his record was “written for ... the benefit of [his] brethren the Lamanites” (Jarom 1:2; see also Enos 1:13–18). Jarom did not record his own prophecies and revelations, because he believed those recorded by his fathers sufficiently “revealed the plan of salvation” (Jarom 1:2). Instead, he described the labors of the Nephite leaders during the time of his ministry. These leaders “were mighty men in the faith of the Lord” (Jarom 1:7) who continually urged the people to repent and obey the commandments (see Jarom 1:3–5, 10–12). Jarom observed that when the people chose to follow the counsel of their righteous leaders, they prospered and were able to fortify themselves against the Lamanites. He testified, “The word of the Lord was verified, which he spake unto our fathers, saying that: Inasmuch as ye will keep my commandments ye shall prosper in the land” (Jarom 1:9; see also 1 Nephi 2:19–20).

## When and where was it written?

The book of Jarom covers approximately 38 years, from about 399 BC to 361 BC (see Enos 1:25; Jarom 1:13). It was written in the land of Nephi.

## What are some distinctive features of this book?

The book of Jarom is the shortest book in the Book of Mormon. It provides details about the growth of the Nephite civilization, stating that they had “multiplied exceedingly, and spread upon the face of the land” (Jarom 1:8). They had also become rich in resources and had become skilled in working with wood and metal, constructing buildings, crafting machinery, and making tools and weapons (see Jarom 1:8).

## Outline

**Jarom 1:1–2** Jarom receives the plates and explains his purpose for writing.

**Jarom 1:3–12** Jarom records the fulfillment of the Lord’s promise to bless and prosper the Nephites as they kept His commandments. He testifies of the Savior’s power to save people from sin even before His mortal ministry, allowing people to “believe in him ... as though he already was” (Jarom 1:11).

**Jarom 1:13–15** Jarom states that an account of the wars between the Nephites and Lamanites was kept on the large plates of Nephi. He passes the small plates to his son Omni.

# Introduction to the Book of Omni

## Why study this book?

Through their study of the book of Omni, students will learn that the Lord protected the righteous Nephites and led them to the land of Zarahemla (see Omni 1:7, 12–13). They will also learn about other groups—the Mulekites (or people of Zarahemla) and the Jaredites—whom the Lord guided to the promised land.

## Who wrote this book?

The book of Omni was written by five different men: Omni, Amaron, Chemish, Abinadom, and Amaleki. Omni was the son of Jarom and a great-great-grandson of Lehi and Sariah. He described himself as “a wicked man” who had “not kept ... the commandments of the Lord” (Omni 1:2). Amaron (son of Omni), Chemish (brother of Amaron), and Abinadom (son of Chemish) each added small entries. Abinadom’s son Amaleki wrote most of the book of Omni and was the last person to write on the small plates of Nephi. He entrusted the plates to King Benjamin.

## To whom was this book written and why?

Omni stated that he was “commanded by [his] father, Jarom, that [he] should write ... to preserve [their] genealogy” (Omni 1:1). This statement suggests that Omni wrote for the benefit of his descendants. The next three writers in the book of Omni do not address a particular audience or state a purpose for their writing. But Amaleki’s invitation for all people to “come unto Christ ... and partake of his salvation” (Omni 1:26) indicates that he was concerned about the salvation of those who would read his words.

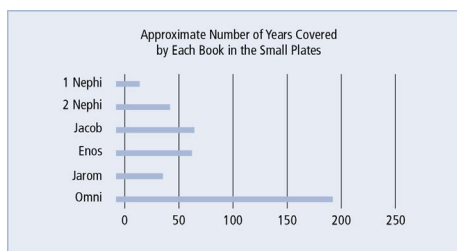
## When and where was it written?

The various authors of the book of Omni wrote sometime between 323 BC and 130 BC. The first four authors wrote in the land of Nephi. Amaleki made his record in the land of Zarahemla.

## What are some distinctive features of this book?

The book of Omni is the final book of the small plates of Nephi. Omni spans a longer period than any other book in the small plates. In the entire Book of Mormon, only the books of 4 Nephi and Ether cover a longer period of time than that covered by Omni.

The book of Omni also provides details about the reign of the first King Mosiah, who was the father of King Benjamin and grandfather of the second King Mosiah. The first King Mosiah led the righteous Nephites out of the land of Nephi and united them with the people of Zarahemla (see Omni 1:12–23). The book of Omni relates that the Lord guided the people of Zarahemla (also known as the Mulekites) from Jerusalem to the land of promise not long after Lehi and his family departed from Jerusalem (see Omni 1:15).



Omni is the first book in the Book of Mormon to mention the Jaredites. It also mentions that some Nephites left Zarahemla to return to the land of Nephi, foreshadowing the events recounted in Mosiah 7–24. Finally, the book of Omni introduces King Benjamin and explains why Amaleki entrusted him with the sacred records (see Omni 1:25).

## Outline

**Omni 1:1–3** Omni describes periods of peace and war between the Nephites and the Lamanites.

**Omni 1:4–11** Amaron, Chemish, and Abinadom write on the small plates of Nephi during a period when many Nephites were in a state of apostasy.

**Omni 1:12–30** Amaleki records key events that occurred during the reigns of King Mosiah and King Benjamin. He invites all to come unto Christ.



## LESSON 50

# Jarom and Omni

### Introduction

The books of Jarom and Omni contain the final writings in the small plates of Nephi. Jarom received the plates from his father, Enos, and recorded the Nephites' struggles and blessings over a period of approximately 40 years. He then

passed the plates to his son Omni. The book of Omni contains the writings of five different Nephite record keepers and covers approximately 193 years.

### Suggestions for Teaching

#### Jarom 1:1–15

*Jarom describes how the Nephites prospered when they kept the commandments of the Lord*

#### Display pictures of Church leaders

Displaying pictures of Church leaders as you teach their words will help students become familiar with those whom the Lord has called as prophets, seers, and revelators. It will also enhance students' interest in their words. If you plan to use a statement from a general conference address, consider presenting it using a digital video or audio file available on LDS.org.

Invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency. If possible, display a picture of President Uchtdorf as the statement is read.



"I remember when I was preparing to be trained as a fighter pilot. We spent a great deal of our preliminary military training in physical exercise. I'm still not exactly sure why endless running was considered such an essential preparatory part of becoming a pilot. Nevertheless, we ran and we ran and we ran some more.

"As I was running I began to notice something that, frankly, troubled me. Time and again I was being passed by men who smoked, drank, and did all manner of things that were contrary to the gospel and, in particular, to the Word of Wisdom.

"I remember thinking, 'Wait a minute! Aren't I supposed to be able to run and not be weary?' But I *was* weary, and I was overtaken by people who were definitely not following the Word of Wisdom. I confess, it troubled me at the time. I asked myself, was the promise true or was it not?" (Dieter F. Uchtdorf, "Continue in Patience," *Ensign* or *Liahona*, May 2010, 58).

Invite students to consider if they have ever felt similarly troubled, wondering if or how the Lord would fulfill His promise to bless them for keeping His commandments. As students study the book of Jarom today, encourage them to look for truths that can help them when they may wonder if or how the Lord will fulfill His promises.

Summarize Jarom 1:1–3 by explaining that Jarom received the plates from his father, Enos. Jarom wrote only a small amount, and he hoped his words would help preserve the genealogy of his family and benefit the Lamanites.

Write the word *verify* on the board, and ask students to explain what this word means (to confirm or prove that something is true). Explain that Jarom used the word *verified* as he wrote about a promise given to his ancestors.

Ask students to read Jarom 1:9 silently, looking for the promise of the Lord that was verified. Ask students to report what they find.

- How would you state the promise in verse 9 as a principle that we can apply today? (Help students identify the following principle: **As we keep the commandments of God, we will prosper.** You may want to invite students to consider marking this promise in their scriptures.)

Write the following scripture references and questions on the board. (To save time, you may want to write them on the board before class begins.)

*Jarom 1:4–5, 8. What are some examples of how the Nephites were obedient and how they were blessed?*

*Jarom 1:7, 10–12. How did leaders and prophets help the Nephites to obey and prosper?*

*Omni 1:5–7. How was God’s promise later verified in a different way?*

Divide students into groups of three. Assign one of the scripture references on the board to a person in each group. Have students read their assigned scripture passages silently, looking for answers to the corresponding questions. Then provide one or two minutes for each person in the group to summarize what he or she has read and to answer the assigned question. After students have finished studying and discussing their assigned scripture passages, ask:

- Based on what you have learned from the experience of the Nephites, what are some ways God will bless those who obey His commandments?

Remind the class of President Uchtdorf’s experience when he wondered if the Lord’s promise given in the Word of Wisdom would be verified. Then invite a student to read aloud the rest of his statement.



“The answer didn’t come immediately. But eventually I learned that God’s promises are not always fulfilled as quickly as or in the way we might hope; they come according to His timing and in His ways. Years later I could see clear evidence of the temporal blessings that come to those who obey the Word of Wisdom—in addition to the spiritual blessings that come immediately from obedience to any of God’s laws. Looking back, I know for sure that the promises of the Lord, if perhaps not always swift, are always certain” (Dieter F. Uchtdorf, “Continue in Patience,” 58).

- When has the Lord blessed, or prospered, you for keeping His commandments? From your experience, what testimony can you share about the Lord and His promises? (You may also want to share an experience and your testimony.)

### **Omni 1:1–30**

#### *Record keepers recount Nephite history*

##### ***Focus on doctrines and principles***

While facts concerning history and geography may be important to establish the context of the scriptures you teach, lessons should focus on helping students identify, understand, and apply doctrines and principles of the gospel. Take care not to neglect the doctrine taught in Omni by spending too much time on history and geography.

Briefly introduce the book of Omni by explaining that it was written by descendants of Jarom and that it covers approximately 193 years.

Explain that the book of Omni describes several important events in the history of the people in the Book of Mormon.

Draw the accompanying map on the board. (Do not copy the arrows. You will add them later in the lesson.) Encourage students to copy the map in their study journals or class notebooks.

You may want to point out that the precise locations of places mentioned in the Book of Mormon are unknown today. This map is intended to represent several Book of Mormon sites in relation to one another.

Remind students that in Nephi's time, the Nephites separated from the Lamanites and settled in a place they called the land of Nephi. On the map, draw an arrow from the land of first inheritance to the land of Nephi. Explain that after many years, a man named Mosiah was warned by the Lord to flee out of the land of Nephi with as many people as would follow him (see Omni 1:12). Draw an arrow on the board from the land of Nephi to the land of Zarahemla.

Invite a student to read Omni 1:13 aloud. Ask the class to follow along, looking for who among the Nephites followed Mosiah and how they were blessed.

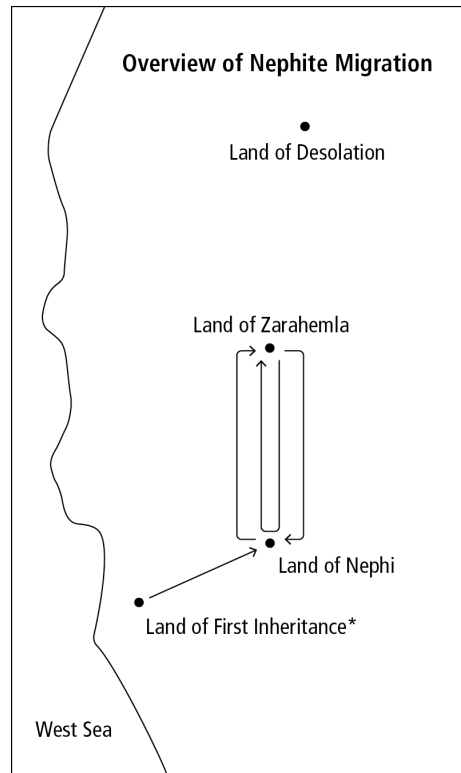
- Who followed Mosiah?
- How were Mosiah and his people blessed?
- What principle can we learn from Omni 1:13? (Help students identify the following principle: **If we hearken to the Lord's words, He will guide and protect us.** Write this principle on the board.)

Summarize Omni 1:14–16 by explaining that when the Nephites came to the land of Zarahemla, they discovered that it was already inhabited. The people they found there were the descendants of a group that had been led out of Jerusalem by a man named Mulek around the same time that Lehi's family had departed from Jerusalem (see Mosiah 25:2). The people of Zarahemla were led by a man named Zarahemla at the time they were discovered by Mosiah and his people.

Invite students to search Omni 1:14 silently, looking for why Zarahemla rejoiced when the Nephites arrived. Ask students to report what they find.

Invite a student to read Omni 1:17 aloud. Ask the class to follow along, looking for similarities and differences between the Nephites and the people they discovered in the land of Zarahemla. Invite a few students to express what they have learned.

- Which of the difficulties in verse 17 do you think the people of Zarahemla might have been able to avoid if they had had the words of the Lord and followed them? Why?



**\* The area where Lehi's family first settled in the promised land is referred to as "the land of their first inheritance" in Mosiah 10:13. This phrase is also sometimes used to refer to the land of Nephi (see Mosiah 9:1).**

Summarize Omni 1:18–22 by explaining that the people of Zarahemla learned the language of the Nephites, united with them, and made Mosiah their king. These verses also tell of how the people of Zarahemla had previously encountered Coriantumr, who was one of the last survivors of the Jaredite nation.

On the map, point out the land of Desolation, and explain that this is the place in the land northward where the Jaredite people's "bones lay scattered" after they were destroyed (Omni 1:22). Tell students that they will learn about the Jaredites when they study the book of Ether. You may want to invite students to consider writing *Jaredites* in their scriptures next to Omni 1:20–22.

Draw an arrow that extends from the land of Zarahemla to the land of Nephi and then turns back to Zarahemla. Draw another arrow from the land of Zarahemla that extends in one direction to the land of Nephi. Ask students if they can explain what these two arrows represent. If they need help, summarize Omni 1:27–30 by explaining that two groups from Zarahemla attempted to return to the land of Nephi. The first group failed and went back to Zarahemla. As Amaleki concluded the book of Omni, he mentioned that he did not know the fate of the second group. Tell students that they will learn about this group, the people of Zeniff, as they study the book of Mosiah. You may want to invite students to consider writing *people of Zeniff* in their scriptures next to Omni 1:29–30.

Explain that as Amaleki concluded his record, he wrote an important invitation to those who would read his words. Ask a student to read Omni 1:25–26 aloud. Invite the class to follow along, looking for what Amaleki invited his readers to do.

- What principles can we identify in these verses? (Students may identify a variety of principles, but make sure it is clear that **if we come unto Christ and offer our whole souls unto Him, we will be saved**. Invite students to consider marking phrases in verse 26 that teach this principle.)
- What do you think it means to offer your whole soul to Jesus Christ? (Possible answers include dedicating your thoughts, desires, and actions to the Lord and His work.)
- What do you think might be the difference between offering the Lord your whole soul and offering Him only part of your soul?

Invite students to think of someone they know who is a good example of giving his or her whole soul to the Lord.

- What have you seen that makes you think this person is offering his or her whole soul to the Lord?
- How do you think this person has been blessed by offering his or her whole soul to the Lord?

Testify that anything we might sacrifice in order to come unto Jesus Christ and offer our whole souls to Him will be well worth the blessings we will receive from Him.

Invite students to ponder how they can more fully give their whole souls to Jesus Christ. Encourage them to write in their class notebooks or study journals how they will seek to do so.

## HOME-STUDY LESSON

# Jacob 5–Omni (Unit 10)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Jacob 5–Omni (unit 10) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Jacob 5–6)**

In their lesson on the allegory of the olive trees in Jacob 5, students focused on the principle that the Lord loves us and labors diligently for our salvation. Students recorded what they learned from Jacob 5 regarding the Lord's love for them. In Jacob 6, students learned that we are wise to prepare now for judgment by repenting and receiving the Lord's mercy.

#### **Day 2 (Jacob 7)**

Students studied Jacob's encounter with Sherem, an anti-Christ. They learned that as we rely on the Lord, we can overcome challenges to our faith. From Jacob's example, they also learned that we cannot be shaken in our faith if our testimonies are based on revelation and true spiritual experiences. Additionally, students saw an illustration of the principle that as we respond to questions or criticisms of our faith in ways that invite the Spirit, we can help others turn to the Lord. Students wrote about how they will apply a principle they identified in Jacob 7:15–23.

#### **Day 3 (Enos)**

From Enos's example, students learned that as we exercise faith in Jesus Christ, our sins can be forgiven and we can be made whole. They also learned that as we experience the blessings of Jesus Christ's Atonement, we will seek to help others receive salvation. Students wrote about one way they might apply these principles.

#### **Day 4 (Jarom and Omni)**

In their study of Jarom and Omni, students identified the following truth: As we obey the commandments of God, we will prosper. They recorded how the Lord has blessed them for keeping His commandments. Students also briefly studied the Nephite migration to the land of Zarahemla and became aware of the people of Zarahemla, the Jaredites, and a group of Nephites (the people of Zeniff) who returned to the land of Nephi. Students learned the following principle: If we come unto Christ and endure to the end, we will be saved. They concluded this lesson by writing a one- to two-minute talk on one of the ways Amaleki encouraged us to come unto Christ.

### Introduction

In this lesson, students will have the opportunity to consider the Lord's love for them as shown in Jacob 5. If time permits, you may also wish to teach them from Jacob 5 about their role as servants of the Lord. Students will be able to discuss truths from Jacob 7 that can help them when others question or criticize their beliefs. They will also have the chance to tell the class how they have applied what they learned from the book of Enos. Additionally, students may share the talks they prepared about how we can heed the invitation given in Omni to come unto Christ.

If you would like to have them do so, it may be helpful to contact several students in advance and invite them to prepare to share their talks with the class.

## Suggestions for Teaching

### Jacob 5–6

*Jacob quotes the allegory of the olive trees to show that the Lord labors diligently for our salvation*

Remind students that in the allegory of the olive trees, branches from the tame olive tree are scattered throughout the vineyard. This represents the scattering of God’s covenant people—members of the house of Israel—throughout the world. Eventually, however, all of the trees of the vineyard become corrupt (see Jacob 5:46). Explain that this represents the period of the Great Apostasy.

Invite students to read Jacob 5:61–62 silently, looking for what the Lord instructed His servant (His prophet) to do in order to help the trees produce good fruit once again.

- Who do you think these “servants” might refer to? (Church leaders, missionaries, and all Church members.)
- What is unique about the time in which these servants are called to labor?

Briefly explain that these efforts represent the gathering of Israel. To help students see that they are part of the group of servants who are called to labor in the Lord’s vineyard, read the following statement by Elder Dean L. Larsen of the Seventy. Ask students to listen for who he identified as “the last laborers in the vineyard.”



“[Now] is the period during which the Lord and his servants will make the final great effort to take the message of truth to all the peoples of the earth and to reclaim the descendants of ancient Israel who have lost their true identity. ...

“You have come to the earth when the foundation has been laid for this great work. The gospel has been restored for the last time. The Church has been established in almost every part of the world. The stage is set for the final dramatic scenes to be enacted. You will be the principal players. You are among the last laborers in the vineyard. ... This is the service for which you are chosen” (“A Royal Generation,” *Ensign*, May 1983, 33).

- Who did Elder Larsen say are the servants, or last laborers, called to work in the vineyard?
- What opportunities do you have to serve the Lord and help others bring forth “good fruit”?

Ask a student to read Jacob 5:71 aloud. Invite the class to look for what the Lord promises to those who labor with Him. Ask students when they have felt blessed for their efforts to serve the Lord.

## Jacob 7

*Jacob relies on the Lord as he faces Sherem and leads a Nephite multitude to turn to the Lord*

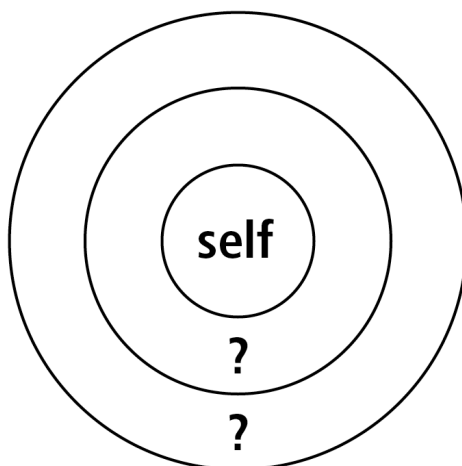
*Note:* In Jacob 7, students learned about how Jacob overcame the opposition to his faith in Jesus Christ from a man named Sherem, an anti-Christ. While this lesson does not focus on Jacob's experience with Sherem, you may wish to invite students to summarize the events and identify a truth they learned from Jacob's example. In particular, you may want to emphasize the truth that **we cannot be shaken in our faith if our testimonies are based on revelation and true spiritual experiences.**

## Enos

*After receiving a remission of his sins, Enos prays for others and labors for their salvation*

Draw the accompanying diagram on the board or on a piece of paper. Ask students to explain how it relates to the experience of Enos.

Divide students into three groups. (If you have a small class, a group can consist of a single person.) Ask the first group to read Enos 1:4–6 and prepare to explain a truth we can learn from Enos's prayer for himself. Ask the second group to read Enos 1:9–10 and prepare to explain a truth we can learn from that portion of Enos's prayer. Have those in the third group read Enos 1:11–14 and prepare to explain a truth we can learn from that portion of Enos's prayer. Then ask a member of each group to share what they have prepared.



Ask students to review day 3, assignment 9 in their study journals, and invite a few to share how they chose to apply truths from the book of Enos.

## Jarom and Omni

*Record keepers recount the Nephites' struggles and blessings*

If students have questions about the migrations of various peoples to the lands of the Western Hemisphere, you may want to discuss with them the material in the student manual about Omni 1:1–30, including the statement by President Anthony W. Ivins of the First Presidency.

Invite students to review the talks they prepared about coming unto Christ (day 4, assignment 4). If time permits, you might ask several students to present their talks to the class. If you asked students in advance to give their talks, be sure to leave enough time for them to do so.



Be sure to thank students for their participation. Bear testimony of the love Heavenly Father and Jesus Christ have for each of them, and assure them that as they come unto Christ with their whole souls they will be saved in His kingdom.

**Next Unit (Words of Mormon–Mosiah 6)**

Tell students that in the next unit they will read of an angel of God appearing to King Benjamin, instructing him, and telling him what to say to his people (see Mosiah 3). King Benjamin delivered these words to his people, who experienced a mighty change in their hearts.

# Introduction to Words of Mormon

## Why study this book?

Through a study of Words of Mormon, students can increase their faith that “the Lord knoweth all things” (Words of Mormon 1:7) and that He guides His servants to bring about His purposes. As a historical account, the book serves as a bridge between the small plates of Nephi (1 Nephi–Omni) and Mormon’s abridgment of the large plates of Nephi (Mosiah–4 Nephi). It can help students better understand which records Mormon abridged as he compiled the Book of Mormon. It also introduces students to the faith and accomplishments of King Benjamin.

## Who wrote this book?

Mormon wrote this book. He was a prophet, a record keeper, and the abridger and compiler of the Book of Mormon. He was also a righteous father and a military leader among the Nephites. The prophet Moroni was his son.

## To whom was this book written and why?

Mormon addressed a future audience, with hope that his writings and the writings of his son Moroni “may profit them” (Words of Mormon 1:2). Specifically, he wrote for the benefit of the Lamanites. Of them he said, “My prayer to God is concerning my brethren, that they may once again come to the knowledge of God, yea, the redemption of Christ; that they may once again be a delightsome people” (Words of Mormon 1:8).

## When and where was it written?

Mormon wrote this book in about AD 385, after having “witnessed almost all the destruction of [his] people, the Nephites” (Words of Mormon 1:1). Mormon did not record where he was when he wrote this book.

## What are some distinctive features of this book?

This short book interrupts the chronological order of books at the beginning of the Book of Mormon. Mormon wrote it more than 500 years after Amaleki concluded the book of Omni. In this book, Mormon briefly explains his compilation and abridgment of the records of his people. To understand his explanation, it is helpful to remember that the Lord commanded Nephi to make two sets of plates for a “special” and “wise” purpose (see 1 Nephi 9:3, 5). One set of plates, often called the large plates, contained the secular history of the Nephites, while the other set, often called the small plates, contained a sacred record of the Nephites’ preaching, revelations, and prophecies (see 1 Nephi 9:2–4; Jacob 1:3–4).

Mormon discovered the small plates of Nephi after he had already made an abridgment of part of the large plates (see Words of Mormon 1:3). Guided by the Spirit of the Lord, Mormon included the small plates with his abridgment of the

large plates. He did this “for a wise purpose,” according to the Lord’s will (see Words of Mormon 1:4–7).

Many years later, one reason for this inspiration became apparent. When Joseph Smith began translating the Book of Mormon, he started with Mormon’s abridgment of the large plates of Nephi—the secular history. Martin Harris, who was the Prophet’s scribe for this portion of the translation, lost 116 pages of the manuscript. The Lord revealed to Joseph Smith that wicked men had obtained those pages and changed the words (see D&C 10:8–10). If Joseph had translated the same material again, those men would have claimed that he was not a prophet because he could not translate the book the same way twice (see D&C 10:11–19). The Lord told Joseph not to translate that part again but to translate the small plates of Nephi that Mormon had included with his abridgment of the large plates (see D&C 10:30–45). Thus, Words of Mormon helps us see how the Lord prepared a way to frustrate the plan of wicked men and to include scripture that not only covered the same time period as the lost manuscript but provided “greater views upon [the Lord’s] gospel” (D&C 10:45). Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught: “Obviously it would be exciting if someone were one day to find the lost 116 pages of the original manuscript of the Book of Mormon. But whatever those pages contain, it could not be more important or more fundamental to the purpose of the Book of Mormon than the teachings ... recorded on the small plates” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 35–36).

In addition to sharing insights about the compilation of his people’s sacred records, Mormon provided a brief description of the service of King Benjamin (see Words of Mormon 1:10–18). This description helps to connect the small plates of Nephi with Mormon’s abridgment of the large plates. King Benjamin is mentioned at the conclusion of the book of Omni, which is the final book in the small plates (see Omni 1:23–25). The book of Mosiah, the first book in what we have of Mormon’s abridgment of the large plates, begins by relating the close of King Benjamin’s reign and ministry (see Mosiah 1:1, 9).

## Outline

**Words of Mormon 1:1–9** Mormon discovers the small plates of Nephi and includes them with his abridgment of the large plates.

**Words of Mormon 1:10–18** Mormon summarizes the reign of King Benjamin.

# Introduction to the Book of Mosiah

## Why study this book?

In their study of the book of Mosiah, students will read powerful testimonies of the mission of Jesus Christ. They also will learn about people whom the Lord delivered from the bondage of sin or from physical oppression. Furthermore, students will learn how the righteous efforts of individuals such as King Benjamin, Abinadi, and Alma brought tremendous blessings to others. Conversely, students will see how the poor choices of individuals such as Zeniff and his son King Noah brought negative consequences upon themselves and their people.

## Who wrote this book?

Mormon compiled and abridged the records of several other writers to create the book of Mosiah. The book is named for Mosiah, who was a son of King Benjamin. Mosiah was a prophet, seer, revelator, and king who ruled in Zarahemla from approximately 124 BC to 91 BC. He was named after his grandfather Mosiah, who was also a king of Zarahemla (see Omni 1:12–13, 19).

Mormon drew from a number of records to compile the book of Mosiah. He abridged and quoted from the record kept by Mosiah on the large plates of Nephi, which detailed the history of the Nephites in the land of Zarahemla (see Mosiah 1–7; 25–29). He also drew from the record of Zeniff, which recounts the history of Zeniff's people from the time they left Zarahemla until they returned (see Mosiah 7–22). Additionally, Mormon quoted from and abridged portions of the writings of Alma, who preserved the words of Abinadi and kept a record of his own people (see Mosiah 17:4; 18; 23–24).

## To whom was this book written and why?

Mormon did not address the book of Mosiah to a particular audience or state why he wrote this book. However, the book of Mosiah contributes significantly to the overarching purposes of the Book of Mormon—to witness that Jesus is the Christ and to make known the covenants of the Lord (see the title page of the Book of Mormon). The book of Mosiah includes two masterful discourses on the mission of Jesus Christ: the words of King Benjamin in Mosiah 2–5 and the words of Abinadi in Mosiah 12–16. Additionally, the book of Mosiah repeatedly illustrates the importance of making and keeping covenants with the Lord (see Mosiah 5:5–9; 18:5–10; 21:31–32; 24:13–15; 25:16–18; 26:20).

## When and where was it written?

The original records used as sources for the book of Mosiah were likely written between 200 BC and 91 BC. Mormon abridged those records sometime between AD 345 and AD 385. Mormon did not record where he was when he compiled this book.

## What are some distinctive features of this book?

Mosiah is the first book in the Book of Mormon that is an abridgment from the large plates of Nephi. It provides teachings concerning the abilities of a seer (see Mosiah 8:13–18; 28:10–17). Additionally, the book of Mosiah is unique in its narration of the experiences and journeys of separate groups of Nephites—those in the land of Zarahemla; those who were ruled by Zeniff, Noah, and Limhi in the land of Nephi; and those who escaped from the land of Nephi with Alma. To learn more about these groups, you may want to refer to the “Overview of Journeys in Mosiah 7–24,” found in the appendix of this manual.

The book of Mosiah describes the unification of the peoples led by Limhi and Alma with the Nephites in the land of Zarahemla (see Mosiah 25:1–13). It also provides details about the administration of the Church of Jesus Christ throughout the land of Zarahemla (see Mosiah 25:14–24; 26). Finally, the book of Mosiah introduces the reign of the judges (see Mosiah 29).

## Outline

**Mosiah 1–5** King Benjamin appoints his son Mosiah as his successor and gives an account of his reign. Benjamin teaches of Jesus Christ and invites his people to enter into a covenant with God.

**Mosiah 6–8** Mosiah begins his reign. Ammon and 15 others search for the descendants of the people of Zeniff in the land of Nephi. Ammon encounters King Limhi, a grandson of Zeniff, and learns how the people were brought into bondage.

**Mosiah 9–17** A history of the people of Zeniff is given. After Zeniff’s death, his son Noah rules in wickedness. Abinadi testifies of Jesus Christ and exhorts King Noah and his people to repent. Abinadi is executed by fire.

**Mosiah 18–20** Alma, a priest of King Noah, repents. He teaches the gospel and escapes with his followers into the wilderness. Nephites in the land of Nephi are attacked by Lamanites and placed under bondage. Noah is killed by his people and is succeeded by his son Limhi.

**Mosiah 21–22** Limhi and his people repent. The Lord delivers them from bondage, and Ammon leads them to the land of Zarahemla.

**Mosiah 23–24** Alma and his followers establish the city of Helam. They are placed under bondage by the Lamanites and are persecuted by Amulon and his brethren, former priests of King Noah. The Lord delivers Alma and his people and leads them to the land of Zarahemla.

**Mosiah 25–29** The Nephites unite under the rule of Mosiah, and Alma administers the Church. Alma’s son Alma (often called Alma the Younger) and the sons of Mosiah become converted. Prior to his death, Mosiah institutes the reign of the judges.

## LESSON 51

# Words of Mormon–Mosiah 1

### Introduction

The book titled Words of Mormon serves as a bridge between the small plates of Nephi and Mormon's abridgment of the large plates of Nephi. In this book, which Mormon wrote almost 400 years after the birth of Jesus Christ, Mormon explained that he sought direction from God and was guided

by the Holy Spirit about what to include in his record. Mosiah 1 contains some of King Benjamin's teachings to his sons. He taught them that the scriptures help us remember God and keep His commandments.

### Suggestions for Teaching

#### Words of Mormon 1:1–11

*Mormon testifies that God has preserved various records for a wise purpose*

Invite a student to read aloud the following account by President Thomas S. Monson:



"On one occasion many years ago, I was swimming laps at the old Deseret Gym in Salt Lake City when I felt the inspiration to go to the University Hospital to visit a good friend of mine who had lost the use of his lower limbs because of a malignancy and the surgery which followed. I immediately left the pool, dressed, and was soon on my way to see this good man" (Thomas S. Monson, "Consider the Blessings," *Ensign* or *Liahona*, Nov. 2012, 87).

- How did President Monson respond to the prompting he received?
- Did President Monson indicate that he immediately understood why the Lord wanted him to visit his friend? What are some other ways he could have chosen to respond to this prompting?

Explain to students that today they will study the example of Mormon, who followed a prompting from the Spirit even though he did not understand all the reasons why he needed to do it. As students study Words of Mormon today, invite them to look for truths that can help them strengthen their commitment to act on the promptings they receive from the Spirit.

Display the picture *Mormon Abridging the Plates* (*Gospel Art Book* [2009], no. 73; see also [lds.org/media-library](http://lds.org/media-library)). Invite a student to read Words of Mormon 1:1–2 aloud. Ask the class to follow along, looking for what events had taken place by the time Mormon wrote this record. Invite them to report what they find. Explain that Words of Mormon was written more than 500 years after the book of Omni was written.

To help students visualize how Words of Mormon, the small plates of Nephi, and Mormon’s abridgment of the large plates of Nephi fit together in the Book of Mormon, consider showing them the chart titled “The Plates and Their Relationship to the Published Book of Mormon” in the appendix at the end of this manual.



Invite students to read Words of Mormon 1:3 silently. Ask them to look for what Mormon discovered after he had abridged a portion of the large plates of Nephi. As students report what they have found, help them understand that the phrase “these plates” refers to the small plates of Nephi. Explain that from this record, Joseph Smith translated the books of 1 Nephi through Omni.

Invite a few students to take turns reading aloud from Words of Mormon 1:4–6. Ask the class to follow along, looking for how Mormon felt about the small plates of Nephi. (You may want to explain that the phrase “remainder of my record” in verse 6 refers to Mormon’s abridgment of the large plates of Nephi.)

- What did Mormon find pleasing in the small plates of Nephi?
- What did Mormon do with the small plates of Nephi?

Invite a student to read Words of Mormon 1:7 aloud. Ask the class to follow along, looking for Mormon’s reason for including the small plates of Nephi with his abridgment of the large plates of Nephi.

- Why did Mormon include the small plates with his abridgment of the large plates? (He followed a prompting from the Spirit.)
- Did he understand all the reasons why he should do this?

Help students see that Mormon understood some reasons why the small plates might be important, but he did not know all the reasons why he needed to include them in addition to the portion of the large plates that covered the same historical period. Point out that one reason it was wise to include the small plates was because Martin Harris would later lose the first 116 pages of Joseph Smith’s translation of the large plates (see the introduction to Words of Mormon in this manual).

- What is a truth in Words of Mormon 1:7 that helps us understand why we should follow promptings from the Spirit, even if we do not understand the reasons for doing so? (Students should identify the following truth: **The Lord knows all things**. Invite students to consider marking this truth in verse 7).
- What principle can we learn from verse 7 that describes what can happen if we follow the promptings of the Spirit? (Help students identify the following principle: **If we follow promptings from the Spirit, then the Lord can work through us to accomplish His will.**)
- How might these truths help you when you receive promptings from the Spirit?

Invite a student to read Words of Mormon 1:8 aloud. Ask the class to look for what Mormon hoped would be the result of following the prompting to include the small plates of Nephi in his compilation of the records. Invite students to report what they find.

Emphasize that all the writings the students have studied so far this year in the Book of Mormon (1 Nephi–Omni) are available to them because Mormon followed the spiritual impression to include the small plates.

- How has Mormon’s obedience to the promptings of the Holy Spirit blessed your life?
- How can our willingness to follow spiritual promptings influence our lives or the lives of others?

Ask a student to read aloud the rest of President Monson’s experience. Invite students to listen for what happened when President Monson followed the prompting of the Spirit.



“When I arrived at his room, I found that it was empty. Upon inquiry I learned that I would probably find him in the swimming pool area of the hospital, an area which was used for physical therapy. Such turned out to be the case. He had guided himself there in his wheelchair and was the only occupant of the room. He was on the far side of the pool, near the deep end. I called to him, and he maneuvered his wheelchair over to greet me. We had an enjoyable visit, and I accompanied him back to his hospital room, where I gave him a blessing.

“I learned later from my friend that he had been utterly despondent that day and had been contemplating taking his own life. He had prayed for relief but began to feel that his prayers had gone unanswered. He went to the pool with the thought that this would be a way to end his misery—by guiding his wheelchair into the deep end of the pool. I had arrived at a critical moment, in response to what I know was inspiration from on high.

“... How pleased I am to have been an instrument in the Lord’s hands on that critical day at the swimming pool” (Thomas S. Monson, “Consider the Blessings,” 87).

- How does this account illustrate the importance of acting on the promptings we receive from the Spirit?

Explain that spiritual promptings are often quiet feelings or thoughts and that it may sometimes be difficult to know whether thoughts that we have come from us



or from the Holy Ghost. Either way, if we have a thought or feeling to do something good, we should do it.

Ask students to think about a time when the Spirit prompted them to do something. You may want to have them write about this experience in their study journals or class notebooks.

Invite a few students to share what they wrote. (Ensure that they understand that they should not share experiences that are too personal or private.) As students share their experiences, you may want to ask some of the following questions:

- Did you understand all of the reasons why you needed to follow the prompting?
- What gave you the determination and faith to act on the prompting?
- What blessings came to you or others because you followed that prompting?

Testify that when we are faithful to the promptings of the Holy Spirit, the Lord will work “in [us] to do according to his will” (Words of Mormon 1:7). Encourage students to act on the promptings of the Spirit they receive.

### **Words of Mormon 1:12–18**

#### ***King Benjamin establishes peace in the land***

Explain that Words of Mormon 1:12–18 introduces the reign of King Benjamin, who was the son of King Mosiah. This righteous man faced many obstacles during his service as a prophet and the people’s king, including a war with the Lamanites, false prophets and teachers, and much contention among his people.

Invite students to read Words of Mormon 1:17–18 silently, looking for what King Benjamin did, with the help of other prophets, to overcome these challenges. Invite students to report what they find.

### **Mosiah 1**

#### ***King Benjamin teaches his sons the importance of the scriptures***

Briefly introduce the book of Mosiah. Explain that Mormon compiled and abridged the records of several other writers to create the book of Mosiah. Explain that the beginning of this book shows King Benjamin’s desire for his sons to continue learning from the scriptures (see Mosiah 1:2). As King Benjamin taught his sons, he explained how their lives would have been different if they had never received the scriptures.

Invite a few students to take turns reading aloud from Mosiah 1:3–7. Ask the class to follow along, looking for what King Benjamin taught his sons about the scriptures. Ask students to report what they have learned.

#### ***Allow students to use their own words***

As students express the doctrines and principles they find in the scriptures, do not suggest that their answers are wrong simply because they differ from the words used in this manual. However, if a student’s statement is doctrinally incorrect, it is your responsibility to gently help him or her

correct the statement. Doing so may provide an important learning experience while maintaining an atmosphere of love and trust.

- What principles about studying the scriptures can we learn from these verses? (Students may use different words, but make sure they identify the following principles: **If we do not read the scriptures continually, then we can gradually lose our faith. We will profit by searching the scriptures diligently.**)

To help students understand these principles, ask:

- Why do you think that our faith and gospel knowledge can dwindle if we do not read the scriptures continually?
- What experiences have you had that have taught you the importance of daily scripture study?

Encourage students to write a goal in their class notebooks or study journals to improve in their efforts to study the scriptures.

Summarize Mosiah 1:9–18 by explaining that King Benjamin desired to gather his people together prior to his death to proclaim that his son Mosiah would be their new king and to help his people take the name of Jesus Christ upon themselves (see Mosiah 1:11; 5:7–8). He also gave Mosiah charge over the kingdom and the plates.

Conclude by testifying of the truths students identified in this lesson.

## LESSON 52

# Mosiah 2

### Introduction

As King Benjamin approached the end of his life, he desired to deliver one last sermon to his people. His sermon, recorded in Mosiah 2–5, is the subject of this lesson and lessons 53–55. At the beginning of the sermon, he told of his

ministry among the people, emphasizing that we serve God when we serve others. He also testified of the happy state of those who keep God’s commandments.

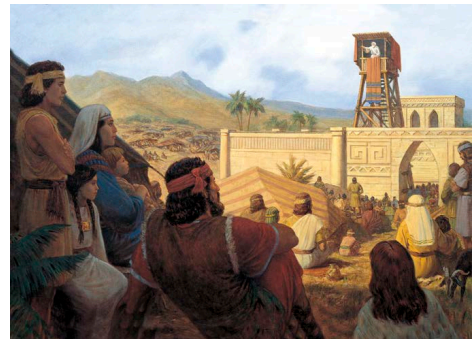
### Suggestions for Teaching

#### Mosiah 2:1–9

*Families gather and prepare to receive King Benjamin’s words*

Show students the picture King Benjamin Addresses His People (*Gospel Art Book* [2009], no. 74; see also [lds.org/media-library](http://lds.org/media-library)).

- What do you know about the event illustrated in this picture? (King Benjamin had called his people together to declare that his son Mosiah would take his place as king and to give them a “name, that thereby they may be distinguished above all the people which the Lord God hath brought out of the land of Jerusalem” [see Mosiah 1:9–12].)



Explain that King Benjamin’s address to the Nephites is found in Mosiah 2–5. To prepare the class to study King Benjamin’s opening message in Mosiah 2, invite a student to come to the front of the class. Display an item that the student might have interest in receiving (such as a piece of candy). Toss or hand the item to the student. Ask the class:

- What did (say the student’s name) do to receive the item? (Reached out to catch or take it.)
- How might this be like receiving gospel teachings? (When others seek to share gospel teachings with us, we must act in order to receive those teachings and to benefit from them.)

Invite a few students to take turns reading aloud from Mosiah 2:1–6. Ask the class to follow along, looking for what the Nephites did to prepare themselves to receive King Benjamin’s message.

- What did the Nephites do to prepare themselves to be taught?

Summarize Mosiah 2:7–8 by explaining that King Benjamin began teaching his people and directed that his words be written down for the benefit of those who could not hear him speak.

Invite a student to read Mosiah 2:9 aloud. Ask the class to follow along, looking for words and phrases that indicate what King Benjamin wanted the people to do as they listened to his words. (You may want to explain that “mysteries of God are spiritual truths known only by revelation” [Guide to the Scriptures, “Mysteries of God,” scriptures.lds.org].)

- What did King Benjamin invite his people to do?
- According to the last part of Mosiah 2:9, what did King Benjamin believe would happen if the people opened their ears, hearts, and minds to his message?
- What principle can we learn from verse 9? (Help students identify the following principle: **If we open our ears, hearts, and minds to the teachings of God’s servants, we can be blessed with understanding and personal revelation.**)
- How can we open our ears, hearts, and minds to those who are called to teach us?
- What is something you have learned because you opened your ears, heart, and mind to God’s servants? How has this understanding blessed your life? (Before asking students to share their responses, consider inviting students to write their answers to these questions in their class notebooks or study journals.)

Encourage students to keep King Benjamin’s invitation in mind as they study Mosiah 2–5.

### Mosiah 2:10–28

*King Benjamin teaches about the importance of serving God and each other and about our eternal indebtedness to God*

Summarize Mosiah 2:10–15 by explaining that King Benjamin told his people that he had served them and worked to provide for himself temporally so they would not have to support him, and that he had taught them to keep the commandments of God.



them easily.

**Mosiah 2:17** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read Mosiah 2:16–17 aloud. Ask the class to follow along, looking for what King Benjamin taught his people about service.

- What principle did King Benjamin teach about service? (Help students identify the following principle: **When we serve others, we serve God.** Write this statement on the board.)
- In what ways do we serve God when we serve other people?

Invite students to think of times when they have served other people.

- How does it help you to know that when you serve others, you are also serving God?

Testify to your students that as they serve others, they are serving God. Invite them to ponder and write down something they will do to serve someone. Encourage them to act on what they wrote.

To prepare students to study King Benjamin's teachings about gratitude, ask:

- When have other people blessed your life through service? What feelings do you have for those people?

Explain that Mosiah told his people that if they felt grateful to him for the service he had given them as king, then they should feel much more grateful to their Heavenly King (see Mosiah 2:19).

Invite a student to read Mosiah 2:20–21 aloud. Ask the class to follow along, looking for reasons King Benjamin said his people should be grateful to God.

- According to these verses, what are some reasons why we should be grateful to God?
- Why might King Benjamin have referred to himself and his people as “unprofitable servants” (verse 21)? (You may need to explain that people make a profit when they receive more than they give. We are unprofitable servants to our Heavenly Father because the value of the blessings He gives us will always greatly exceed the value of the service He receives from us.)

Invite students to read Mosiah 2:22 silently, looking for what God requires of us.

- What does God require of us?

Point out that some people might believe that if we keep God's commandments, we will no longer be indebted to Him.

- According to Mosiah 2:22, what does God do for us when we keep His commandments?
- How do the blessings we receive through keeping God's commandments affect our debt to Him?

Invite a few students to take turns reading aloud from Mosiah 2:23–25, 34. Ask the class to follow along, looking for what these verses teach about our debt to God.

Invite students to report what they find.

- What truth can we learn from King Benjamin's words in verse 34 about our indebtedness to God? (Help students identify the following truth: **We are eternally indebted to God and should give Him all that we have and are.** Invite students to consider marking the phrase in verse 34 that teaches this truth.)
- Why is it important to realize that we are “eternally indebted” to God? (Answers may include that when we realize that we are indebted to God, our gratitude increases, we desire to keep the commandments, and we want to serve others more.)
- What blessings have you received for which you feel indebted to God?

Invite students to reflect on how they might “render to [Heavenly Father] all that [they] have and are.”

## Mosiah 2:29–41

### *King Benjamin exhorts his people to be obedient to God*

Summarize Mosiah 2:29–31 by explaining that King Benjamin declared to his people that his son Mosiah was their new king and that if they would follow God's commandments as taught to them by Mosiah, they would be prosperous.

Write *BEWARE* on the board. Ask students to tell about times when they have seen a sign that used this word or communicated this idea. Point out that such warnings can protect us or save our lives.

Divide the class in half. Invite one half to read Mosiah 2:32–33 silently and the other half to read Mosiah 2:36–38 silently, looking for what King Benjamin told his people to beware of. You may need to explain that in Mosiah 2:32–38, the word *wo* refers to sorrow and misery and the word *listeth* means chooses.

- What warnings did King Benjamin give his people? (Students may give several answers to this question, but help them identify the following principle: **If we choose to disobey the Lord's teachings, we withdraw ourselves from His Spirit.** Invite students to consider marking the phrases in Mosiah 2:36 that teach this principle.)
- According to Mosiah 2:36–38, what are the consequences of withdrawing ourselves from the Spirit of the Lord?
- How might we know if we are beginning to withdraw from the Spirit? Why is it important to recognize this early and return to the Lord by obeying His commandments?

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Encourage the class to listen for what he said will distance us from the Holy Ghost.



"We should ... endeavor to discern when we 'withdraw [ourselves] from the Spirit of the Lord, that it may have no place in [us] to guide [us] in wisdom's paths that [we] may be blessed, prospered, and preserved' (Mosiah 2:36). ...

"... If something we think, see, hear, or do distances us from the Holy Ghost, then we should stop thinking, seeing, hearing, or doing that thing. If that which is intended to entertain, for example, alienates us from the Holy Spirit, then certainly that type of entertainment is not for us. Because the Spirit cannot abide that which is vulgar, crude, or immodest, then clearly such things are not for us. Because we estrange the Spirit of the Lord when we engage in activities we know we should shun, then such things definitely are not for us" (David A. Bednar, "That We May Always Have His Spirit to Be with Us," *Ensign* or *Liahona*, May 2006, 30).

- What did Elder Bednar say would distance us from the Holy Ghost?

Write *REMEMBER* and *CONSIDER* on the board next to *BEWARE*.



them easily.

**Mosiah 2:41** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate

Invite a student to read Mosiah 2:40–41 aloud. Ask the class to follow along, looking for what King Benjamin wanted his people to consider and remember. As students respond, you might emphasize King Benjamin’s teaching by writing the following truth on the board: **If we keep the commandments, we will receive temporal and spiritual blessings in this life and eventually live with Heavenly Father in a state of never-ending happiness.**

- How have you been temporally or spiritually blessed for keeping commandments?

Testify of the truthfulness of the things students have discussed today. Conclude by encouraging students to set specific goals to be more obedient in an area that is difficult for them.

## LESSON 53

# Mosiah 3

### Introduction

Continuing his address to his people, King Benjamin conveyed the words an angel had spoken to him concerning the ministry and Atonement of Jesus Christ. King Benjamin testified that through faith in Jesus Christ and repentance, those who have sinned can still receive salvation. He also

taught that through the Atonement of Jesus Christ, an individual who yields to the enticings of the Holy Spirit “putteth off the natural man and becometh a saint” (Mosiah 3:19).

### Suggestions for Teaching

#### Mosiah 3:1–15

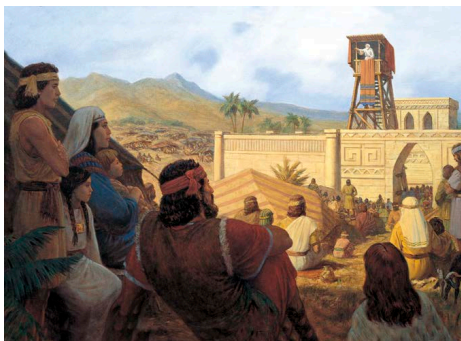
##### *King Benjamin delivers an angel's words about the Atonement of Jesus Christ*

Display an empty glass and a container of water. Invite a student to demonstrate how much water he or she would pour into the glass for someone who wants only a taste of the water. Then have the student demonstrate how much he or she would pour for someone who wants to be filled. Ask students to ponder the following question:

- If the water represents joy, how much would you want in your glass?

As students study Mosiah 3 today, invite them to look for truths that can help them be filled with greater joy in their lives.

Consider displaying the picture *King Benjamin Addresses His People* (*Gospel Art Book* [2009], no. 74; see also [lds.org/media-library](http://lds.org/media-library)). Explain that Mosiah 3 records that King Benjamin continued to speak to his people, relating what an angel of the Lord had communicated to him. Invite a student to read Mosiah 3:2–4 aloud. Ask the class to follow along, looking for the purpose of the angel's visit.



- According to verses 3 and 4, why did the angel visit King Benjamin? (To declare tidings of joy and to tell King Benjamin and his people that they could rejoice and be filled with joy.)

Invite a few students to take turns reading aloud from Mosiah 3:5–10. Ask the class to follow along, looking for the glad tidings that the angel declared to King Benjamin.

- What were the glad tidings that the angel declared to King Benjamin? (The Savior's life and mission, including His Atonement.)
- What does Mosiah 3:7 help you understand about the Savior's mission? (Help students identify the following truth: **As part of His Atonement, Jesus Christ**



**suffered more than man can suffer.** Invite students to consider marking the phrases in verse 7 that teach this truth.)

- What do you think it means that Jesus Christ suffered “more than man can suffer, except it be unto death” (verse 7)? (The suffering Jesus Christ endured during His Atonement would have killed any other person.)

To help students deepen their understanding of the Savior’s suffering, invite a student to read aloud the following statement by Elder James E. Talmage (1862–1933) of the Quorum of the Twelve Apostles:



“Christ’s agony in the garden is unfathomable by the finite mind, both as to intensity and cause. ... He struggled and groaned under a burden such as no other being who has lived on earth might even conceive as possible. It was not physical pain, nor mental anguish alone, that caused Him to suffer such torture as to produce an extrusion of blood from every pore; but a spiritual agony of soul such as only God was capable of experiencing. ... In that hour of anguish Christ met and overcame all the horrors that Satan, ‘the prince of this world’ [John 14:30] could inflict. ...

“In some manner, actual and terribly real though to man incomprehensible, the Savior took upon Himself the burden of the sins of mankind from Adam to the end of the world” (James E. Talmage, *Jesus the Christ*, 3rd ed. [1916], 613).

### **Ask questions that invite students to share feelings and testimony**

To help students prepare to share their feelings and testimonies, consider asking questions that will help them reflect on experiences they have had with the principle or doctrine being discussed. You might say “How have you come to know that ... ?” or “When have you felt ... ?” Then invite them to share their experiences and feelings. Their acceptance of this invitation will allow the Holy Ghost to testify of truth to them and to their classmates.

- Why do you think that the angel would introduce the Savior’s life and Atonement as “glad tidings of great joy” (Mosiah 3:3)?
- What are your feelings as you think about what the Savior has done for you?

Explain that as recorded in Mosiah 3:11–12, the angel contrasted those who sin ignorantly against those who knowingly rebel against God. Invite students to read these verses silently, looking for the consequence that can come to those who knowingly rebel against God.

- What principle can we learn from verse 12 about the consequence that can come to those who knowingly rebel against God’s commandments? (Help students identify the following principle: **If we knowingly rebel against God’s commandments, we will not be saved unless we exercise faith in Jesus Christ and repent.**)

To help students understand the seriousness of knowingly rebelling against God’s commandments, invite a student to read aloud the following statement from the *For the Strength of Youth* booklet:

*"Some people knowingly break God's commandments, planning to repent later, such as before they go to the temple or serve a mission. Such deliberate sin mocks the Savior's Atonement" (For the Strength of Youth [booklet, 2011], 29).*

- Considering King Benjamin's words in verse 7, how does deliberate sin mock the Savior's Atonement? (Among other reasons, it shows great ingratitude for the tremendous pain the Savior suffered for us.)

Divide students into pairs. Invite each pair to discuss how they could respond to a friend who uses the following excuse to justify unrighteous choices he or she is making: "It's not a big deal. Besides, I can always repent."

Write the following incomplete statement on the board: *If we exercise faith in Jesus Christ and repent, then we can be saved from our sins and ...*

Invite a student to read Mosiah 3:13 aloud, looking for another blessing that we will receive if we exercise faith in Jesus Christ and repent of our sins. Ask students to report what they find, and then complete the principle on the board so that it reads as follows: **If we exercise faith in Jesus Christ and repent, then we can be saved from our sins and rejoice with exceedingly great joy.**

- Why do you think forgiveness of sins brings exceedingly great joy?

Remind students that the angel speaking to King Benjamin began his message by declaring "glad tidings of great joy" (verse 3). Hold up the full glass of water from the beginning of the lesson, and testify that we can have greater joy in life through our faith in Jesus Christ and through repentance. Invite students to consider how their faith and repentance have brought them joy.

### **Mosiah 3:16–27**

*King Benjamin testifies that through the Atonement of Jesus Christ, we can put off the natural man and become as little children*

Display a picture of a small child.

- What are some qualities of little children that you enjoy or appreciate? (You may want to mention some as well.)

Ask a student to read Mosiah 3:16–18 aloud. Invite the class to follow along, looking for what King Benjamin taught his people about little children and the Atonement of Jesus Christ.

- According to verse 16, what happens to little children because Jesus Christ atoned for the sins of the world? (After students respond, you may want to explain that because of the Atonement of Jesus Christ, all children who die before the age of accountability will be saved in the celestial kingdom [see D&C 137:10].)
- According to verses 17–18, why is it so important that we choose to believe in Jesus Christ?



them easily.

**Mosiah 3:19** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Explain that as recorded in Mosiah 3:19, the angel taught King Benjamin how we can become as little children. Point out the first part of the verse, which reads, “For the natural man is an enemy to God.” To help students understand this phrase, invite a student to read aloud the following explanation from the Guide to the Scriptures:

“[A natural man is] a person who chooses to be influenced by the passions, desires, appetites, and senses of the flesh rather than by the promptings of the Holy Spirit. Such a person can comprehend physical things but not spiritual things. All people are carnal, or mortal, because of the Fall of Adam and Eve. Each person must be born again through the Atonement of Jesus Christ to cease being a natural man” (Guide to the Scriptures, “Natural Man,” [scriptures.lds.org](http://scriptures.lds.org)).

- Based on this explanation, who is a natural man? (Help students understand that the phrase “natural man” refers to the fallen condition of mankind and that it applies to all of us whenever we allow our physical and worldly desires to overcome our desire to follow the promptings of the Holy Spirit and be born again through the Atonement of Jesus Christ.)

Invite a student to read Mosiah 3:19 aloud. Encourage the class to follow along, looking for what the angel said we need to do in order to put off, or overcome, the natural man within us.

- What principle can we learn from this verse about what is required to put off the natural man? (Help students identify the following principle: **Through the Atonement of Jesus Christ, we can overcome the natural man as we yield to the enticings of the Holy Spirit and become as a little child.** Invite students to consider marking the phrases in this verse that teach this principle.)
- What do you think it means to yield to the enticings of the Holy Spirit? (You may want to explain that to *yield* means to submit, or comply with, and that in this context *enticings* are persuasions or promptings.)
- According to verse 19, what are the childlike qualities we develop as we yield to the enticings of the Holy Spirit?
- Whom do you know who displays one or more of these qualities? (As students respond, you might ask them to explain why they admire those qualities.)

Invite students to respond to one of the following questions in their class notebooks or study journals. (You may want to write these questions on the board before class or prepare a handout with the questions on it.)

- What can you do to more fully yield to the enticings of the Holy Spirit? What will you do over the next week to improve in this area of your life?

- What attribute of a child listed in Mosiah 3:19 do you most need to develop?  
What will you do over the next week to help you develop that attribute?

To help students gain a greater appreciation for the Savior's Atonement, read Mosiah 3:23–26 to them. Explain that the phrase “cup of the wrath of God” in verse 26 refers to the eventual suffering of those who willfully sin and do not repent. Emphasize that Jesus Christ took upon Himself the punishment for our sins. If we truly repent, we will not have to suffer that punishment (see D&C 19:16).

Conclude by sharing your testimony of the truths discussed in this lesson.

## LESSON 54

# Mosiah 4

### Introduction

Moved by King Benjamin's teachings, the people repented and received a remission of their sins. They were "filled with joy" and had "peace of conscience" (Mosiah 4:3). King Benjamin continued to teach them, helping them understand

what they must do to "retain a remission of [their] sins" (Mosiah 4:12). He also warned them of the danger of neglecting to watch their thoughts, words, and deeds.

### Suggestions for Teaching

#### Mosiah 4:1–8

*King Benjamin's people receive a remission of their sins and are filled with joy and peace*

Invite students to imagine that a young man has committed a serious sin and feels guilty about what he has done. He knows he should repent but worries that repentance might be too difficult. He wonders if repenting of his sins is really worth the effort.

- What counsel would you give this young man? Why?

As students study Mosiah 4 today, invite them to look for the blessings of repentance, as well as what is required to receive a remission of sins.

Remind students that Mosiah 3 contains the words King Benjamin received from an angel about how to receive a remission of sins.

Ask students to read Mosiah 4:1–2 silently, looking for phrases that indicate how King Benjamin's people responded to the angel's words. Invite a few students to report the phrases they find.

If students need help understanding the phrase "carnal state," explain that the word *carnal* is the opposite of spiritual. It refers to our physical appetites rather than our spiritual desire to draw nearer to the Lord. King Benjamin's people may have considered themselves to be "less than the dust of the earth" because the dust of the earth always obeys the Lord's commands, but God's children often do not (see Helaman 12:7–8). Ensure that students understand that Heavenly Father does not consider His children to be less than the dust of the earth (see D&C 18:10).

Point out that, like the young man in the scenario you presented, King Benjamin's people had to decide whether or not to repent of their sins. According to Mosiah 4:2, they repented, expressing their faith in Jesus Christ and His Atonement.

Invite a student to read Mosiah 4:3 aloud. Ask the class to follow along, looking for the blessings that came to the Nephites because they repented.

- In your own words, what principle can we learn from Mosiah 4:1–3 about the blessings we can receive when we exercise faith in Jesus Christ and sincerely repent? (One possible answer is that **as we exercise faith in Jesus Christ and sincerely repent, we can be filled with joy, receive a remission of our sins,**

**and have peace of conscience.** You may want to invite students to consider marking key words and phrases in Mosiah 4:1–3 that emphasize this principle.)

- Why do you think it is important that we exercise faith in Jesus Christ as we seek forgiveness for our sins? What are some ways we can exercise faith in Him?
- How could you use this principle to help the young man in the scenario understand that repentance is worth the effort?

Testify that we can have peace and joy as we exercise our faith in Jesus Christ and repent of our sins.

Explain that after witnessing the people’s repentant attitude, King Benjamin reminded them of their dependence on the Lord and taught them how to progress toward salvation. Ask several students to take turns reading aloud from Mosiah 4:4–8. Ask the class to look for phrases that describe people who receive salvation. You may want to invite students to consider marking these phrases.

- What phrases did you find that describe people who receive salvation?
- What do you think it means to “be diligent in keeping [the Lord’s] commandments” (verse 6)?
- What are some actions that demonstrate that a person has “put his [or her] trust in the Lord” (verse 6)?
- In what ways have you seen the “goodness of God” and His “matchless power” (verse 6)?

Testify that repentance and obedience require much work and effort on our part. However, no matter how hard we have to work, repentance is worth the effort.

### **Mosiah 4:9–30**

*King Benjamin teaches how to retain a remission of sins*



them easily.

**Mosiah 4:9** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate

Invite a student to read Mosiah 4:9–10 aloud. Ask the class to follow along and look for additional truths King Benjamin taught about faith and repentance. Invite students to consider marking any words or phrases that stand out to them. You may want to ask a few students to tell the class what they marked and why.

- What is a truth taught in verse 9 that can help us have faith in God? (Students may identify a variety of principles, but be sure to emphasize that **God created all things and has all power and wisdom.**)
- How might knowing that God created all things and has all power and wisdom help motivate you to repent?

- Why do you think King Benjamin might have taught his people about the importance of repentance immediately after they repented?

Write *retain a remission of our sins* on the board. Point out that once we receive a remission of our sins, it takes effort to retain, or keep, that clean and pure state.

Copy the following chart on the board:

What we must do	How we are blessed

Invite a student to read Mosiah 4:11–12 aloud. Ask the class to follow along, looking for what we must do to retain a remission of our sins. Invite students to report what they find. Ask a student to write students' answers on the board in the left column of the chart. Answers may include that we need to remember the greatness of God, humble ourselves, pray daily, and stand steadfastly in the faith. You may need to explain that to remember our own nothingness can refer to recognizing our ongoing need for the Atonement of Jesus Christ.

- According to verse 12, what blessings did King Benjamin say his people would receive if they did these things? (Invite a student to list these responses in the right column of the chart on the board.)

Help students use the chart to identify a principle in these verses by writing *If* above the left column and *then* above the right column. Invite students to compose an if-then statement using the responses listed on the board. Students should state a principle similar to the following: **If we remember God's greatness, humble ourselves, pray daily, and stand steadfastly in the faith, then we will be filled with God's love, retain a remission of our sins, and grow in knowledge.** Invite students to consider marking phrases in verses 11 and 12 that teach this principle.

- How might humbling ourselves help us grow in knowledge?
- How has praying daily helped you retain a remission of your sins?
- How can worthily partaking of the sacrament help us to humble ourselves and retain a remission of our sins?
- When has doing one of the things listed in the left column of the chart helped you to feel God's love for you?

Invite students to look again at the list of things we must do. Ask them to ponder which of these things they can improve on, and invite them to write in their class notebooks or study journals what they will do to improve.

Explain that Mosiah 4:13–16 contains King Benjamin's description of people who retain a remission of their sins. Divide the class into three groups. Ask the first group to search Mosiah 4:13, the second group to search Mosiah 4:14–15, and the third group to search Mosiah 4:16. Invite students to read their assigned verse or verses individually and look for attitudes and qualities that King Benjamin described in those who seek to retain a remission of their sins.

After sufficient time, invite students to report what they have found. As they do so, help students understand what they are learning by asking one or both of the following questions as each attitude or quality is mentioned:

- Why do you think this attitude (or quality) is important to retaining a remission of our sins?
- When have you seen examples of this attitude (or quality)?

Organize students in pairs. Invite each pair to take turns reading aloud from Mosiah 4:17–23, looking for additional teachings of King Benjamin about caring for the poor and needy. After students have had time to read the verses, invite them to discuss their favorite phrases from these verses with their partners.

Invite students to read Mosiah 4:24–27 aloud with their partners, looking for King Benjamin’s counsel to those who are unable to or have little to give to beggars. Invite students to report to the class what they find. You may want to ask students whether they have any comments or questions about King Benjamin’s teachings on caring for the poor. Discuss their comments and questions as time permits.

Explain that after King Benjamin taught his people how to retain a remission of their sins and be saved, he warned them about what might cause them to “perish,” or become spiritually lost and separated from God. Invite a student to read Mosiah 4:29–30 aloud. Ask the class to follow along, looking for what might cause us to perish.

- How would you state King Benjamin’s warning in verse 30 as a principle? (Students’ responses should reflect the following principle: **If we are not careful about our thoughts, words, and deeds and do not keep the commandments or continue in the faith of Jesus Christ throughout our lives, we will perish.** Invite students to consider marking phrases in verse 30 that teach this principle.)
- What is the relationship between our thoughts, words, and deeds? What can we do to watch ourselves?

Testify of the Lord’s love for each of us and of His desire for us to repent and retain a remission of our sins.

### ***Writing impressions***

Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles encouraged students to write down impressions they receive: “Develop the skill of learning by what you see and particularly by what the Holy Ghost prompts you to feel. . . . Write down in a secure place the important things you learn from the Spirit. You will find that as you write down precious impressions, often more will come” (“To Acquire Knowledge and the Strength to Use It Wisely,” *Ensign*, June 2002, 32).

Consider giving students a few minutes to write about how they will apply the principles in Mosiah 4:9–30 as they strive to retain a remission of their sins.



## LESSON 55

# Mosiah 5–6

### Introduction

Mosiah 5 contains the conclusion of King Benjamin’s address to his people, the record of which begins in Mosiah 2. As a result of their faith in King Benjamin’s words, the people experienced a mighty change of heart. They entered into a

covenant with God and took upon themselves the name of Jesus Christ. As recorded in Mosiah 6, King Benjamin transferred his kingdom to his son Mosiah, who ruled according to the example his father set.

### Suggestions for Teaching

#### Mosiah 5:1–4

*King Benjamin’s people describe the mighty change they have experienced through the Spirit*

Read aloud the following scenario, and ask students to consider how the young woman’s experience may be similar to their own:

A young woman is trying to do what is right. She prays and reads her scriptures often. She attends her Church meetings. She wants to be good, but at school and in other places she hears inappropriate language and sees a lot of inappropriate behavior. Sometimes she gives in to temptation and does things she knows are not right.

- Why can it be difficult for us to always desire to do what is right? (Caution students to not share anything that is inappropriate or too personal.)

As students study Mosiah 5 today, invite them to look for a truth that can help them know how to strengthen their righteous desires and overcome temptations.

Remind the class that after King Benjamin taught his people about the mission of Jesus Christ, the people repented and received a remission of their sins and “were filled with joy” (see Mosiah 4:2–3).

Invite students to read Mosiah 5:1 silently, looking for what King Benjamin desired to know from his people. Ask students to report what they find.

Ask a few students to take turns reading aloud from Mosiah 5:2–4. Invite the class to follow along, looking for the people’s response to King Benjamin’s question. You may want to explain that in verse 2, the word *disposition* refers to an individual’s nature—his or her desires and temperament. After they have read, ask the following questions:

- What did the people say about their dispositions?
- What brought about this change in their dispositions?
- Based on verse 2, how would you state a principle about what can happen to our desires when our hearts are changed through the Spirit of the Lord? (Students may use different words, but make sure they identify the following principle: **As our hearts are changed through the Spirit of the Lord, we lose**

**the desire to do evil and gain the desire to do good continually.** Write this principle on the board.)

- Based on the actions of King Benjamin's people, what do you think our role is in having our hearts changed through the Spirit of the Lord? (Like King Benjamin's people, we need to exercise faith in Jesus Christ, follow the direction He gives through His servants, and repent of our sins.)

Explain that for most people, experiencing a mighty change of heart is a process that occurs throughout their lives, not a single event.

Invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994):



"Becoming Christlike is a lifetime pursuit and very often involves growth and change that is slow, almost imperceptible. ...

"... True repentance involves a change of heart and not just a change of behavior. ... Most repentance does not involve sensational or dramatic changes, but rather is a step-by-step, steady, and consistent movement toward godliness" (Ezra Taft Benson, "A Mighty Change of Heart," *Ensign*, Oct. 1989, 5).

- Why do you think it is important to understand that a change of heart usually happens over time instead of all at once?

Explain that while our hearts are in the process of changing, we still experience temptation. However, as we faithfully continue to live the gospel, our desire to give in to temptation is replaced with a desire "to do good continually" (Mosiah 5:2).

To help students evaluate their progress in experiencing a mighty change in their hearts, ask them to respond in their class notebooks or study journals to the following questions. (You may want to write these questions on the board before class or prepare a handout with the questions on it.)

- When have you felt the Spirit of the Lord strengthen your desires to do good?
- What will you do so the Lord will continue to help you experience this change of heart?

Give one or two students the opportunity to share their answers to these questions. Ensure that they understand that they should not feel obligated to share experiences or thoughts that are too personal or private.

### **Mosiah 5:5–15**

*King Benjamin's people enter into a covenant with God and are given a new name*

Invite a student to read Mosiah 5:5 aloud. Ask the class to follow along, looking for what King Benjamin's people were willing to do because their hearts had been changed.

- What were the people willing to do now that their hearts had been changed?

- Which words or phrases in Mosiah 5:5 show the sincerity of the people's desire to make and keep a covenant with God? (Answers may include "do his will," "in all things," and "all the remainder of our days.")

Invite students to silently read Mosiah 5:7, looking for the relationship between Jesus Christ and those who make covenants with Him.

- According to verse 7, what do those who make covenants with Jesus Christ become? (His covenant sons and daughters.)

To help students understand this covenant relationship, explain that a father gives life to a child. We are spirit children of Heavenly Father. We are also children of our earthly fathers, who, with our mothers, provided the opportunity for us to live on the earth in our physical bodies. Referring to Mosiah 5:7, President Joseph Fielding Smith (1876–1972) taught that Jesus Christ also "becomes our Father" because He "offers us life, eternal life, through the atonement which he made for us." President Smith explained, "We become the children, sons and daughters of Jesus Christ, through our covenants of obedience to him" (Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie [1954], 1:29).

### ***Capture and maintain the students' interest***

Because some students have a limited attention span, look for ways to rekindle their interest several times during the class. This should be done in a way that focuses the students' attention on the scriptures to be studied.

To prepare students to learn more about covenants, invite a few students to tell why they were given their names. For example, you might ask them to tell about how their parents decided to name them, or you might ask if their names have any particular meaning. Then ask the class:

- What is the significance of a name? (On the board, summarize students' answers to this question. Answers may include that a name is how we are known, it is associated with our identity, it is one way we are distinguished from others, and it often carries with it a reputation and expectations because of the family associated with it.)

Remind students that one reason King Benjamin gathered the people together was to give them a name (see Mosiah 1:11). Explain that Mosiah 5:7–15 records King Benjamin's explanation of the name he had promised to give his people.

Invite a student to read Mosiah 5:8 aloud. Ask the class to follow along, looking for the name that King Benjamin encouraged his people to take upon themselves. You may want to invite students to consider marking the name in their scriptures.

- What name did King Benjamin give his people?
- What words and phrases did you notice that teach the importance of this name?
- What principle can we learn from verse 8 about what happens as we make and keep sacred covenants? (Help students identify the following principle: **As we**

**make and keep sacred covenants, we take upon ourselves the name of Jesus Christ.)**

Refer students to the words on the board that describe the significance of a name.

- How can the words on the board help us understand the significance of taking upon ourselves the name of Jesus Christ?

Divide students into pairs. Ask them to read Mosiah 5:9–13 aloud with their partners, looking for more counsel from King Benjamin about taking the name of Jesus Christ upon ourselves. Invite them to discuss the following questions with their partners based on what they have read. (You may want to write these questions on the board or provide them on a handout.)

- What do you think it means to have the name of Christ written in your heart?
- Think of people you know who honor the name of Christ. What do these people do to show the reverence and love they have for the name of Christ?
- What blessings come to those who have the name of Christ written in their hearts?

After sufficient time, invite a few students to report to the class what they discussed with their partners.

Ask a student to read Mosiah 5:15 aloud. Invite the class to follow along, looking for additional blessings that come to those who keep their covenants. Ask students to report what they find.

Share your feelings about what it means to have taken upon yourself the name of Jesus Christ. Testify of its importance in your life.

Give students a moment to ponder what they can do better or differently in order to keep the name of Jesus Christ written in their hearts. Encourage them to commit to do what they feel prompted to do.

### **Mosiah 6:1–7**

#### *Mosiah begins his reign as king*

Ask students to read Mosiah 6:1–3 silently, looking for what King Benjamin did before he dismissed the multitude. Invite students to report what they find.

- Why do you think it was important to record the names of all the people who had entered into the covenant?
- Why did King Benjamin appoint priests among the people?

Explain that after speaking to the people, King Benjamin conferred the kingdom on his son Mosiah. Three years later, King Benjamin died. Invite a student to read Mosiah 6:6–7 aloud. Ask the class to look for words and phrases that show that Mosiah followed his father's example and helped his people continue to experience a mighty change in their hearts. Invite students to report what they find.

To conclude, testify of the truths students have discovered while studying Mosiah 5–6 today. Encourage students to follow any promptings they may have received that will help them as their hearts continue to be changed through the Spirit of the Lord.

## HOME-STUDY LESSON

# Words of Mormon–Mosiah 6 (Unit 11)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Words of Mormon–Mosiah 6 (unit 11) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Words of Mormon–Mosiah 2)**

By studying Mormon’s experience in following the Spirit and including the small plates of Nephi with his record, students learned that the Lord knows all things. King Benjamin taught that if the Nephites had not had the scriptures, they would have dwindled in unbelief and that searching the scriptures helps us to know and keep the commandments. He taught his people important principles such as: When we serve others we serve God. When we feel indebted to God, we want to serve others and our gratitude increases. If we keep the commandments, we will be blessed both temporally and spiritually.

#### **Day 2 (Mosiah 3)**

King Benjamin recounted the words of an angel, who brought “glad tidings of great joy” (Mosiah 3:3) about the coming of the Lord in mortality. Students learned that it was prophesied more than 100 years before the events occurred that Jesus Christ would suffer so we could be saved from our sins. We can be saved from our sins and rejoice as we exercise faith in Jesus Christ and repent. If we yield to the enticings of the Holy Spirit, we can overcome the natural man through the Atonement of Jesus Christ.

#### **Day 3 (Mosiah 4)**

King Benjamin’s message filled his people with the Spirit of the Lord. Students learned that as we exercise faith in Jesus Christ and sincerely repent, we receive a remission of our sins. King Benjamin taught his people that if we humble ourselves before God and strive to develop Christlike attributes, we can retain a remission of our sins.

#### **Day 4 (Mosiah 5–6)**

As they read about the change that came upon King Benjamin’s people, students learned that as we exercise faith in Jesus Christ and receive the Holy Spirit, we can experience a mighty change of heart. King Benjamin’s people covenanted to do the Lord’s will and keep His commandments, demonstrating that we take upon ourselves the name of Jesus Christ through sacred covenants.

## Introduction

This lesson will help students understand King Benjamin's teachings to his sons and his people three years before his death. King Benjamin taught his people how to receive and retain a remission of their sins by exercising faith in Jesus Christ.

## Suggestions for Teaching

### Words of Mormon

#### *Nephi and Mormon express their confidence in God*

Invite a student to read 1 Nephi 9:2–3 aloud to remind students that Nephi was commanded to create two sets of plates. Help them understand that in this passage the phrase “these plates” refers to the small plates of Nephi, which contained a record primarily of sacred things.

Invite a student to read 1 Nephi 9:4 aloud. Ask the class to follow along, looking for the purpose of the large plates (an account of the reign of the kings and wars of the people).

Remind students that as Mormon was abridging the large plates of Nephi, he discovered the small plates among the other records. He was inspired by the Holy Ghost to include what he found on the small plates with his abridgement, even though he did not know why (see Words of Mormon 1:7).

Invite half of the class to search 1 Nephi 9:5–6 for why Nephi was commanded to make the small plates. Have the other half of the class search Words of Mormon 1:6–7 for why Mormon decided to include the small plates with his abridgement. After class members report, ask them what these passages from Nephi and Mormon teach them about the Lord. (Students may use different words, but be sure they express the following truth: **The Lord knows all things.**)

- What was the future “wise purpose” that both Nephi and Mormon referred to? (The Lord knew that in 1828, the small plates would take the place of the lost 116 pages of Book of Mormon manuscript. See unit 11, day 1 in the student study guide.)
- How can your understanding that the Lord knows all things in the future give you faith to obey the spiritual promptings you receive?

If you feel a need to spend more time on this part of the lesson, ask students if they can share experiences when they felt prompted by the Spirit to do something and did not learn the purposes of the promptings until later.

### Mosiah 1

#### *King Benjamin calls the people to gather together*

Explain that the small plates of Nephi cover the history of the Nephites from Lehi's ministry until the time when King Mosiah united the peoples of Nephi and Zarahemla and when Mosiah's son Benjamin reigned over the kingdom in righteousness. King Benjamin was given charge of the sacred records. (See Omni 1:23, 25.)

Near the end of King Benjamin's life, he asked his son Mosiah to gather the people together. Invite students to read Mosiah 1:10–11 and look for the reasons King Benjamin wanted to speak to the people. (He wanted to announce that Mosiah would be the next king and to give the people a name.)

### Mosiah 2–6

#### *King Benjamin teaches his people about the Savior's Atonement*

Show students the picture King Benjamin Addresses His People (*Gospel Art Book* [2009], no. 74; see also [lds.org/media-library](http://lds.org/media-library)). Read Mosiah 2:12–19 to the class. Invite students to raise their hands when they identify phrases that show King Benjamin's character. As students raise their hands, stop reading and ask them to explain what they have identified and how it reveals King Benjamin's character.



You may want to ask students what they learned about service in Mosiah 2:17. (Students' answers should reflect the following principle: **When we serve others, we serve God.**) You might also want to have the class repeat Mosiah 2:17, a scripture mastery passage, from memory. Consider inviting students to share how they have recently served God by serving others.

Write the following scripture passages on the board. Do not include the answers in parentheses. Assign each student one of the scripture passages to review. Remind them that King Benjamin's sermon focused on this theme: "Salvation can come unto the children of men, only in and through the name of Christ, the Lord Omnipotent" (Mosiah 3:17). Each of the scripture passages teaches something about this theme. Invite students to study their assigned scripture passage, looking for doctrines or principles King Benjamin taught.

1. *Mosiah 2:20–25, 34.* (When we recognize our indebtedness to God, our gratitude increases.)
2. *Mosiah 3:7–11, 17–18.* (Jesus Christ suffered so we can be saved from our sins. If we exercise faith in Jesus Christ through repentance, we can be saved from our sins.)
3. *Mosiah 3:12–16, 19–21.* (If we yield to the enticings of the Holy Spirit, through the Atonement of Jesus Christ we can overcome the natural man and become a saint.)
4. *Mosiah 4:5–8, 19–21, 26.* (If we humble ourselves before God and strive to develop Christlike attributes, we can retain a remission of our sins.)

After giving students sufficient time, allow them to report what they learned to the class or in small groups. Then ask several students to choose one of the principles and explain how they might apply it in their lives.

Invite a student to read Mosiah 4:1–3 aloud. Ask the class to follow along, looking for how the people responded to the words of King Benjamin. Then invite another student to read Mosiah 5:1–2, 5–8 aloud. Ask the class to look for how we take the Lord’s name upon us. (Make sure students identify this principle: **We take upon ourselves the name of Jesus Christ when we make and keep sacred covenants.**)

You may want to remind students that one of the reasons King Benjamin gathered the people together was to teach them about making covenants. He also consecrated his son Mosiah to be king over the people (see Mosiah 6:3).

To conclude, ask students if any of them would like to share how they feel about having taken upon themselves the name of Jesus Christ at baptism. Ask them to ponder the following question and invite them to act on any promptings they receive:

- How can you personally apply the principles from King Benjamin’s address?

You might also testify of the joy that comes through believing in Jesus Christ and relying on His Atonement.

### Next Unit (Mosiah 7–17)

Ask students if they would stand up for Jesus Christ even if doing so meant that they would be put to death. Inform them that in Mosiah 7–17 they will study the teachings of the prophet Abinadi. Encourage them to look for the message Abinadi was willing to deliver to the Nephites, even though he knew he would be put to death.



## LESSON 56

# Mosiah 7–8

### Introduction

Approximately 60 years before King Benjamin's son Mosiah became king, a man named Zeniff led a group of Nephites from Zarahemla to live in the land of Nephi, which they considered "the land of their inheritance" (see Omni 1:27–30). King Mosiah authorized a man named Ammon to lead a small group to the land of Nephi to learn the fate of Zeniff's group. Ammon and his companions found the

descendants of Zeniff's group living in bondage to the Lamanites. Zeniff's grandson Limhi was their king. Ammon's arrival brought hope to Limhi and his people. Limhi asked Ammon if he could translate the engravings on 24 gold plates his people had discovered. Ammon explained that the king in Zarahemla, King Mosiah, was a seer who could translate those ancient records.

### Suggestions for Teaching

#### *Prepare yourself spiritually*

The most important part of your preparation as a gospel teacher is to prepare yourself spiritually. A gospel teacher's spiritual preparation includes living the gospel, praying for help and guidance, exercising faith, and participating in inservice training.

### Mosiah 7

*Ammon finds the land of Lehi-Nephi and learns how King Limhi's people came into bondage*

Before studying Mosiah 7 today, it will be helpful for students to become familiar with the various journeys recorded in Mosiah 7–24. The following activity provides an overview of these journeys, which occurred during a period of approximately 80 years (200 BC to 121 BC).



Give each student a copy of the accompanying diagram. Invite students to complete the diagram by placing the number of each journey in the appropriate circle on the map. Students could do this activity on their own or in small groups, or you could complete it together as a class.

### Overview of Journeys in Mosiah 7–24: Matching Activity

**Journey 1.** Zeniff and other Nephites traveled from Zarahemla to the land of Nephi (or Lehi-Nephi), which had become occupied by Lamanites. These Nephites fought among themselves, and the survivors returned to Zarahemla. (See Omni 1:27–28; Mosiah 9:1–2.)

**Journey 2.** Zeniff and others left Zarahemla and settled in the land of Nephi (see Omni 1:29–30; Mosiah 9:3–7).

After Zeniff died, his son Noah reigned in wickedness. The Lord sent the prophet Abinadi to warn the people to repent. Alma, one of King Noah's priests, obeyed Abinadi's message and taught it to others. (See Mosiah 11–18.)

**Journey 3.** Alma escaped to the Waters of Mormon and later led a group of believers to the land of Helam (see Mosiah 18:4–5, 32–35; 23:1–5, 19–20).

The Lamanites attacked Noah’s people in the land of Nephi. Noah was later killed, and his son Limhi reigned. The people of Limhi were in bondage to the Lamanites. (See Mosiah 19–20.)

**Journey 4.** Limhi sent a group of Nephites to find Zarahemla. After becoming lost in the wilderness, the group discovered the ruins of a destroyed nation and a record written on 24 gold plates. (See Mosiah 8:7–9; 21:25–27.)

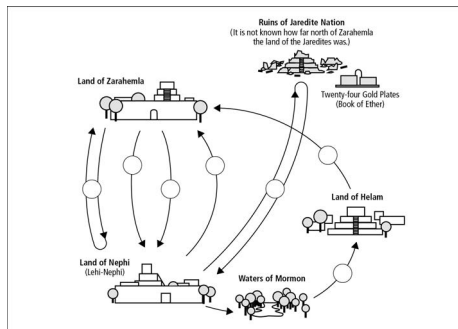
**Journey 5.** Ammon and 15 others journeyed from Zarahemla to find those who had returned to the land of Nephi (see Mosiah 7:1–6; 21:22–24).

**Journey 6.** Limhi and his people escaped from the Lamanites and were led by Ammon and his brethren to Zarahemla (see Mosiah 22:10–13).

After Limhi’s people escaped, the Lamanites sent an army after them. The army was lost in the wilderness when they discovered Alma and his people in the land of Helam. The Lamanites brought them into bondage. Alma’s people prayed to the Lord for support. (See Mosiah 22–24.)

**Journey 7.** The Lord delivered Alma and his people and guided them to Zarahemla (see Mosiah 24:20–25).

Place the number of each journey in the appropriate circle on the map.



After students have had sufficient time to complete the activity, review their responses. The correct answers can be found on the diagram titled “Overview of Journeys in Mosiah 7–24,” which is located in the appendix of this manual.

Point out the land of Zarahemla on the diagram. Remind students that this is where King Mosiah and his people lived.

Invite a student to read Mosiah 7:1 aloud. Ask the class to follow along, looking for what Mosiah and his people wanted to know.

- What did Mosiah and his people want to know?

Explain that Mosiah allowed a small group of men, led by a man named Ammon, to search for the people who had left Zarahemla to live in Lehi-Nephi (see Mosiah 7:2–3). (This action is represented by journey 5 on the diagram titled “Overview of Journeys in Mosiah 7–24.”)

Summarize Mosiah 7:4–11 by explaining that Ammon found the city where the descendants of Zeniff’s people lived under the reign of Zeniff’s grandson Limhi.

Limhi saw Ammon's group outside the walls of the city and imprisoned them. He questioned them two days later.

Ask several students to take turns reading aloud from Mosiah 7:12–15. Invite the class to follow along, looking for Limhi's reaction when he learned who Ammon was and where he was from.

- Why was Limhi so happy to learn that Ammon was from the land of Zarahemla?

Summarize Mosiah 7:16–19 by explaining that King Limhi gathered his people together at the temple to comfort them and to encourage them to trust in God for deliverance.

To help students recognize why Limhi's people were in bondage, divide students into pairs. Invite them to read Mosiah 7:20–25 with their partners, looking for the main reason why Limhi's people had been brought into bondage. After students have finished reading, ask:

- According to verse 20, what is the main reason why these Nephites had been brought into bondage?
- What principles can we learn from verses 20–25? (Students may identify a number of principles, including the following: **If we choose to sin, then we will experience bondage and sorrow.** Write this principle on the board.)

Invite students to come to the board to list examples of sins that will lead us to experience bondage and sorrow. (For example, students may write sins such as the use of alcohol, illegal drugs, and pornography, which lead to a loss of the Spirit and can lead to harmful habits and addictions.) Ask students to explain how the sins they listed can lead to bondage and sorrow.

Summarize Mosiah 7:25–32 by explaining that Limhi's people were guilty of many sins, including killing Abinadi, which brought the consequences of bondage and afflictions.

Invite a student to read Mosiah 7:33 aloud. Ask the class to look for what Limhi exhorted his people to do in order to be delivered from bondage.

- What did Limhi exhort his people to do in order to be delivered from bondage?
- How would you summarize a principle from verse 33 about what we can do to be delivered from the bondage of sin? (Students should identify a principle like the following: **If we turn to the Lord with full purpose of heart, trust in Him, and serve Him with all diligence of mind, then He will deliver us from the bondage of sin.**)
- What do you think it means to “turn to the Lord with *full* purpose of heart ... and serve him with *all* diligence of mind” (verse 33; italics added)? What are some ways we can do this?
- In what ways can the Lord deliver us from the bondage of sin? (He can forgive us and help us overcome negative consequences of our choices.)

Consider sharing your testimony that Jesus Christ will deliver us from the bondage of sin as we turn to Him in faith and repent.

Give students time to reflect on their lives and to consider if there are any sins they need to repent of. Encourage them to do whatever is necessary to repent of those sins so they can be delivered by the Savior.

## Mosiah 8

### *Ammon learns of the 24 gold plates and tells Limhi of a seer who can translate the engravings they contain*

Ask two students to come to the front of the class. Blindfold one student, and then place books, pieces of paper, or other harmless objects on the floor across the room. Ask the second student to give verbal instructions to help the first student cross the room without touching any of the objects on the floor. When the task is completed, ask the blindfolded student to remove the blindfold, and invite both students to return to their seats.

- What is the value of listening to someone who can see things we can't?

As students study Mosiah 8 today, invite them to look for truths that can help them understand the value of following those who have been called by God to lead us.

Summarize Mosiah 8:1–12 by explaining that Limhi had sent an expedition to get help from Zarahemla sometime before Ammon's arrival. The group wandered in the wilderness, and instead of finding Zarahemla, they found the remains of a destroyed civilization. There they discovered 24 gold plates with engravings on them. (These actions are represented by journey 4 on the diagram titled "Overview of Journeys in Mosiah 7–24." A record of the Jaredites, taken from the 24 gold plates, is included in the Book of Mormon as the book of Ether.) Explain that King Limhi wanted to understand the writings that were engraved on the 24 plates. He asked Ammon if he knew of anyone who could translate them.

Invite a student to read aloud Ammon's response in Mosiah 8:13–14. Ask the class to follow along, looking for the word Ammon used to indicate a person who has the power to translate such records.

- What word did Ammon use to indicate a person who has power from God to translate? (Invite students to consider marking the word *seer* in verse 13.)

Ask students to search Mosiah 8:16–18 with a partner, looking for additional abilities of a seer. Ask several students to tell what they have found.

- What truth can we learn from verse 18 about why the Lord provides prophets, seers, and revelators? (Help students identify the following truth: **The Lord provides prophets, seers, and revelators to benefit mankind.**)
- How many seers do we have on the earth today? (Fifteen—the members of the First Presidency and the Quorum of the Twelve Apostles.)
- What are some things that prophets, seers, and revelators make known to us? (If students struggle to answer, ask what seers have made known about topics such as marriage and family, education, entertainment and media, or sexual purity.)
- How has your life been blessed by modern-day prophets, seers, and revelators?

You may want to tell about how prophets, seers, and revelators have blessed your life. Conclude by encouraging students to follow the guidance we receive today from members of the First Presidency and the Quorum of the Twelve Apostles.

## LESSON 57

# Mosiah 9–10

### Introduction

A man named Zeniff led a group of Nephites from Zarahemla to settle among the Lamanites in the land of Nephi. Mosiah 9–22 contains an account of the experiences of these people. The king of the Lamanites allowed Zeniff's people to settle among them because he secretly planned to bring them into

bondage. The Lamanites' false traditions and hatred of the Nephites eventually led to war. Zeniff's people relied on the Lord for strength, and they were able to drive the Lamanites out of their land.

### Suggestions for Teaching

#### Mosiah 9:1–13

*Zeniff leads a group of Nephites to return to the land of Nephi*

Ask students to think of some objects (such as particular items of clothing or electronic devices) that they have desired in the past or currently would like to have. Invite a few students to tell the class about an object they thought of.

Explain that today students will learn about a man who wanted something so intensely that he failed to see the possible consequences of his desires. As students study Mosiah 9–10 today, invite them to look for what can cause us to make decisions that will bring undesirable consequences.

Invite students to look at the diagram “Overview of Journeys in Mosiah 7–24: Matching Activity” from the previous lesson (or you can show them the diagram “Overview of Journeys in Mosiah 7–24,” found in the appendix of this manual). Remind them that a man named Ammon led a group that journeyed from Zarahemla and found Limhi and his people in the land of Nephi (see journey 5).

#### *Help students understand the context of scripture passages*

Show students that approximate dates appear in the chapter summaries of the Book of Mormon to help establish the historical context of the events described in those chapters. As students become familiar with these dates, they will see how the events described in the Book of Mormon relate to each other and to other events in history.

Explain that from Mosiah 8 to Mosiah 9, the story line goes back in time more than 60 years to give the account of King Limhi's grandfather Zeniff.

Invite a student to read aloud Mormon's preface to the record of Zeniff at the beginning of Mosiah 9. Then ask another student to read Mosiah 9:1–2 aloud. Invite the class to follow along, looking for what happened the first time a group of Nephites tried to return to the land of Nephi. Ask students to report what they find.

Ask another student to read Mosiah 9:3 aloud. Invite the rest of the class to follow along, looking for (1) how Zeniff described himself and (2) what he was slow to

remember as he sought to reclaim the land of Nephi. Ask students to report what they find.

- What does it mean to be overzealous? (To be overly eager or excessively interested in the pursuit of something.)
- What do you think it means to be slow to remember the Lord?

Explain that because Zeniff was overzealous and slow to remember the Lord, he did not foresee the consequences of his choices. Invite several students to take turns reading aloud from Mosiah 9:5–7, 10. Ask the class to follow along, looking for what Zeniff failed to see.

- What did Zeniff fail to see because of his overzealous desire to obtain the land of Nephi?
- What are the dangers of being overly eager in obtaining our personal desires and neglecting to remember the Lord when making decisions? (Help students identify a principle similar to the following: **Being overzealous and slow to remember the Lord can lead us to make choices that result in negative consequences.** Write this principle on the board.)
- What are some situations youth might experience today in which they may be tempted to disregard the Lord’s will and do what they strongly desire to do instead?

As you discuss students’ answers to the preceding question, mention the following scenarios as examples:

1. A young man eager to pursue his university studies decides to not serve a full-time mission.
  2. A young woman decides to date a young man who does not share her moral standards.
- What are the potential consequences of these decisions?
  - How might the principle on the board help youth avoid making mistakes they would later regret?

Summarize Mosiah 9:11–13 by telling students that after 12 years, Zeniff’s people had grown so prosperous that the Lamanite king grew nervous that he wouldn’t be able to bring them into bondage, so he “began to stir up his people that they should contend with [Zeniff’s] people” (Mosiah 9:13).

### **Mosiah 9:14–10:22**

#### ***The Lamanites attempt to bring Zeniff’s people into bondage***

Ask students to identify some challenges commonly faced by youth. Students might mention difficulties with schoolwork, sports, leadership, work, friends, family, or temptation.

Ask the class to ponder which areas they would like to have more strength and support in.

As students continue their study of Mosiah 9–10 today, invite them to look for how they can receive additional strength and support in areas where they feel they need it.

Explain that Mosiah 9 and 10 recount two times when the Lamanites came to battle against Zeniff and his people. Copy the accompanying chart on the board, but do not include the answers in parentheses. Tell students that they will be searching the scripture passages in the chart, looking for answers to the questions along the top of the chart. Invite half of the class to use the passages in the first row to find answers regarding Zeniff and his people. Invite the other half of the class to search the passages in the second row for answers regarding the Lamanites. Have a student from each group write their answers on the board as they find them.

	Zeniff and his people	The Lamanites
What did the people do to prepare?	Mosiah 9:14–16; 10:1–2, 7, 9–10 (They armed themselves and went to battle.)	Mosiah 10:6–8 (They armed themselves and went to battle.)
What did they do to put their trust in the Lord?	Mosiah 9:17 (They prayed and remembered that the Lord had delivered their ancestors.)	Mosiah 10:11 (Nothing. They relied on their own strength.)
What was the result?	Mosiah 9:18; 10:20 (The Lord strengthened them, and they were successful in driving the Lamanites out of their land.)	Mosiah 10:19–20 (The Lamanites were driven from the land with a great slaughter.)

After students complete the chart, ask:

- What similarities and differences do you see between how Zeniff’s people and the Lamanites approached their battles?
- What truths can we learn from this comparison? (Students may identify several principles, including the following: **If we pray and go forth in faith, we can face our challenges in the strength of the Lord.** Write this principle on the board.)

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Ask the class to listen for the relationship between prayer and going forth in faith.



“Blessings require some effort on our part before we can obtain them, and prayer, as ‘a form of work, ... is an appointed means for obtaining the highest of all blessings’ [Bible Dictionary, “Prayer”]. We press forward and persevere in the consecrated work of prayer, after we say ‘amen,’ by acting upon the things we have expressed to Heavenly Father” (David A. Bednar, “Ask in Faith,” *Ensign* or *Liahona*, May 2008, 95).

- Why do you think it is important that we pray and then act on the things we have expressed to Heavenly Father?



Refer back to the principle listed on the board, and ask:

- How could this principle help someone who is experiencing challenges?

Testify that the Lord will strengthen us as we pray and go forth in faith.

Invite students to answer one of the following questions in their class notebooks or study journals:

- When have you felt the Lord strengthen you as you prayed in faith and put forth the necessary effort?
- How will you apply this principle to help you with the challenges you are facing now?

Invite a few students to share with the class what they wrote. (Remind students that they should not share anything that is too personal or private.)

Explain that before Zeniff and his people went to battle the second time, Zeniff explained to his people why the Lamanites were filled with hatred for the Nephites. Write the words *wroth* and *wronged* on the board, and ask students if they can explain what these words mean. (To be wroth is to be intensely angry; to be wronged is to be offended or dealt with unfairly or in an unjust manner.)

Divide students into pairs and have them read Mosiah 10:11–17, looking for reasons why the descendants of Laman and Lemuel continued to hate the descendants of Nephi.

After the partners have read the verses together, ask the following questions:

- Why did the Lamanites hate the Nephites so intensely?
- According to verse 11, how can a person's anger affect his or her family, now and in the future? (Help students identify the following principle: **Taking offense and holding on to anger can prevent individuals and their children from knowing the Lord and His strength.**)

Read aloud the following statement by Elder Bednar. Before you read, explain that as a stake president Elder Bednar would visit people who had stopped coming to church because they had taken offense at the words or actions of another person. Ask students to listen for how taking offense and holding on to anger can prevent individuals and their children from knowing the Lord and His strength.



"As we talked, eyes often were moist with tears as these good people recalled the confirming witness of the Holy Ghost and described their prior spiritual experiences. ... However, they were not presently participating in Church activities and meetings.

"And then I would say something like this. 'Let me make sure I understand what has happened to you. Because someone at church offended you, you have not been blessed by the ordinance of the sacrament. You have withdrawn yourself from the constant companionship of the Holy Ghost. Because someone at church offended you, you have cut yourself off from priesthood ordinances and the holy temple. You have discontinued your opportunity to serve others and to learn and grow. And you are leaving barriers that will impede

the spiritual progress of your children, your children's children, and the generations that will follow' " (David A. Bednar, "And Nothing Shall Offend Them," *Ensign* or *Liahona*, Nov. 2006, 89).

- According to Elder Bednar, what are some blessings that multiple generations can miss out on because someone took offense?

Conclude by inviting a few students who are willing to share their testimonies of the principles they have identified today.

## LESSON 58

# Mosiah 11:1–12:17

### Introduction

Because King Noah's pride and riotous living led many of his people into wickedness, the Lord sent the prophet Abinadi to warn Noah and his people. Abinadi warned them that they

would be placed under bondage if they did not repent. The people chose not to heed the warnings, and King Noah ordered that Abinadi be cast into prison.

### Suggestions for Teaching

#### *Adapt lessons to the needs of students*

Most lessons contain more scriptural truths than you can cover in the time you are given. As you study the scriptures and the curriculum, seek the guidance of the Holy Ghost to know which doctrines and principles are most important for your students to learn and discuss in the lesson. The Holy Ghost will help you adapt each lesson to the needs of your students.

### Mosiah 11:1–19

#### *King Noah leads his people into wickedness*

Write the word *flattery* on the board.

- What is flattery? (Insincere praise.)
- Why might someone use flattery when interacting with others?

Invite a student to read aloud the following paraphrase of an old fable about a crow and a fox. Ask the class to listen for what the fox was able to do through flattery.

A crow sat in a tree with a piece of cheese in her beak. A fox came along and began telling the crow how noble and beautiful she was. When the fox asked if her voice was as beautiful as her feathers, the crow opened her beak to sing for the fox. As the crow let out a noisy "Caw!" the cheese dropped to the ground and the fox took it and ran.

- What was the fox able to do through flattery?

As students study Mosiah 11–12 today, invite them to look for the dangers of listening to those who seek to use flattery against us.

To provide context for the lesson, remind students that Zeniff led a group of people to the land of Nephi, where they were brought into bondage by the Lamanites (see journey 2 of "Overview of Journeys in Mosiah 7–24," found in the appendix of this manual). Although Zeniff's overzealousness led him to be deceived by the Lamanites, he was a good man, and he taught his people to put their trust in the Lord. Before Zeniff died, he conferred the kingdom on his son Noah. (See Mosiah 9–10.)

Divide the class into pairs. Assign one partner to read Mosiah 11:1–6 silently and the other partner to read Mosiah 11:14–19 silently. Ask them to look for what kind

of king Noah was and how his behavior influenced the people. Invite students to report what they find to their partners.

After sufficient time, ask a few students to describe the influence King Noah had on his people. You might also point out that Noah used the money collected from taxing his people to build “many elegant and spacious buildings,” including a palace for himself and a tower to overlook the land (see Mosiah 11:8–13).

Invite a student to read Mosiah 11:7 aloud. Ask the class to follow along, looking for why the people were willing to support Noah in his wickedness.

- Why were the people willing to support Noah in his wickedness? (You may want to explain that in this context the word *vain* means empty, or without value.)
- What principle can we identify from the verses we have studied in Mosiah 11 about the dangers of believing the “vain and flattering words” (verse 7) of others? (Using their own words, students should identify a principle such as the following: **If we allow ourselves to be influenced by the vain and flattering words of others, we can be deceived into committing sin.** Write this principle on the board.)
- What are some examples in our day of how we can be deceived into committing sin by listening to the vain and flattering words of others?

### Mosiah 11:20–12:17

*Abinadi warns the people that they will be brought into bondage if they do not repent*

Write the following question on the board:

*How would you feel if the prophet spoke out against a certain kind of entertainment that you enjoy or if the prophet taught that your favorite activity was spiritually damaging?*

Invite students to silently ponder this question. Then ask:

- Why might it be challenging to follow the prophet in this situation?

As students continue to study Mosiah 11–12, invite them to look for reasons why we should follow prophets’ invitations to make changes in our lives, even when it may be difficult to do so.

Invite a student to read Mosiah 11:20 aloud. Ask the class to follow along, looking for what the Lord did to help King Noah and his people.

- What did the Lord do to help Noah and his people? (He sent the prophet Abinadi to call them to repentance.)

Invite a few students to take turns reading aloud from Mosiah 11:21–25. Ask the class to follow along, looking for the consequences Abinadi said the people would experience if they did not repent. (You may want to invite students to consider

marking the phrases “except they repent” [verses 21, 25] and “except this people repent” [verse 23] in their scriptures.)

- What consequences did Abinadi say the people would experience if they did not repent?
- What principle can we learn from these verses about why the Lord calls prophets? (Students may use different words, but make sure they identify the following principle: **God calls prophets to call people to repentance and warn of the consequences of sin.**)
- What are some different ways people may choose to react when a prophet preaches repentance?

Invite a student to read aloud the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Ask the class to listen for why it is a blessing when prophets call us to repentance.



“The message of repentance is often not welcomed. ...

“... When prophets come crying repentance, it ‘throws cold water on the party.’ But in reality the prophetic call should be received with joy. Without repentance, there is no real progress or improvement in life. Pretending there is no sin does not lessen its burden and pain. Suffering for sin does not by itself change anything for the better. Only repentance leads to the sunlit uplands of a better life. And, of course, only through repentance do we gain access to the atoning grace of Jesus Christ and salvation” (D. Todd Christofferson, “The Divine Gift of Repentance,” *Ensign or Liahona*, Nov. 2011, 38).

- Why is it a blessing when prophets invite us to repent?

### **Invite students to write on the board**

When students write on the board, you can face the class and continue to facilitate discussion. This draws students’ attention to the board and stimulates participation. Remind students that they do not need to write entire responses—just a few key words from people’s comments. To increase participation, you might invite one student to write for a few minutes and then give another student the opportunity to act as scribe.

To help students see the effects of sin and of ignoring the prophets’ calls to repent, invite a student to act as scribe and to list on the board students’ responses to the following two questions:

- What are some things that youth may be involved in that the prophets have asked us to avoid or repent of?
- What are some consequences of ignoring the prophets and continuing to commit these sins? (For example, students may mention that the consequences of committing sin include a loss of the Spirit, damaged relationships, and possible addiction.)

Thank the student acting as scribe and invite him or her to be seated. Then ask the class:

- Based on the list of consequences on the board, why should we receive with joy prophetic calls to repent?

Testify that God calls prophets to warn of the consequences of sin. Prophets want us to repent so we can progress and find joy. Encourage students to choose to be grateful when prophets teach us to make changes in our lives and to act on the prophets' words.

Ask a few students to take turns reading aloud from Mosiah 11:26–29. Invite the class to follow along, looking for the reaction of the people and their king to Abinadi's message.

- How did the people and King Noah react to Abinadi's message? (You may want to remind students that the word *wroth* means very angry.)
- Why do you think the people reacted with anger toward Abinadi, who was trying to help them?
- Why do you think they defended King Noah, who was leading them toward misery?

Explain that in Mosiah 11:29, we read that "the eyes of the people were blinded." In their blindness, the people thought that Noah was their friend and that Abinadi was their enemy, when the opposite was true.

- What caused these people to become blind to the truth? (After students respond, write the following principle on the board: **Sin can blind us from recognizing the truth of prophets' words.** Invite students to consider writing this principle in their scriptures near verse 29.)
- How does sin blind someone from recognizing the truth of the words of the prophets?

Summarize Mosiah 12:1–8 by explaining that two years after Abinadi escaped from those who sought to capture him and put him to death, he returned among the people in disguise. He delivered the Lord's message that because the people had not repented, they would experience the consequences of their sins that he had previously warned them about. They would experience bondage, afflictions, pestilence, and destruction, and King Noah would be burnt to death.

Invite several students to take turns reading aloud from Mosiah 12:9, 13–15. Ask the class to follow along, looking for how the people responded to Abinadi the second time he came among them.

- How did the people respond to Abinadi's message?
- What words or phrases in these verses indicate that the people had indeed become blind to the truth?

Review the principles students have identified in this lesson. Invite one or more students who are willing to share their testimonies about the importance of avoiding sin and of following the prophets' invitations to repent. You may also want to share your testimony.

Ask students to write in their study journals or class notebooks how they will try to apply the principles they have learned today. When they have had sufficient time to write, invite a few of them to share what they wrote.

## LESSON 59

# Mosiah 12:18–14:12

### Introduction

When King Noah and his priests questioned Abinadi, the prophet rebuked them for not teaching or keeping the commandments. King Noah ordered his priests to kill

Abinadi, but God protected Abinadi and gave him power to continue his message. Quoting Isaiah, Abinadi testified of Jesus Christ and His Atonement.

### Suggestions for Teaching

#### Mosiah 12:18–13:26

*Abinadi rebukes King Noah and his priests for refusing to observe and teach the commandments*

To begin this lesson, write the following statements on the board:

*I KNOW what it means to live the gospel of Jesus Christ.*

*I LIVE the gospel of Jesus Christ.*

Ask students to silently consider how well the statements describe them, using a scale of 1 to 10 (with 10 representing that the statement describes them very well).

- Why do you think it is important to be able to sincerely make both of these statements?

As students study Mosiah 12–14 today, invite them to look for the importance of both knowing and living the gospel of Jesus Christ.

Remind students that in the previous lesson, they discussed the account of King Noah and his priests casting Abinadi into prison because of his prophecies against them (see Mosiah 12:1–17). Summarize Mosiah 12:18–24 by explaining that Abinadi was later brought before King Noah and his priests. The priests questioned him, trying to confuse him into saying something they could use against him. Then one of them asked Abinadi to explain a scripture passage.

Invite several students to take turns reading aloud from Mosiah 12:25–30. Ask the class to follow along, looking for Abinadi’s reasons for rebuking Noah and his priests.

- Why did Abinadi rebuke Noah and his priests?

To help students answer this question, you may want to point out that the priests claimed that salvation came by the law of Moses (see Mosiah 12:32). However, they did not keep the Ten Commandments, which were part of that law, and they did not teach the people to keep the commandments (see Mosiah 11:1–15; 12:27–29, 37; 13:25–26).

Point to the statements on the board.



- How well do you think each statement describes Noah and his priests?

Invite students to read Mosiah 12:35–36 silently, looking for what Abinadi began to teach the priests.

- What did Abinadi begin to teach the priests? (If necessary, point out that these are the first two of the Ten Commandments [see Exodus 20:3–4].)



### ***Dramatic readings***

Dramatic readings of scriptures can help students visualize the people and events in the scriptures. Encourage students to make the experience interesting and enjoyable without detracting from the sacredness of scriptural events.

Display the picture Abinadi before King Noah (*Gospel Art Book* [2009], no. 75; see also [lds.org/media-library](http://lds.org/media-library)). Ask students to describe what is happening in the picture. (The king has ordered that Abinadi be killed. The Lord is protecting Abinadi.) To help students understand this account, consider having three students stand and perform a dramatic reading. One student will act as narrator. A second student will read the words of King Noah. The third student will read the words of Abinadi.

First, ask the narrator and the student playing Noah to read their parts in Mosiah 13:1–2. Then have the student playing Abinadi reply with Mosiah 13:3–4. The narrator will then read Mosiah 13:5–6. Then the student playing Abinadi will finish with Mosiah 13:7–11.

Thank the students who performed the dramatic reading, and invite them to return to their seats. Direct students' attention to Mosiah 13:11.

- According to this verse, why was Abinadi going to teach the rest of the Ten Commandments to the priests? (The commandments of God were not written in their hearts.)
- What do you think it means to have the commandments written in our hearts?
- What principle can we learn from the actions of Noah and his priests about what happens when we do not have the commandments of God written in our hearts? (Students may identify several principles, including the following: **If the commandments of God are not written in our hearts, we will not seek to obey them with real intent.** Invite students to consider writing this principle in their scriptures next to Mosiah 13:11.)

Invite a student to read aloud the following statement by Sister Bonnie L. Oscarson, Young Women General President:



"We need to get the gospel from our heads into our hearts! It is possible for us to merely go through the motions of living the gospel because it is expected or because it is the culture in which we have grown up or because it is a habit. ...

"We all need to seek to have our hearts and very natures changed so that we no longer have a desire to follow the ways of the world but to please God" (Bonnie L. Oscarson, "Do I Believe?" *Ensign* or *Liahona*, May 2016, 88).

- Rather than merely going through the motions of living the gospel, what can we do to allow God's commandments to be written in our hearts? (We can choose to faithfully obey the commandments, which will enable the Holy Ghost to write them in our hearts [see 2 Corinthians 3:3].)

Use the following activity to help students evaluate how well the Ten Commandments are written in their hearts. Write the following four responses on the board:

*Almost never*

*Some of the time*

*Much of the time*

*Almost always*

Point out that each of the following statements relates to one of the Ten Commandments. Read each statement aloud, and invite students to consider which of the responses on the board best represents how often the statement is true in their lives.

1. I love God and put Him first in my life (before friends, hobbies, my own desires, and so on).
2. I avoid worshipping graven images or idols (including entertainers, sports stars, material possessions, and so on).
3. I speak the Lord's name with reverence.
4. I keep the Sabbath day holy by recognizing it as the Lord's day, not mine.
5. I honor my parents by being obedient and respectful.
6. I control my anger and do not act violently toward others.
7. I remain sexually pure. I avoid inappropriate images, language, and actions.
8. I refrain from stealing and cheating.
9. I tell the truth.

10. I avoid coveting (which means to intensely desire something that belongs to someone else).

- How have you been blessed as you have sought to write God's commandments in your heart? (You may also want to share an experience as well as your testimony.)

Invite students to write in their class notebooks or study journals one way they will seek to have God's commandments written in their hearts.

### Mosiah 13:27–14:12

#### *Abinadi teaches about salvation through the Atonement of Jesus Christ*

Write the following incomplete statement on the board: *"After all our obedience and good works, we cannot be saved from death or the effects of our individual sins without ..."*

Ask students to think about what phrase could complete this statement.

Invite a few students to take turns reading aloud from Mosiah 13:27–28, 32. Ask the class to follow along, looking for words and phrases that indicate how we can be saved.

- What words or phrases did you find that indicate how we can be saved? (Possible answers include "were it not for the atonement" [verse 28] and "there could not any man be saved except it were through the redemption of God" [verse 32]. Point out that the word *God* in these verses refers to Jesus Christ.)

Explain that Abinadi's statements about "the law" in Mosiah 13:28 and 32 are references to the law of Moses, which included a strict set of commandments involving sacrifices, feasts, and other performances. The law was given to help the Israelites remember God and look forward to the Atonement of Jesus Christ. Over time, many Israelites failed to understand the role of Jesus Christ as their Savior, thinking they could be saved simply through obedience to the law of Moses.

- Based on what we learn from verses 28 and 32, how would you state a doctrine about the only way we can be saved? (Help students identify the following doctrine: **No one can be saved except through the Atonement of Jesus Christ.**)

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



1994, 67).

"After all our obedience and good works, we cannot be saved from death or the effects of our individual sins without the grace extended by the atonement of Jesus Christ. The Book of Mormon makes this clear. It teaches that 'salvation doth not come by the law alone' (Mosiah 13:28). In other words, salvation does not come simply by keeping the commandments. ... Man cannot earn his own salvation" (Dallin H. Oaks, "Another Testament of Jesus Christ," *Ensign*, Mar.

- Why is it important for us to understand that salvation is possible only through the Atonement of Jesus Christ?

Complete the statement on the board so that it reads as follows:

*"After all our obedience and good works, we cannot be saved from death or the effects of our individual sins without the grace extended by the atonement of Jesus Christ" (Elder Dallin H. Oaks).*

Explain that as Abinadi spoke to Noah and the priests, he quoted some of Isaiah's prophecies about Jesus Christ. Invite students to read Mosiah 14:3–5 silently. Ask them to look for words or phrases that describe what the Savior has done to bring about their salvation. You may want to invite students to consider marking what they find.

After students have studied these verses, ask them to report what they have found. You may need to explain that the word *stripes* can refer to the wounds left on the Savior's body when He was scourged, or whipped (see John 19:1). The word can also refer to all His suffering.

To help students think about the grief and sorrow that the Savior carried for them and to help them think about His suffering for their sins, read the following statements to them. Invite them to complete these statements in their minds:

Jesus Christ has carried my sorrows, such as ...

Jesus Christ was wounded and bruised for my transgressions, such as ...

Testify that through the Savior's Atonement we can receive peace and forgiveness in this life and salvation in the life to come. Invite students to show their love and appreciation for the Savior by keeping the commandments.

## LESSON 60

# Mosiah 15–17

### Introduction

As Abinadi continued preaching to King Noah and his priests, he testified of Jesus Christ's role as the Redeemer. One of Noah's priests, Alma, believed Abinadi. King Noah cast Alma from his court and ordered his servants to slay him, but Alma escaped and recorded the teachings he had heard from

Abinadi. After Abinadi delivered the message the Lord had sent him to share, King Noah and his priests threatened to kill him if he would not take back what he had said. Refusing to deny his testimony, he "suffered death by fire" and "sealed the truth of his words by his death" (Mosiah 17:20).

### Suggestions for Teaching

#### *Trust in your students*

Teachers should have faith that with proper guidance and encouragement, students can understand the scriptures, learn to identify doctrines and principles, explain the gospel to others, and apply gospel teachings in their lives. President J. Reuben Clark Jr. described some characteristics of seminary and institute students: "The youth of the Church are hungry for things of the Spirit; they are eager to learn the gospel, and they want it straight, undiluted" (*The Charted Course of the Church in Education*, rev. ed. [booklet, 1994], 3).

### Mosiah 15–16

#### *Abinadi teaches about Jesus Christ's role as Redeemer*

Write *the Father* on the board.

- When we speak of the Father, who are we usually referring to? (Our Heavenly Father.)

Point out that some passages in the scriptures refer to Jesus Christ as the Father. This does not mean that He and Heavenly Father are the same person. It means that Jesus Christ can also be called "the Father," for a number of important reasons.

Explain that Abinadi's words in Mosiah 15:1–7 are about Jesus Christ's roles as the Son of God and as a Father. They are not about God the Father.

Invite several students to take turns reading aloud from Mosiah 15:1–7. Ask the class to follow along, looking for reasons why Jesus Christ may be referred to as the Father.

To help students understand the ways that Jesus Christ is a Father, invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"As Abinadi taught, Christ was 'conceived by the power of God' [Mosiah 15:3] and therefore has the powers of the Father within him. In addition to that divine lineal relationship, Christ also acts as the Father in that he is the Creator of heaven and earth [see Mosiah 15:4], is the father of our spiritual rebirth and salvation, and is faithful in honoring—and therefore claiming the power of—the will of his Father above that of his own will" (Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 183–84).

- In what ways is Jesus Christ both a Father and a Son?

To help students understand Jesus Christ's role as Redeemer, copy the accompanying diagram on the board:

Point to the figure labeled "Offender," and ask students to imagine that they have committed a crime. They have been sentenced to pay large fines as punishment, and there is no legal and honest way they can avoid paying the fines on their own. Ask students how they would feel facing such a penalty.



Fines  
Punishment

Then ask them to imagine that a family member or friend offers to pay the fines for them.

- How would you feel toward this person?

Explain that in paying the fines, the family member or friend would redeem them from their punishment. The word *redeem* means to release from debt or to set free by paying a ransom.

Write *Us* under *Offender*. Write *Justice* under *Punishment*. Explain that because we have sinned and broken the laws of God, we must be punished. In other words, we must meet the demands of justice.

Invite a student to read aloud the following statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles. Ask students to listen for some consequences of breaking God's laws:



"Justice ... requires that every broken law be satisfied. When you obey the laws of God, you are blessed, but there is no additional credit earned that can be saved to satisfy the laws that you break. If not resolved, broken laws can cause your life to be miserable and would keep you from returning to God" (Richard G. Scott, "The Atonement Can Secure Your Peace and Happiness," *Ensign or Liahona*, Nov. 2006, 42).

- According to Elder Scott, what are some of the consequences of breaking God's laws?

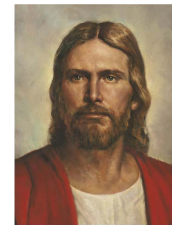
As students identify consequences of breaking God's laws, erase the word *Fines* from the board. In its place, write *Misery* and *Shut out from the presence of God* under *Punishment*.

Invite a student to read Mosiah 15:8–9 aloud. Ask the class to follow along, looking for what Jesus Christ does to redeem us. You may want to explain that the word *intercession* refers to a person coming between two people or groups of people to help them become reconciled—in other words, to come to harmony with one another. The word *betwixt* means between.

- According to Abinadi's explanation, what does Jesus Christ do to redeem us? (Help students understand that the Savior does not erase the demands of justice; He stands between us and justice to satisfy justice's demands by taking the punishment for us.)

On the board, place a picture of the Savior (such as the picture *Jesus the Christ*) between the offender and the punishment.

Explain that although the Savior paid the price that was required for Him to be able to stand between us and the demands of justice, we must choose to accept the Savior's offer of redemption from our sins. In Mosiah 15:10–12 we read that Abinadi referred to those who choose to be redeemed by the Savior as His "seed," meaning that they are the children of Christ.



Punishment  
Justice  
Misery  
Shut out from the  
presence of God

Invite a student to read Mosiah 15:10–12 aloud. Ask the class to follow along, looking for whom Jesus Christ redeems from their sins.

- According to verse 11, whom does Jesus Christ redeem from their sins? (Help students identify the following truth: Jesus Christ redeems those who hearken to the words of the prophets, believe in His redeeming power, and repent of their sins.)
- How does hearkening to the words of the prophets lead to being redeemed by the Savior? (Because prophets testify of Jesus Christ and invite us to exercise faith in Him and repent of our sins, hearkening to their words leads us to receive the blessings of the Savior's Atonement.)

Summarize Mosiah 15:13–25 by explaining that Abinadi spoke of the prophets and others—including the Savior—who publish peace by testifying of the gospel of Jesus Christ. He also taught that Jesus Christ would bring about the Resurrection of all people and that the righteous would come forth in the First Resurrection, meaning they would be resurrected before the wicked.

Invite several students to take turns reading aloud from Mosiah 16:2–5, 12. Ask the class to follow along, looking for who Abinadi indicated will not be redeemed from their sins.

- According to these verses, who will not be redeemed from their sins? (Help students identify the following truth: **Those who do not hearken to the voice of the Lord and repent will not be redeemed from their sins.**)



- What happens to the diagram on the board if the offender persists in sin and refuses to repent? (As students respond, remove the picture of Jesus Christ from the diagram. Explain that although the Savior paid for the sins of all people [see 2 Nephi 9:21], those who persist “in the ways of sin and rebellion against God” by refusing to repent place themselves in a condition “as though there was no redemption made” [Mosiah 16:5] for their sins.)

You may want to invite students to read Doctrine and Covenants 19:16–17 to discover what will happen to those who refuse to repent and accept the Savior’s redemption.

Put the picture of the Savior back in its place on the board. Invite several students who are willing to share their testimonies of and appreciation for Jesus Christ’s role as our Redeemer.

## Mosiah 17

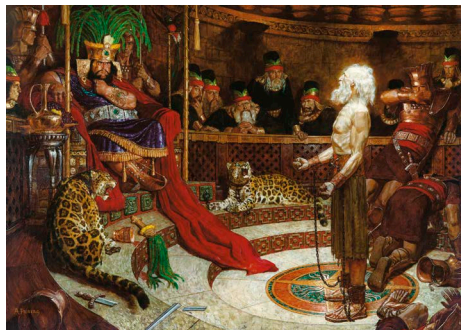
### *Alma believes Abinadi and is cast out; Abinadi is burned*

Ask students:

- What are some situations in which it might be difficult to stand up for what is right?

As students study Mosiah 17 today, invite them to look for reasons why it is important for us to stand up for what is right, even when it may be difficult to do so.

Show the picture Abinadi before King Noah (*Gospel Art Book*, no. 75; see also [lds.org/media-library](https://www.lds.org/media-library)). Summarize Mosiah 17:1–6 by explaining that when Abinadi concluded his message, a priest named Alma tried to convince the king that Abinadi should be released. The king cast Alma out and sent servants to kill him. Alma hid and wrote the words of Abinadi.



Invite a few students to take turns reading aloud from Mosiah 17:7–10. Ask the class to follow along, looking for how Abinadi remained true to God.

- According to verses 9–10, how did Abinadi remain true to God, even when faced with death?

Write the following incomplete statement on the board: *If we remain true to God in all circumstances, ...*

Invite a student to read Mosiah 17:11 aloud. Ask the class to follow along, looking for how Abinadi’s words affected King Noah.

- How did Abinadi’s words affect King Noah?
- Why do you think Abinadi’s words affected King Noah the way they did?



- Based on how Abinadi's words and example affected Alma and King Noah, how would you complete the statement on the board? (After students respond, complete the statement on the board so that it conveys the following principle: **If we remain true to God in all circumstances, we can help others recognize the truth.**)
- What examples of this principle have you seen in your life?

Invite a student to read Mosiah 17:12 aloud. Ask the class to follow along, looking for why King Noah failed to make the right choice.

- Why did King Noah fail to make the right choice and release Abinadi?

Point out that just as Abinadi is an example of someone who was true to God in all circumstances, King Noah is an example of someone who was not true to God.

Invite students to consider writing the statement *I will be true to God in all circumstances* in their scriptures next to Mosiah 17:9–12.

Summarize Mosiah 17:13–18 by explaining that as Abinadi was being burned to death, he prophesied of future events, including the consequences that King Noah and his people would suffer because of their wickedness.

Direct students' attention to Abinadi's last words, found in Mosiah 17:19—"O God, receive my soul." Then ask a student to read Mosiah 17:20 aloud.

- What stands out to you about Abinadi's last words?

Ask if any students would like to share what they have done in the past to be true to the Lord during difficult times.

Invite students to answer the following question in their study journals:

- What will you do to be true to God in all circumstances?

After sufficient time, invite several students to share what they have written. Conclude with your testimony.

## HOME-STUDY LESSON

# Mosiah 7–17 (Unit 12)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Mosiah 7–17 (unit 12) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

### Day 1 (Mosiah 7–8)

As they studied Mosiah 7–8, students focused on the connection between iniquity and bondage. They also learned from King Limhi’s words that recognizing our iniquities and feeling sorrow for them can lead us to turn to the Lord for deliverance. Ammon assured Limhi that the Lord provides prophets, seers, and revelators to benefit mankind.

### Day 2 (Mosiah 9–10)

Students learned more about how a group of Nephites called the people of Zeniff settled among the Lamanites. The following truth was highlighted as students learned about when Zeniff and his people went to battle against the warring Lamanites: The Lord will strengthen us as we do all we can and put our trust in Him.

### Day 3 (Mosiah 11–14)

King Noah led his people to commit abominations and wickedness. Students discovered that God sends prophets to help us repent and avoid misery. Through the teachings of the prophet Abinadi, students learned that if we keep the commandments of God, we shall be saved. They also learned that no one can be saved except through the Atonement of Jesus Christ.

### Day 4 (Mosiah 15–17)

Before his martyrdom, Abinadi boldly declared that the Atonement of Jesus Christ satisfies the demands of justice for all those who believe in the Savior’s redeeming power, repent of their sins, and keep the commandments. Abinadi also taught that because of the Atonement of Jesus Christ, all people will be resurrected and that the righteous will be redeemed from death in the first resurrection. Through a study of these doctrines, students reflected on the importance of relying on the Savior and being true to God in all circumstances.

### Introduction

Mosiah 7–17 describes the journeys and experiences of various individuals and groups of people. Zeniff’s choice to lead a group of Nephites to settle among the Lamanites had an impact on both nations. For instance, Zeniff’s people and their

descendants experienced trials, apostasy, bondage, spiritual rebirth, and deliverance. The first part of this lesson will give students an opportunity to review the names, locations, and events that they studied this week. The second part of the lesson will help students recognize the central theme of the prophet Abinadi's message to the people—Jesus Christ and His Atonement. It was a message Abinadi was willing to die for.

## Suggestions for Teaching

### Mosiah 7–17

#### *Review of the historical setting and doctrine*

To help you explain the events in this lesson, review the chart in “Overview of Mosiah 7–24” in unit 12, day 1 of the student study guide. Invite students to read Mosiah 7:1–2, and have them identify the two lands that are mentioned. Ask them to explain why various groups of Nephites wanted to travel from one land to the other.

Write the names of the two lands on opposite ends of the board (or a piece of paper):

Land of Zarahemla	Land of Nephi (Lehi-Nephi)
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The following questions may be of help as you and the students review the events. Write on the board the names of the individuals you discuss. You may use all or only some of the following questions, depending on students' comments:

- Why did Zeniff want to leave the land of Zarahemla? (See Mosiah 9:1, 3.)
- How are Zeniff, Noah, and Limhi related? (See Mosiah 7:9.)
- What kind of king was Noah? (See Mosiah 11:1–5, 11.)
- What did God do to persuade Noah and his people to turn from their terrible wickedness and abominations? (He sent His prophet Abinadi to call them to repentance.)
- What can you tell us about Alma? (Answers may include that he was one of King Noah's priests, that he believed and wrote down the words of Abinadi, and that he fled to avoid being killed.)
- Why are Moses and Isaiah important in these chapters, even though they lived long before Abinadi and in another part of the world?
- Why did Limhi send 43 of his people into the wilderness? (Limhi and his people were in bondage to the Lamanites and sought to get help from the people of Zarahemla.) What did they find instead of Zarahemla? (They found a ruined civilization and 24 gold plates with writing on them.)
- What did Ammon and 15 other men do? (They were sent by Mosiah to find out what happened to the people of Zeniff. They found the descendants of those people in bondage. Zeniff's grandson Limhi was their king.)

- Who served as the king in Zarahemla and as a prophet, seer, and revelator? (Mosiah.) Why was his role as a seer significant to Limhi? (Limhi learned that Mosiah could translate the writing on the 24 gold plates.)

Point out that approximately 80 years passed between Zeniff and his people leaving Zarahemla and the arrival of Ammon and his companions in the land of Nephi.

After you have helped students better understand the historical account, remind them that there is another individual they studied about this week whose name is not yet on the board.

Ask each student to read Mosiah 16:6–8 and identify the name of this individual. Tell students that even though this part of the Book of Mormon covers a lot of history, it also highlights the doctrine of salvation through Jesus Christ.



To emphasize the importance of salvation through Jesus Christ, copy the following chart on the board or provide it on a handout. Invite students to work in pairs to study the scripture references listed in the chart and discuss what they find. Because some of the application questions are very personal in nature, students can decide whether to answer them aloud to each other, write the answers in their study journals, or silently consider their answers.

Scripture	What to Look For	Application Questions
Mosiah 7:33	How we are delivered out of spiritual and physical bondage.	Of the three points Limhi emphasized, which one do you feel you need to work on strengthening at this time?
Mosiah 13:11	Why King Noah and many of his people failed to understand the mission of Jesus Christ.	What are the evidences in your life that the commandments are written in your heart? In what ways can you study and teach righteousness?
Mosiah 14:3–7	Meaningful words and phrases about the Savior's suffering and rejection.	In what ways do people despise and reject the Savior today? How does someone hide his or her face from Him? How would someone do the opposite?
Mosiah 15:6–9, 11	What Jesus Christ "broke" and what He "gained"; also, what we gain because of the Savior's sacrifice.	In what ways has the Lord recently intervened in your behalf? How has He stood between you and the demands of justice?

To help students reflect on what they have studied in this scripture activity and their lessons for the week, ask:

- How do the principles and doctrines you studied this week help you look forward to a remission of your sins?

Provide students with an opportunity to testify of Jesus Christ.

One way you could conclude today's lesson is to read Mosiah 16:13–15 and share your testimony of our need for the Savior. Another way would be to stress to your students two of the truths they learned this week: **No one can be saved except**

through the Atonement of Jesus Christ and Jesus Christ satisfies the demands of justice for all who will repent.

**Next Unit (Mosiah 18–25)**

Tell students that Mosiah 18–25 reveals how two groups escaped from the bondage of their enemies and returned safely to Zarahemla. These chapters reveal how God guided each group to escape. One group followed Gideon’s plan of getting the guards drunk, and the other group escaped by following Alma while the Lamanites slept. Ask students to look for who caused the Lamanites to sleep.

## LESSON 61

# Mosiah 18

### Introduction

After Abinadi's death, Alma secretly taught Abinadi's words among the people. Those who believed him gathered at the Waters of Mormon to learn more. Alma preached the message of "repentance, and redemption, and faith on the

Lord" (Mosiah 18:7). Those who accepted his teachings and repented of their sins entered into the covenant of baptism. The people were faithful to this covenant, and they helped each other temporally and spiritually.

### Suggestions for Teaching

#### Mosiah 18:1–16

##### *Alma teaches and baptizes the people*

Ask students to think for a moment about their baptisms. To help them ponder what their baptisms mean to them, you might ask questions like the following:

- What details can you remember about your experience?
- How did your parents, teachers, and leaders help you prepare for baptism?
- What do you appreciate more about baptism now than you did when you were baptized?

As students study Mosiah 18 today, invite them to look for truths that can help them more fully appreciate their baptisms and the covenants they made when they were baptized.

Display the picture Abinadi before King Noah (*Gospel Art Book* [2009], no. 75; see also [lds.org/media-library](http://lds.org/media-library)). Point out the priests in the background of the picture. Explain that Mosiah 18 tells of the experience of Alma, who was one of the priests of King Noah.

Invite a student to read Mosiah 18:1, 3–6 aloud. Ask the class to follow along, looking for what Alma did after hearing Abinadi's testimony.

- What did Alma do after hearing Abinadi's testimony?



Display the picture Alma Baptizes in the Waters of Mormon (*Gospel Art Book*, no. 76; see also [lds.org/media-library](http://lds.org/media-library)). You may also want to point out the Waters of Mormon on the diagram “Overview of Journeys in Mosiah 7–24,” found in the appendix of this manual.



Ask students to read Mosiah 18:2, 7 silently, looking for what Alma taught the people as he prepared them for baptism.

- According to these verses, which doctrines and principles did Alma emphasize?
- How do you think an understanding of these truths might help someone prepare for baptism?

To help students understand what they can do to keep the baptismal covenant, and to help them appreciate the blessings they will receive as a result, copy the following chart on the board. Include only the headings of the chart at first. Students will fill in the rest of the chart as they study Mosiah 18:8–11.

I am willing to ...	God promises ...
Help bear others' burdens, that they may be light (see Mosiah 18:8).	That I will be redeemed of God (see Mosiah 18:9).
Mourn with those who mourn (see Mosiah 18:9).	That I will be part of the First Resurrection (see Mosiah 18:9).
Comfort those who stand in need of comfort (see Mosiah 18:9).	That I will receive eternal life (see Mosiah 18:9).
Stand as a witness of God at all times, in all things, and in all places (see Mosiah 18:9).	He will pour out His Spirit upon me (see Mosiah 18:10).
Serve God and keep His commandments (see Mosiah 18:10).	

Explain that before inviting the people to be baptized, Alma spoke to them about attitudes and actions that would indicate they were ready to make and keep this covenant with the Lord. (You may want to review the definition of *covenant* found in the first paragraph under “Covenants” in doctrinal topic 7, “Ordinances and Covenants,” in the *Doctrinal Mastery Core Document*.)



**Mosiah 18:8–10** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Divide the class in half. Invite one half of the class to search Mosiah 18:8–11 for what Alma taught we should be willing to do when we are baptized. Invite the

other half of the class to search the same passage and look for how the Lord promises to bless us if we keep all of our covenants. After students have had time to study the verses, ask several of them to come to the board and write in the appropriate columns what they have discovered.

- What doctrine can we learn from these verses about the covenant we make with God through baptism? (Help students identify the following doctrine: **When we are baptized, we enter into a covenant with God that we will serve Him and keep His commandments.** Invite students to consider writing this doctrine next to verse 10.)

You may want to explain that one way we serve God is by serving His children (see Mosiah 2:17). Point to the list on the board of things we are willing to do when we are baptized.

- What do you think it means to “mourn with those that mourn” and “comfort those that stand in need of comfort” (verse 9)?
- What are some ways we can “stand as witnesses of God at all times and in all things, and in all places” (verse 9)? Whom do you know who is a good example of doing this?
- When have you chosen to stand as a witness of God? How did your actions affect those around you?

Invite students to look at the right column of the chart.

- How would you summarize the blessings we receive by making and keeping the covenant of baptism? (Help students identify the following principle: **We receive the Spirit of the Lord and the promise of eternal life by making and keeping the covenant of baptism.**)

Ask several students to take turns reading aloud from Mosiah 18:12–16. Invite the class to follow along, looking for how the Lord began to bless the people with His Spirit. Invite students to report what they find.

### **Mosiah 18:17–30**

#### *Alma establishes the Church of Jesus Christ among the people*

Summarize Mosiah 18:17–30 by explaining that all those who were baptized became members of the Church of Christ. Alma ordained priests and instructed them to teach only the things he had taught and the words of the prophets and to labor for their own support. He also gave additional instructions concerning how the people should keep the covenant they had made.

Write the following scripture references on the board:

*Mosiah 18:21*

*Mosiah 18:23, 25*

*Mosiah 18:27–29*



Divide students into groups of three. Invite each student in each group to select one of the scripture passages referenced on the board and to read it silently, thinking about the following questions. (You may want to write these questions on the board or provide students with copies of them.)

- How does the passage you read help us to better understand how to live according to the covenant we made at baptism?
- How might following the counsel in this passage help us to have the Spirit of the Lord with us?

Invite students to discuss their answers to these questions in their groups. Invite a few students to share with the class something they discussed in their groups. Then ask:

- How does your baptismal covenant influence the way you live each day? (Consider inviting students to think about how their baptismal covenant influences how they treat family members, which kinds of entertainment they choose, or how they interact with peers.)
- How has the Lord blessed you for keeping your baptismal covenants?

Bear your testimony about how keeping covenants has brought blessings into your life.

### **Mosiah 18:31–35**

#### *Those who belong to the Church flee from the persecution of King Noah*

Summarize Mosiah 18:31–33 by explaining that one day, when Alma and his people had gathered to hear the word of the Lord, they were discovered by the servants of King Noah. The king then sent his army to destroy them.

Invite a student to read Mosiah 18:34 aloud. Point out that footnote *a* refers readers to Mosiah 23:1. (You may want to invite students to consider marking this footnote.) Explain that the account in Mosiah 18:34 continues in Mosiah 23:1, after chapters 19–22 record the experiences of Limhi’s people. Ask a student to read Mosiah 23:1–2 aloud.

- How was Alma “apprised” of the danger his people faced?
- What principle can we learn from these verses? (After students respond, write the following principle on the board: **The Lord can warn us when we are in danger.** You may want to invite students to consider writing this principle in the margin next to Mosiah 18:34.)
- What are some ways in which the Lord might warn us when we are in danger?

To illustrate this principle, invite a student to read aloud the following account told by Elder Neil L. Andersen of the Quorum of the Twelve Apostles:



"Working as a special agent for the FBI, my friend investigated organized crime groups transporting illegal drugs into the United States.

"On one occasion, he and another agent approached an apartment where they believed a known drug dealer was distributing cocaine. My friend describes what happened:

" 'We knocked on the door of the drug dealer. The suspect opened the door, and upon seeing us, tried to block our view. But it was too late; we could see the cocaine on his table.

" 'A man and a woman who were at the table immediately began removing the cocaine. We had to prevent them from destroying the evidence, so I quickly pushed the drug suspect who was blocking the door to the side. As I pushed him, my eyes met his. Strangely, he did not appear angry or afraid. He was smiling at me.

" 'His eyes and disarming smile gave me the impression that he was harmless, so I quickly left him and started to move toward the table. The suspect was now behind me. At that instant, I had the distinct, powerful impression come into my mind: "Beware of the evil behind the smiling eyes."

" 'I immediately turned back toward the suspect. His hand was in his large front pocket. Instinctively I grabbed his hand and pulled it from his pocket. Only then did I see, clutched in his hand, the semiautomatic pistol ready to fire. A flurry of activity followed, and I disarmed the man.' ...

"... The Holy Ghost warned my friend of physical danger; the Holy Ghost will also warn you of spiritual danger" (Neil L. Andersen, "Beware of the Evil behind the Smiling Eyes," *Ensign* or *Liahona*, May 2005, 46, 47).

- When have you felt the Lord warn you of physical or spiritual danger? (After students share their experiences, you may want to share one of your own.)

Conclude by inviting students to ponder and write down anything they feel the Lord would like them to do based on what they have learned, thought, or felt during class today.

## LESSON 62

# Mosiah 19–20

### Introduction

After Alma and his people evaded King Noah's army, King Noah and his people began to suffer the consequences of their unrighteousness, as prophesied by Abinadi—they were attacked and brought into bondage by the Lamanites, and King Noah suffered death by fire. Noah's son Limhi became king after Noah's death. When the former priests of Noah

abducted a group of Lamanite daughters, the Lamanites blamed Limhi's people and prepared to attack them. Limhi's people fought valiantly, and they injured and captured the king of the Lamanites. Limhi pacified the Lamanite king, who then persuaded his people to return to their own land in peace.

### Suggestions for Teaching

#### Mosiah 19–20

*The Nephites in the land of Lehi-Nephi experience the fulfillment of Abinadi's prophecies*

Show students pictures of storms like tornadoes or hurricanes, or of the effects these storms can have.

- What is the worst storm you have ever experienced?
- Were you prepared for the storm, or did it take you by surprise?

Invite a student to read aloud the following account by Elder David R. Stone (1936–2014) of the Seventy. Ask the class to listen for the conditions that existed before a storm Elder Stone experienced and how he and others were made aware of its coming.



"One Sunday morning ... we awoke to a beautiful day in Santo Domingo in the Dominican Republic. The Caribbean sun was shining, and the sky was clear. A gentle breeze was blowing, barely ruffling the leaves on the trees; it was warm and peaceful and still. But far out to sea, beyond the reach of our physical senses that day, the deadly destroyer was coming our way, implacable and irresistible.

The Hurricane Center, with responsibility to track and predict the path of Hurricane Georges, was constantly updating the information available on the Internet. In the



peaceful, placid quiet of that morning, by virtue of those seeing eyes in the sky, I saw the predicted path of the storm, aimed like an arrow at the heart of Santo Domingo.

"Within 48 hours the storm struck the island with intense ... fury, leaving in its path destruction, desolation, and death" (David R. Stone, "Spiritual Hurricanes," *Ensign*, Nov. 1999, 31).

- What were the conditions preceding the storm?
- How did Elder Stone know the storm was coming?

Invite a student to read aloud the following statement by Elder Stone:



"Great as the damage and destruction and death from these awesome phenomena of physical force can be, there is even more desolation caused in people's lives by spiritual hurricanes. These furious forces often cause far more devastating damage than physical cyclones, because they destroy our souls and rob us of our eternal perspective and promise" (David R. Stone, "Spiritual Hurricanes," 31).

As students study Mosiah 19–20 today, invite them to look for how they can be protected from spiritual storms that may not be visible to them.

To help students understand the context of Mosiah 19–20, remind them that the Lord had sent Abinadi to warn the Nephites of the impending consequences of their sins. Abinadi prophesied that King Noah's people would be taken into bondage and that King Noah would be killed by fire. (See Mosiah 12:1–3; 17:17–18.)

Review Mosiah 12:13–15 by inviting a student to read these verses aloud. Ask the class to follow along, looking for how King Noah's people reacted to Abinadi's warning as he called them to repentance.

- How did the people react to Abinadi's warning?
- What danger did the people's response place them in?

Summarize Mosiah 19:1–6 by explaining that contention began to grow among the people, some of whom wanted to kill the king. Just as a man named Gideon was about to kill Noah, a Lamanite army attacked the Nephites.

Invite a student to read Mosiah 19:7–9 aloud. Ask the class to follow along, looking for what Noah did when he realized the Lamanites were attacking his people.

- What did Noah do when he realized the Lamanites were attacking his people?
- What does verse 8 teach us about King Noah?

Invite a student to read Mosiah 19:10–11 aloud. Ask the class to follow along, looking for what happened as the Nephites were fleeing from the Lamanites.

- What happened as the Nephites were fleeing from the Lamanites?
- What did King Noah command the men to do?
- Why do you think Noah may have given this command? (Since Noah cared more about himself than about his people [see verse 8], he likely wanted the men to protect him from the Lamanites.)

Invite students to imagine they had been in this situation and had been forced to decide whether to run and save their own lives or to stay and possibly perish with their family members.

- If you had been in this situation, how do you think you would have responded to King Noah? Why do you think you would have responded this way?

Ask a student to read Mosiah 19:12 aloud. Invite the class to follow along, looking for how the men responded to King Noah's command. Ask students to report what they find.

- What thoughts do you have about the men who chose to stay behind with their families?
- Why do you think some of the men chose to follow Noah's command to leave their wives and children?

Summarize Mosiah 19:13–17 by explaining that the Lamanites decided to spare and take captive the Nephite women and children, as well as the men who had not fled with King Noah. Among the captives were Limhi, one of King Noah's sons, and Gideon.

Invite a student to read Mosiah 19:18–21 aloud. Ask the class to follow along, looking for what occurred between King Noah and those who had followed him. Invite students to report what they find.

- What words or phrases in verses 19 and 20 indicate the men regretted their decision to follow King Noah and his priests into the wilderness?
- What principles can we learn from the choices of the men who followed King Noah? (Students may identify several principles, including the following: **Choosing to follow unrighteous individuals can lead us to make poor decisions we will later regret.** Write this principle on the board.)
- What are some examples of how we might relate this principle to our lives?

Write or display the following questions on the board, and encourage students to ponder their responses to them:

*Are there any individuals or influences in your life that might be leading you to make choices you will later regret?*

*What will you do to avoid following unrighteous individuals or influences?*

Testify that choosing to follow unrighteous individuals can lead us to make poor decisions we will later regret. Encourage students to follow the promptings of the Holy Ghost in avoiding individuals and influences that could lead them to make poor decisions they will later regret.

### Group work

Sometimes it is helpful to divide the class into pairs or small groups so students can participate in a learning activity or discussion together. Before separating students into small groups, you should provide clear instructions of what students will be expected to do during the activity. It is often helpful to have these instructions written on the board or printed on a handout, which will allow students to refer back to them during the activity.



Divide students into small groups. Provide each group with a copy of the following handout, and invite students to complete the activity in their groups.

### Sequence of Events in Mosiah 19–20

Read the following statements and number them (1–6) according to the sequence in which the events occurred. Refer to the following scriptures for help: Mosiah 19:26–29; 20:1–14, 24–26.

- \_\_\_\_\_ The priests of Noah kidnap 24 Lamanite daughters.
- \_\_\_\_\_ The Lamanite king pleads with his army to spare the people of Limhi.
- \_\_\_\_\_ Limhi orders his people not to slay the Lamanite king.
- \_\_\_\_\_ There is peace between the Nephites and Lamanites for two years.
- \_\_\_\_\_ Limhi promises that his people will pay one half of their possessions to the Lamanites.
- \_\_\_\_\_ The Nephites repel a Lamanite attack and capture the Lamanite king.

Give students 5 to 7 minutes to complete this activity. Then use the list to review the story line of the events recorded in Mosiah 19–20. (The correct sequence of the events, beginning at the top of the list, is as follows: 3, 6, 5, 2, 1, 4.)

Point out that the Nephites were in danger of suffering a second attack by the Lamanites until Gideon explained that Noah's priests, not the Nephites, must have kidnapped the Lamanite daughters. Gideon also pointed out why the Nephites had been brought into bondage and were suffering.

Invite a student to read Mosiah 20:21 aloud. Ask the class to follow along, looking for why the Nephites were suffering.

- What did Gideon say was the cause of the people's suffering?
- What principle do you think Gideon wanted the people to understand? (While they may use different words, students should identify a principle such as the following: **Ignoring or rejecting the words of the Lord's servants brings suffering and sorrow.** Write this principle on the board.)

Remind students of Elder Stone's account of the hurricane and the role the hurricane detection center played in warning the people that a storm was coming. Invite a student to read aloud the following statement by Elder Stone. Ask the class to listen for how apostles and prophets are like a hurricane detection center.



"We ... have our spiritual hurricane guardians, those whose calling it is to watch and warn, helping us avoid spiritual damage, destruction, and even death. Our watchmen on the tower are known to us as apostles and prophets. They are our spiritual eyes in the sky, and they know, through inspiration and insight and pure intelligence, the course these storms may take. They continue to raise their voices in warning to tell us of the tragic consequences of willful and wanton violations of the Lord's commandments. To intentionally ignore their warnings is to court misery, sorrow, and ruin. To follow them is to follow the chosen servants of the Lord into spiritual pastures of peace and plenty" (David R. Stone, "Spiritual Hurricanes," 31–32).

- How are apostles and prophets like a hurricane detection center? (Point out that although the information provided by hurricane detection centers may sometimes be inaccurate, the warnings God gives us through His prophets are always accurate.)
- What are some examples of dangers that prophets have warned us about?
- When have you seen someone experience suffering and sorrow because he or she did not follow prophets' warnings? (Caution students to not mention individuals by name.)

Conclude the lesson by testifying of the peace and spiritual safety that comes from following the counsel of the Lord's servants. Provide each student with a copy of the *For the Strength of Youth* booklet (or you could invite them to use their electronic devices to view recent general conference addresses from members of the First Presidency and Quorum of the Twelve Apostles). Give students time to search for prophetic counsel that will help them avoid suffering and sorrow. Invite them to set a goal concerning how they will follow this counsel.

## LESSON 63

# Mosiah 21–22

### Introduction

After failing three times to free themselves from Lamanite bondage, Limhi's people finally turned to the Lord to deliver them. Subsequently, Ammon and his brethren arrived in the

land of Lehi-Nephi. After covenanting to serve the Lord, Limhi's people escaped from Lamanite bondage, and Ammon led them to Zarahemla.

## Suggestions for Teaching

### *Choose teaching methods thoughtfully*

Ensure that the teaching methods you use are in harmony with the message being taught and are conducive to the influence of the Spirit. Sometimes, in an attempt to entertain students or hold their interest, teachers choose methods or use techniques that do not lead to understanding and edification. When selecting methods, consider whether the method enhances or detracts from the message it is intended to help students internalize.

### Mosiah 21:1–22

*After Limhi's people revolt against the Lamanites and are beaten three times, they humble themselves before the Lord and begin to prosper*

Invite students to imagine that a friend recently confided in them that he struggles to keep his thoughts clean. He genuinely wants to overcome his impure thoughts, but no matter how hard he tries, he cannot seem to stop thinking these impure thoughts. He says he feels like a prisoner to this sinful habit.

- What might you say to this friend that could help him?

Explain that Mosiah 21–24 contains the accounts of two groups of people who were in captivity to Lamanite forces and were ultimately delivered by the Lord. In Mosiah 21–22, we read of Limhi and his people, who became captive as a result of their iniquities. Their physical captivity mirrored the spiritual captivity they experienced because of their sins. The account of the second group, in Mosiah 23–24, will be covered in the next lesson. It tells of Alma's people, who experienced captivity and affliction even after they had repented and were baptized. Both accounts teach important truths about the Lord's power to deliver us from sin and afflictions. Encourage students to think about the Lord's power to deliver us from sin as they study the captivity and deliverance of the people in Mosiah 21–22.

Invite a few students to take turns reading aloud from Mosiah 21:2–6. Ask the class to follow along, looking for words and phrases that describe what Limhi and his people were experiencing and how they felt about it.

- What words or phrases describe what Limhi and his people were experiencing?
- What details in Mosiah 21:6 suggest that the people had not yet humbled themselves and turned to the Lord?
- What solution did Limhi's people propose to find relief from their afflictions?



Invite students to consider marking the phrase “there was no way that they could deliver themselves” in Mosiah 21:5. Point out that this phrase can also describe our bondage to sin.

Summarize Mosiah 21:7–12 by telling students that Limhi’s people went to battle three times to deliver themselves from the Lamanites, but they were defeated and suffered great losses each time.

- How might we try to deliver ourselves from our own sins? (We may try to stop sinning or to undo our wrongs by doing good things.)
- Even if we stop committing a particular sin, why can we not fully deliver ourselves from our sins? (Although we may have stopped committing a particular sin, the law of justice requires that we receive the consequences for that sin. Because the Savior took the consequences of our sins upon Himself during His Atonement, it is only through Him that we can be fully delivered from our sins and receive God’s forgiveness. Therefore, to be forgiven we must exercise faith in Jesus Christ and fully repent, which requires more than forsaking our sins.)

Invite a few students to take turns reading aloud from Mosiah 21:13–16. Ask the class to follow along, looking for how the people responded after their third defeat. Consider asking some or all of the following questions:

- How did the people change after their third defeat?
- According to Mosiah 21:15, why was the Lord slow to hear their prayers?
- Even though the people were not immediately delivered from captivity, how did the Lord bless them as they began to repent? (As students respond, invite them to consider marking the phrase “prosper by degrees” in Mosiah 21:16. Explain that this means to prosper gradually.)
- What principle can we learn from this passage about what God will do when we humble ourselves, call on Him for help, and repent of our sins? (Help students identify the following principle: **When we humble ourselves, call upon God, and repent of our sins, He will hear our prayers and ease the burden of our sins in His own time.** Write this principle on the board. Invite students to consider writing it in their scriptures next to Mosiah 21:14–16.)
- How do you think we might benefit from having to wait for the Lord to deliver us from the burden of our sins?

Invite a student to read aloud the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Ask the class to listen for why the Lord may require us to go through a process of repentance that takes time.



“Repentance means striving to change. It would mock the Savior’s suffering in the Garden of Gethsemane and on the cross for us to expect that He should transform us into angelic beings with no real effort on our part. Rather, we seek His grace to complement and reward our most diligent efforts (see 2 Nephi 25:23). ... Real repentance, real change may require repeated attempts, but there is something refining and holy in such striving. Divine forgiveness and healing

flow quite naturally to such a soul" (D. Todd Christofferson, "The Divine Gift of Repentance," *Ensign* or *Liahona*, Nov. 2011, 39).

- How can Elder Christofferson's statement help us understand why repentance often takes time and effort?

Explain that although God will always deliver us from spiritual bondage when we repent of our sins, He may sometimes choose to not deliver us from physical or other types of bondage during our mortal lives. However, if we remain faithful to Him and endure to the end, He will ultimately deliver us from all types of bondage.

Summarize Mosiah 21:16–22 by explaining that during the remaining time that Limhi's people were in bondage, the Lord prospered them so that they did not go hungry. There was also "no more disturbance between the Lamanites and the people of Limhi" (Mosiah 21:22).

### **Mosiah 21:23–22:16**

*Limhi, Ammon, and Gideon work together to help the people escape from bondage and return to Zarahemla*

*Note:* Much of the content of Mosiah 21:23–30 was covered in the lessons on Mosiah 7–8 and Mosiah 18. To help students remember the events recorded in Mosiah 21:23–30 (including the arrival of Ammon and his brethren among Limhi's people and the discovery of the Jaredite ruins and records), it may be helpful to briefly review the diagram "Overview of Journeys in Mosiah 7–24," which is located in the appendix at the end of this manual.

Remind students that Limhi's people recognized that their afflictions had come because they had rejected the Lord's invitation to repent (see Mosiah 12:1–2; 20:21). With this acknowledgment of their sins, Limhi's people began the process of repentance and conversion.

Invite several students to take turns reading aloud from Mosiah 21:32–35. Ask the class to follow along, looking for words and phrases that indicate that Limhi and his people had repented and turned their hearts to the Lord. You might want to suggest that they consider marking these words and phrases. Invite a few students to report what they have found.

Write the following incomplete statement on the board: *If we turn to the Lord, repent of our sins, and \_\_\_\_\_, then He will deliver us from our sins.*

Invite several students to take turns reading aloud from Mosiah 21:36; 22:1, 3, 5–9. Ask the class to follow along, looking for what Limhi's people did to be delivered.

- According to these verses, what did Limhi's people do to be delivered? (After students respond, complete the statement on the board so that it conveys the following principle: **If we turn to the Lord, repent of our sins, and put forth the effort the Lord requires of us, then He will deliver us from our sins.**)
- Why do you think it is important for us to put forth effort as we seek the Lord's power of deliverance from our sins?

Summarize Mosiah 22:10–16 by explaining that Limhi’s people followed Gideon’s plan, escaped into the wilderness, and traveled to Zarahemla in safety. A Lamanite army that pursued them became lost in the wilderness. Alma later exhorted Limhi and his people to “remember that it was the Lord that did deliver them” (Mosiah 25:16). It was only after Limhi and his people prayed for deliverance that Ammon and his brethren found them and led them to Zarahemla.

Remind students of the example of the young man who desires to overcome his habit of entertaining impure thoughts.

- How can the principles in Mosiah 21–22 help this young man escape the bondage of impure thoughts?

Share your testimony of the Lord’s power to deliver us from sin. Emphasize that when we humble ourselves, call upon God, keep the commandments, and repent of our sins, He will hear our prayers and ease the burden of our sins in His own time.

To help students apply what they have learned to their own lives, give them a few moments to ponder the following questions and write responses to them in their class notebooks or study journals. (You might want to write the questions on the board.)

- What will you do to seek the Lord’s power of deliverance from your sins? What have you learned from Mosiah 21–22 that will help you as you do these things?

## LESSON 64

# Mosiah 23–24

### Introduction

After Alma and his people fled from the army of King Noah, they established a righteous city. Even though they had become converted to the gospel, they experienced afflictions and challenges. The Lamanites put them in bondage. As Alma

and his people exercised faith and patience, the Lord eased their burdens and eventually delivered them from bondage. (Note that Mosiah 23–24 covers approximately the same time period as Mosiah 19–22.)

### Suggestions for Teaching

#### Mosiah 23:1–29

*The Lord helps Alma and his people escape from the armies of King Noah and establish a righteous city*

Ask students to think of a time when they or someone they know experienced trials or afflictions even though they were keeping God’s commandments.

- Why do you think God allows people to experience trials and afflictions even when they are keeping the commandments?

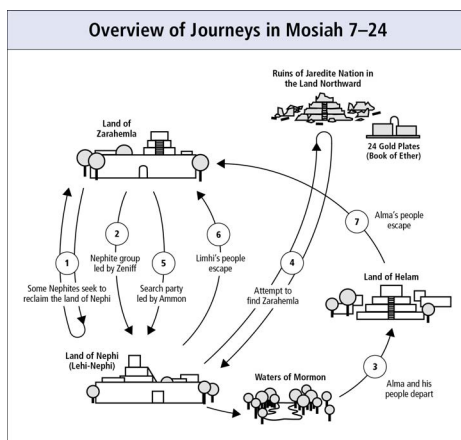
Show students the picture Alma Baptizes in the Waters of Mormon (Gospel Art Book [2009], no. 76; see also [lds.org/media-library](http://lds.org/media-library)). As students study Mosiah 23–24 today, invite them to look for truths we can learn from how Alma and his people responded to the trials and afflictions they experienced after they had chosen to live righteously.



Display the diagram “Overview of Journeys in Mosiah 7–24” (found in the appendix of this manual), and refer to journey 3.

Summarize Mosiah 23:1–19 by explaining that the Lord warned Alma and his people to flee from the Waters of Mormon because King Noah had sent his armies to destroy them. They escaped and settled in a place they called Helam. Alma refused the people’s request to be their king and instead led them as their high priest.

Point out that Alma and his people had repented of their sins and were honoring the covenants they had made at baptism.



Ask a student to read Mosiah 23:19–20 aloud. Invite the class to follow along, looking for the conditions the people experienced in the land of Helam. Ask students to report what they find.

Invite another student to read Mosiah 23:21 aloud. Ask the class to follow along, looking for what the Lord does to His people, even when they are living righteously and prospering.

- What truth can we learn from this verse about what the Lord does to His people, even when they are living righteously and prospering? (Students should identify a truth similar to the following: **The Lord chastens His people by trying their patience and their faith.**)

Invite a student to read aloud the following statement by Elder Lynn G. Robbins of the Presidency of the Seventy, and ask the class to listen for the meaning of the word *chasten*:



"The word *chasten* comes from the Latin *castus*, meaning 'chaste or pure,' and *chasten* means 'to purify' [see *Merriam-Webster's Collegiate Dictionary*, 11th ed. (2003), "chasten"]" (Lynn G. Robbins, "The Righteous Judge," *Ensign or Liahona*, Nov. 2016, 97).

- With this definition in mind, how can the Lord's chastening benefit those who are already striving to keep the commandments?

Invite a student to read Mosiah 23:22 aloud. Ask the class to follow along, looking for the promise we receive when we respond appropriately to the Lord's chastening. Ask students to report what they find.

Invite students to write the following questions in their study journals or class notebooks. Ask them to ponder these questions as they study the rest of Mosiah 23–24. They should not write their answers until you prompt them to do so later in the lesson.

- What trials are you currently experiencing?
- How can you exercise faith and trust in God during your times of trial?

Ask several students to take turns reading aloud from Mosiah 23:23–29. Invite the class to follow along, looking for ways Alma and his people were tried and what they did to show their trust in God.

- What trial came into the lives of Alma and his people?
- How did they show their trust in God?

### **Mosiah 23:30–24:25**

*Alma and his people suffer persecution, but the Lord eases their burdens and miraculously delivers them*

Summarize Mosiah 23:30–39 and 24:1–7 by explaining that Amulon was the leader of the wicked priests of King Noah. Amulon, along with the other wicked priests

and their Lamanite wives, had joined the Lamanites. The Lamanite king appointed Amulon to rule over all the Nephites in the land of Helam, including Alma's people.

### ***Student participation***

Inviting students to participate in activities at the front of the class helps all students feel more involved in learning, because one of their peers is helping with the teaching. When you invite students to participate at the front of the class for a long period of time, ask them to bring their scriptures with them so they can still participate in scripture reading and discussion with the rest of the class.

Invite a student to the front of the room, and ask him or her to put on an empty backpack. (The student will need his or her scriptures.) Ask the student how easy it would be to carry the empty backpack for the rest of the day.

Invite this student to read Mosiah 24:8–11 aloud. Each time the student reads about something that would have been a trial for Alma and his people, put a rock or heavy object into the backpack. When the student has finished reading, ask him or her how easy it would be to carry the loaded backpack for the rest of the day. (The student should remain at the front of the class and wear the heavy backpack until directed to sit down.)

- What could the rocks or heavy objects in the backpack represent in our lives?
- How do these types of burdens affect us?

Ask a student to read Mosiah 24:12 aloud. Invite the class to look for what the people of Alma did to receive help with their burdens. Invite students to explain what they find.

Write the following incomplete statement on the board: *If we pour out our hearts in prayer to Heavenly Father, He will ...*

Invite a student to read Mosiah 24:13–14 aloud. Ask the class to follow along, looking for what happened as Alma and his people poured out their hearts to Heavenly Father.

- According to verse 13, what did the Lord promise to do for the people of Alma? (Deliver them from bondage.)
- According to verse 14, what else did the Lord promise to do for Alma's people? (He promised to ease their burdens while they were in bondage.)
- Based on what we read in verse 14, how would you complete the statement on the board to form a principle? (Using students' words, complete the statement on the board so that it conveys the following principle: **If we pour out our hearts in prayer to Heavenly Father, He will ease our burdens.**)

Ask another student or two to lift the bottom of the backpack to ease the burden of the student carrying it, to symbolize how the Lord can lighten our burdens. Invite the additional student or two to continue helping the student wearing the backpack until you dismiss them later.

- Why is it helpful to know that the Lord doesn't always immediately remove our burdens or take away our challenges?
- When have you felt that the Lord has given you strength to endure a trial or carry a burden?

Divide the class into pairs. Invite students to read Mosiah 24:15–20 aloud with their partners. Ask one partner to find words and phrases that further describe how the people responded to their trials, and ask the other partner to look for how the Lord helped them. Invite the two students to explain to each other in their own words any connections they see between the actions of the people and the actions of the Lord.

- How did the Nephites respond to the burdens that were placed upon them? (Invite students to consider marking the phrase “they did submit cheerfully and with patience to all the will of the Lord” in verse 15.)
- How did the Lord help them during this time of affliction?
- What principle can we learn from these verses that can help us when we are experiencing trials and affliction? (Students should identify a principle similar to the following: **When we submit cheerfully and patiently to the will of the Lord, He will strengthen us and deliver us from our trials in His time.** Write this principle on the board.)
- Why do you think that submitting cheerfully and patiently to the will of the Lord, rather than responding to trials with anger or impatience, allows us to be strengthened by the Lord?

### ***Abuse is not to be tolerated***

When discussing the idea of enduring trials with patience, make clear that students should not allow others to abuse them in any way. If a student is a victim of abuse, he or she should immediately seek help from parents, priesthood leaders, and other authorities as appropriate.

Share your testimony that when we submit cheerfully and patiently to the will of the Lord, He will strengthen us and deliver us from our trials in His time. You may also want to invite students to share examples of how the Lord has strengthened them in their trials.

Display the diagram “Overview of Journeys in Mosiah 7–24,” and refer to journey 7.

Summarize Mosiah 24:18–25 by explaining that Alma and his people were able to escape because “the Lord caused a deep sleep to come upon the Lamanites” (verse 19). The Lord then led Alma and his people to Zarahemla, where King Mosiah welcomed them with joy.

Invite the student at the front of the class to remove the backpack, and invite all the students at the front of the class to be seated. Ask the student who wore the backpack to describe how it feels to be free of the burden. Invite the same student to read Mosiah 24:21–22 aloud. Ask the class to follow along, looking for what we can do when the Lord eases our burdens or delivers us from our trials.

- What principle can we learn from Alma and his people about how to respond when the Lord eases our burdens or delivers us from our trials? (Help students identify a principle such as the following: **When the Lord eases our burdens or delivers us from our trials, we can choose to give thanks to Him.** You might ask the student who wore the backpack to share how he or she can relate to what Alma's people did after they were delivered.)

Testify of the truths you have discussed in this lesson.

To conclude, invite students to write responses to the two questions they wrote in their class notebooks or study journals earlier in the lesson. Ask them to reflect on their trials and how they will choose to exercise faith and trust in God. Invite one or more students to share with the class how they will seek to apply what they have learned today.



## LESSON 65

# Mosiah 25

### Introduction

Mosiah 25 provides a conclusion to the account of the people of Zeniff (see Mosiah 7–24). Limhi's people and Alma's followers returned to Zarahemla and were united safely under King Mosiah's rule. After these groups arrived, Limhi

and his people were baptized. King Mosiah gave Alma authority to establish churches throughout the land and to regulate the affairs of the Church of God among the people of Nephi.

### Suggestions for Teaching

#### *Pray for help and guidance*

Prayer is an integral part of preparing to teach (see D&C 42:14; 104:79, 82). You can pray for the Spirit's help in understanding the scriptures and gospel principles, for wisdom in deciding how to best teach those principles by the Spirit, for help and guidance before the beginning of each class, and for the students' willingness to feel and be taught by the Spirit.

#### **Mosiah 25:1–13**

*Those gathered in Zarahemla unite and become known as Nephties*

Write the following question on the board:

*When have you experienced God's goodness in your life?*

Ask students to write their answers to this question in their class notebooks or study journals. Explain that later in the lesson you will invite several of them to share their answers with the class.

As students study Mosiah 25 today, invite them to look for the blessings we can receive as we remember God's goodness in our lives.

Summarize Mosiah 25:1–6 by explaining that after Limhi's people and Alma's people (all of whom were descendants of the people of Zeniff) escaped from bondage and united with the people living in Zarahemla, King Mosiah read their records to all the people.

Invite a few students to take turns reading aloud from Mosiah 25:7–11. Ask the class to follow along, looking for the general response of the people to the accounts of God's dealings with the people of Zeniff.

Draw a simple happy face and a simple sad face on the board.



- As King Mosiah was reading these records, what caused these people to be filled with joy and to give thanks to God? (List students' responses on the board under the happy face. You may need to direct students specifically to verse 10.)
- What principle can we learn from verses 7–11 about how we can benefit from learning about God's dealings with other people? (Help students identify a principle such as the following: **By studying the records of God's dealings with others, we can feel joy and gratitude for the goodness of God.**)
- To what sources can we turn to learn of others' experiences with the goodness of God? (Write students' responses on the board. They might include the scriptures, general conference addresses, Church magazines, biographies of Church leaders and others, and family histories.)

Invite students to think of times when they have learned of God's goodness to others from the sources listed on the board.

- How have you benefited from learning of God's goodness to others from the scriptures or one of these sources?

To further illustrate the principle students identified in Mosiah 25:7–11, invite several students to share the responses they wrote to the question you wrote on the board at the beginning of the lesson.

- How does learning about God's goodness in the lives of your classmates help you to feel joy and gratitude? (You may also want to share a response to this question.)

Invite students to apply the principle they identified in Mosiah 25:7–11 by encouraging them to take time on their own to choose one of the sources listed on the board and search for inspiring stories of God's goodness.

Direct students' attention to the sad face on the board. Invite students to review Mosiah 25:9, 11, looking for what caused the people of Zarahemla to feel sorrow.

- What caused the people of Zarahemla to feel sorrow? (Write students' answers on the board under the sad face.)

Explain that just as reading the scriptures can bring us joy and gladness, they can also make us aware of the sorrow that comes from poor choices. This awareness can be a blessing because we are able to see the negative effects of sinful behavior without personally committing sin.

Summarize Mosiah 25:12–13 by explaining that after King Mosiah read these records to his people, all of the people in Zarahemla (including those who had recently joined King Mosiah's people) began to be identified as Nephites.

**Mosiah 25:14–24*****Alma establishes the Church of God throughout the land of the Nephites***

To prepare students to study Mosiah 25:14–24, ask:

- When have you attended a Latter-day Saint ward or branch other than your home ward or branch? What similarities did you notice between your home ward or branch and the one you visited?
- How is it helpful to see that the organization and teachings of the Church are the same in every ward or branch of the Church?

Summarize Mosiah 25:14–18 by explaining that after Mosiah spoke and read to the people, he invited Alma to teach them. Then King Limhi and his people requested baptism. Alma baptized them and began organizing the Church throughout the land.

You might explain that this process of organizing the Church based on its growth among the Nephites could be compared to the process of creating wards and stakes in the Church today.

Invite a few students to take turns reading aloud from Mosiah 25:19–22. Ask the class to look for how the Church was organized and governed among the Nephites in Alma’s day. Invite students to report what they find.

- What can we learn from these verses about why the Lord organizes His Church this way? (Students may identify a truth such as the following: **The Lord organizes His Church so that all members may be taught and receive His word.** Invite students to consider writing this truth in their scriptures next to verses 19–22.)

To help students understand this truth, ask the following questions:

- How does the Church among the Nephites resemble the Church today? (We have wards and branches that are like the “different bodies” mentioned in Mosiah 25:21. Branch presidents, bishops, and stake presidents are like the priests and teachers who governed the Church in Alma’s day.)
- How does organizing the Church this way help members receive the word of God?
- In what ways have the leaders of your ward and stake (or branch and district) helped you receive God’s word?
- According to Mosiah 25:22, what truths did the priests and teachers of the Church emphasize in Mosiah’s day? (You may want to point out that the Lord has given similar instruction to parents, Church leaders, and missionaries in the latter days [see D&C 15:6; 19:31; 68:25].)
- Why is it important to continually teach repentance and faith in God?

Ask students to read Mosiah 25:23–24 silently, looking for phrases that describe the blessings received by those who joined the Church of God.

- What did the Lord do for the people who joined the Church of God and took upon themselves the name of Jesus Christ?

- What principle can we learn from these verses? (Help students identify the following principle: **As we become members of Christ's Church and take upon ourselves the name of Jesus Christ, the Lord will pour out His Spirit upon us.**)
- What blessings have you received by being a member of the Church of Jesus Christ and having the Spirit of the Lord with you?

Testify to students that the blessings they have experienced as members of the Church can increase as they keep their covenants and receive the Spirit.

## HOME-STUDY LESSON

# Mosiah 18–25 (Unit 13)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Mosiah 18–25 (unit 13) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Mosiah 18)**

After Abinadi's death, Alma repented and taught the gospel of Jesus Christ to others at the Waters of Mormon. By studying this experience, students learned that we receive the Spirit of the Lord and the promise of eternal life by making and keeping the covenant of baptism and that great blessings come to those who keep their baptismal covenants.

#### **Day 2 (Mosiah 19–20)**

After King Noah and his people rejected Abinadi's teachings and sought to destroy Alma and his followers, they were attacked by the Lamanites. Noah was killed by his people, and his son Limhi became king. As students read how Limhi's people were brought into bondage by the Lamanites, they learned that rejecting the words of the Lord's servants brings suffering and sorrow. They were encouraged to think of a time when they experienced peace and spiritual safety by following the counsel of the Lord's servants.

#### **Day 3 (Mosiah 21–24)**

Students learned that Alma and his people, though righteous, were also brought into bondage by the Lamanites. Students made a chart in their study journals that compared the bondage and deliverance of Limhi and his people with that of Alma and his people. The account of Limhi's people taught that when we covenant to serve God and keep His commandments, the Lord will provide a way for our deliverance. From Alma's group, students learned that when we submit patiently to the will of the Lord, He will strengthen us and deliver us from our trials in His time.

#### **Day 4 (Mosiah 25)**

After Limhi's people and Alma's people were safely reunited under King Mosiah in Zarahemla, the accounts of their bondage and deliverance were read to all the people. Students learned that by studying the records of God's dealings with others, we can feel joy and gratitude for the goodness of God. As students contemplated how Church membership in the Nephites' day resembled Church membership today, they learned that as we take upon ourselves the name of Jesus Christ and live accordingly, the Lord will pour out His Spirit upon us. Students wrote about how being willing to take upon themselves the name of Jesus Christ makes a difference in their lives.

### Introduction

Comparing and contrasting the experiences of the people of Alma and the people of Limhi can help students discover valuable principles concerning the sources of our trials and how we can be delivered from tribulation through our faith in Jesus Christ. Help students know that as they make and keep sacred covenants, trust in

the Lord, and humbly call upon Him for help, He will strengthen them and deliver them from their tribulations in His own way and in His own time.

## Suggestions for Teaching

### Mosiah 18

*Alma preaches the gospel to the people of King Noah, and many repent and desire to be baptized*

Ask students to think about their own baptisms. Invite them to share some memorable details about their experience. Then show, if available, the picture Alma Baptizes in the Waters of Mormon (*Gospel Art Book* [2009], no. 76; see also [lds.org/media-library](http://lds.org/media-library)), and ask them to recall the events described in Mosiah 18:8–11. Ask students what they understood about the purpose of baptism and the baptismal covenant when they were baptized.

After students have discussed the account in Mosiah 18, have them turn to day 1, assignment 1 in their study journals, where they diagrammed what Alma taught about the baptismal covenant as explained in Mosiah 18:8–11. Invite a student to reproduce his or her diagram on the board or share it with the class, and ask other students if they have anything to add to the “I Promise” and “God Promises” columns. Then write the following principle on the board or on a piece of paper:

**We receive the Spirit of the Lord and the promise of eternal life by making and keeping the covenant of baptism.** You may want to invite students to consider writing this principle in their scriptures next to Mosiah 18:8–11.

- How does your understanding of the baptismal covenant influence your desire to keep this covenant?

### Mosiah 19–24

*Limhi’s people and Alma’s followers are delivered from bondage to the Lamanites*

Ask a student to read the first statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles in the lesson for day 3 of this unit in the student study guide. Ask students what Elder Scott said are the two kinds of trials we face in our lives. (They should have these underlined in their manuals.) Write *Challenges that come from transgression* and *Refinement that comes from testing* on the board.

Ask students to review their responses to day 3, assignment 1 in their study journals. Then write *Limhi’s people* underneath “Challenges that come from transgression” (see Mosiah 19:10, 25–28; 20:20–21) and *Alma’s people* underneath “Refinement that comes from testing” (see Mosiah 23:18–21). Invite students to list on the board some examples of how people today might experience each of these kinds of challenges.

As you review the following principles with your students, write them on the board.

Invite students to read Mosiah 21:13–16 in pairs. Ask them to identify words and phrases that teach that **when we humble ourselves, call upon the Lord, and repent of our sins, God will hear our prayers and ease the burden of our sins**

**in His own time.** Ask students to share how they think someone could apply this principle if he or she was experiencing one of the challenges on the board.

Invite students to read Mosiah 21:31–32, 35 and summarize the escape of Limhi's people in Mosiah 22 to show that **when we covenant to serve God and keep His commandments, the Lord will provide a way for our deliverance.** You may want to invite students to consider writing this principle in their scriptures next to Mosiah 21:31–35.

To review a principle students learned from studying about Alma's people, ask a student to summarize the account of how Alma's people were brought into bondage by the Lamanites (see Mosiah 23:25–24:11). Invite a few students to take turns reading aloud from Mosiah 24:12–17. Ask them to point out words or phrases that teach that **when we submit patiently to the will of the Lord, He will strengthen us and deliver us from our trials in His time.** You may want to invite students to consider marking important words or phrases in these verses.

Explain that submitting patiently to the will of the Lord during our trials does not mean we should allow others to abuse us in any way. If a student is a victim of abuse, he or she should immediately seek help from parents, priesthood leaders, and other authorities as appropriate.

Read the following scenarios aloud (or you could copy them on the board or prepare them in a handout). Ask students to explain how they could use the truths they have learned from studying about Limhi's and Alma's people to help the person in each example.

1. A friend has recognized the need to repent and has experienced intense feelings of unworthiness and discouragement, wondering if it will ever be possible to overcome the temptations and feelings of guilt. How could you use the account of Limhi's people to give your friend the courage and hope to repent? (You may want to encourage students to identify specific verses in Mosiah 21 that they might share with this friend. Invite students to explain why they think the verses they have chosen would help the friend.)
2. A friend is socially outgoing and strives to live according to gospel standards. Some people do not want to associate with this person, saying that he (or she) is just "too good" for them. How could you use the account of Alma's people to help your friend trust in the Lord and find strength and comfort during this trial? (You may want to encourage students to identify specific verses in Mosiah 24 that they might share with their friend. Invite them to explain why they think the verses they have chosen would help.)

Invite students to tell about times when they or people they know have witnessed the power of the Lord's deliverance in their lives. (Be careful not to encourage or allow students to share inappropriate details of past transgressions in class.) Encourage students to keep their covenants, call upon the Lord for help, and trust in the power of His deliverance for whatever trials they face in their lives.

Conclude class by sharing your testimony of the Lord's power to deliver us from challenges and difficulties that come from either our own transgressions or from testing that is meant to refine us.

**Next Unit (Mosiah 26–Alma 4)**

Tell students that in the coming week they will learn about an angel who was sent to stop Alma the Younger from destroying the Church. They will study what happened to Alma after this experience and read some of the most important teachings on spiritual rebirth found in scripture. When King Mosiah died, Alma was chosen to be the Nephite leader. Amlici, a wicked man, tried to overthrow him. Encourage students to look for what Alma did to invite the Lord's power of deliverance in this situation.



## LESSON 66

# Mosiah 26

### Introduction

During Mosiah's reign, many of the rising generation—those who were little children at the time of King Benjamin's final discourse—did not believe in the teachings of the Church and refused to call upon the Lord. These unbelieving youth influenced other members of the Church to commit serious sins. Many of these transgressors were brought before Alma,

the leader of the Church. Alma did not know what to do at first, but he asked the Lord for guidance on how to judge the disobedient members. The Lord revealed the process that Alma should follow in holding members of the Church accountable for their sins.

### Suggestions for Teaching

#### *Teaching youth*

President J. Reuben Clark Jr. (1871–1961) of the First Presidency taught:

"The youth of the Church are hungry for things of the Spirit; they are eager to learn the gospel, and they want it straight, undiluted. ...

"... You do not need to disguise religious truths with a cloak of worldly things; you can bring these truths to [them] openly" (*The Charted Course of the Church in Education*, rev. ed. [pamphlet, 1994], 3, 9).

### Mosiah 26:1–6

*Many of the rising generation do not believe the gospel and lead others to commit sin*

Have students imagine what it would be like to be the bishop of a ward with members who have committed serious sins and are unrepentant. Ask students to silently ponder what they would do in this situation.

- What problems could arise if you did nothing to address the actions of these Church members?

Explain that Alma, the leader of the Church, faced a similar challenge. As students study Mosiah 26 today, encourage them to look for principles and doctrines that help them better understand the role of priesthood judges, such as bishops and branch presidents (and, for Melchizedek Priesthood holders, stake, district, and mission presidents). Also ask them to look for principles and doctrines about seeking forgiveness.

Invite a student to read Mosiah 26:1–2 aloud. Ask the class to follow along, looking for a choice many young Nephites made.

- What choice did many of the rising generation make? (They chose not to believe the traditions of their parents.)

Invite a student to read Mosiah 26:3–6 aloud. Ask the class to follow along, looking for the results of the unbelief of many in the rising generation.

- What were the results of their unbelief?
- Consider the following statement: “It became expedient that those who committed sin, that were in the church, should be admonished by the church” (Mosiah 26:6). What do you think this means? (It was necessary for Church members who had sinned to be judged and held accountable.)

### Mosiah 26:7–32

#### *Alma seeks and receives the Lord’s guidance on how to judge those who commit sin*

Summarize Mosiah 26:7–12 by explaining that those who had sinned were brought before Alma. Nothing like this had happened before in the Church, and Alma did not know what to do. He decided to send the transgressors to King Mosiah to be judged. King Mosiah returned them to Alma and instructed Alma that he should judge Church members who sinned against the laws of the Church. As king, Mosiah would judge those who committed crimes against the laws of the land.

Invite a student to read Mosiah 26:13 aloud. Ask the class to look for how Alma felt about his responsibility to judge those who had sinned.

- When Alma felt troubled about his duty to judge the transgressors, what did he do?

Invite a student to read Mosiah 26:14–19 aloud. Ask the class to follow along, looking for what the Lord said that might have brought comfort to Alma.

- What words or phrases might have brought comfort to Alma? Why?

Summarize Mosiah 26:20–28 by explaining that Alma learned that in the Lord’s Church, the Lord sets the conditions for who shall be received into Church membership (see verses 20–22). Alma also learned that because the Savior suffered for the sins of all people, the Savior sets the terms on which we may receive forgiveness for our sins (see verses 22–23).

Write the following verse numbers on the board:

29:

30:

31:

32:

Explain that Mosiah 26:29–32 contains multiple principles that help us understand what we must do to receive forgiveness for our sins.

Invite a student to read Mosiah 26:29 aloud. Ask the class to follow along, looking for what the Lord said that people must do to be forgiven.

- What is the meaning of the phrase “confess his sins before thee and me”? (You may need to point out that in this verse, the word *thee* refers to Alma, who was an authorized servant of the Lord holding priesthood authority and keys.)

Explain that the Lord taught Alma that, for there to be complete forgiveness of a major transgression, the sin needed to be confessed twice and forgiven twice. You may want to point out the two different confessions: “if he confess his sins before thee [the priesthood leader] and me [the Lord]” and the two different people needed to grant forgiveness: “him shall ye [the priesthood leader] forgive, and I [the Lord] will forgive him also.”)

- What principle can we learn from verse 29 about what we must do to be forgiven of our sins? (Students should identify a principle similar to the following: **If we confess our sins and repent in the sincerity of our hearts, then we will be forgiven.** Write this principle on the board next to verse 29, and invite students to consider marking the phrases in this verse that teach this principle.)
- When someone has committed a serious sin, why do you think the person is required to confess to the Lord and to the appropriate Church leader?

Explain that bishops and branch presidents hold priesthood keys to help those who have sinned seek forgiveness. While only the Lord can forgive sins, priesthood leaders play a supporting role in helping people receive that forgiveness. They keep all confessions confidential and help those who confess throughout the process of repentance.

Invite a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



“Jesus Christ has prescribed a very clear method for us to repent and find healing in our lives. The cure for most mistakes can be found by seeking forgiveness through personal prayer. However, there are certain spiritual illnesses, particularly those dealing with violations of the moral law, which absolutely require the assistance and treatment of a qualified spiritual physician. ...

“If you ‘awake to a sense of your awful situation’ [Ether 8:24] and wish to return to full spiritual health, see your bishop. He holds the keys and can help you along the pathway of repentance” (Boyd K. Packer, “The Key to Spiritual Protection,” *Ensign or Liahona*, Nov. 2013, 28).

Explain that if students have questions about which sins should be confessed to the appropriate Church leader, they should speak with their bishop or branch president.

- What do you think it means for someone to repent “in the sincerity of his [or her] heart” (Mosiah 26:29)?

Invite students to read Mosiah 26:30 silently, looking for another principle about repentance and forgiveness. Ask students to report what they find. Write the following principle on the board next to verse 30: **As often as we repent the Lord will forgive us.** Invite students to consider marking this principle in their scriptures.

- How could this principle comfort someone who is struggling with a particular sin?

- How might someone try to twist this truth to mean something different than it does? (You might clarify that it is wrong to use this truth to justify the attitude that says, “It doesn’t really matter if I sin, because I can always repent.” This attitude mocks the suffering and price paid by the Savior to atone for our sins.)

Invite a student to read Mosiah 26:31 aloud. Ask the class to follow along, looking for a principle about repentance and forgiveness that is also a warning. Ask students to report what they find. Write the following principle on the board next to verse 31: **If we choose not to forgive others, then we bring ourselves under condemnation.** Invite students to consider marking this principle in their scriptures.

- Why do you think it is important for us to forgive others?
- How are repenting and forgiving others connected? (See 3 Nephi 13:14–15; D&C 64:8–11.)

Invite a student to read Mosiah 26:32 aloud. Ask the class to follow along, looking for what the Lord told Alma to do with transgressors who chose not to repent of their sins. Invite students to report what they find, and write the following principle on the board next to verse 32: **If we choose not to repent of our sins, then we will not be numbered among the Lord’s people.**

Explain that not being numbered among the Lord’s people, referred to today as excommunication, is the most serious possible outcome of Church discipline. Church leaders carefully consider many factors before excommunication or any other form of Church discipline takes place. In addition to considering how serious the transgression is, Church leaders consider the various purposes for Church discipline: to help a person repent, to protect those who would be negatively affected by a person’s actions or the spreading of that person’s beliefs, and to protect the integrity of the Church’s teachings. (See “Church Discipline,” [mormonnewsroom.org/article/church-discipline](http://mormonnewsroom.org/article/church-discipline).)

- How do you think excommunication, or any other form of Church discipline, could help a person?

As you discuss how excommunication or any other form of Church discipline can help a person, consider inviting a student to read aloud the following statement:

“Church discipline is an inspired process that takes place over a period of time. Through this process and through the Atonement of Jesus Christ, a member can receive forgiveness of sins, regain peace of mind, and gain strength to avoid transgression in the future. Church disciplinary action is not intended to be the end of the process. It is designed to help Heavenly Father’s children continue in their efforts to return to full fellowship and the full blessings of the Church. The desired result is that the person make whatever changes are necessary to repent completely” (“Church Disciplinary Councils,” *True to the Faith: A Gospel Reference* [2004], 38).

Invite a student to read Mosiah 26:33–34 aloud. Ask the class to follow along, looking for what Alma did after the Lord taught him these principles of repentance and forgiveness.

- According to these verses, what helped Alma judge the members of the Church according to God's will? (The commandments of God and the word of the Lord. Point out that Alma wrote down the words of the Lord so that he could preserve them and refer back to them.)

Explain that priesthood leaders receive guidance on how to help members of the Church repent, including how to administer Church discipline, by studying and understanding the commandments of God contained in the scriptures and the words of the prophets, by following guidelines given by the First Presidency and Quorum of the Twelve, and by receiving inspiration and revelation from the Lord. This guidance allows priesthood leaders to provide personalized help to the sinner while also protecting innocent people and the integrity of the Church.

### **Mosiah 26:33–39**

*Alma obeys the Lord's counsel, judging those who have sinned and bringing order to the Church*

Explain that Mosiah 26:33–37 recounts how Alma followed the Lord's instructions, judged the Church members who had sinned, and brought order to the Church. Invite students to read Mosiah 26:35–37 silently, looking for the results of Alma's efforts to follow the Lord's counsel. Ask students to report what they find.

Share your testimony that as we repent and live righteously, we can have peace in our hearts and prosper spiritually.

Invite students to review the list of principles on the board. Ask them to ponder and to write in their class notebooks or study journals how they might apply these principles in their lives. Encourage them to act immediately on any promptings they may receive to repent, so that they can be forgiven and enjoy the peace that Heavenly Father wants them to experience.

## LESSON 67

# Mosiah 27

### Introduction

Alma the Younger and the sons of King Mosiah rebelled against their fathers and the Lord and attempted to destroy the Church of God. Their efforts ended when an angel, sent in answer to the prayers of the righteous, called them to

repentance. As a result of this miraculous experience, they were born again through the Atonement of Jesus Christ, and they traveled throughout the land of Zarahemla to preach the gospel and repair the injuries they had caused.

### Suggestions for Teaching

#### *Teaching by the Holy Spirit*

The Lord has said that we should “preach [His] gospel by the Spirit, even the Comforter which was sent forth to teach the truth” (D&C 50:14). As you teach, seek the guidance of the Spirit to help you adapt the lesson to the needs of your students.

### Mosiah 27:1–22

#### *An angel calls Alma the Younger and the sons of Mosiah to repentance*

Invite students to think of someone they are worried about spiritually. Explain that this person might be a friend, a family member, or a member of their priesthood quorum or Young Women class. Invite a few students to share why they are concerned about this person (make sure students know they should not mention anyone by name or give too many specific details).

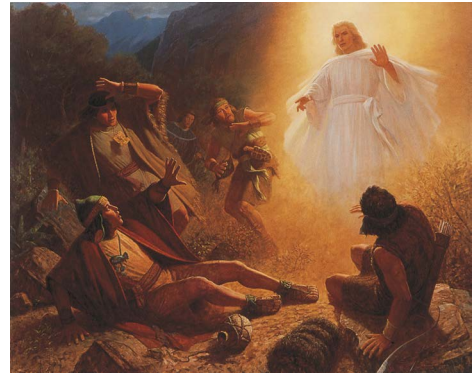
As students study Mosiah 27 today, invite them to look for truths that can help them and the person they are concerned about.

Summarize Mosiah 27:1–10 by explaining that many of the unbelievers in Zarahemla began to persecute those who belonged to the Church. After King Mosiah published a proclamation prohibiting such actions, the majority of the people obeyed and peace was restored. However, some people continued to try to destroy the Church. Five of those people were Alma’s son Alma and King Mosiah’s sons Ammon, Aaron, Omner, and Himni. Alma’s son Alma is often referred to as Alma the Younger.

Invite a student to read Mosiah 27:8–10 aloud. Ask the class to follow along, looking for words or phrases that describe Alma the Younger and the sons of Mosiah.

- What part of the description of Alma and the sons of Mosiah stands out most to you? Why? (List words and phrases on the board as students identify them. Leave space on the board to create a second list later in the lesson.)

Display the picture Conversion of Alma the Younger (*Gospel Art Book* [2009], no. 77; see also [lds.org/media-library](http://lds.org/media-library)). Invite a few students to take turns reading aloud from Mosiah 27:11–14. Ask the class to look for the reasons the angel gave for coming to Alma and the sons of Mosiah.



- According to verse 14, why had the angel come to Alma the Younger and the sons of Mosiah?
- What does verse 14 teach about how we can help others who are struggling? (Help students identify the following truth: **Praying with great faith in behalf of others may help them come to a knowledge of the truth.** You may want to write this principle on the board and invite students to consider writing it in their scriptures next to Mosiah 27:14.)
- When have you felt that your prayers have made a difference in someone's life?

You may also want to share an experience about a time when your prayers made a difference in someone's life. Testify that the account of Alma the Younger and the sons of Mosiah is evidence that the Lord hears our prayers in behalf of others. He will not override the agency of those for whom we pray, and He may not send an angel to intercede, but He will hear our prayers and will respond in His way and His time. Encourage students to continue praying for others.

Invite a student to read Mosiah 27:15–16 aloud. Ask students to look for what the angel told Alma to remember.

- Why do you think the angel told Alma to remember the captivity of his fathers and the great things God had done for them?

Summarize Mosiah 27:17–22 by explaining that after the angel shared his message, Alma could not speak, became weak, and was carried helpless to his father. When Alma's father heard what had happened, he "rejoiced, for he knew that it was the power of God" (Mosiah 27:20). He assembled the people "that they might witness what the Lord had done for his son" (Mosiah 27:21). He also had the priests gather, and they fasted and prayed that his son might receive his strength and be able to speak.

### **Mosiah 27:23–31**

#### *Alma the Younger repents and is born again*

Explain that Mosiah 27:23–29 contains Alma the Younger's description of his experience during the days immediately following the angel's visit. Invite several students to take turns reading aloud from these verses. Ask the class to follow along, looking for what Alma said had happened to him.

- According to verse 24, what had happened to Alma?
- What doctrine did the Lord teach Alma, as recorded in verses 25–26? (Although students may use different words, make sure they identify the following truth:

**We must be born again in order to inherit the kingdom of God.** You may want to write this doctrine on the board.)

Explain that to be born again means to have the Spirit of the Lord cause a mighty change in a person's heart so that the person has no more desire to do evil but rather desires to seek the things of God (see Mosiah 5:2).

- According to Mosiah 27:24, 28, what did Alma do that led to this change?

### **Reading prophetic statements in class**

When a quotation is lengthy, it can be very helpful to present it to students as a handout, write it on the board, or display it using an electronic device. Without such help, students may become distracted or struggle to understand the quotation.

You may also want to explain that although the mighty change of heart apparently occurred quickly for Alma and the sons of Mosiah, most of us experience this change more gradually. Being born again is a process more than an event. To help students better understand this doctrine, invite one of them to read the following statement by President Ezra Taft Benson (1899–1994). Ask the class to listen for what President Benson said about the process of receiving a change of heart.



"We must be careful, as we seek to become more and more godlike, that we do not become discouraged and lose hope. Becoming Christlike is a lifetime pursuit and very often involves growth and change that is slow, almost imperceptible. The scriptures record remarkable accounts of men whose lives changed dramatically, in an instant, as it were: Alma the Younger, Paul on the road to Damascus, Enos praying far into the night, King Lamoni. Such astonishing examples of the power to change even those steeped in sin give confidence that the Atonement can reach even those deepest in despair.

"But we must be cautious as we discuss these remarkable examples. Though they are real and powerful, they are the exception more than the rule. For every Paul, for every Enos, and for every King Lamoni, there are hundreds and thousands of people who find the process of repentance much more subtle, much more imperceptible. Day by day they move closer to the Lord, little realizing they are building a godlike life. They live quiet lives of goodness, service, and commitment" (Ezra Taft Benson, "A Mighty Change of Heart," *Ensign*, Oct. 1989, 5).

- How might understanding that being born again usually happens gradually help someone who is frustrated with his or her spiritual development?

### **Mosiah 27:32–37**

*Alma the Younger and the sons of Mosiah travel throughout the land, striving to repair the injuries they have done and to strengthen the Church*

Return to the list describing Alma and the sons of Mosiah that you wrote on the board earlier. Label that list *Before*. Write *After* on the other side of the board. Invite a few students to take turns reading aloud from Mosiah 27:32–37. Ask the class to follow along, looking for words and phrases that show how Alma and the sons of



Mosiah changed. Give a few students the opportunity to write these words and phrases on the board under the word *After*.

Explain that true repentance is a change of heart, not just a determination to stop doing something wrong.

- What evidence do you see that Alma and the sons of Mosiah truly changed?
- What principle can we learn from verse 35 that helps us understand what we must do to truly repent? (Help students identify the following principle: **To truly repent, a person must do everything possible to repair the damage he or she has done.** You might explain that we sometimes use the word *restitution* to refer to the act of repairing damage that has been done and correcting our unwise choices.)
- Why do you think that making restitution is such an important part of true repentance?

Invite students to review Mosiah 27:10, 36, looking for how Alma the Younger and the sons of Mosiah had changed as a result of repenting and being born again. Ask students to report what they find. Help them see that Alma the Younger and the sons of Mosiah had gone from “seeking to destroy the church” (verse 10) to being “instruments in the hands of God” (verse 36).

- What principle can we learn from the experience of Alma the Younger and the sons of Mosiah? (Students may use different words, but help them identify the following principle: **Even the very wicked can be forgiven and can become instruments in the hands of God if they repent.**)
- How might learning about Alma’s experience help someone who thinks that he or she cannot be forgiven?

Testify that the account of Alma and the sons of Mosiah is an example of the power of the Atonement of Jesus Christ to change us. Testify of the Savior’s desire to forgive all who, like these young men, exercise faith in Him and seek to follow Him.

Invite students to take a few minutes to answer one of the following questions in their class notebooks or study journals. (You may want to write these questions on the board before class or prepare a handout with the questions on it.)

- How have you been changed through the Atonement of Jesus Christ as you have repented and done your best to follow the Savior?
- What is one thing you can do to more fully come to the Lord so that you can be changed through His Atonement?
- What will you do to help someone who is struggling spiritually?

Invite a few students to share what they have written and to tell about the change that can happen in us as we repent and exercise faith in Jesus Christ. (Remind students that they do not need to share anything that is too personal or private. Make sure they understand that they should not talk about their past sins.)

## LESSON 68

# Mosiah 28–29

### Introduction

Having been converted, the sons of King Mosiah felt a strong desire to preach the gospel to the Lamanites. After inquiring of the Lord and receiving an assurance that they would be blessed with success and protection, Mosiah allowed them to go. At this same time, Mosiah was working to care for the

sacred records that had been entrusted to him. He translated the Jaredite records and then conferred all the records upon Alma the Younger. Because his sons had declined the opportunity to be king, he instituted a system of judges as the new form of government in the land.

## Suggestions for Teaching

### *Present interesting, relevant, and edifying lessons*

When teachers prepare and present edifying lessons on a consistent basis, students develop an expectation that they will learn something of value each time they attend class. President Boyd K. Packer taught: "If you are teaching a class ... , [students] will not return with any enthusiasm unless they are being taught something. They must learn something to want to return. They will come willingly, even eagerly, to a class ... in which they are fed" (*Teach Ye Diligently*, rev. ed. [1991], 182).

### Mosiah 28:1–9

#### *The sons of Mosiah desire to preach to the Lamanites*

Before class, write the following statements on the board:

1. *I have a sincere desire for the eternal happiness of others.*
2. *I am willing to sacrifice to help others.*
3. *I have a desire to share the gospel with others.*

To begin class, ask students to use the statements on the board to silently evaluate themselves. Have them use a rating scale of 1 to 10, with a rating of 1 indicating that the statement does not describe them well and a rating of 10 indicating that the statement describes them extremely well.

After sufficient time, ask:

- How do you think Alma the Younger and the sons of Mosiah might have rated themselves on this scale before they saw the angel?
- How do you think they might have rated themselves on this scale after they saw the angel?

As students study Mosiah 28 today, invite them to look for truths that help them understand how they can increase their desire to share the gospel with others.

Explain that as recorded in Mosiah 28, the sons of Mosiah departed on a mission to the Lamanites, who were described as “a wild and a hardened and a ferocious people” (Alma 17:14).

Ask two students to take turns reading aloud from Mosiah 28:1–4. Invite the class to follow along, looking for why the sons of Mosiah wanted to preach the gospel to the Lamanites.

- Which words or phrases in these verses help us understand why the sons of Mosiah wanted to preach the gospel to the Lamanites?
- Which phrases in Mosiah 28:1–4 show how much the sons of Mosiah had changed?
- Why had the desires of the sons of Mosiah changed? (They had exercised faith in Jesus Christ, repented of all their sins, and become converted [see Mosiah 27:34–36]. You may also want to refer to Mosiah 28:4 to point out how the Spirit of the Lord influenced them.)
- What principle can we learn from these verses about the relationship between the depth of our conversion and our desire to share the gospel? (Summarize students’ answers by writing the following principle on the board: **As our conversion deepens, our desire to share the gospel increases.**)

Ask a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. Invite students to consider writing this statement in the margins of their scriptures next to Mosiah 28:1–4.



“The intensity of our desire to share the gospel is a great indicator of the extent of our personal conversion” (Dallin H. Oaks, “Sharing the Gospel,” *Ensign*, Nov. 2001, 7).

Invite students to ponder how their desire to share the gospel with others has increased as they have grown closer to the Lord.

- What experiences in your life have led you to want to share the gospel with others?

You may want to explain how you received the desire to teach the gospel to others. As you do so, consider sharing your testimony that as we become more deeply converted to the Lord, our desire to share the gospel with others increases.

Invite students to read Mosiah 28:5–8 silently, looking for why Mosiah let his sons go on such a dangerous mission.

- In answer to Mosiah’s prayer, what blessings did the Lord promise Mosiah’s sons?

## Mosiah 28:10–20

### *Mosiah translates the Jaredite plates and confers the sacred records upon Alma*

Invite a student to read Mosiah 28:10 aloud. Ask the class to look for a problem the king had when his sons left on a mission.

- What problem did Mosiah face? (He needed to find someone to take his place as king.)

Summarize Mosiah 28:11–19 by explaining that Mosiah, in his capacity as a seer, translated the record of the Jaredites—the plates that had been found by the group that King Limhi had sent to find the land of Zarahemla (see Mosiah 8:7–9).

Ask students to read Mosiah 28:20 silently, looking for whom King Mosiah entrusted with the sacred records in his possession.

- Who received the sacred records?

## Mosiah 29

### *The people follow Mosiah's counsel to establish a system of judges as their form of government*

Invite students to raise their hands if they would like to be a king or queen. Ask the students who raised their hands to describe what benefits they would experience from being a king or queen.

Ask a student to read Mosiah 29:1–3 aloud. Invite the class to follow along, looking for whom the Nephites wanted to be their king.

- Whom did the people want to be their king?
- What stands out to you about the sacrifice the sons of Mosiah would make so they could preach to the Lamanites?

Summarize Mosiah 29:4–10 by explaining that King Mosiah was concerned that the appointment of a new king could lead to contention and even war.

Invite a student to read Mosiah 29:16–18 aloud. Ask the class to follow along, looking for problems an unrighteous king could cause.

- According to these verses, what problems can unrighteous kings and leaders cause?

Explain that King Mosiah, seeking to prevent the problems he discussed, proposed that the Nephite government should no longer be administered by a king. Instead, he recommended a system of judges, with the judges chosen by the voice of the people. You might point out that Mosiah had just translated the Jaredite record where he learned that millions of Jaredites had died in a war between two nations ruled by kings.

Invite students to read Mosiah 29:11, 25 silently, looking for how the judges were to judge the people.

- How were the judges to judge the people? (“According to the commandments of God” and “according to the laws which have been given you by our fathers.” You may want to point out that they were also to judge the people according to the law Mosiah had given them [see Alma 1:1], and that the lower judges and

higher judges were to judge one another as needed to ensure that righteous judgments would be made [see Mosiah 29:28–29].)

Write *Mosiah* 29:26–27, 30–34, 37–39 on the board. Divide the class into pairs. Have students search these verses and look for the people’s responsibility in the government proposed by King Mosiah. Then have each partnership discuss the following questions. (You may also want to write these questions on the board or provide them in a handout.)

- According to King Mosiah, what benefits would come through making decisions by the voice of the people?
- What consequences would come if the voice of the people chose iniquity?

After sufficient time, invite a few students to report how they answered the first question. Their responses should include the following: Mosiah said that the voice of the people generally does not desire things that are “contrary to that which is right” (verse 26). He also spoke about the need for all citizens to share in the burden of their government and to answer for their own sins (see verses 30, 34).

Invite a few students to report how they answered the second question. Their responses should include that the judgments of God would come upon them and they would be destroyed.

- What principle can we learn from King Mosiah’s teachings in verse 27?  
(Students should identify a principle similar to the following: **If the voice of the people chooses iniquity, then the judgments of God will come upon them.** Invite students to consider marking this principle in verse 27.)

To help students identify another truth from these verses, ask:

- In Mosiah 29:34, what do you think is the meaning of the phrase “that every man might bear his part”?
- What principle can we learn from this phrase about citizens’ responsibilities to participate in their local and national governments? (Help students identify the following principle: **Each person has a duty to uphold righteous principles, laws, and leaders.** Invite students to consider writing this truth in their scriptures.)
- What can you do to support righteous principles, laws, and leaders at this time in your lives? (Invite students to list their answers to this question on the board. You may want to refer students to Articles of Faith 1:12.)

Express your assurance that while not every country in the world has the opportunity to choose their own leaders, the Lord will always help those who trust in Him, no matter where they live.

Testify of the importance of each person “bear[ing] his [or her] part” (Mosiah 29:34) by seeking to uphold righteous principles, laws, and leaders. Encourage students to apply this truth in their lives.

Explain that Mosiah 29:40 describes the love that King Mosiah’s people had for him. Invite students to silently read this verse, looking for why his people loved him so much.

- What phrases in this verse describe why King Mosiah's people loved him so much?
- How can Mosiah's leadership serve as an example for leaders today?

Invite a student to read Mosiah 29:41–43 aloud. Ask the class to look for whom the people chose to be the first chief judge.

- Whom did the people choose to be the first chief judge?
- What resulted from his leadership?

Summarize Mosiah 29:44–47 by explaining that Alma (the father of Alma the Younger) died, as did King Mosiah.

Conclude by bearing testimony of the principles in today's lesson.

# Introduction to the Book of Alma

## Why study this book?

By studying the book of Alma, students will learn about Jesus Christ and the necessity of His Atonement and Resurrection in the plan of salvation. They will also learn about the power of the word of God to overcome priestcraft, false doctrine, sin, hatred, and apostasy and to lead individuals to experience a mighty change of heart. Students can be edified and inspired as they read about the missionary efforts of Alma, Amulek, and the sons of Mosiah, as well as the conversion and faithfulness of the Anti-Nephi-Lehies (the people of Ammon). As they study chapters detailing the warfare between the Nephites and the Lamanites, they can learn principles that will guide them in the tumultuous times in which they live and help them prevail in their personal battles against the adversary.

## Who wrote this book?

Mormon compiled and abridged records from the large plates of Nephi to create the book of Alma. The book is named for Alma, who, as the son of Alma, is often called Alma the Younger. When King Mosiah instituted the reign of the judges among the Nephites, Alma the Younger became the first chief judge and succeeded his father as high priest over the Church (see Mosiah 29:42). He eventually resigned his position as chief judge to dedicate himself “wholly to the high priesthood” and “to deliver the word of God unto the people” throughout the land of the Nephites (Alma 4:20; 5:1). Mormon used the records of Alma’s ministry (see Alma 1–44) and the writings of Alma’s sons Helaman (see Alma 45–62) and Shiblon (see Alma 63) to compose the book of Alma.

## To whom was this book written and why?

Mormon did not address the book of Alma to a particular audience or state why he wrote it. However, the book’s numerous teachings on the redeeming mission of Jesus Christ contribute to a central purpose of the Book of Mormon, which is to testify “that Jesus is the Christ, the Eternal God” (title page of the Book of Mormon; see also Alma 5; 7; 13; 32–34; 36; 39–42).

## When and where was it written?

The original records used as sources for the book of Alma were likely written between 91 BC and 52 BC. Mormon abridged those records sometime between AD 345 and AD 385. Mormon did not record where he was when he compiled this book.

## What are some distinctive features of this book?

Although the book of Alma is the longest in the Book of Mormon, it covers a period of only 39 years—approximately 91 BC to 52 BC. The book recounts the first instance of successful missionary labors among the Lamanites. It also highlights

the faithfulness of the converted Lamanites in keeping their covenants (see Alma 23:6–7; 24). Additionally, the book of Alma includes teachings about the doctrine of foreordination and the ministry of Melchizedek (see Alma 13), the power of the word of God (see Alma 31), how to develop faith in Jesus Christ (see Alma 32–34), the severity of breaking the law of chastity (see Alma 39), the state of our spirits following death (see Alma 40), the doctrines of resurrection and restoration (see Alma 40–41), and the roles of justice and mercy in Heavenly Father’s plan of redemption (see Alma 42). This book also contains the Lord’s instructions concerning self-defense and the justification for war (see Alma 43:45–47).

## Outline

**Alma 1–3** Nehor introduces priestcraft among the Nephites. Alma leads righteous Nephites in defending themselves against Amlici and his followers, who have combined with a Lamanite army. After thwarting Amlici’s attempt to become a king and destroy the Church, the Nephites defeat another Lamanite army.

**Alma 4–16** Alma resigns as chief judge. He travels throughout the land of the Nephites to combat pride and wickedness by preaching the word of God. Amulek joins Alma, and they teach of the Atonement of Jesus Christ, the Resurrection, and the need for faith in the Lord and repentance. Zeezrom is converted and baptized.

**Alma 17–28** The sons of Mosiah and others preach the word of God among the Lamanites in the land of Nephi. Thousands are converted to the Lord. The converts forsake their weapons of war and go to dwell among the Nephites. Many people die in a great battle between the Nephites and the Lamanites.

**Alma 29–42** Alma desires to bring souls to repentance. He confounds Korihor, an anti-Christ. While teaching the Zoramites, a group of Nephite dissenters, Alma compares the word of God to a seed that must be nourished by faith. Amulek testifies of the Atonement and teaches the Zoramites to exercise faith unto repentance. Alma provides individual counsel and testimony to his sons Helaman, Shiblon, and Corianton. Alma entrusts the sacred records to Helaman. He teaches about the postmortal spirit world, resurrection, and the roles of justice and mercy in God’s plan.

**Alma 43–45** Stirred to anger by Nephite dissenters, the Lamanites come to war against the Nephites. Moroni leads the Nephites to victory over the army of Zerahemnah. Alma interviews and blesses Helaman, prophesies the destruction of the Nephites, and departs out of the land.

**Alma 46–63** Moroni, Lehi, Teancum, Helaman, and Pahoran lead the Nephites to victory against Lamanite armies controlled by Amalickiah and Ammoron. Moroni and Pahoran also quell the rebellion of Nephite dissenters known as king-men. Shiblon receives the Nephite records and later gives them to Helaman’s son Helaman. The army of Moronihah defeats the Lamanites in another battle.



## LESSON 69

# Alma 1–2

### Introduction

Shortly after Alma became chief judge, a man named Nehor established himself as a preacher among the people. He spoke out against the Church and its doctrines, and he convinced many to believe him and give him money. When Nehor killed Gideon, who was a faithful member of the Church, he was brought before Alma. Finding Nehor guilty of priestcraft and of trying to enforce priestcraft by the sword, Alma sentenced Nehor to death. The Church prospered, led

by diligent and humble priests, but priestcraft continued. Amlici, a cunning man after the order of Nehor, gathered support among many people and tried unsuccessfully to become king of the Nephites. He and his followers revolted, came against the Nephites to battle, and eventually combined their forces with a Lamanite army. Strengthened by the Lord, the Nephites suffered many losses but overcame the attacks of these armies.

### Suggestions for Teaching

#### *Using Church manuals and adapting lessons*

Church manuals are carefully prepared to ensure that the doctrines of the Church are kept pure. Carefully consider the teaching suggestions in this manual, which will help you be true to the intent of the prophets who recorded the scriptures. However, you may adapt the lessons according to the needs and circumstances of your students.

### Alma 1

*Despite the spread of priestcraft and persecution, some Church members stand fast in the faith*

Write *popular* on the board.

- What does it mean to be popular?
- What are some dangers of following people or ideas just because they are popular?

Explain that a man named Nehor became popular with some people in Zarahemla.

Invite a few students to take turns reading aloud from Alma 1:2–6. Ask the class to follow along, looking for what Nehor taught that became popular among some of the people.

- According to verse 4, what were some of Nehor’s teachings that became popular?

Point out the false teaching that “all men [will] have eternal life” (verse 4), regardless of what they do.

- Why do you think this false teaching might have become popular among some of the people? (This teaching ignores the need for repentance, ordinances, and keeping God’s commandments [see Alma 15:15].)

Explain that Nehor mixed his false teachings with true statements.

- According to verse 4, what is a true statement that Nehor made? (“The Lord ... created all men.”)
- How does this teaching illustrate a common tactic that Satan uses? (Students should identify a truth similar to the following: **Satan uses lies mixed with truth to deceive people.** Invite students to consider writing this truth in their scriptures next to verse 4.)

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



“Satan is the great deceiver, the father of lies (see John 8:44). This is not because Satan tells only lies. His most effective lies are half-truths or lies accompanied by the truth” (Dallin H. Oaks, “Reading Church History” [address to Church Educational System religious educators, Aug. 16, 1985], 3).

- How do you see this tactic being used by Satan to deceive people today? (One example is the false teaching that because God loves us, He will excuse or condone anything we do.)

Summarize Alma 1:7–11 by explaining that one day Nehor was going to preach to a group of his followers when he met Gideon, who had helped deliver the people of Limhi from bondage and who was currently serving as a teacher in the Church. Nehor “began to contend with [Gideon] sharply, that he might lead away the people of the church; but [Gideon] withstood him, admonishing him with the words of God” (Alma 1:7). Nehor, in a fit of anger, drew his sword and killed Gideon. The people of the Church took Nehor to Alma, who was the chief judge, to be judged for his crimes.

Invite a student to read Alma 1:12 aloud. Ask the class to follow along, looking for the word Alma used to describe what Nehor had introduced to this people for the first time.

- What had Nehor introduced? (Priestcraft.)

Invite students to look at verse 12, footnote *a*. Have them turn to the first reference listed: 2 Nephi 26:29. Ask them to read this verse silently, looking for how Nephi defined priestcraft.

- In your own words, what is priestcraft?
- How was Nehor’s preaching an example of priestcraft?

Summarize Alma 1:12–15 by explaining that Nehor was put to death for having enforced priestcraft by the sword.

Invite a student to read Alma 1:16 aloud. Ask the class to follow along, looking for additional insights into priestcraft and why priestcraft continued to spread, even after the death of Nehor.

- How did Alma define priestcraft in this verse?

- Why did priestcraft continue to spread?

Explain that as priestcraft spread among the Nephites, members of the Church began to be persecuted. The following activity can help students learn principles from the ways in which these Church members responded to persecution.



Divide students into small groups. Provide each group with a copy of the following handout, and invite students to complete it in their groups:

### Responding to Persecution

Complete this handout as a group, and discuss your answers to the questions.

- When have you seen people tease, mock, or persecute those who keep the commandments of God?

Read Alma 1:19–20 aloud, looking for why members of the Church began to be persecuted.

- Why do you think some people might choose to persecute those who are seeking to live righteously?

Read Alma 1:21–25 aloud, looking for how Church members responded to the persecution they experienced.

- What were some of the different ways in which Church members responded to persecution?
- How did the way in which they responded affect their ability to enjoy the Lord's blessings?

Write one or two principles we can learn from these verses: \_\_\_\_\_

- Why do you think the principle or principles you identified are important for us to understand and apply in our day?

When students have had enough time to complete the activity, ask them to report the principles they identified. Students might use different words or phrases but should identify some or all of the following principles:

**Choosing to contend with those who are not members of the Church can bring afflictions and trials upon the Church.**

**If we are humble during persecution, our hearts will not be hardened by our experiences.**

**Even when people around us are being disobedient, we can be steadfast and immovable in keeping the commandments.**

**We can choose to bear persecution with patience.**

- When have you seen that these principles are true?

You may also want to share an experience about a time when you were blessed as a result of applying one of these principles in your life.

Summarize Alma 1:26–33 by explaining that the Church members who remained humble continued to help the needy and sick and were blessed both temporally and spiritually. Those who did not belong to the Church engaged in “all manner of wickedness” (verse 32), but the laws of the land generally kept them in check.

## Alma 2

### *Amlici and others rebel and eventually join with the Lamanites to battle the Nephites*

Explain that about four years after Nehor's death, the Nephites faced a wicked man named Amlici, who was also able to gain popular support.

Invite several students to take turns reading aloud from Alma 2:2–7. Ask the class to follow along, looking for why Amlici was seeking power.

- What did Amlici want to become?
- According to verse 4, what did Amlici intend to do when he became king?
- Why was Amlici unsuccessful in his quest?

Invite a student to read Alma 2:8–10 aloud. Ask the class to follow along, looking for what Amlici did after his initial attempt to become king of the Nephites failed.

- What did Amlici do after his initial attempt to become king failed?

Ask the class to list on the board examples of wickedness that youth face today. They might mention temptations, and they might also mention trials they face because of others' wickedness. As they continue studying Alma 2, invite them to ponder ways they can receive the Lord's help to overcome the temptations and challenges they face.

Summarize Alma 2:11–18 by explaining that the Nephites prepared to fight the Amlicites, and then Alma personally led the Nephite armies into battle. The battle became very fierce, with many dying on both sides.

Invite a student to read Alma 2:18 aloud. Ask the class to follow along, looking for why the Nephites were able to prevail against the Amlicites.

- According to Alma 2:18, why were the Nephites able to prevail against the Amlicites?

Explain that the Nephite warriors defeated many of the Amlicites, but they were astonished to see that the remaining Amlicites joined with an army of Lamanites (see Alma 2:19–25). Before the Nephite armies could return to the city of Zarahemla, the combined army attacked them. Ask students to search Alma 2:27 for a phrase indicating the size of the combined army of Lamanites and Amlicites.

Invite students to imagine what they would think and how they would feel if they were part of the Nephite army.

Ask a student to read Alma 2:28–31, 36 aloud, and ask the class to look for the way the battle ended.

- According to Alma 2:28, why were the Nephites able to win this battle? (They prayed mightily to God, and He strengthened them.)
- What principle can we learn from this account? (Students may give different responses to this question. Help them identify the following principle: **When we call upon God to help us stand against wickedness, He will strengthen us.** Write this principle on the board.)

Point out that the Nephites prayed for strength both before and during the battle against the Amlicites (see verses 28, 30).

- Why do you think it is important to pray for strength from God before and during our battles against wickedness?

Invite students to answer the following question in their class notebooks or study journals:

- How has God strengthened you as you have prayed for help to stand against wickedness?

When students have had time to write, invite a few of them to share their answers. You may want to share your answers as well.

Conclude by testifying that God will strengthen us as we stand against wickedness. Encourage students to follow the Nephites' example—to pray for the Lord's help and to be worthy to be strengthened by God in their efforts.

## LESSON 70

# Alma 3–4

### Introduction

After joining a Lamanite army, the Amlicites distinguished themselves from the Nephites by making red markings on their foreheads. The Lamanites battled against the Nephites, and by the end of the year, “thousands and tens of thousands” had died in battle (see Alma 3:26). Following this battle, many Nephites humbled themselves and “were awakened to a remembrance of their duty” (Alma 4:3).

About 3,500 were baptized and joined the Church. However, in the next year, many Church members became proud and began persecuting others. Concerned about this wickedness, Alma resigned from his duties as chief judge and continued to serve as the high priest over the Church. In this capacity, he planned to travel around the region, bearing pure testimony and calling the people to repentance.

### Suggestions for Teaching

#### Alma 3:1–19

##### *The Nephites contend with the Amlicites and Lamanites*

Before class, write the following statement on the board:

*“Through your dress and appearance, you can show that you know how precious your body is. You can show that you are a disciple of Jesus Christ and that you love Him” (For the Strength of Youth [booklet, 2011], 6).*

Begin the lesson by asking a student to read the statement on the board aloud. Then ask the class:

- What are some specific ways we can show, through our dress and appearance, that we are disciples of Jesus Christ?

Point out that through their choices regarding dress and appearance, individuals may also demonstrate that they are not willing to follow Jesus Christ and His prophets. One example of this is the Amlicites. Remind students that the Amlicites had separated themselves from the Nephites and joined a Lamanite army (see Alma 2).

Invite a student to read Alma 3:4 aloud. Ask the class to look for how the Amlicites had changed their appearance.

- How had the Amlicites changed their appearance?
- What message did the Amlicites want to send by marking themselves with “red in their foreheads”? (They wanted to distinguish themselves from the Nephites and to identify themselves with the Lamanites.)

Summarize Alma 3:5–17 by explaining that these verses describe the curse and the mark that had come upon the Lamanites. Remind students that the curse the Lamanites experienced was separation from God because of their rebellion and disobedience. The mark, which at that time distinguished the Lamanites from the Nephites, was that “the skins of the Lamanites were dark” (Alma 3:6). You may

also want to remind students that it is wrong to revile or look down upon someone because of the color of his or her skin (see Jacob 3:9).

Invite a student to read Alma 3:18–19 aloud. Ask the class to follow along, looking for why the curse of being separated from God had also come upon the Amlicites.

- Why had the curse of being separated from God also come upon the Amlicites? (Help students understand that the Amlicites were not cursed simply because they had marked themselves in their foreheads. Rather, they brought the curse upon themselves because “they had come out in open rebellion against God” [verse 18] and were fighting against the Nephites, who were seeking to obey and uphold God’s commandments.)
- What principle can we learn from verses 18–19 about what those who come out in open rebellion against God bring upon themselves? (Students should identify a principle similar to the following: **Those who come out in open rebellion against God bring negative consequences upon themselves.** Write this principle on the board.)
- What are some of the negative consequences people may bring upon themselves if they knowingly choose to rebel against God? (They will lose the companionship of the Holy Ghost and many other blessings.)

### **Alma 3:20–27**

#### *Thousands are killed in a battle between the Nephites and the Lamanites*

Summarize Alma 3:20–27 by explaining that another large battle occurred between the Nephites and the Lamanites, in which the Nephites successfully drove back the Lamanites. In one year, there were tens of thousands of casualties from all the battles. Verses 26–27 explain that the righteous who died in these battles would experience eternal happiness and the wicked who died would experience misery as a consequence of their choices.

### **Alma 4:1–14**

#### *After a period of growth in the Church, members of the Church become proud and contend with one another*

Summarize Alma 4:1–5 by explaining that the Nephites mourned greatly because of the afflictions they had experienced as a result of their battles against the Lamanites and Amlicites. These afflictions humbled them and reminded them of their duty to God. Many people joined the Church, and the Nephites enjoyed peace for a time.

Invite a student to read Alma 4:6 aloud. Ask the class to follow along, looking for what many Church members began to focus on.

- What did many of the Nephite Church members begin to focus on?
- What effect did focusing on their riches have on them? (They were “lifted up in the pride of their eyes.”)
- How would you summarize what we learn from verse 6? (Students should identify a principle such as the following: **Focusing on the things of the world can cause us to be lifted up in pride.**)

- What do you think it means to be lifted up in pride?

Read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency. Invite students to listen and to consider ways in which they might be affected by pride.



"Pride is sinful ... because it breeds hatred or hostility and places us in opposition to God and our fellowmen. ...

"This sin has many faces. It leads some to revel in their own perceived self-worth, accomplishments, talents, wealth, or position. They count these blessings as evidence of being 'chosen,' 'superior,' or 'more righteous' than others. This is the sin of 'Thank God I am more special than you.' At its core is the desire to be admired or envied. It is the sin of self-glorification.

"For others, pride turns to envy: they look bitterly at those who have better positions, more talents, or greater possessions than they do. They seek to hurt, diminish, and tear down others in a misguided and unworthy attempt at self-elevation. When those they envy stumble or suffer, they secretly cheer" (Dieter F. Uchtdorf, "Pride and the Priesthood," *Ensign* or *Liahona*, Nov. 2010, 56).

Divide the class into three groups. Invite one group to study Alma 4:7–8, another to study Alma 4:9–10, and the final group to study Alma 4:11–12. Ask students to look for what happened as Church members were affected by pride. Invite students to consider marking what they find.

- What happened as Church members were affected by pride?

Invite a student to read Alma 4:13–14 aloud. Ask the class to look for examples of how some Nephites were humble even when others were proud.

- What principle can we learn from verse 13 about how we can choose to be humble? (Students might identify a principle such as the following: **We can choose to be humble by serving and helping other people.** Invite students to consider writing this principle in their scriptures near verse 13.)
- Why do you think serving others helps us to be humble?

Invite students to seek opportunities to serve and help others.

### Alma 4:15–20

*Alma resigns as chief judge so he can devote his time to calling the people to repentance*

Invite students to imagine that they are in Alma's place. They are the chief judge, and many of the people have become proud and are persecuting those who remain humble.

- What might you do to help the people change?

Invite a few students to take turns reading aloud from Alma 4:15–19. Ask the class to look for what Alma chose to do.

- What did Alma decide to do? (He decided to give up his position as chief judge so he could devote his time to teaching the people.)



- What does the phrase “bearing down in pure testimony” (Alma 4:19) suggest about how Alma would teach?
- What principle can we learn from Alma’s example in Alma 4:19? (Students should identify a principle similar to the following: **Bearing pure testimony helps others draw closer to God.**)
- When have you heard people bear “pure testimony”? How have these experiences influenced you?

You might also want to share an experience about a time when you listened to another person bear pure testimony and how that experience affected you.

Invite students to ponder ways in which they might share their testimonies with others. Encourage them to act on any promptings they receive to share their testimonies.

## HOME-STUDY LESSON

# Mosiah 26–Alma 4 (Unit 14)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Mosiah 26–Alma 4 (unit 14) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Mosiah 26)**

By studying about a generation of Nephites who did not develop testimonies of the gospel, students discovered that to develop and maintain a testimony, we need to feast on the word of God, pray in faith, and obey the Lord's commandments. From Alma's efforts to help others repent, students learned that the Lord will forgive those who repent in the sincerity of their hearts.

#### **Day 2 (Mosiah 27)**

As students studied the conversion of Alma the Younger and the sons of Mosiah, they learned the following three gospel truths: The Lord responds to our faithful prayers for others yet still allows them their agency. Each of us must be born again through the Atonement of Jesus Christ. To truly repent, a person must do everything possible to repair the damage he or she has done. Students recorded in their study journals how they have been changed through the Atonement.

#### **Day 3 (Mosiah 28–29)**

As students studied about the desire of the sons of Mosiah to preach the gospel to the Lamanites, they learned that as our conversion deepens, our desire to share the gospel increases. They also wrote about experiences they have had that helped them want to share the gospel. Students read about the Nephites' change in government and learned that each person has a duty to uphold righteous laws and leaders.

#### **Day 4 (Alma 1–4)**

By studying the examples of humble Nephites, students learned that when we live the gospel, we can have peace in our lives, even if we are persecuted. As they read about the rebellion of the Amlicites, they discovered that we receive happiness or misery depending on whom we choose to obey. Alma was an example of someone who chose to obey the Lord. His unwavering devotion to calling the prideful Nephites to repentance helped students see that the Lord's servants bear testimony and call sinners to repent.

### Introduction

This lesson allows students to review principles of repentance and ponder our need to be changed through the Atonement of Jesus Christ—as were Alma the Younger and the sons of Mosiah. Pray for guidance to know how you can best help students to seek this change in their lives.

## Suggestions for Teaching

### Mosiah 26

#### *Alma receives inspiration about how to judge those who commit serious sins*

To begin this lesson, invite a student to read the chapter summary at the beginning of Mosiah 26. Then read the following situations to the class. Ask students to think about what they might do to help the person in each situation.

1. A young woman has committed a serious sin, but she is afraid to speak with her bishop.
2. A young man has a desire to repent, but he does not know how.
3. A young woman repeats a sin she has previously committed, and she worries that the Lord will no longer forgive her.
4. A young man decides to repent, but he refuses to forgive someone who has offended him.

Write the following scripture reference on the board: *Mosiah 26:21–23, 29–31*. Explain to students that these verses record the Lord’s revelation to Alma about people who had committed serious sins. Invite students to read these verses and identify at least one principle that may help one of the individuals described in the preceding list. Ask several students to share their answers with the class. You may also want to share an answer and your testimony of a principle about repentance found in Mosiah 26.

Invite students to recall that they planned to apply one of the principles they learned from Mosiah 26 in their own efforts to repent. Encourage them to follow through with their plans.

### Mosiah 27–28

#### *Alma the Younger and the sons of Mosiah repent and are born again*

To give students an example of someone who experienced a mighty change of heart, invite a few of them to take turns reading aloud the following experience shared by Elder Keith K. Hilbig of the Seventy:



“[A young elder serving in Eastern Europe] and his companion had found and taught a middle-aged man named Ivan. ... Their investigator came from a difficult background, as was reflected in his well-used clothing, ragged beard, and hesitant demeanor. Life had been harsh and unkind to him.

“Without any prior religious training, Ivan had much to overcome. Practices not in harmony with the restored gospel had to be set aside. New principles needed to be accepted and then incorporated. Ivan wanted to learn, and he prepared himself diligently for his baptism and confirmation. His clothing remained threadbare and his beard ragged, but he had taken the first steps. Shortly after Ivan’s baptism, the missionary was transferred. He hoped that he might again cross paths with Ivan.

“Six months later the mission president reassigned the young elder to his former branch. Surprised but eager to return, the elder, with a new companion, came early to sacrament meeting his first Sunday back in the branch. ...

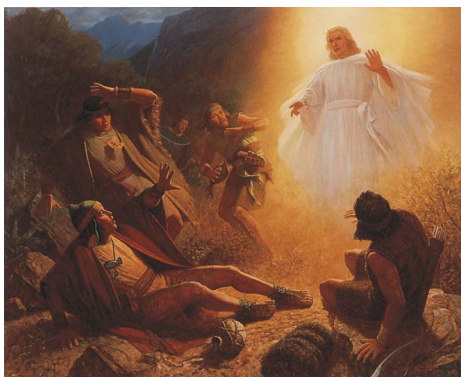
"The elder recognized nearly everyone in the small congregation. However, he searched in vain among the faces for the man he and his companion had taught and baptized six months earlier. There arose within the elder a sense of disappointment and sadness. ...

"The elder's fears and reflections were interrupted by the approach of an unfamiliar man who was rushing forward to embrace the missionary. The clean-shaven man had a confident smile and an obvious goodness radiating from his countenance. Wearing a white shirt and a carefully knotted tie, he was on his way to prepare the sacrament for the small gathering that Sabbath morning. Only when the man began to speak did the elder recognize him. It was the new Ivan, not the former Ivan they had taught and baptized! The elder saw embodied in his friend the miracle of faith, repentance, and forgiveness; he saw the reality of the Atonement.

"... [Ivan] had experienced a 'change of heart' (Alma 5:26) sufficient both to be baptized and to press forward in the continuing process of conversion" (Keith K. Hilbig, "Experiencing a Change of Heart," *Ensign*, June 2008, 29–31).

- What evidence in the story shows how Ivan had changed? (Be sure that it is clear that the outward changes Ivan made were indications of a deeper change inside of him.)

Remind students that Mosiah 27 describes another experience of change through the Atonement. Invite a student to stand in front of the class and summarize Mosiah 27. If it is available, the student could also display the picture *Conversion of Alma the Younger* (*Gospel Art Book* [2009], no. 77; see also [lds.org/media-library](http://lds.org/media-library)). Ask another student to read Mosiah 27:24–26. Then ask the class to identify who must be changed through the Atonement, or "born of God." As students answer, they should express understanding of the following truth: **Each of us must be born again through the Atonement of Jesus Christ.**



- How have you seen someone change for the better through the Atonement of Jesus Christ?

Invite students to ponder the questions that the missionary in the story asked himself after his reunion with Ivan: "How much of a 'change of heart' have I experienced in the past six months?' ... 'Have I been 'born again'?" (in Keith K. Hilbig, "Experiencing a Change of Heart," 31).

Invite students to read Mosiah 27:24, 28, looking for what Alma did and what the Lord did that brought about the change in Alma. Ask them to explain why they believe that the individual and the Lord must both participate in receiving a mighty change of heart.

Remind students that they filled in a chart with phrases that showed the difference in Alma before and after his change of heart (in the lesson for day 2). In assignment 2 for day 2, students wrote in their study journals one phrase from the

“After” column that they hoped would describe them throughout their lives and explained why. Invite several students to share what they wrote. Testify that a mighty change of heart is possible for us through the Atonement of Jesus Christ.

Ask students to ponder how they have been changed through the Atonement of Jesus Christ. Invite them to share their thoughts if they desire. You may also want to share how you have been changed through the Atonement.

Encourage students to work toward experiencing a change of heart so they can grow closer to the Lord and allow the Atonement to make a difference in their lives.

Copy the following chart on the board before class, or make a copy of it for each student:

Mosiah 27:32–37	Mosiah 28:1–4
How did Alma and the sons of Mosiah change?	How did the sons of Mosiah change?
What principle did you learn from these verses?	What principle did you learn from these verses?
Why do you think making restitution is an important part of repentance?	What experiences in your life have led you to want to share the gospel with others?

Ask half of the class to answer the questions in the first column of the chart and the other half to answer the questions in the second column. Have each student work individually. Invite a few students from each group to report their answers.

Invite students to ponder how they might make restitution for their sins and increase their desire to share the gospel with others.

### **Mosiah 29–Alma 4**

#### ***God blessed the Nephites who remained righteous in times of persecution***

Remind students that the first chapters of Alma describe times of trouble and persecution for the righteous Nephites. Invite students to read Alma 1:25, 27 silently. Ask them to identify what these Nephites did during a time of persecution.

Point out that the Lord blessed the righteous Nephites so that they prospered more than those who were wicked (see Alma 1:29–32). Ask students to strive to follow the example of these faithful Nephites as they encounter difficulties in their lives.

### **Next Unit (Alma 5–10)**

Ask students: How do you know if you have been born again? What does it mean to be born again? Tell them that as they study Alma 5–10, they will find some questions they can ask themselves to evaluate if they have been born again and experienced a mighty change of heart. In addition, they will gain a greater understanding of the depth and power of the Atonement.

## LESSON 71

# Alma 5:1–36

### Introduction

When the Church was threatened by internal contention and wickedness (see Alma 4:9–11), Alma gave up the judgment seat so he could focus his efforts on strengthening the Church. He embarked on a mission to reclaim the people of Nephi by “bearing down in pure testimony against them” (Alma 4:19). Alma began his mission by reminding the people

of Zarahemla that the Lord had delivered their ancestors from physical and spiritual bondage. He encouraged them to prepare for the final Day of Judgment by believing in the word of God and evaluating the spiritual condition of their hearts.

### Suggestions for Teaching

#### Alma 5:1–13

*Alma recounts the conversion of his father and those who followed him*

Write the word *change* on the board. Ask students to think about times when they may have felt a desire or prompting to make a change in their lives.

- Why can it sometimes be difficult to make the changes that the Lord would like us to make in our lives?

As students study Alma 5 today, invite them to look for what Alma taught about how we can change to become what the Lord would like us to become and why it is important for us to change in these ways.

Remind students that Alma was concerned about the wickedness that had begun to grow among the Nephites. He could see that if they did not change, they would forfeit the promised blessings of the covenants they had made. He gave up the judgment seat and devoted himself to ministering to the people and calling them to repentance. He began by teaching the people of Zarahemla.

Invite several students to take turns reading aloud from Alma 5:3–6. Ask the class to follow along, looking for events Alma emphasized as he began to teach the people.

- What events did Alma emphasize as he began to teach the people?
- How might it have helped Alma’s people to hear the account of the bondage, deliverance, and conversion of Alma’s father and those who followed him?

Invite students to read the first sentence of Alma 5:7 silently, looking for the kind of change that had occurred in the lives of Alma’s father and his people. Ask students to report what they find.

On the board, add the words *of heart* after *change*, so it reads *change of heart*.

- What do you think it means to experience a “change of heart”? (To help students answer this question, you might refer them to Mosiah 5:2, which teaches that as we experience a mighty change of heart, “we have no more disposition to do evil, but to do good continually.” Another way to express that

someone has experienced a mighty change of heart is to say that he or she has been born again or been converted.)

Add to the phrase on the board so it reads, *A change of heart is like ...*

Ask a few students to take turns reading aloud from Alma 5:7–9. Invite the class to follow along, looking for Alma’s descriptions of what a change of heart is like. Invite them to consider marking any words or phrases that describe a change of heart.

Ask students to report what they found, and add their responses to the board. (Your list might look like the following: A change of heart is like ... waking out of a deep sleep, being filled with light, being freed from chains, having your soul expand, singing about redeeming love.)

- How is a change of heart like the descriptions listed on the board?

Invite a student to read Alma 5:10–13 aloud, and ask the class to look for what brought about the mighty change of heart in Alma’s father and his followers.

- According to these verses, what brought about the mighty change of heart in Alma’s father and his followers? (Their belief in the word of God and, by extension, their faith and trust in God.)
- What principle can we learn from these verses about what we can do to experience a mighty change of heart? (Help students identify the following principle: **When we believe in the word of God and exercise faith in Jesus Christ, we can experience a mighty change of heart.** Emphasize that the word of God as preached by Abinadi and Alma focused on the redemption that comes through Jesus Christ [see Mosiah 16:4–9; 18:1–2].)

To help students understand that experiencing a mighty change of heart, or being born again, is most often a gradual process, invite a student to read aloud the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles:



“You may ask, Why doesn’t this mighty change happen more quickly with me? ... For most of us, the changes are more gradual and occur over time. Being born again ... is more a process than an event” (D. Todd Christofferson, “Born Again,” *Ensign* or *Liahona*, May 2008, 78).

- Why do you think it is important to understand that a change of heart usually happens gradually?
- How has studying and applying the teachings of the Book of Mormon helped you experience a change of heart? (You may want to invite students to write their answers to this question in their class notebooks or study journals before asking them to respond verbally.)

**Alma 5:14–36**

*Alma teaches that a mighty change of heart is required to enter the kingdom of heaven*

Tell students that after Alma taught that the word of God had led his father and others to experience a mighty change of heart, he asked the people questions that would help them evaluate the condition of their own hearts.

Invite a student to read Alma 5:14 aloud. Ask the class to follow along, looking for questions Alma asked the people of Zarahemla. (You may want to explain that in this context the word *countenance* refers to “the general appearance of a person’s face, which often reflects spiritual attitude and state of mind” [Guide to the Scriptures, “Countenance,” scriptures.lds.org].)

- What do you think it means to receive the Savior’s image in your countenance?

Invite students to silently reread Alma 5:14 and then to read Alma 5:26, considering how they would answer the questions in these verses.

Write the following incomplete statement on the board: *By experiencing a change of heart, we ...*

Invite a student to read Alma 5:15 aloud. Ask the class to follow along, looking for two future events Alma wanted the people of Zarahemla to think about.

- Which two future events did Alma want the people of Zarahemla to think about? (The Resurrection and the Final Judgment.)

Point out that the questions in verse 14 can help us prepare for the Final Judgment. Complete the statement on the board so that it conveys the following principle: **By experiencing a change of heart, we prepare ourselves to stand before God to be judged.**

Ask students to consider whether they have ever imagined what it will be like to stand before God to be judged. Explain that in Alma 5:16–25 we read that Alma invited the people of Zarahemla to imagine themselves on the Day of Judgment.

Invite several students to take turns reading aloud from Alma 5:16–18, 22. Ask one half of the class to look for what the Day of Judgment will be like if we have repented and experienced a mighty change of heart. Ask the other half of the class to look for what the Day of Judgment will be like if we have *not* repented or experienced a change of heart.

- What did Alma suggest the Day of Judgment will be like for those who have repented and experienced a change of heart?
- What did Alma suggest the Day of Judgment will be like for those who have not repented or experienced a change of heart?

Explain that after Alma taught the people of Zarahemla that they needed to repent and experience a mighty change of heart to be prepared to stand before God to be judged, he asked them several more questions to help them consider the condition of their hearts.

Provide each student with a handout containing the following chart, or display the chart on the board for students to copy.



	Alma 5:27			Alma 5:28	Alma 5:29*	Alma 5:30–31
Always						
Almost always						
Usually						
Sometimes						
Seldom, if ever						
*Answer the question in Alma 5:29 as though it read, “Are you stripped of envy?”						

Explain that a cardiogram is a chart that doctors sometimes use to evaluate or monitor the functioning of our physical hearts. It helps them identify problems or conditions that need treatment.

Invite students to spend a few minutes studying and pondering the scripture passages listed at the top of the spiritual cardiogram. Encourage them to mark the boxes in the chart that best describe how they feel they are doing in regard to the questions in each passage. (Note that verse 27 has more than one question.)

Because of the personal nature of this activity, students should not be asked to report their answers to the class. You may want to invite students to consider marking any questions in these verses that they feel are particularly important for them to ponder further.

### ***Give students time to ponder***

Providing students time to ponder during class is one way to help them learn by the Spirit. During this time, avoid interjecting additional questions, instructions, or conversation that would distract them.

After students have had sufficient time to complete the activity, explain that taking account of where we are in our personal conversion process helps us recognize aspects of our lives that may require repentance and efforts to improve.

Ask a student to read Alma 5:33–36 aloud. Invite the class to follow along, looking for words or phrases that can give us hope and the courage to repent. Invite students to consider marking the words and phrases that are most meaningful to them.

- What words or phrases did you find that can give us hope and the courage to repent? (As students respond, consider asking them to explain why the words or phrases they mentioned can give us hope.)

Testify that if we believe in the word of God and exercise faith in Jesus Christ, we can experience a change of heart and be prepared to stand before God to be judged.

To help students apply the principles they have learned today, ask them to choose one of the areas of their cardiogram in which they need to improve. Invite them to

write in their class notebooks or study journals how they plan to improve in that area. Encourage them to be specific in their plans.

## LESSON 72

# Alma 5:37–62

### Introduction

As Alma continued preaching in Zarahemla, he warned the people that the decision to follow or reject his words held serious consequences. Alma also compared Jesus Christ to a good shepherd who called after them and desired to bring

them back to his fold. He encouraged the people to repent and avoid the unclean things of the world so they could inherit the kingdom of heaven.

### Suggestions for Teaching

#### Alma 5:37–42

#### *Alma warns the wicked and invites all to hearken to the voice of the Good Shepherd*

Ask students to close their eyes. Without mentioning him or her by name, invite one student to open his or her eyes, come to the front of the class, and read Alma 5:37–38 aloud. (You may want to arrange this with one of your students before class begins.) Instruct the other students to raise their hands as soon as they know who is reading. After the student finishes reading, invite everyone to open their eyes and see who was reading. Thank the student who read, and invite him or her to be seated.

- How did you know who was reading aloud?

Invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994). Ask the class to listen for why the voice of a shepherd was important to his sheep in ancient times:



"Unlike modern shepherders, the shepherd always walked ahead of his flock. He led them. The shepherd knew each of the sheep and usually had a name for each. The sheep knew his voice and trusted him and would not follow a stranger. Thus, when called, the sheep would come to him. (See John 10:14, 16.)" (Ezra Taft Benson, "A Call to the Priesthood: 'Feed My Sheep,'" *Ensign*, May 1983, 43; see also John R. Lasater, "Shepherds of Israel," *Ensign*, May 1988, 74–75).

- Why was the voice of a shepherd important to his sheep in ancient times?
- In verse 37, who does Alma compare to sheep that have no shepherd? (If necessary, help students remember the context of Alma 5 by explaining that Alma was preaching to the people of Zarahemla, many of whom had become prideful and wicked.)
- In verse 38, who is "the good shepherd" calling after the sheep? (Jesus Christ.)

Display the picture Jesus Carrying a Lost Lamb (*Gospel Art Book* [2009], no. 64; see also [lds.org/media-library](http://lds.org/media-library)).

- According to verses 37–38, why were the wicked people of Zarahemla not the sheep of the Good Shepherd? (Because they would not hearken to His voice.)

Invite a student to read Alma 5:40–41 aloud. Ask the class to follow along, looking for what our works or actions indicate about whom we choose to follow.

- According to verse 41, what do our works or actions indicate about whom we choose to follow? (After students respond, write the following principle on the board: **If we bring forth good works, we show that we are hearkening to the voice of Jesus Christ and are following Him.**)



Invite students to think of individuals they know who they feel are true followers of Jesus Christ.

- What are some good works you have seen these individuals do that indicate they are following the voice of the Good Shepherd?

### Alma 5:43–62

#### *Alma fulfills his responsibility to preach repentance*

Explain that after Alma declared the importance of following the voice of the Good Shepherd, he spoke about his responsibility as a priesthood leader to testify of Jesus Christ and to preach repentance. He also explained how he knew his message was true.

Invite a student to read Alma 5:45–46 aloud. Ask the class to follow along, looking for how Alma had received his knowledge of truth.

- According to verse 46, what did Alma say was the source of his testimony?
- What had Alma done to receive this witness from the Holy Ghost?
- What principle can we learn from verse 46 about what we can do to learn truth? (Help students identify the following principle: **Through fasting and prayer, we can invite the Holy Spirit to reveal truth to us.** Invite students to consider writing this truth in their scriptures near verse 46.)

Point out that even though Alma had seen an angel, he attributed his knowledge and testimony of truth to revelation he had received through the Holy Ghost.

Invite a student to read aloud the following statement by President Joseph Fielding Smith (1876–1972). Ask the class to listen for why revelation we receive through

the Holy Ghost can be more influential than the things we learn through sight, sound, or other physical senses.



“When a man has the manifestation from the Holy Ghost, it leaves an indelible impression on his soul, one that is not easily erased. It is Spirit speaking to spirit, and it comes with convincing force. A manifestation of an angel, or even of the Son of God himself, would impress the eye and mind, and eventually become dimmed, but the impressions of the Holy Ghost sink deeper into the soul and are more difficult to erase” (Joseph Fielding Smith, *Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr. [1958], 2:151).

- Why is revelation we receive through the Holy Ghost more influential than the things we learn solely through our physical senses?
- How can prayer and fasting help invite the Holy Spirit to reveal truth to us?
- When have you felt that your testimony has been strengthened through prayer or fasting?

Invite a student to read Alma 5:47–48 aloud. Ask the class to follow along, looking for what Alma said he had learned by revelation through the Holy Ghost.

- According to Alma 5:47–48, what did Alma know by revelation through the Holy Ghost?
- Why do you think it is important for each of us to receive a testimony of Jesus Christ by revelation through the Holy Ghost?

You may want to share your testimony of Jesus Christ and relate how the Holy Ghost has helped you receive and strengthen your testimony.

Summarize Alma 5:49–52 by explaining that Alma informed the people of Zarahemla that the Spirit had directed him to warn them that if they did not repent, they would not be able to inherit the kingdom of God.

Refer again to the picture “Jesus Carrying a Lost Lamb.” Explain that as Alma finished speaking to the people of Zarahemla, he taught them specifically how to repent and change in order to follow the voice of the Good Shepherd.

Divide students into pairs. Invite students to read Alma 5:53–56 aloud in their pairs, searching for attitudes and actions that make it difficult for someone to hearken to the voice of the Savior.

After a few minutes, invite a few students to write their findings on the board. Have them write their answers so they fill up as much of the board as possible. Ask them to add any other attitudes or actions they have seen around them that make it difficult to hearken to the voice of the Savior. (Students’ answers might include laying aside [ignoring] God’s teachings, pride, vanity, setting our hearts upon riches and worldly things, thinking we are better than others, persecuting the righteous, or turning our backs on the poor and needy.)

Create some space to write in the middle of the board by erasing a portion of the students’ answers. In that space, write *follow the voice of the Good Shepherd*.

Invite a student to read Alma 5:57 aloud. Ask the class to follow along and look for phrases that teach how we should respond to evil influences. You may want to suggest that students mark these phrases in their scriptures.

- Which phrases in this verse teach how we should respond to evil influences? (“Come ye out from the wicked,” “be ye separate,” and “touch not their unclean things.”)
- What principle can we learn from verse 57 about how we can follow the voice of the Good Shepherd? (Help students identify the following principle: **To follow the voice of the Good Shepherd, we must separate ourselves from wickedness.** Write this principle on the board.)
- What can Latter-day Saint youth do to separate themselves from wickedness? (To reinforce students’ answers, consider sharing a positive example you have seen in one of the students in your class. You might also invite students to share good examples they have seen in each other.)
- How have your efforts to separate yourself from wickedness helped you to follow the voice of the Good Shepherd?

Invite a few students to take turns reading aloud from Alma 5:58–62. Ask the class to follow along, looking for blessings promised to those who separate themselves from wickedness and hearken to the voice of the Good Shepherd. (You may want to invite students to consider marking these blessings in their scriptures.)

- According to these verses, what blessings will we receive as we separate ourselves from wickedness and hearken to the voice of the Good Shepherd? (You may want to explain that receiving “an inheritance at [the Savior’s] right hand” [verse 58] means to be saved in the celestial kingdom.)

### ***Encourage application***

President Thomas S. Monson said, “The aim [of gospel teaching] is to inspire the individual to think about, feel about, and then do something about living gospel principles” (in Conference Report, Oct. 1970, 107). As you teach gospel principles to students, invite them to follow the promptings of the Holy Ghost in selecting ways they can improve their conduct and strengthen their faith in Jesus Christ.

If there is time, give students a few minutes to ponder the following question. You may want to invite them to answer the question in their class notebooks or study journals.

- What can you do to better separate yourself from wickedness and hearken to the Savior’s voice? (You might suggest that the answer could be something they feel a need to do better, or it could be something they need to stop doing.)

Share your testimony of the importance of separating ourselves from wickedness and hearkening to the voice of Jesus Christ.

## LESSON 73

# Alma 6–7

### Introduction

After setting the Church in order in Zarahemla, Alma went to the city of Gideon. He found the people there to be more faithful than those in Zarahemla had been. Therefore, his message in Gideon was different from his message in Zarahemla. He encouraged the people to continually rely on

the Lord and seek to apply His Atonement in their lives. He testified that the Savior would take upon Himself death and our sins, and that He would also take upon Himself our pains, afflictions, sicknesses, and infirmities, that He might know how to help us.

### Suggestions for Teaching

#### *Teach from the scriptures*

In their efforts to be prepared, some gospel teachers draw upon sources outside the scriptures. However, the primary source for determining what to teach in each lesson is the scriptures. Engaging in meaningful, personal scripture study every day qualifies teachers to offer personal testimony to their students of the value of the scriptures in their own lives.

#### Alma 6

##### *Alma sets in order the Church in Zarahemla and goes to preach in Gideon*

Display a small mirror. Invite students to explain how the mirror might represent the questions Alma asked the people of Zarahemla that are recorded in Alma 5. (Alma asked the people to consider if they had received the Savior's image in their countenances and if they had experienced a mighty change in their hearts and were prepared to stand before God to be judged [see Alma 5:14–15].)

Summarize Alma 6 by explaining that Alma ordained priesthood leaders to preside and watch over the Church in Zarahemla. Their responsibilities included baptizing those who had repented of their sins and removing from the records of the Church the names of those who would not repent of their wickedness. The Church leaders ensured that all people had the opportunity to gather and “hear the word of God” (Alma 6:5), and Church members joined together “in fasting and mighty prayer in behalf of the welfare of the souls of those who knew not God” (Alma 6:6). After Alma set the Church in order in Zarahemla, he went to the city of Gideon.

#### Alma 7:1–13

##### *Alma prophesies of the coming of Jesus Christ*

Divide the class into pairs. Ask each pair to discuss their answers to the following question:

- What are some future events that you are excited about?

After the pairs have had time to discuss their answers to this question, ask a few students to share their responses with the entire class.

Summarize Alma 7:1–7 by explaining that Alma told the people of Gideon about his great joy in knowing that the people of Zarahemla were once again living righteously, and he expressed his hope that he would also have joy because of the people of Gideon. He told the people there that of all things to come in the future, one thing was “of more importance than they all” (Alma 7:7).

Invite students to read Alma 7:7, 9–10 silently, looking for the event Alma felt was most important for the people to know about.

- According to Alma, what was the “one thing which [was] of more importance” than anything else that was to come?
- Why do you think the coming of the Savior is the most important event of all time?

Ask a few students to take turns reading aloud from Alma 7:11–13. Invite the rest of the class to follow along and look for what the Savior took upon Himself for us.



**Alma 7:11–13** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- What did Alma testify the Savior would take upon Himself for us?

List students’ answers as headings across the top of the board. Answers may include pains, afflictions, temptations, sicknesses, death, infirmities (weaknesses or inabilities), and sins.

Invite students to consider marking the phrase “of every kind” in Alma 7:11. Ask them to name examples of each condition written on the board. As students give examples, write them underneath the corresponding headings. (For example, *cancer* might be listed under *sicknesses*, and *physical disabilities* could be listed under *infirmities*.)

- According to verse 12, why did Jesus Christ take our infirmities upon Himself? (You may need to explain that *succor* means to give relief or to go to someone’s aid.)
- Based on Alma 7:11–13, how would you state a doctrine summarizing what Jesus Christ has done for us? (Using students’ words, write the following doctrine on the board: **Jesus Christ suffered to save us from sin and death and to help us through the challenges of mortality.**)



Divide students into pairs or small groups. Provide them with the following handout, and ask them to follow the instructions on it.

## Receiving the Savior’s Help

Read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles. Look for what we can do when we are experiencing a difficult problem or situation.





"Are you battling a demon of addiction—tobacco or drugs or gambling, or the pernicious contemporary plague of pornography? ... Are you confused with gender identity or searching for self-esteem? Do you—or someone you love—face disease or depression or death? Whatever other steps you may need to take to resolve these concerns, come *first* to the gospel of Jesus Christ. Trust in heaven's promises. ...

"This reliance upon the merciful nature of God is at the very center of the gospel Christ taught. I testify that the Savior's Atonement lifts from us not only the burden of our sins but also the burden of our disappointments and sorrows, our heartaches and our despair. [See Alma 7:11–12.]" (Jeffrey R. Holland, "Broken Things to Mend," *Ensign* or *Liahona*, May 2006, 70–71).

- Based on Elder Holland's words, what can we do when we are experiencing a difficult problem or situation?
- What do you think it means to "come *first* to the gospel of Jesus Christ"? Why do you think it is important for us to do this?

Read the following situations. After reading each one, discuss how Jesus Christ, through His Atonement, can help a person facing such a challenge and what a person might do to seek His help.

1. A young woman was in an automobile accident that left her legs paralyzed.
2. A young man is ashamed of some bad choices he has made. He feels depressed and worthless.
3. A young man's father recently passed away, and the young man has moved to a new town with his mother. He feels sad and lonely, and he cannot see how anything will ever be right again.
4. A young woman struggles with a desire to give in to her friends' invitation to join them in drinking alcohol. She does not know how much longer she can continue to resist this temptation.

After sufficient time, invite several students to report what they learned through their discussion with their groups.

Share your testimony of the power of the Atonement of Jesus Christ and the extent of its reach. Then give students a few minutes to respond in their class notebooks or study journals to the following questions. (You may want to write these questions on the board.)

- When has Jesus Christ helped you or someone you know in one of the ways we have discussed today?
- What will you do to rely on Jesus Christ as you face challenges?

### **Alma 7:14–27**

#### ***Alma encourages the people to continue along the path to the kingdom of God***

Explain that after teaching the people of Gideon about Jesus Christ and His Atonement, Alma explained what the people needed to do in order to inherit the kingdom of heaven. Summarize Alma 7:14–18 by explaining that Alma invited the people of Gideon who needed to repent of their sins and be baptized to do so.

Display or draw on the board the following diagram of a person on a path:

Invite a student to read Alma 7:19 aloud. Ask the class to follow along, looking for what path Alma told the people of Gideon they were on.



- What path did Alma say the people of Gideon were on? (Write *the kingdom of God* to the right of the path drawn on the board.)

Invite three students to take turns reading aloud from Alma 7:23–25. Ask the class to look for what we need to do and what we need to be in order to follow the path leading to the kingdom of God.

- According to these verses, what do we need to do and what do we need to be in order to follow the path that leads to the kingdom of God? (Write students' answers on the board along the path.)
- Based on what we learn from these verses, how would you state a principle about what we need to do in order to follow the path that leads to the kingdom of God? (Students may identify a principle such as the following: **By living the principles of the gospel, we follow the path to the kingdom of God.**)

You might consider asking students what some of the actions or attributes along the path mean to them. You might also ask them to think about how they can follow this path in their lives. Testify that when we live faithfully, we are “in the path which leads to the kingdom of God” (Alma 7:19). Encourage students to continue their efforts to press forward on this path.

## LESSON 74

# Alma 8

### Introduction

After many people accepted Alma's message in Zarahemla, Gideon, and Melek, the people of Ammonihah rejected Alma and cast him out of their city. As Alma grieved for the wickedness of these people, the same angel that had appeared to him and the sons of Mosiah came to him again. The angel commended Alma for his faithfulness and

commanded him to return to Ammonihah. Alma faithfully obeyed the Lord's commandments, and the Lord called Amulek to assist him in his ministry. Alma and Amulek faithfully set out to teach the people of Ammonihah, filled with the Holy Ghost and power to do the Lord's work.

### Suggestions for Teaching

#### Alma 8:1–6

*Many people in Melek accept Alma's message and are baptized*

Invite students to think about someone they know who is a member of the Church but has turned away from the Lord and His gospel.

- Why can it sometimes be hard to help people draw closer to the Lord after they have turned away from Him?

Explain that Alma 8 records that Alma preached to a group of Nephites who had turned away from the Lord. As students study this chapter today, invite them to look for truths that can guide them in their efforts to help those who have turned away from the Lord.

Summarize Alma 8:1–6 by explaining that after Alma taught the people of Gideon he preached in the land of Melek, where many people came to hear him and were baptized. After his success in Melek, Alma traveled to a city called Ammonihah.

#### Alma 8:7–32

*After Alma is rejected in Ammonihah, the Lord commands him to return*

Invite a student to read Alma 8:9–10 aloud. Encourage the class to follow along, looking for what Alma did as he tried to teach the gospel to the people of Ammonihah.

- What do you think it means that Alma “labored much in the spirit” (verse 10)?
- What did Alma pray for?
- What principle can we learn from these verses that can guide us when people we know choose to turn away from the Lord? (Help students identify the following principle: **When individuals choose to turn away from the Lord, we can ask God in mighty prayer that He will pour out His Spirit upon them.** Write this principle on the board.)

Invite a few students to take turns reading aloud from Alma 8:11–13. Ask the class to follow along, looking for how the people of Ammonihah responded to Alma.

- How did the people respond to Alma?

- Why do you think the people responded in this way, even though a prophet of God prayed mightily for them?

Ask a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency. Invite the class to listen for why people may not respond in the way we want them to, even though we may pray mightily for them.



"Faith *is* powerful, and often it does result in miracles. But no matter how much faith we have, ... it cannot violate another person's agency.

"One woman prayed for years that her wayward daughter would return to the fold of Christ and felt discouraged that her prayers had seemingly gone unanswered. This was especially painful when she heard stories of other prodigal children who had repented of their ways.

"The problem was not a lack of prayers or a shortage of faith. She needed only to understand that, as painful as it might be for our Father in Heaven, He will not force anyone to choose the path of righteousness. ...

"God will invite, persuade. God will reach out tirelessly with love and inspiration and encouragement. But God will never compel—that would undermine His great plan for our eternal growth" (Dieter F. Uchtdorf, "Fourth Floor, Last Door," *Ensign* or *Liahona*, Nov. 2016, 16–17).

- Why do you think it is important to understand that our prayers cannot overrule another person's agency?
- If our prayers cannot force someone to change, why should we pray for others who have strayed from the Lord?

Point out that although Alma's requests were not immediately granted, some people in Ammonihah did repent later (see Alma 14:1).

- When have you seen someone turn back to the Lord after others prayed for him or her? (Caution students not to mention individuals by name or give too many personal details.)

Invite students to think of someone they could pray for who has chosen to turn away from the Lord. Encourage them to pray for this person and to think about other ways they might be able to help him or her.

As students continue studying Alma 8, invite them to look for some of the ways in which God answered Alma's prayers for the people of Ammonihah.

Remind students that Alma had been cast out of Ammonihah and that he was on his way to the city of Aaron. Invite a student to read Alma 8:14 aloud. Ask the class to follow along, looking for how Alma felt as he walked away from Ammonihah.

- What feelings did Alma have as he walked away from Ammonihah?

Invite a student to read Alma 8:15 aloud. Ask the class to follow along, looking for what the angel who appeared to Alma told him to do.

- What did the angel tell Alma to do? ("Lift up thy head and rejoice.")
- What reason did Alma have to rejoice?

Invite a student to read Alma 8:16–17 aloud. Ask the class to follow along, looking for what the angel commanded Alma to do next.

- What did the angel command Alma to do?
- Why might it have been difficult for Alma to be obedient in this situation?

Invite students to read Alma 8:18 silently, looking for the word that describes the manner in which Alma responded to the Lord's command to return to the city of Ammonihah. (You might want to suggest that students mark the word *speedily*.)

- What can we learn about Alma from the fact that he returned speedily to Ammonihah?

Write the scripture reference *Alma 8:19–26* on the board. Underneath this reference write the following incomplete statement: *If we choose to obey the Lord's direction promptly, then ...*

Divide the class into groups of three, and explain that they will read Alma 8:19–26 aloud in their groups. Ask one student to read the words of Alma, a second student the words of Amulek, and a third student the words that tell the story. As they read, invite students to consider how they might complete the statement on the board to form a principle.

After students have finished reading, ask:

- How is Alma's experience with Amulek an indication that God heard and answered Alma's prayers? (See Alma 8:10.)
- According to verse 20, what did Amulek say about the influence Alma would have on him and those who lived with him? (He knew that Alma would be a blessing to him and his household.)
- Based on Amulek's observation, how might you finish the statement on the board to form a principle? (Using students' words, complete the statement on the board so it conveys the following principle: **If we choose to obey the Lord's direction promptly, then we can bring blessings into the lives of others.**)

Explain that in addition to being a blessing to Amulek and his family, Alma and Amulek were also able to bless many others in Ammonihah as they preached the gospel, and as the people repented of their sins.

- What are some situations in which our prompt obedience to the Lord's direction might bless another person?

### ***Use stories to engage attention and build understanding***

Stories can engage students' attention and help them understand the gospel through vicarious experiences. By illustrating gospel principles in a modern context or in the context of the scriptures, stories can help students understand how those principles relate to their lives and help them feel a desire to apply them.

Read the following account that Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles related about President Thomas S. Monson, who as a young

bishop received a prompting to visit a person in his ward. Ask the class to consider how this account can help us understand why it is so important to promptly obey directions we receive from the Lord about how we can help others.



"Twenty-three-year-old Tom Monson ... had the distinct impression [during a stake priesthood leadership meeting] that he should leave the meeting immediately and drive to the Veterans' Hospital high up on the Avenues of Salt Lake City. Before leaving home that night he had received a telephone call informing him that an older member of his ward was ill and had been admitted to the hospital for care. ...

"Now the prompting was stronger than ever: 'Leave the meeting and proceed to the hospital at once.' But the stake president himself was speaking at the pulpit! It would be most discourteous to stand in the middle of the presiding officer's message, make one's way over an entire row of brethren, and then exit the building altogether. Painfully he waited out the final moments of the stake president's message, then bolted for the door [and rushed to the hospital]. ...

"Running the full length of the corridor on the fourth floor of the hospital, the young bishop saw a flurry of activity outside the designated room. A nurse stopped him and said, 'Are you Bishop Monson?'

"'Yes,' was the anxious reply.

"'I'm sorry,' she said. 'The patient was calling your name just before he passed away.'

"Fighting back the tears, Thomas S. Monson turned and walked back into the night. He vowed then and there that he would never again fail to act upon a prompting from the Lord" (Jeffrey R. Holland, "President Thomas S. Monson: Man of Action, Man of Faith, Always 'on the Lord's Errand,'" *Ensign*, Feb. 1986, 11).

- How can this account help us understand the importance of promptly obeying the Lord's directions about how we can help others?
- When have you or someone you know been able to bless someone because you or they obeyed the Lord's direction promptly?

Summarize Alma 8:27–32 by explaining that Alma remained with Amulek many days. Eventually God commanded Alma and Amulek to preach to the people of Ammonihah. As Alma and Amulek went forth, they were filled with the Holy Ghost and received power from the Lord to do His work.

Conclude by sharing your testimony of the principles students identified in Alma 8. Encourage students to pray for others, obey God's commandments, and promptly act on the direction they receive from the Lord.

## LESSON 75

# Alma 9–10

### Introduction

Alma and Amulek had little success preaching to the people of Ammonihah because Satan had a “great hold upon the hearts of the people” (see Alma 8:9). Many of them had hardened their hearts against the gospel, and they resisted Alma and Amulek’s invitation to repent. Nevertheless, Alma and Amulek faithfully called them to repentance, testifying

that because they had been taught the truth and had experienced the power of God, the Lord expected them to be more righteous than the Lamanites, who had not been taught the truth. Alma and Amulek taught that if the people of Ammonihah would not repent, they would face destruction.

### Suggestions for Teaching

#### *Improving as a teacher*

As you consistently work to teach in a way that is pleasing to our Heavenly Father, He will inspire you in your preparation, strengthen your relationships with students, magnify your efforts, and bless you with His Spirit. He will help you see how you can progress as you strive to teach in a way that leads students to understand and rely on the teachings and Atonement of Jesus Christ.

### Alma 9

#### *Alma warns the people of Ammonihah to repent and prepare for the coming of Jesus Christ*

Before class, write the following question on the board: *What gifts and blessings have you experienced because you are a member of the Lord’s Church?*

Ask students to respond to this question in their class notebooks or study journals. After sufficient time, invite several students to share with the class what they wrote.

As students study Alma 9 today, invite them to look for a truth that helps them understand what the Lord expects of those who have received great blessings from Him.

To help students understand the context of Alma 9, explain that this chapter records the words Alma preached to the people of Ammonihah in an effort to help them repent and return to the Lord.

Summarize Alma 9:1–7 by explaining that as Alma began preaching to the people of Ammonihah, they began to contend with him. Their comments to Alma revealed their lack of understanding of the gospel and God’s power.

Invite a few students to take turns reading aloud from Alma 9:8–13. Ask the class to follow along, looking for words and phrases that indicate why these people had little faith of God and His power.

- What words or phrases in these verses indicate why the people of Ammonihah had little faith in God and His power? (Answers should include “ye have forgotten” and “do ye not remember.”)

- What are some reasons why people who have been taught the gospel might forget what they have learned?

Explain that the reason why the people of Ammonihah had forgotten the things they had been taught was that they had chosen to harden their hearts against the gospel (see Alma 9:5, 30).

Copy the following chart on the board, and ask students to copy it in their class notebooks or study journals. (Be sure to leave plenty of space to write.)

	The spiritual background of the people	What the Lord expected of the people, and what the Lord promised the people
Lamanites (Alma 9:14–17)		
People of Ammonihah (Alma 9:18–24)		

Divide students into pairs. Invite each pair to complete the chart using the scripture references.

After sufficient time, ask:

- Based on what you learned from filling in the chart, how did the Lord’s expectations for the Nephites differ from His expectations for the Lamanites?

Point out the phrase “a highly favored people of the Lord” in Alma 9:20. (You might want to invite students to consider marking this phrase.)

- According to Alma 9:19–23, what gifts and blessings had the Nephites (including the people of Ammonihah) experienced because they were the Lord’s covenant people?
- Based on what we learn from these verses, how would you state a truth about the Lord’s expectations for those who have received the knowledge and blessings of the gospel? (Students may use different words, but their answers should reflect the following truth: **The Lord expects greater obedience from those who have received the knowledge and blessings of the gospel.** Write this truth on the board, and invite students to consider writing it in their scriptures.)
- Why is it fair for the Lord to have higher expectations for those who have received the knowledge and blessings of the gospel?

Invite a student to read aloud the following statement by Sister Sheri L. Dew, who served as a member of the Relief Society General Presidency. While she referred to the women of the Church, it applies to all Church members:





*"We are unique. We are unique because of our covenants, our spiritual privileges, and the responsibilities attached to both. We are endowed with power and gifted with the Holy Ghost. We have a *living* prophet to guide us, ordinances that bind us to the Lord and to each other, and the power of the priesthood in our midst. We understand where we stand in the great plan of happiness. And we know that God is our Father and that His Son is our unfailing Advocate.*

*"With these privileges comes great responsibility, for 'unto whom much is given much is required' (D&C 82:3)" (Sheri L. Dew, "We Are Women of God," *Ensign*, Nov. 1999, 98).*

Invite students to respond to the following questions in their class notebooks or study journals. You may want to write these questions on the board or provide them on a handout.

- How can remembering the gifts and blessings you have received from the Lord help you desire to be more obedient to Him?
- What is one way you will seek to be more obedient to the commandments and counsel the Lord has given you?

Consider inviting a few students to share with the class what they wrote. Remind them to not share anything that is too private or personal.

Summarize Alma 9:25–34 by explaining that Alma again called the people of Ammonihah to repentance and told them that it would not be long before the Son of God would come and redeem those who had repented and been baptized. He taught that all mankind will receive either salvation or damnation, depending on what their works have been. Explain that after Alma addressed the people, they were angry and wanted to cast him into prison. Amulek bravely addressed the people and added his witness to Alma's.

### **Alma 10:1–12**

#### ***Amulek heeds the call of the Lord and affirms the divine calling of Alma***

Ask students how they woke up this morning. (For example, were they awakened by an alarm clock, or did another family member awaken them? If you have an alarm clock or a picture of an alarm clock, consider displaying it.) Ask students how many of them had to be "called" more than once to get out of bed.

Summarize Alma 10:1–4 by explaining that Amulek was a descendant of Nephi. He was a hardworking man who had built substantial wealth. He was also well known and was "of no small reputation" among his many family members and friends (see Alma 10:4). However, before he met Alma, he had not been living according to the gospel truths he had been taught.

Invite a student to read Alma 10:5–6 aloud. Ask the class to look for Amulek's response to the spiritual "wake-up calls" he had received from the Lord.

- What do you think Amulek meant when he said "I would not hear" and "I would not know"?

Invite students to read Alma 10:7–10 silently, looking for the key points of Amulek's opening testimony to his people.

- In what ways do you think Alma's influence would have been a blessing to Amulek?
- How had Amulek's experiences prepared him to be a second witness of Alma's message to the people of Ammonihah?

Invite a student to read Alma 10:11–12 aloud, and ask the class to look for ways others were influenced by Amulek's decision to heed the Lord's call.

- In addition to Amulek, who was blessed by his decision to hear and obey the Lord's call?
- What principle can we learn from these verses about what happens when we hear and obey the Lord's call? (Students should identify a principle similar to the following: **When we hear and obey the Lord's call, blessings come to us and to others.** You might want to invite students to consider writing this principle in their scriptures next to Alma 10:11–12.)
- In what ways does the Lord call to us? (Possible answers include promptings from the Holy Ghost, instruction from parents and Church leaders, Church callings, and the scriptures.)

Invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency. Ask students to listen for how we can hear and obey the Lord's call.



"Perhaps, like Amulek, you know in your heart that the Lord has 'called [you] many times,' but you 'would not hear' [see Alma 10:6].

"Nevertheless, the Lord sees in you what He saw in Amulek—the potential of a valiant servant with an important work to do and with a testimony to share.

There is service that no one else can give in quite the same way. ... Listen with your heart and follow the promptings of the Spirit" (Dieter F. Uchtdorf, "Learn from Alma and Amulek," *Ensign* or *Liahona*, Nov. 2016, 73).

- According to President Uchtdorf, how can we hear and obey the Lord's call to us?
- When have you felt that you were blessed because you obeyed a call from the Lord?
- How have you seen blessings come to others because you or someone else responded to the Lord's call?
- How do these experiences influence your desire to listen for and obey calls from the Lord?

You may also want to share an experience about a time when you obeyed a call from the Lord and explain how you or others were blessed as a result.

**Alma 10:13–32*****Amulek responds to those who oppose him and exhorts the people to repent***

Summarize Alma 10:13–32 by explaining that several lawyers in the crowd began to question Amulek with the intention of making him appear guilty of some crime or contradict himself. However, Amulek detected their intentions and rebuked them. He warned them that if they did not repent of their iniquities, the Lord would smite them by famine, pestilence, and the sword. Explain to students that as they study the coming chapters, they will see how this prophecy was fulfilled.

You may want to conclude by testifying of the principles students learned in this lesson.

## HOME-STUDY LESSON

# Alma 5–10 (Unit 15)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Alma 5–10 (unit 15) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Alma 5:1–36)**

As students studied Alma's sermon to the people of Zarahemla, they discovered that when we believe in the word of God and exercise faith in Jesus Christ, we can experience a mighty change of heart. As students answered Alma's questions, they also learned that by experiencing a change of heart, we prepare ourselves to receive a place in the kingdom of heaven (the celestial kingdom).

#### **Day 2 (Alma 5:37–62)**

As students studied the second half of Alma 5, they learned these principles: If we follow the voice of the Lord (the Good Shepherd), we will be gathered into His kingdom. We can know for ourselves, through the Holy Ghost, that Jesus Christ is the Redeemer of mankind.

#### **Day 3 (Alma 6–7)**

By studying Alma 6, students learned that in the Nephites' day and in our day the Church is established for the welfare of all people. From Alma's sermon to the people in Gideon, students learned that Jesus Christ suffered to save us from sin and death and to help us through the challenges of mortality. They also learned that by living the principles of the gospel, we follow the path to the kingdom of God.

#### **Day 4 (Alma 8–10)**

By studying about Alma's willingness to return to the people of Ammonihah after they had rejected him, students learned that if we respond quickly to the word of the Lord, He will help us fulfill His commandments. Alma called the people to repentance and taught them of the need to prepare for the Savior's coming. From Amulek's experience with an angel, students learned that when we hear and obey the Lord's call, blessings come to us and to others.

### Introduction

In this lesson, seek to help students focus on principles that can lead to a change of heart. Look for ways to help them rely on the word of God and increase their testimonies of the Savior.

## Suggestions for Teaching

### Alma 5:1–36

*Alma teaches that a mighty change of heart is required to enter the kingdom of heaven*

Write the word *change* on the board or on a piece of paper. Ask students to share examples of ways people may change, such as in their appearance, behavior, or attitude. Invite them to explain what might cause people to make these changes.

Ask students to read Alma 5:14 and identify the three questions that Alma asked the people in Zarahemla to consider. Consider inviting a few students to describe what is meant by a “mighty change in your hearts.”

Invite students to read Alma 5:3–7 and identify what Alma told the people of Zarahemla that helped prepare their hearts to change.

Alma told the people of Zarahemla about the conversion of his father and others, as well as their deliverance from captivity. Ask: How do you think learning about these experiences helped the people prepare to experience a change of heart? (You may want to remind students that they wrote an answer to this question in the lesson for day 1 in their student study guides.)

Ask if a student would be willing to share an experience that led to a change in his or her heart. You may want to share an experience of your own. You could also remind students of the statement by Elder D. Todd Christofferson (in the lesson for day 1 in the student study guide). Explain that for most people, the mighty change in our hearts happens gradually as we learn and grow in the gospel.

Ask students to look at the “Alma 5 Spiritual Cardiogram” chart in the lesson for day 1 in the student study guide. Invite them to review some of the scriptures in Alma 5 that are in the chart.

- Which of Alma’s questions are particularly meaningful to you?
- How can these questions help a person experience a change of heart?

Explain to students that the Savior greatly desires that all people come to Him and experience a mighty change of heart so they can receive eternal life. Ask a student to read Alma 5:33–36 aloud.

- What is the Lord inviting us to do?
- What are the rewards for accepting His invitation?

### Alma 5:43–52

*Alma tells how he gained a testimony and teaches about repentance*

Explain that to encourage the people of Zarahemla to seek a change of heart, Alma bore his testimony and explained how he received it. From his counsel we can learn how to gain or strengthen our testimonies. Invite students to read Alma 5:45–48 silently. Ask them to identify what Alma said he knew. Also ask them to identify Alma’s answers to the question “And how do ye suppose that I know of their surety?”

Ask students to share what they learned, and write their answers on the board. Also write this principle: **We can know for ourselves through the Holy Ghost that Jesus Christ is the Redeemer of mankind.**

Help students understand that someday their testimonies will be challenged by someone or something. This may have already happened. Alma's counsel offers us a way to stand firm and strong in spite of challenges to our testimonies. Consider telling about a time when you faced a challenge to your testimony and overcame it or a time when someone you know faced such a challenge. You could also share an experience from a general conference address or a Church magazine article. You might also invite a student to share such an experience.

Explain that Alma went on to teach the people about repentance. You may want to have a student read Alma 5:50 and the statement by Elder Dallin H. Oaks found in the lesson for day 2 of the student study guide. Ask students to share their ideas about why we should live each day as if we were preparing to meet the Lord.

### **Alma 7–10**

#### *Alma teaches in Gideon and Ammonihah*

Present the following situations, and ask students to keep them in mind as they review Alma's teachings to the people of Gideon:

1. A young woman understands that the Atonement can help her overcome sins, but she has been diagnosed with a serious disease and does not think the Atonement can help.
2. A young man struggles as his parents get a divorce, but he does not seek the Savior's help.
3. A young woman struggles to control her short temper. She has not considered how the Atonement can help her.

Invite students to read Alma 7:11–13 and review the conditions that the Savior was willing to "take upon" Himself for our benefit. Invite a few students to summarize what these verses teach about the Atonement of Jesus Christ. Also encourage students to look at the chart showing some of the conditions we suffer in mortality (in the lesson for day 3 in the student study guide).

Explain to students that through the power of the Atonement, the pain and bitterness of life's sufferings can be lifted from us. Be sure students understand the following principle: **Jesus Christ suffered to save us from sin and death and to help us through the challenges of mortality.**

Invite students to share what they would say to the young man and women in the three situations you presented. Ask: How can Alma's teachings about the Atonement apply to these situations?

Remind students of the three pictures and scripture references about Alma in Ammonihah (in the lesson for day 4 in the student study guide), which they studied and wrote captions for. You may want to ask a few students to share the captions they wrote about Alma's experience with the angel. Ask students to share their feelings about how this experience relates to the following principle: **When**

we respond quickly to the word of the Lord, He helps us obey His commandments.

**Next Unit (Alma 11–16)**

Ask students to think about the following questions as they prepare to study next week's assignment: How would you feel if you were forced to watch innocent people be killed because of their faith in Jesus Christ and His gospel? How do you think Alma and Amulek felt watching this occur? What did they say to each other when they saw this happening? What did they do?

## LESSON 76

# Alma 11

### Introduction

As Alma and Amulek continued to teach the people of Ammonihah, a lawyer named Zeezrom offered Amulek money to deny the existence of God. Zeezrom also tried to twist Amulek's words and discredit his teachings about Jesus Christ. As Amulek defended himself against Zeezrom's attempts to snare him, he testified that salvation from sin

comes only through Jesus Christ. Amulek also testified that all mankind will be resurrected and will be brought to "be arraigned before the bar of Christ the Son, and God the Father, and the Holy Spirit" on the Day of Judgment (Alma 11:44).

### Suggestions for Teaching

#### Alma 11:1–25

##### *Amulek rejects Zeezrom's temptation to deny the existence of God*

Invite students to discuss the following questions in pairs or small groups (you may want to write these questions on the board before class):

- Why would a person who knows right from wrong make a wrong choice?
- What are some situations in which youth might be tempted to act contrary to what they know is right?

After sufficient time, invite several students to report their answers to the entire class.

As students study Alma 11 today, invite them to look for truths that can help them overcome temptation.

Explain that Alma 11 continues the account of Alma and Amulek teaching the people of Ammonihah. Summarize Alma 11:1–20 by explaining that Mormon described the Nephite monetary system and how judges and lawyers were compensated for their work. Many of the judges and lawyers in Ammonihah were wicked and endeavored to stir up contention among the people in order to increase their own income.

Remind students that as Amulek taught, he was confronted by a lawyer named Zeezrom (see Alma 10:31). Invite a student to read Alma 11:21–22 aloud. Ask the class to follow along, looking for what Zeezrom offered Amulek, and for what reason.

- What did Zeezrom try to persuade Amulek to do?
- What did Zeezrom offer Amulek if he would "deny the existence of a Supreme Being" (verse 22)?

Point out that Mormon's explanation of the Nephite monetary system in Alma 11:4–19 helps us understand the size of Zeezrom's bribe. Help students understand that an onti was a piece of silver with the greatest value (see Alma 11:6, 11–13). One onti was equal to approximately one week's wages for a judge (see Alma 11:3,



11–13), which means that six months was equal to about six weeks of wages for a judge.

- Why might Zeezrom's offer have been enticing to some people?

Ask students to consider what they would have said to Zeezrom if they had been in Amulek's situation.

Invite a student to read Alma 11:23–25 aloud. Ask the class to follow along, looking for how Amulek responded to this temptation to deny the existence of God. (You may want to explain that *lucre* means money.)

- What does Amulek's response indicate about him?

To help students identify how Amulek was able to resist Zeezrom's offer, ask them to review Alma 11:22 silently, looking for what Amulek said would guide him in his response to Zeezrom.

- What did Amulek say would guide him in his response to Zeezrom? (The Spirit of the Lord.)
- What principle can we learn from Amulek's response that can help us overcome temptation? (While students' answers may vary, they should reflect the following principle: **When we rely on the Holy Ghost, we can overcome temptation.** Invite students to consider writing this principle in their scriptures next to Alma 11:22.)
- How do you think being sensitive to the promptings of the Holy Ghost can help us overcome temptation?

Invite a student to read aloud the following counsel from President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"It is not expected that you go through life without making mistakes, but you will not make a major mistake without first being warned by the promptings of the Spirit. This promise applies to all members of the Church. ...

"If you are slipping into things that you should not slip into or if you are associating with people who are pulling you away in the wrong direction, that is the time to assert your independence, your agency. Listen to the voice of the Spirit, and you will not be led astray.

"... As a servant of the Lord, I promise that you will be protected and shielded from the attacks of the adversary *if* you will heed the promptings that come from the Holy Spirit" (Boyd K. Packer, "Counsel to Youth," *Ensign* or *Liahona*, Nov. 2011, 18).

- What do you do to rely on the Holy Ghost? How does that help you to avoid or overcome temptation?
- When has the Holy Ghost helped you to overcome temptation? (Caution students not to share too much detail about temptations to sin.)

Testify that as students live worthy of the companionship of the Holy Ghost, they can experience greater confidence to stand for truth and overcome temptation.

**Encourage learner application**

If knowledge of a gospel principle is learned but not applied, the learning is not complete. Application takes place when a person accepts a truth in his or her heart and mind and then acts according to that truth. Encourage students to act upon spiritual promptings they receive to apply the gospel truths they learn.

Invite students to write in their class notebooks or study journals what they will do to better rely on the Holy Ghost in their efforts to avoid and overcome temptation.

**Alma 11:26–40**

*Amulek testifies of the Son of God and overcomes Zeezrom's attempts to discredit his word*

Explain that after Zeezrom failed to get Amulek to deny the existence of God, he changed his tactics and began to attack Amulek's faith in Jesus Christ.

Invite two students to come to the front of the class. Ask them to take turns reading aloud from Alma 11:26–35, with one student reading the verses that record Zeezrom's words and the other student reading the verses that contain Amulek's words. (Note that the word *he* in verses 29, 31, and 33 refers to Amulek and that verse 34 includes the words of both Zeezrom and Amulek.) Ask the class to follow along, looking for the way in which Zeezrom tried to twist Amulek's words. After the students have finished reading, thank them and invite them to be seated. Ask the class:

- How did Zeezrom try to twist Amulek's words? (Zeezrom claimed that Amulek had stated that the Son of God will not save His people, when in reality Amulek had taught that the Son of God will not save His people in their sins [see verse 34].)

Invite a student to read Alma 11:36–37 aloud. Ask the class to look for Amulek's explanation of why we cannot be saved in our sins.

- What doctrine did Amulek teach to explain why we cannot be saved in our sins? (Help students identify the following doctrine: **No unclean thing can inherit the kingdom of heaven.** You may want to invite students to consider marking this doctrine in their scriptures.)

Invite a student to read Alma 11:40 aloud. Ask the class to follow along, looking for what Amulek taught about whom Jesus Christ will redeem from their sins.

- According to verse 40, whom will Jesus Christ redeem from their sins? (Explain that the phrases "his people" and "those who believe on his name" include all people who exercise faith in Jesus Christ, repent of their sins, receive the saving ordinances of the gospel—such as baptism and the gift of the Holy Ghost—and keep the associated covenants.)

**Alma 11:41–46*****Amulek teaches about the Resurrection and Judgment of all mankind***

Point out that Zeezrom and many of the other people of the city of Ammonihah were after the order of Nehor, who had taught that “all mankind should be saved at the last day, and that they need not fear nor tremble, ... [for] all men should have eternal life” (Alma 1:4; see also Alma 16:11).

Invite a student to read Alma 11:46 aloud. Ask the class to follow along, looking for how the truths Amulek taught affected Zeezrom.

- How did Amulek’s teachings affect Zeezrom? (He “began to tremble.” Explain that Alma 12:1 explains that Zeezrom “began to tremble under a consciousness of his guilt.” In other words, he began to fear because of his sins.)

Divide students into pairs or small groups. Invite them to search Alma 11:41–45 together, looking for truths Amulek taught that may have caused Zeezrom to tremble.

After sufficient time, ask the class:

- What truths did Amulek teach that may have caused Zeezrom to tremble? (List students’ responses on the board. They may identify several truths, including the following: **All people will be resurrected and will stand before God to be judged according to their works.**)

Point out the simple definition of *resurrection* in Alma 11:45: “They can die no more; their spirits uniting with their bodies, never to be divided.” (You might want to encourage students to mark this statement.)

- What details do we learn from verses 43–44 about resurrected bodies? (Every part of the body will be restored to its perfect and proper frame.) Why is this important for us to know?
- According to verse 43, what will those who have not repented remember when they are brought before God to be judged? (After students respond, you may want to point out that the prophet Jacob taught that at the Day of Judgment “the righteous shall have a perfect knowledge of their enjoyment, and their righteousness, being clothed with purity” [2 Nephi 9:14].)
- Why do you think these truths about resurrection and judgment may have caused Zeezrom to tremble?
- How does the knowledge that you will be resurrected and judged affect the way you choose to live each day?

Testify that because of the Atonement of Jesus Christ, all people will be resurrected and stand before God “to be judged according to their works” (Alma 11:44). Invite students to prepare for that experience by striving to live righteously each day and by following the guidance of the Holy Ghost as they seek to avoid and overcome temptation.

## LESSON 77

# Alma 12

### Introduction

After Amulek's words brought Zeezrom "to tremble under a consciousness of his guilt" (Alma 12:1), Alma stood to expound on what Amulek had taught. Alma focused on truths that would help the people of Ammonihah repent of

the hardness of their hearts and other sins. He emphasized the subtle snares of Satan, the judgments that befall the wicked, and the plan of redemption, which makes it possible for those who repent to be forgiven of their sins.

## Suggestions for Teaching

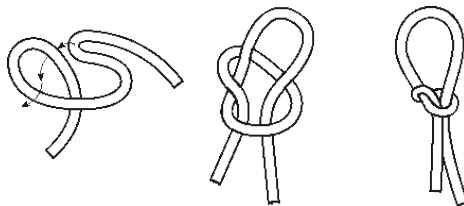
### Teaching by the Spirit

It is important to remember that no teacher, no matter how gifted or faithful, can fulfill the functions of the Spirit. Occasionally teachers may try to manufacture a spiritual experience. President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles taught: "You cannot force spiritual things. ... You can no more force the Spirit to respond than you can force a bean to sprout, or an egg to hatch before its time. You can create a climate to foster growth, nourish, and protect; but you cannot force or compel: you must await the growth" (Boyd K. Packer, "The Candle of the Lord," *Ensign*, Jan. 1983, 53).

### Alma 12:1–6

*Alma exposes Zeezrom's plan—and the plan of the adversary—to the people of Ammonihah*

Follow the accompanying illustration to tie a slipknot, or snare, with a piece of rope or string. Demonstrate how a snare works by holding the loop in front of a piece of candy or food on a table or desk. Ask a student to reach through the snare for the food. When he or she does so, tighten the snare. (Be careful not to hurt the student.)



Invite a student to review for the class how Zeezrom tried to catch Amulek in a snare (see Alma 11:21–25). Explain that after Amulek perceived Zeezrom's intent and responded to him, Alma also stood to address Zeezrom and the people who were listening (see Alma 12:1–2).

As students study Alma 12 today, invite them to look for truths that can help them avoid the snares Satan has set for them.

Invite a few students to take turns reading aloud from Alma 12:3–6. Ask the class to follow along, looking for words and phrases Alma used to describe Zeezrom's tactics. (Invite students to consider marking these words and phrases.)

- What words or phrases in these verses describe Zeezrom's tactics?
- Whose plan was Zeezrom following?

- What did Alma say were the devil's intentions?
- What enabled Alma to see through this plan?

Invite students to state principles that summarize what they have learned from Alma 12:3 about how they can detect the deceptions of the adversary. Though students may use different words, they should identify a principle similar to the following: **The Holy Ghost can help us recognize the deceptions of the adversary.**

Point out that in our day, the deceptions of the adversary can be spread in many ways, including through the internet and other forms of media.

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency. Ask the class to listen for why we need the Holy Ghost to help us recognize the deceptions of the adversary.



"Just as the Holy Ghost strengthens us against evil, He also gives us the power to discern truth from falsehood. ... Our human reason and the use of our physical senses will not be enough. We live in a time when even the wisest will be hard-pressed to distinguish truth from clever deception. ...

"... Since falsehoods and lies may be presented to us at any time, we need a constant influence of the Spirit of Truth to spare us moments of doubt" (Henry B. Eyring, "The Holy Ghost as Your Companion," *Ensign* or *Liahona*, Nov. 2015, 104, 105).

- According to President Eyring, why do we need the Holy Ghost to help us recognize Satan's deceptions?

Invite students to ponder experiences they have had in which the Holy Ghost has helped them discern truth from falsehood. After sufficient time, invite a few students to share their experiences with the class. You may also want to share an experience.

### Alma 12:7–18

#### *Alma teaches about the Final Judgment of all mankind*

Summarize Alma 12:7 by explaining that Zeezrom began to recognize that God had given Alma and Amulek power to know his thoughts and intents. This realization humbled Zeezrom, and he began to ask sincere questions about the gospel.

Invite a student to read Alma 12:8 aloud. Ask the class to follow along, looking for what Zeezrom wanted to better understand.

- What did Zeezrom want to better understand?

Point out that before answering Zeezrom's question about resurrection and judgment, Alma taught Zeezrom about gaining spiritual knowledge.

Invite a student to read Alma 12:9 aloud. Ask the class to look for what Alma taught Zeezrom about gaining spiritual knowledge. Explain that the "mysteries of God are spiritual truths known only by revelation ... to those who are obedient to the gospel" (Guide to the Scriptures, "Mysteries of God," scriptures.lds.org).

Ask students to express in their own words the principle that Alma 12:9 teaches about what we must do to receive spiritual truth. (Students may use different words, but their answers should express the following principle: **God reveals spiritual truths to us according to the heed and diligence we give unto Him.** Invite students to consider writing this principle in their scriptures near Alma 12:9.)

- What do you think it means to give heed and diligence unto God?
- What are some examples of times when you have received spiritual truth as you have given heed and diligence unto God?

Invite a student to read Alma 12:10–11 aloud. Ask the class to follow along, looking for how the condition of our hearts affects our ability to receive spiritual truth.

- What is the relationship between the condition of our hearts and our ability to receive spiritual truth?
- Why do you think Alma may have taught the truths in verses 9–11 to Zeezrom before answering his question about resurrection and judgment?

Invite a few students to take turns reading aloud from Alma 12:12–15. Ask the class to follow along, looking for what Alma taught Zeezrom about resurrection and judgment.

Write the following incomplete statement on the board: *We will be held accountable before God for our \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.*

- How would you complete this statement to form a principle? (After students respond, complete the statement on the board so that it conveys the following principle: **We will be held accountable before God for our words, works, and thoughts.** Invite students to consider marking the words that teach this principle in verse 14.)
- Why do you think we will be held accountable not only for our works (or actions) but also for our words and thoughts?
- According to verse 14, what will those who are condemned by their words, works, and thoughts wish they could do at the time of the Final Judgment?

Display a picture of a mountain.

- Why do you think those who do not repent would rather be covered by rocks and mountains than stand before God?

Display or write the following questions on the board. Invite students to respond to these questions in their class notebooks or study journals. You may want to invite students to review the sections “Entertainment and Media” and “Language” in *For the Strength of Youth* as they ponder and write their responses to these questions.

- How might your choices of entertainment and media influence your thoughts, words, and actions?
- What will you do to improve your thoughts, words, and actions to prepare to stand before God with confidence?

Share your testimony about the importance of thinking, speaking, and acting in righteous ways, and encourage students to do so.

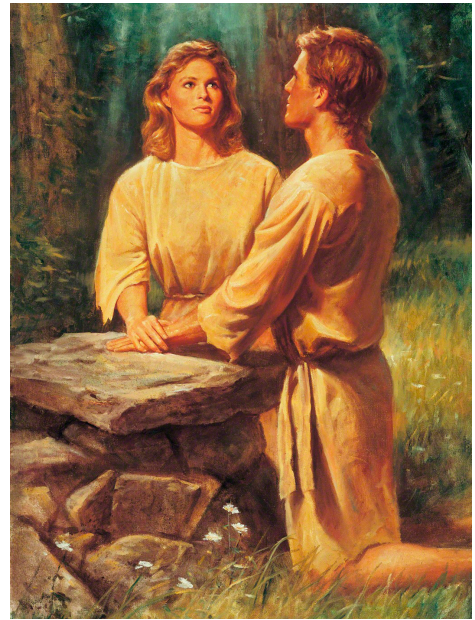
**Alma 12:19–37*****Alma explains how the plan of redemption helps us overcome the effects of the Fall***

Explain that a man named Antionah, who was one of the chief rulers in Ammonihah, asked questions regarding what Alma and Amulek had taught about resurrection. He claimed that the scriptures taught that we would not be resurrected or live forever, because God had prevented Adam and Eve from partaking of the fruit of the tree of life after they had eaten the forbidden fruit in the Garden of Eden. (See Alma 12:20–21.)

- What would you teach someone who believes that we will not live again after we die?

Show students the picture Adam and Eve Kneeling at an Altar (*Gospel Art Book* [2009], no. 4; see also [lds.org/media-library](http://lds.org/media-library)).

Summarize Alma 12:22–32 by explaining that Alma taught that God did not allow Adam and Eve to partake of the fruit of the tree of life, so that they and their posterity could experience a probationary state, or a period of time in which to repent and prepare to meet God. God sent angels to teach Adam and Eve and their posterity the plan of redemption, which includes the promise of resurrection. He then gave them commandments to help them live righteously.



Invite a student to read Alma 12:33–34 aloud. Ask the class to follow along, looking for what God called on His children to do.

- What did God call on His children to do? (Repent and not harden their hearts.)
- What principle can we learn from verse 34 about the blessings that come to those who repent and do not harden their hearts? (Help students identify the following principle: **If we repent and do not harden our hearts, then we can receive a remission of our sins and enter into God's rest.** Write this principle on the board.)
- What do you think it means to enter into God's rest? (Help students understand that in this context the word *rest* refers to "enjoyment of peace and freedom from worry and turmoil. The Lord has promised such rest to His faithful followers during this life. He has also prepared a place of rest for them in the next life" [Guide to the Scriptures, "Rest," [scriptures.lds.org](http://scriptures.lds.org)]. See also D&C 84:23–24.)

Refer to the picture of the mountain you displayed earlier. Emphasize that unlike those who do not repent and will desire rocks and mountains to fall on them to

hide them from God's presence, those who choose to repent will be able to enjoy God's presence as they enter into His rest.

To conclude, testify of the principles discussed in the lesson today and invite students to act on these principles so they can obtain God's promised blessings.



## LESSON 78

# Alma 13

### Introduction

When Alma taught the rebellious people of Ammonihah, they contended with him, asking, “Who art thou?” and questioned his authority (see Alma 9:1–6). They were in a state of apostasy, having embraced the order of Nehor—priestcraft, with its goal of personal gain (see Alma 1:2–15; 15:15; 16:11). In contrast to Nehor’s teachings, Alma taught them about “the high priesthood of the holy order of

God,” with its goal to help others repent and enter into the rest of the Lord (see Alma 13:6). He cited the example of Melchizedek, who preached faith and repentance and helped his people live in peace. Alma also taught about premortal existence and foreordination. He concluded his sermon by inviting the people to hearken to his words so they could prepare to enter into the rest of the Lord.

### Suggestions for Teaching

#### *Teach students, not lesson material*

Your highest priority is to help students understand gospel truths and apply those truths in their lives. Avoid any temptation to rush through a lesson just so you can cover all the material. Remember that you are teaching students, not lesson material.

#### **Alma 13:1–12**

##### *Alma teaches the people of Ammonihah about the calling of high priests*

Ask students to name people or groups of people who have blessed their lives. List their responses on the board.

Explain that Alma 13 contains Alma’s teachings about a group of people who are a great benefit to the Church. In fact, all members of the Church have been blessed through the service of these people.

Tell students that they know people who are a part of this group. Then ask students to read Alma 13:1 silently to determine who these people are.

- According to verse 1, whom does the Lord ordain to teach His commandments?

Point out that Alma spoke of priests after the order of the Son of God, which is the Melchizedek Priesthood (see D&C 107:1–3). In other words, he spoke of men who held the office of high priest in the Melchizedek Priesthood. Invite students to consider writing *Melchizedek Priesthood* in the margin next to Alma 13:1.

- Who are some individuals holding the office of high priest in the Melchizedek Priesthood who have blessed your life? (Students might mention stake presidents and their counselors, and bishops and their counselors. Add these individuals to the list on the board if you have not already.)

Invite a student to read Alma 13:6 aloud. Ask the class to follow along, looking for why priesthood leaders teach the Lord’s commandments to the children of men.

- According to verse 6, why do priesthood leaders teach the Lord's commandments to the children of men? (After students respond, write the following truth on the board: **Priesthood leaders teach the Lord's commandments to the children of men so they might enter into His rest.**)

Remind students that the Lord's rest refers to "enjoyment of peace and freedom from worry and turmoil. The Lord has promised such rest to His faithful followers during this life. He has also prepared a place of rest for them in the next life" (Guide to the Scriptures, "Rest," scriptures.lds.org). The Lord's rest can also refer to "the fulness of his glory" (D&C 84:24).

- How does obeying the commandments we are taught by priesthood leaders help you to enjoy "peace and freedom from worry and turmoil"?

Invite a student to read Alma 13:2–3 aloud. Ask the class to follow along, looking for when high priests of the Melchizedek Priesthood are called.

- When were Melchizedek Priesthood leaders first called and prepared?

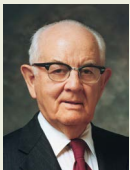
Explain that the phrases "from the foundation of the world" and "in the first place" in Alma 13:3 refer to the premortal existence. In the premortal spirit world, Melchizedek Priesthood leaders were foreordained—meaning God appointed them "to fulfill specific missions during their mortal lives" (*True to the Faith: A Gospel Reference* [2004], 69; see also Alma 13:3, footnote a).

- According to verse 3, what about these men in the premortal life prepared them to be ordained as high priests in this life? ("Their exceeding faith and good works." Write the following truth on the board: **Priesthood holders were called and prepared before the foundation of the world because of their faith and good works.**)

To help students understand foreordination and how it relates to their lives, you may want to ask a student to read aloud the following statements by the Prophet Joseph Smith (1805–1844) and President Spencer W. Kimball (1895–1985):



"Every man who has a calling to minister to the inhabitants of the world was ordained to that very purpose in the Grand Council of heaven before this world was. I suppose that I was ordained to this very office in that Grand Council" (*Teachings of Presidents of the Church: Joseph Smith* [2007], 511).



"In the world before we came here, faithful women were given certain assignments while faithful men were foreordained to certain priesthood tasks. While we do not now remember the particulars, this does not alter the glorious reality of what we once agreed to" (*Teachings of Presidents of the Church: Spencer W. Kimball* [2006], 215–16).

- Based on these statements, who was foreordained to specific responsibilities? (Help students understand that “the doctrine of foreordination applies to all members of the Church,” including men and women [*True to the Faith*, 70].)

Invite a student to read Alma 13:4–5 aloud. Ask the class to follow along, looking for why some individuals were not called or given certain responsibilities.

- According to these verses, why were some individuals not called or given certain responsibilities?

Summarize Alma 13:7–12 by explaining that Alma taught that the Lord and the Melchizedek Priesthood are without beginning or end and that those who were ordained as high priests were cleansed of their sins as they exercised faith in Jesus Christ, repented, and became sanctified by the Holy Ghost.

### Alma 13:13–20

*Alma teaches about Melchizedek, a great high priest who established peace among his people*

Remind students that Alma was teaching the people in Ammonihah. Many of these people “were of the profession of Nehor” (Alma 14:18; 15:15), meaning that they had embraced Nehor’s teachings. Nehor had denied the need for Jesus Christ and His Atonement and sought to replace the order of the priesthood with a false order that Alma had called “priestcraft” (see Alma 1:3–4, 12–15).

Explain that in Alma 13:13–20 we read that Alma taught the people of Ammonihah about Melchizedek—a great prophet who lived during the time of Abraham—to help them understand the Lord’s true priesthood order and its purposes.

Copy the following chart on the board:

Melchizedek	Melchizedek’s people

Divide students into pairs. Ask students to read Alma 13:14–19 aloud with their partners. Invite one student in each pair to look for what these verses teach about Melchizedek, and the other student to look for what these verses teach about Melchizedek’s people.

After students have had sufficient time to search the verses, invite them to report what they found and ask a student to write their responses on the board.

- In Alma 13:17, what words describe Melchizedek’s people? How were these people similar to the people of Ammonihah? (See Alma 8:9; 9:8.)
- What did Melchizedek do as the leader of his people? How did his leadership influence the people?
- What similarities do you notice between Melchizedek and Jesus Christ? (After students respond, write the following truth on the board: **Priesthood leaders help us look to Jesus Christ, repent, and live in peace.** Invite students to consider writing this truth in their scriptures next to Alma 13:16–18.)

Point out that other Church leaders, such as Relief Society and Young Women leaders, are essential participants in this effort. Serving with priesthood leaders, they help guide individuals and families to come unto Christ.

- How have you been blessed through the service of Church leaders?

### Alma 13:21–31

*Alma invites the people to hearken to the voice of the Lord and enter into His rest*

Summarize Alma 13:21–27 by explaining that Alma exhorted the people of Ammonihah to repent and prepare for the coming of Christ.

To prepare students to study Alma 13:28–30, invite them to imagine that they have a friend who plans to go to a party where it is likely there will be alcohol and drugs. When you encourage your friend not to attend the party, he tells you that the scriptures teach that God will not allow us to be tempted more strongly than we can resist. He says he knows that there will be bad things happening at the party, but he is confident that God will not let these things tempt him too strongly.

- How might you respond to your friend?

Write the following incomplete statement on the board:

*... we will not be tempted above what we are able to bear.*

Ask students if they believe this statement is true, and invite them to explain why they think it is or is not true. Invite a student to read Alma 13:28 aloud. Ask the class to follow along, looking for what we must do in order for the statement on the board to be true.

- What did Alma teach we must do to not be tempted above what we are able to resist? (After students respond, complete the principle on the board so it reads as follows: **If we humble ourselves and watch and pray continually, we will not be tempted above what we are able to bear.** Invite students to consider marking the words in verse 28 that teach this principle.)
- What do you think it means to “watch and pray continually”?
- Why do you think we need to humble ourselves and watch and pray continually in order to be able to resist any temptation that comes to us?

Remind students of the scenario you discussed earlier and ask:

- How do you think understanding the principle in verse 28 might help your friend who wants to attend the party?
- What are some ways in which you strive to watch and pray continually in order to avoid and overcome temptation? In what ways have you felt the Lord bless you for your efforts?

Invite students to review the end of Alma 13:28, looking for what else will happen as we humble ourselves and watch and pray continually. Ask them to report what they find.

Invite students to read Alma 13:29–30 silently, looking for additional counsel that can help us avoid and overcome temptation.

- What counsel in these verses can help us avoid and overcome temptation?

Testify that we can enter into the Lord's rest in this life and in the next as we follow the principles Alma taught. Invite students to write goals concerning how they will follow the counsel in Alma 13:28–30.

## LESSON 79

# Alma 14

### Introduction

After hearing Alma and Amulek preach, some of the people in Ammonihah believed and repented. Most of the people were angry and sought to destroy Alma, Amulek, and those who believed in their words. Alma and Amulek were arrested, tried, and eventually imprisoned. The wicked people

in Ammonihah cast out the men who believed and burned their wives, children, and scriptures while Alma and Amulek were forced to watch. After many days, the Lord delivered Alma and Amulek from prison and destroyed the wicked leaders of Ammonihah.

### Suggestions for Teaching

#### Alma 14:1–13

*Alma and Amulek are imprisoned, and the believing Ammonihahites are cast out or burned*

Invite students to think of challenges they have faced or are now facing. Then invite a student to read the following statement aloud:

"Adversity comes from different sources. You may at times face trials as a consequence of your own pride and disobedience. These trials can be avoided through righteous living. Other trials are simply a natural part of life and may come at times when you are living righteously. For example, you may experience trials in times of sickness or uncertainty or at the deaths of loved ones. Adversity may sometimes come because of others' poor choices and hurtful words and actions.

"... Your success and happiness, both now and in the eternities, depend largely on your responses to the difficulties of life" (*True to the Faith: A Gospel Reference* [2004], 8–9).

Explain that in today's lesson, students will discuss an account of people who experienced severe trials. Most of these trials were inflicted by others. Encourage students to consider how the truths they will discuss in this lesson relate to them, no matter what trials they may face.

Write the following on the board:

*Alma and Amulek*

*Zeezrom*

*Male converts*

*Female converts and children*

Remind students that Alma and Amulek had been teaching the people of Ammonihah and calling them to repentance.

Invite several students to take turns reading aloud from Alma 14:1–10. Ask the class to follow along, looking for examples of the suffering experienced by the people listed on the board.

- What did these people suffer? (List students' answers on the board.)
- When Amulek saw the suffering of the women and children, what did he want to do?

Invite a student to read Alma 14:11 aloud, and ask the class to look for Alma's response to Amulek's request.

- Why did the Lord permit these women and children to be burned? (You may need to explain that in this verse, the phrase "he doth suffer" means "he allows." The Lord allowed the people to suffer so their deaths could stand as a witness against the people who killed them. See also Alma 60:13.)
- What truths about suffering can we learn from verse 11? (Students may identify truths such as the following: **The Lord will bless and reward those who suffer for their belief in Him.** (See also Alma 40:12; 3 Nephi 12:10–12.) **God will hold those who harm innocent people accountable for their actions.** Write these truths on the board.)
- How can knowing these truths help us when we suffer or become aware of the suffering of others?

You may need to emphasize that in this specific instance, it was the Lord's will to allow the people to suffer. However, this is not always the case. Inform students that if they are being hurt or abused in any way, they should seek help from a parent or Church leader so they can resolve the problem. Assure them that the Lord loves them and wants them to be happy and have peace in their lives.

Ask students to imagine how they might have felt if they had been in Alma and Amulek's situation and had been forced to witness the suffering and death of these people.

Invite a student to read Alma 14:12–13 aloud. Ask the class to follow along, looking for what Amulek said to Alma.

- What did Amulek say to Alma?
- How did Alma's words show his trust in the Lord?
- What principle can we learn from Alma's example? (Students may identify a principle such as the following: **When we experience suffering and afflictions, we can choose to trust in the Lord.** Write this principle on the board. You will add to it later in the lesson.)

Explain that Alma 14:14–29 includes more examples of Alma and Amulek trusting in the Lord and how their faith enabled them to endure additional suffering and afflictions.

**Alma 14:14–29***God delivers Alma and Amulek from prison and destroys many wicked leaders of Ammonihah*

Divide the class in half. Have one half of the class search Alma 14:14–18 while the other half searches Alma 14:19–24. Ask both groups to look for what Alma and Amulek suffered at the hands of the wicked leaders of Ammonihah. When students have had sufficient time to read, ask them to report what they have found. List their answers on the board under “Alma and Amulek.”

- Which of these trials would have been most difficult for you? Why?

Invite students to consider writing 1 Nephi 19:9 in their scriptures near Alma 14:14–24. Explain that 1 Nephi 19:9 records Nephi’s prophecy of how Jesus Christ would respond to His own suffering and afflictions.

Invite a student to read 1 Nephi 19:9 aloud. Ask the class to follow along, looking for similarities between Jesus Christ’s response to suffering and afflictions and the response of Alma and Amulek.

- What similarities do you see between Jesus Christ’s response to suffering and afflictions and the response of Alma and Amulek? (After students respond, add to the principle on the board so that it reads as follows: **When we experience suffering and afflictions, we can choose to trust in the Lord and follow the example of Jesus Christ.**)
- Whom do you know who is a good example of living this principle? (As students respond, invite them to explain how the individuals they mention have demonstrated trust in the Lord or have followed the example of Jesus Christ as they have experienced suffering and afflictions.)

Give students a few moments to ponder how they are dealing with any suffering or afflictions they may be experiencing. Invite them to write in their class notebooks or study journals about how they can better trust in the Lord and follow the example of Jesus Christ as they experience suffering or afflictions.

Invite students to take turns reading aloud from Alma 14:25–29. Ask the class to follow along, looking for what the Lord did to deliver Alma and Amulek from prison. To help students identify and understand a principle in these verses, ask the following questions:

- Why were Alma and Amulek able to receive power and strength from the Lord? (See Alma 14:26, 28.)
- What principle can we learn from Alma and Amulek’s experience in prison? (Students’ answers may vary, but they should reflect the following truth: **If we call on the Lord in faith, He will strengthen us in our afflictions and deliver us in His way and in His own time.** Invite students to consider marking phrases in Alma 14:26, 28 that illustrate this principle.)

Explain that the blessing of being delivered from afflictions may come in this life or the next.

To help students understand what it means to call on God in faith, invite a student to read aloud the following statement by Sister Carol F. McConkie, First Counselor



in the Young Women General Presidency. Invite students to listen for what the Savior's example of prayer can teach us about calling on God in faith.



"As the Savior entered the Garden of Gethsemane, His soul was exceedingly sorrowful, even unto death. In His agony, the only one He could turn to was His Father. He pleaded, 'If it be possible, let this cup pass from me.' But He added, 'Nevertheless not as I will, but as thou wilt.' [Matthew 26:39; see also verse 38.] Though sinless, the Savior was called upon to '[suffer] pains and afflictions and temptations of every kind,' including the sicknesses and infirmities of His people. '[He] suffereth according to the flesh that he might take upon him the sins of his people, that he might blot out their transgressions according to the power of his deliverance.' [Alma 7:11, 13.] Three times He prayed, 'Father, thy will be done' [see Matthew 26:39–44]. The cup was not removed. In humble, faithful prayer He was strengthened to go forward and fulfill His divine mission to prepare for our salvation, that we might repent, believe, obey, and obtain the blessings of eternity.

"The answers we receive in prayer may not be what we would desire. But in times of trouble, our prayers become a lifeline of love and tender mercy. In our pleading, we may be strengthened to go forward and fulfill all that we have been ordained to do. To His Saints living in perilous times, the Lord says, 'Let your hearts be comforted ... ; for all flesh is in mine hands; be still and know that I am God' [Doctrine and Covenants 101:16]" (Carol F. McConkie, "The Soul's Sincere Desire," *Ensign* or *Liahona*, Nov. 2016, 26).

- What can the Savior's example teach us about what it means to call upon God in faith?

Invite students to share experiences they have had when they have witnessed the strength that can come into our lives as we call upon God in faith. They may share their own experiences or experiences from the lives of people they know. You might also share an experience from your life or the life of someone you know.

### ***Personal experiences***

Students will benefit from hearing each other's personal experiences. Encourage them to share experiences in a way that will invite the influence of the Holy Ghost and that will lead them to follow the Savior. Caution them not to share experiences that are too personal or private or that could lead to discomfort or embarrassment.

Display or read aloud the following questions, and invite students to ponder their responses. Invite students to consider writing their responses in their class notebooks or study journals.

- How has your perspective on your suffering or afflictions, or your reaction to them, changed because of what you learned today?
- Because of what you have felt and learned today, what will you do to call upon God with increased faith?

Conclude by testifying of Heavenly Father's power to give us strength and deliver us from trials in His own way and in His own time. Invite students to trust in Him, call upon Him in faith, and follow the example of His Son, Jesus Christ.

## LESSON 80

# Alma 15–16

### Introduction

After the Lord delivered Alma and Amulek from prison, they went to preach to the people in the city of Sidom. There they found the believers who had been cast out of Ammonihah, including Zeezrom, who was suffering physically and spiritually because of his sins. When Zeezrom declared his faith in Jesus Christ, Alma healed him and baptized him. Alma established the Church in Sidom, and then he returned with Amulek to Zarahemla. In fulfillment of Alma's prophecy,

the Lamanites destroyed the city of Ammonihah in one day. In addition, the Lamanites captured some of the Nephites from surrounding lands. Choosing to follow Alma's prophetic guidance, the Nephite armies recovered the prisoners and drove the Lamanites from the land. During a period of peace, Alma, Amulek, and many others strengthened the Church throughout the land of the Nephites.

### Suggestions for Teaching

#### *Help students to engage in learning*

Students are edified when they are led through a learning process that is similar to what you experienced during your lesson preparation. You can help students search the scriptures in ways that allow them to discover and understand the truths of the gospel for themselves. Give them opportunities to explain the gospel in their own words and to share and testify of what they know and feel. This process helps them feel the truth and importance of these principles more deeply.

### Alma 15

*Alma heals Zeezrom, establishes the Church in Sidom, and returns with Amulek to Zarahemla*

Begin class by asking students to think of a time when they may have disobeyed a commandment of the Lord and experienced guilt as a result.

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Ask the class to listen for how Elder Bednar explained the purpose of guilt.



"Guilt is to our spirit what pain is to our body—a warning of danger and a protection from additional damage" (David A. Bednar, "We Believe in Being Chaste," *Ensign* or *Liahona*, May 2013, 44).

- According to Elder Bednar, what purpose does guilt serve?

As students study Alma 15 today, invite them to look for what they can do when their spirits are being warned of danger or additional damage through feelings of guilt.

To help students understand the context of Alma 15, explain that after leaving Ammonihah, Alma and Amulek came to Sidom, where they found the believers who had been cast out of Ammonihah, including Zeezrom.

Invite a student to read Alma 15:3 aloud. Ask the class to follow along, looking for words and phrases that describe Zeezrom's condition.

- What words or phrases in verse 3 describe Zeezrom's condition?
- What was the cause of Zeezrom's fever? (Make sure students understand that Zeezrom's physical illness was the result of the guilt and torment he felt because he had committed so many serious sins.)
- How might it help Zeezrom to experience guilt for the sins he had committed?

Invite a student to read Alma 15:4–5 aloud. Ask the class to follow along, looking for what Zeezrom learned that brought him hope.

- What brought Zeezrom hope?

Invite a few students to take turns reading aloud from Alma 15:6–10. Ask the class to follow along, looking for what Alma told Zeezrom he needed to do to be healed.

- What did Alma teach Zeezrom he needed to do to be healed?
- Why do you think Zeezrom needed to exercise faith in Jesus Christ before he could be healed?

Ask a student to read Alma 15:11–12 aloud. Invite the class to follow along, looking for what happened to Zeezrom.

- What happened to Zeezrom as a result of his faith in Jesus Christ?
- What evidence do you see that Zeezrom was healed spiritually as well as physically? (He was healed through faith in Jesus Christ; he was baptized; and he began to preach the gospel. Help students see that Zeezrom being healed physically indicates that the guilt that had caused his sickness was also taken away.)
- What principle can we learn from this account about how we can be healed? (Using their own words, students may identify a principle such as the following: **Through our faith in Jesus Christ we can be healed.** Write this principle on the board.)

Explain that faith in Jesus Christ and repentance always lead to spiritual healing. Faith in Jesus Christ can also lead to physical healing if it is God's will for us to be healed. Sometimes we may be healed immediately through our faith in Jesus Christ, like Zeezrom was. At other times, our healing may happen over a period of time or may not occur during mortality.

Invite a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. Ask the class to listen for what it means to exercise faith in Jesus Christ.



"When we have faith in the Lord Jesus Christ, we must have trust in him. We must trust him enough that we are content to accept his will, knowing that he knows what is best for us. ...

"... Faith, no matter how strong it is, cannot produce a result contrary to the will of him whose power it is. ... We cannot have true faith in the Lord without also having complete trust in the Lord's will and in the Lord's timing" (Dallin H. Oaks, "Faith in the Lord Jesus Christ," *Ensign*, May 1994, 99, 100).

- According to Elder Oaks, what does it mean to exercise faith in Jesus Christ? (You may want to point out that if a person is not immediately healed physically, it does not necessarily mean that he or she lacks faith in Jesus Christ or is not worthy. During times such as these, individuals should continue to exercise faith in Jesus Christ, seek to do His will, and seek to learn from the experience.)
- When have you or someone you know been healed through exercising faith in Jesus Christ? (You may also want to share an experience.)

Testify that Jesus Christ can heal us as we exercise faith in Him.

Summarize Alma 15:13–19 by explaining that Alma established the Church in Sidom, and many were baptized. The people of Ammonihah remained hard-hearted and unrepentant despite the divine power Alma and Amulek had displayed. Alma brought Amulek, who had been rejected by his family and friends, to his home in Zarahemla. There, Alma "did administer unto [Amulek] in his tribulations, and strengthened him in the Lord" (verse 18).

### Alma 16:1–12

*The Lamanites destroy Ammonihah but are unable to defeat the Nephites who follow Alma's counsel*

Invite students to read Alma 16:1–3 silently, looking for what happened to the Nephites in Ammonihah. Ask students to report what they find. (If necessary, help them see that the Lamanites suddenly attacked the city of Ammonihah and destroyed its inhabitants before the Nephites could raise up an army to go against them.)

- What had Alma previously prophesied would happen to the people of Ammonihah if they did not repent? (God would "utterly destroy [them] from off the face of the earth" [Alma 9:12].)

Explain that because the people in Ammonihah had not repented, Alma's words were fulfilled, and all the people in the city were destroyed. The Lamanites also captured some of the people living in the area around Ammonihah, and the Nephites desired to free them. (See Alma 16:2–4, 9.)

Invite a student to read Alma 16:5 aloud. Ask the class to follow along, looking for what the Nephite military leaders decided to do.

- What did the Nephite military leaders decide to do? Why did they turn to Alma for guidance? (He had the spirit of prophecy.)

Ask another student to read Alma 16:6–8 aloud. Invite the class to follow along, looking for what happened after these military leaders consulted with Alma.

- How did Alma’s prophetic guidance help the Nephites?
- What truths can we learn from Alma’s prophecy about the people of Ammonihah and his instruction to the Nephite military leaders? (Students may identify a variety of truths, including the following: **The words of the Lord spoken through His prophets will always be fulfilled.** Write this truth on the board.)
- How can understanding this truth help us have confidence in the words of the prophets?

To help students see applications of this principle in their lives, invite a student to read aloud the following statement by the First Presidency from *For the Strength of Youth*. Ask students to listen for promises the Lord makes through His prophets to those who keep the standards in the booklet.

“The standards in this booklet will help you with the important choices you are making now and will yet make in the future. We promise that as you keep the covenants you have made and these standards, you will be blessed with the companionship of the Holy Ghost, your faith and testimony will grow stronger, and you will enjoy increasing happiness” (*For the Strength of Youth* [booklet, 2011], ii).

- What did the First Presidency promise?
- What must we do to receive these promised blessings?

Provide students with copies of the *For the Strength of Youth* booklet. Invite them to turn to two or three sections and look for warnings and guidance the prophets have given them. Ask a few students to report what they find.

Ask students to think of experiences when prophetic guidance has helped them make correct choices in difficult situations. Invite a few students to share their experiences with the class. (Make sure they understand that they do not need to share experiences that are too personal or private.) You might also share an experience of your own.

Invite students to set personal goals to make any changes in their lives they feel they should make to better follow the words of the Lord spoken through His prophets.

### **Alma 16:13–21**

#### ***Alma, Amulek, and others build up the Church among the Nephites***

Summarize Alma 16:13–21 by explaining that Alma and Amulek continued to preach the word of God and establish the Church throughout the land, with the assistance of others “who had been chosen for the work” (Alma 16:15). There “was no inequality” (Alma 16:16) among the Nephites, and the Lord prepared the people to receive His gospel by pouring out His Spirit upon them. The people

responded with “great joy and gladness” (Alma 16:20) at being taught that Jesus Christ would appear to them after His Resurrection.

Conclude by sharing your testimony of the truths you have discussed in this lesson and inviting students to apply these truths in their lives.

## HOME-STUDY LESSON

# Alma 11–16 (Unit 16)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Alma 11–16 (unit 16) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Alma 11)**

Through the example of Amulek contending with Zeezrom, students learned that when we rely on the Holy Ghost, we can overcome temptation. In teaching Zeezrom and the people of Ammonihah, Amulek emphasized the following truths regarding the role of the Savior: True faith in Jesus Christ is a beginning to the process of redemption from our sins. Through the Atonement of Jesus Christ, all will be resurrected and judged according to their works.

#### **Day 2 (Alma 12)**

Like Amulek, Alma taught Zeezrom and the people of Ammonihah. He explained the intentions of the devil and declared that Zeezrom was in the devil's power. Alma and Amulek exemplified that the Holy Ghost can help us recognize the temptations of the adversary. Alma helped the people understand that the Lord reveals spiritual truths to us according to the heed and diligence we give to His words. He also taught of the Final Judgment, explaining that we will be held accountable before God for our words, works, and thoughts. He stressed that mortality is a time for us to prepare to meet God.

#### **Day 3 (Alma 13)**

Alma reminded Zeezrom and the people of Ammonihah that many men were foreordained in the premortal life to receive the priesthood. Men who are members of the Church and exercise great faith and choose righteousness are called to the Melchizedek Priesthood to bring others to God. Students learned about Melchizedek and his people and reflected on this truth: As we respond humbly to the invitation to repent, the Spirit will ultimately lead us into the rest of the Lord.

#### **Day 4 (Alma 14–16)**

Students read about innocent women and children dying at the hands of wicked men. They pondered prophetic statements teaching that the Lord permits the righteous to suffer at the hands of the wicked so that His judgments may be just. Students observed in the lives of Alma and Amulek that when we trust in the Lord, He strengthens us during our trials. If we call upon the Lord in faith, He will strengthen us in our afflictions and deliver us in His way and His own time.

### Introduction

As Alma and Amulek began teaching the people of Ammonihah, they met with opposition. After they explained several eternal truths, many people “began to repent, and to search the scriptures” (Alma 14:1). The accounts in Alma 11–16 illustrate the sacrifice people are willing to make for their testimony of the truth. These chapters also provide evidence that when the wicked “cast out the

righteous,” the Lord will smite them “by famine, and by pestilence, and by the sword” (Alma 10:23). Alma and Amulek warned the people of Ammonihah that if they failed to repent, the judgments of God would come upon them. Rejecting the call to repent, the people of Ammonihah were later destroyed by a Lamanite army.

This lesson will focus on Alma 14–15. In addition, you may want to teach or review truths from the other chapters assigned this week.

## Suggestions for Teaching

### Alma 14–15

#### *God blesses those who trust Him in their afflictions*

Consider beginning today’s lesson by mentioning current incidents in which innocent people have suffered because of the choices of others. Or you might ask students to share examples from the scriptures of righteous people who were persecuted because of their testimonies of the gospel. After discussing a few examples, invite a few students to take turns reading Alma 14:7–11 and Alma 60:13 aloud.

- What reasons are given in these verses for why the righteous are sometimes allowed to suffer at the hands of the wicked? (One truth students learned while studying this part of Alma 14 is that **the Lord permits the righteous to suffer at the hands of the wicked so that His judgments may be just.**)

Explain that God’s justice and mercy extend beyond death to hold accountable those who have sinned and to extend mercy to the righteous. Then share the following statement by President James E. Faust (1920–2007) of the First Presidency:



“All this suffering might indeed be unfair if everything ended at death, but it doesn’t. Life is not like a one-act play. It has three acts. We had a past act, when we were in the premortal existence; and now we have a present act, which is mortality; and we will have a future act, when we return to God. ... We were sent into mortality to be tested and tried [see Abraham 3:25]. ...

“Our past and present sufferings cannot, as Paul said, ‘be compared with the glory which shall be revealed in us’ [Romans 8:18] in the eternities. ‘For after much tribulation come the blessings. Wherefore the day cometh that ye shall be crowned with much glory’ [D&C 58:4]. So tribulation is useful in the sense that it is helpful to get into the celestial kingdom. ...

“It’s not so much what happens to us but how we deal with what happens to us” (James E. Faust, “Where Do I Make My Stand?” *Ensign* or *Liahona*, Nov. 2004, 19–20).

Explain that suffering and tribulation can help us attain exaltation by solidifying our faith. Remaining faithful during trials and difficulties shows absolute trust in God and His plan, thus strengthening our faith and our ability to endure to the end.

- How can having a testimony of the plan of salvation, including premortal and postmortal life, ease the suffering we experience in mortality?
- Considering what you studied this week in Alma 14–15, in what ways are the righteous blessed in their afflictions?



- In times of affliction, how can we show that we trust God?

Have students compare the question Alma asked in Alma 14:26 with the question Joseph Smith asked in Doctrine and Covenants 121:3. Then ask: According to Alma 14:26, how were Alma and Amulek able to overcome their afflictions?

Explain that when the Prophet Joseph Smith was unjustly imprisoned in Missouri, he asked the question recorded in Doctrine and Covenants 121:3. Unlike Alma and Amulek, he was not immediately delivered from prison.

- What can we learn from God's answer to his prayer? (See D&C 121:7–9; 122:4–9.) The following truth was emphasized this week in students' personal study: **If we call on the Lord in faith, He will strengthen us in our afflictions and deliver us in His way and His own time.**
- How has the Lord helped you when you have experienced trials?
- What helps you submit to His will and accept His timing?

Help students understand that both Zeezrom and Amulek trusted God in their afflictions and were rewarded according to His will and in His own time.

Instruct half of the class to read Alma 15:5–12 and identify information about Zeezrom that shows his growing trust in the Lord. Instruct the other half to study Alma 15:16, 18 and identify information about what Amulek sacrificed to serve the Lord.

Encourage students to trust in the Lord and accept His will and timing when hardships and afflictions come upon them. Assure them that God extends His power and influence in a variety of miraculous and personal ways.

### Scripture Mastery Review

This lesson marks the midway point in the Book of Mormon seminary curriculum. To reinforce students' efforts to learn and understand the scripture mastery passages, consider giving them a quiz to measure how familiar they are with the 13 passages they have studied so far. This could be a simple verbal or written quiz, giving students a clue from the bookmark and letting them write the reference down, or it could be a review of some of the passages they have memorized. The length of this lesson may allow time for the quiz to be given this week, or you could announce that there will be an upcoming quiz so that students can prepare.

### Next Unit (Alma 17–24)

Explain that the sons of Mosiah went to preach to a wicked and ferocious people. At first they suffered many afflictions, but as they preached the gospel to the Lamanites, miracles occurred. Ask students to note during their study next week how Ammon's loyalty to God and the Lamanite king brought about much righteousness.

## LESSON 81

# Alma 17

### Introduction

In preparation to preach the gospel to the Lamanites, the sons of Mosiah sought the Lord's guidance by searching the scriptures diligently, praying, and fasting. The Lord comforted them and promised that they would be instruments in His hands "unto the salvation of many souls" (Alma 17:11). Earlier He had promised them, through a revelation to their

father, that He would "deliver [them] out of the hands of the Lamanites" (Mosiah 28:7). Strengthened by the Lord's promises and trusting that they would someday meet again, they separated to share the gospel in different areas. Ammon went to the land of Ishmael, where he prepared to teach the people by serving their king.

### Suggestions for Teaching

#### Alma 17:1–16

*The sons of Mosiah search the scriptures, pray, and fast so they can know the word of God and teach with power*

Ask students if they have been present when relatives or friends have come home from missions after serving faithfully.

- What positive changes did you see in them after their missions? What do you think caused these changes?

#### Context review

A review of contextual information can add depth to students' understanding of an event or teaching in the scriptures. When you help students review such material, give them specific references to help them find the information they need.

Explain that after preaching the gospel for 14 years in the land of Nephi, the sons of Mosiah were returning to Zarahemla when they were reunited with Alma. If students need a brief review of the story of Alma and the sons of Mosiah, ask:

- What was the relationship between Alma and the sons of Mosiah? (If students need help answering this question, consider asking them to read the chapter summary for Mosiah 27.)

Explain that while Alma had been preaching repentance and establishing the Church among the Nephites in the land of Zarahemla and other lands, the sons of Mosiah had been preaching the gospel to the Lamanites in the land of Nephi. The names of the sons of Mosiah were Ammon, Aaron, Omner, and Himni (see Mosiah 27:34). Alma 17–26 recounts some of their missionary experiences.

Invite a student to read Alma 17:1–2 aloud. Ask the class to follow along, looking for words or phrases that describe Alma and the sons of Mosiah at the time they were reunited.

- How did Alma feel when he saw his friends again? Why do you think he felt this way?

- What words in verse 2 describe the sons of Mosiah? (You may need to explain that in this context the word *wax* means to grow or become.)
- What principle can we learn from verse 2 about how we can come to know the word of God? (Help students identify the following principle: **If we search the scriptures diligently, we will wax strong in the knowledge of the truth and know the word of God.** Invite students to consider marking the phrases in their scriptures that teach this principle.)
- As you think about the challenges you face, how can it be helpful for you to wax strong in the knowledge of the truth and know the word of God?

Explain that students will see in the coming chapters how the sons of Mosiah were better able to teach the Lamanites as a result of having studied the scriptures. Invite a student to read Alma 17:3–4 aloud. Ask the class to follow along, looking for additional reasons the sons of Mosiah were successful in bringing people to the knowledge of the truth.

- According to verses 3–4, what are some additional reasons the sons of Mosiah were successful in bringing people to the knowledge of the truth?
- What principle can we learn from verses 3–4 about the blessings we can receive through fasting and prayer? (As students answer this question, help them identify the following principle: **As we pray and fast, we can receive the spirit of prophecy and revelation and teach with power.** Invite students to consider marking the phrases in their scriptures that teach this principle.)

Explain that having the spirit of prophecy and revelation includes having a testimony of Jesus Christ (see Revelation 19:10) and the ability to receive revelation and guidance through the Holy Ghost (see D&C 8:2–3).

- How might having a testimony of Jesus Christ and the ability to receive revelation through the Holy Ghost help someone teach with power?
- How have prayer and fasting helped you receive and strengthen your testimony of Jesus Christ and His gospel?

Invite students to continually increase their knowledge of the gospel and their ability to teach it by diligently studying the word of God, praying, and fasting.

Summarize Alma 17:5–8 by explaining that these verses remind us that the sons of Mosiah had given up the opportunity to be king in order to preach the gospel to the Lamanites. We also learn that the sons of Mosiah suffered many afflictions during their mission to the Lamanites.

Invite a student to read Alma 17:9 aloud. Ask the class to follow along, looking for what the sons of Mosiah and their companions prayed for.

- What did the sons of Mosiah and their companions pray for?

Invite a few students to take turns reading aloud from Alma 17:10–12. Ask the class to follow along, looking for the Lord’s answer to their prayers.

- What answer did the sons of Mosiah and their companions receive from the Lord?

- What principle can we learn from verse 11 about the results of being patient in afflictions? (As students report their answers, help them identify the following principle: **When we are patient in our afflictions, we can serve as good examples to those around us and become instruments in the Lord's hands.** You may want to write this principle on the board.)
- What do you think it means to be an instrument in the Lord's hands?
- In what ways can being patient in afflictions help us become good examples to others and instruments in the Lord's hands?
- When have you seen others bear their afflictions with patience? How were you blessed by seeing their good examples?

Consider sharing an experience about a time when you were blessed by seeing the example of someone who has been patient in affliction.

Divide students into pairs. Ask students to read Alma 17:13–16 aloud in pairs. Invite students to look for why it would have been difficult to teach the Lamanites at that time.

- According to verses 13–16, why would it have been difficult to teach the Lamanites at that time?
- Why were the sons of Mosiah willing to suffer afflictions and go among the Lamanites? (See Alma 17:16; see also Mosiah 28:1–3.)

### **Alma 17:17–39**

#### *Ammon becomes a servant to King Lamoni and preserves the king's flocks*

Summarize Alma 17:18–20 by explaining that before these missionaries separated to preach the gospel in different areas, Ammon taught them and blessed them. Then he went to a land called Ishmael. When he entered that land, he was captured and taken before the king.

Ask two students to take turns reading aloud from Alma 17:21–25. Invite the class to follow along, looking for the offer Ammon made to the king.

- What do you think is significant about Ammon telling the king “I will be thy servant” (Alma 17:25)?
- Why do you think Ammon offered to serve the king before trying to teach him the gospel?

Display the picture Ammon Defends the Flocks of King Lamoni (*Gospel Art Book* [2009], no. 78; see also [lds.org/media-library](http://lds.org/media-library)).

Briefly summarize Alma 17:26–27 by explaining that while Ammon was watching the king's flocks, a group of Lamanites scattered the flocks.

Divide the class into groups of three students each. Write the following scripture references on the board: *Alma 17:28–32*; *Alma 17:33–35*; *Alma 17:36–39*. Ask the students in each group to divide these passages among themselves. Invite students to read their assigned passages silently, looking for answers to the following questions. (You may want to write these questions on the board.)

- What happened in your portion of the story?
- What characteristics did Ammon demonstrate?
- How might this have helped prepare the people to receive the gospel?

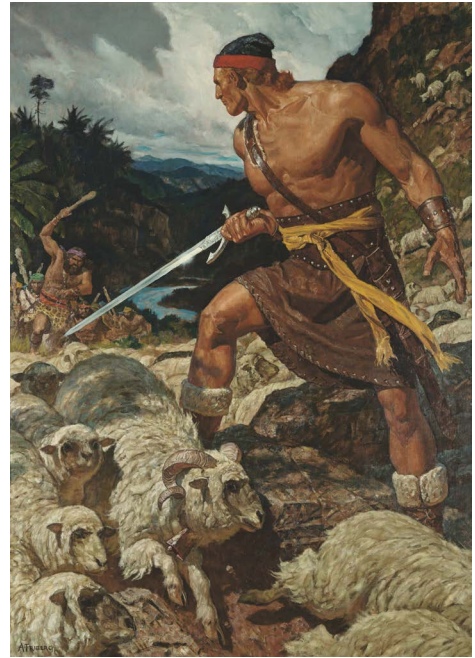
Give the groups time to discuss their answers.

Invite a student to read Alma 17:29 aloud. Ask the class to follow along, looking for why Ammon rejoiced when his fellow servants began to fear.

- Why did Ammon rejoice when his fellow servants began to fear? (He saw this as an opportunity to win their hearts and to help them believe in his words and ultimately receive the blessings of the gospel.)
- What principle can we learn from this account? (Help students identify the following principle: **Through service, we can help others prepare to accept the gospel.** You may want to suggest that students write this principle in their scriptures next to verse 29.)
- Why do you think that those who receive service before being taught the gospel may be more prepared to hear and accept it?

Point out that we should not serve others solely for the purpose of teaching them the gospel, but many people become more receptive to gospel teachings because of the Christlike service they have received.

Invite a student to read aloud the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles. Ask the class to listen for what can inspire and guide us as we serve others.





"As a pure expression of our love and concern, we can reach out to those who have need of our help. ... There are countless ways to serve.

"Through our heartfelt kindness and service, we can make friends with those whom we serve. From these friendships come better understanding of our devotion to the gospel and a desire to learn more about us. ...

"When we do this, brothers and sisters, the honest in heart will feel our sincerity and our love. Many will want to know more about us. ...

"In all of our service, we need to be sensitive to the promptings of the Holy Ghost. The still, small voice will let us know who needs our help and what we can do to help them" (M. Russell Ballard, "Finding Joy through Loving Service," *Ensign* or *Liahona*, May 2011, 48).

- According to Elder Ballard, what can inspire and guide us as we serve others? (Our love and concern for them, as well as the promptings of the Holy Ghost.)
- When have you seen service lead to opportunities to share the gospel?

Ask students to think about someone they know who might be more prepared to receive the gospel if he or she were served in some way. Invite students to write in their class notebooks or study journals about what they will do to serve this person.

## LESSON 82

# Alma 18

### Introduction

King Lamoni was astonished at the power Ammon had demonstrated in defending the king's flocks. He even came to believe that Ammon was the Great Spirit. Ammon perceived the thoughts of the king by the power of the Holy Ghost, and

Ammon began to teach him the gospel. King Lamoni believed what Ammon taught, recognized the need for a Savior, cried unto the Lord for mercy, and was overcome by the Spirit.

### Suggestions for Teaching

#### Alma 18:1–11

##### *King Lamoni is impressed by Ammon's faithfulness*

At the beginning of class, ask the following question:

- Who are some people you appreciate because of the service they have given you?

Invite a few students to share their responses to this question and to explain how the individuals they mention have served them.

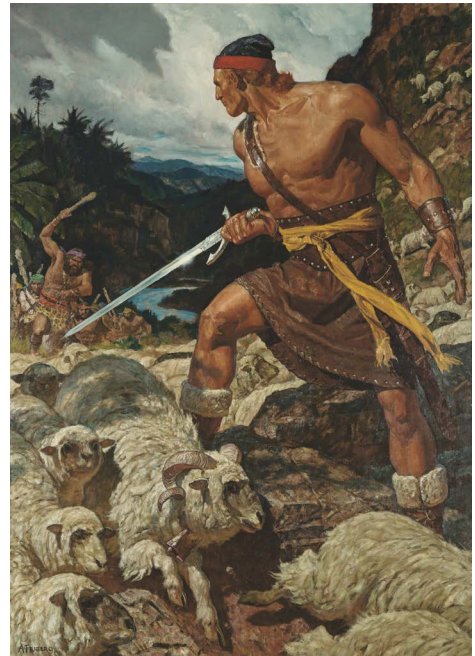
To help students understand the context of Alma 18, show the picture Ammon Defends the Flocks of King Lamoni (*Gospel Art Book* [2009], no. 78; see also [lds.org/media-library](http://lds.org/media-library)) and ask a student to summarize the account in Alma 17 of Ammon defending the king's flocks. Following this summary, ask:

- If you had been in King Lamoni's position, what thoughts or feelings do you think you might have had about Ammon? Why?

Divide the class in half. Assign one half to read Alma 18:1–4 and the other half to read Alma 18:8–11. Invite them to look for how King Lamoni felt about Ammon when he received reports of what Ammon had done to save the king's flocks.

After sufficient time, invite one student from each half of the class to summarize what he or she read, and then ask the following questions:

- What ideas did the king and his servants have about Ammon's identity?
- According to Alma 18:2, 4, what did Lamoni think Ammon's purpose was in coming? (To punish the people because of their murders and to prevent Lamoni from slaying more of his servants.)





Summarize Alma 18:5–7 by explaining that until this time, although Lamoni had believed in a Great Spirit, he had also believed that whatever he did was right. However, when he learned what Ammon had done, he began to fear that he had done wrong in killing his servants who had previously allowed his sheep to be scattered.

- According to Alma 18:10, what impressed Lamoni besides the power Ammon demonstrated in defending the flocks? (You may want to encourage students to mark the words *faithfulness* and *faithful*.)

Write the following incomplete statement on the board: *As we serve others faithfully, ...*

### Alma 18:12–43

*As Ammon teaches the plan of redemption, Lamoni recognizes his need for the Savior*

To help students understand the power of Ammon’s teachings and the great change that King Lamoni began to experience, present Alma 18:12–35 as a readers’ theater. Select four students and assign a part to each one. Have one serve as the narrator, and have the other three read the words of Ammon, King Lamoni, and one of the king’s servants. Consider helping students prepare by assigning their parts in advance, perhaps the day before class or just before class begins.

#### **Prepare students in advance for readers’ theaters**

In a readers’ theater, participants do not act out their parts. However, they should be prepared to read their parts in a clear, meaningful way. Make sure they understand their roles and have enough time to study their parts. You may want to make assignments in advance so they can become familiar with the account and practice reading their parts.

Have the four students read their parts in Alma 18:12–15. Ask the class to follow along in their scriptures, looking for the effect Ammon’s service had on Lamoni. After verse 15 is read, pause the readers’ theater and ask students to report what they have found.

- Why do you think Lamoni was silent before Ammon? (If needed, help students remember that Lamoni had become fearful because of the murders he had committed and that he was worried that Ammon was the Great Spirit and had come to punish him.)

Continue with the readers’ theater by inviting the participants to read their parts in Alma 18:16–23. Encourage the class to look for evidence that the power of God was with Ammon.

- How did the Spirit of God help Ammon in this situation?
- What words or phrases in these verses indicate that Lamoni was becoming receptive to gospel truths?

Refer students to the incomplete statement you wrote on the board: *“As we serve others faithfully, ...”*



- Based on what we have learned from Ammon's service recorded in Alma 17–18, how would you complete this sentence? (Students may respond in different ways. To summarize their responses, complete the statement on the board as follows: **As we serve others faithfully, we can help them prepare to receive the truths of the gospel.** Invite students to consider writing this principle in their scriptures.)

Invite the participants to read their parts in Alma 18:24–32. Ask the class to follow along, looking for specific teachings about God that Ammon taught Lamoni. You may want to invite students to mark these teachings in their scriptures.

- What did Ammon teach Lamoni about God? (God created all things, dwells in heaven, and knows the thoughts and intents of our hearts.)

Invite the participants to read their parts in Alma 18:33–35. Ask the class to look for how Ammon explained his ability to know the king's thoughts and his ability to defend the king's flocks. After the participants in the readers' theater have finished reading, thank them for their help.

- Why was Ammon able to know the king's thoughts and defend his flocks?

Point out that when Ammon was serving King Lamoni, he was also serving Heavenly Father and Jesus Christ (see Mosiah 2:17). Write the following on the board: *As we serve Heavenly Father and Jesus Christ faithfully, ...*

- Based on what you have learned from Ammon's example, how would you complete this statement? (Students may respond in different ways. To summarize their responses, complete the statement on the board as follows: **As we serve Heavenly Father and Jesus Christ faithfully, our ability to do Their work increases.**)
- How might this principle help someone who feels afraid or inadequate or who feels that an assignment or duty is too difficult?
- When have you felt that Heavenly Father and Jesus Christ have helped you do Their work? (You may want to tell about how Heavenly Father and Jesus Christ have increased your abilities in Their service. Or you might share an example from someone else's life.)

To help students apply this principle, write the following questions on the board. Ask students to write their answers to these questions in their class notebooks or study journals.

- How will remembering this principle help you in your current and future responsibilities?
- What will you do to serve Heavenly Father and Jesus Christ more faithfully?

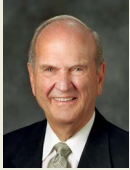
Explain that Ammon's approach to teaching Lamoni in Alma 18:36–39 is a pattern used by missionaries today. Invite two students to take turns reading aloud from these verses. Ask the class to follow along, looking for what Ammon taught Lamoni.

- What are some elements of the plan of redemption that Ammon taught Lamoni? (He taught about the Creation, the Fall of Adam and Eve, and the Atonement of Jesus Christ. Point out that understanding these teachings would

have helped prepare Lamoni to exercise faith in God. Invite students to consider marking these teachings in verses 36–39.)

- Why do you think it is important to teach about the Creation and the Fall when we teach about the Atonement of Jesus Christ?

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



"Before we can comprehend the Atonement of Christ, ... we must first understand the Fall of Adam. And before we can understand the Fall of Adam, we must first understand the Creation. These three crucial components of the plan of salvation relate to each other. ...

"The Creation required the Fall. The Fall required the Atonement. The Atonement enabled the purpose of the Creation to be accomplished. Eternal life, made possible by the Atonement, is the supreme purpose of the Creation" (Russell M. Nelson, "The Atonement," *Ensign*, Nov. 1996, 33, 35).

- How might learning the doctrines of the Creation, the Fall, and the Atonement have helped Lamoni recognize his need for a Savior? (You may want to remind students that previously Lamoni had believed that whatever he did was right [see Alma 18:5]. In learning about the plan of redemption, Lamoni came to understand that God holds us accountable for our choices, though we can be redeemed from our sins through the Atonement of Jesus Christ.)

Invite a student to read Alma 18:40–43 aloud. Ask the class to look for what Lamoni prayed for in response to Ammon's teaching. You may want to invite students to consider marking Lamoni's plea.

- What did Lamoni's prayer show that he understood about himself and his people? (He understood that they had sinned and needed forgiveness.)
- What principle can we learn from Lamoni about what happens when we understand that we need the Savior? (As students respond to this question, help them identify the following principle: **As we understand our need for the Savior, we will desire to repent.** You may want to invite students to write this principle in their scriptures near Alma 18:40–41.)

Display or write the following question on the board, and invite students to ponder their responses to it: *What teachings or experiences have helped you understand your need for the Savior?*

Invite a few students to share their responses (caution them to not share anything that is too sacred or private).

Consider sharing your feelings about and testimony of the Savior, and invite students to repent of their sins as needed.

## LESSON 83

# Alma 19–20

### Introduction

King Lamoni experienced a change of heart, leading to the conversion of his wife and many of his people. Ammon and King Lamoni then traveled to Middoni to deliver Ammon's imprisoned brethren. On the way, they met Lamoni's father, king over all the land. The king was astonished by the words

of Lamoni and Ammon, by Ammon's strength, and by Ammon's love for Lamoni. His heart was softened, and he assured them that Ammon's brethren would be released from prison. He expressed a desire to learn about the words he had heard from his son and Ammon.

### Suggestions for Teaching

#### Alma 19

*King Lamoni and many of his people repent and are baptized*

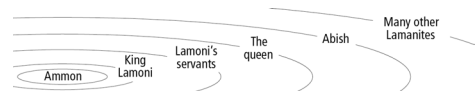
*Note:* Before class, invite one student to review Alma 19:18–28 and another student to review Alma 20:1–7. Ask them to be prepared to summarize the content of those verses for the class when invited to do so during the lesson.

To begin the lesson, ask students:

- When you drop a rock into a pool of water, what happens to the water?

As students describe the effect of a rock dropped into water, draw the following diagram on the board, leaving off the words.

- How can a person's actions be like the rock that was dropped into the water? (Help students see that, like ripples that expand from the splash of a rock, other people can be influenced by our actions.)



Remind students that as they studied Alma 17–18, they learned about Ammon's efforts to teach the gospel to the Lamanites. Write the following on the board: *By sharing our testimonies and setting righteous examples, we can ...*

As students study Alma 19 today, invite them to look for the effect that our testimonies and examples can have on others.

Write *Ammon* in the first ring in the diagram.

- Who did Ammon first teach? (Write *King Lamoni* on the second ring in the diagram.)

Remind students that when King Lamoni recognized his own sinfulness and his need for the Savior, he cried to the Lord for mercy and then fell to the earth.

Summarize Alma 19:1–5 by explaining that after two days and two nights, the servants, believing Lamoni was dead, were about to take his body to the sepulchre when the queen said that she wanted to talk with Ammon. She did not think that Lamoni was dead, and she wanted Ammon to go to him.

Invite a student to read Alma 19:4 aloud. Ask the class to follow along, looking for what the servants said that prompted the queen to talk with Ammon.

- What did the servants say that prompted the queen to talk with Ammon? (After students respond, write *Lamoni's servants* on the next ring in the diagram on the board.)

Ask students to read Alma 19:6 silently, looking for phrases that describe Lamoni's experience. Call on a few students to read the phrases they have selected. Ask them why they selected those particular phrases.

On the diagram, write *The queen* on the next ring. Divide students into pairs. Invite students to read Alma 19:7–11 aloud with their partners, looking for how this experience influenced the queen.

- What can we learn about the queen from these verses? (Answers may include that she loved her husband, that she trusted Ammon, and that she had great faith.)

Ask a student to read Alma 19:12–14 aloud. Invite the other students to follow along, looking for what Lamoni said when he arose the next day.

- What had Lamoni learned during the previous three days?
- Why do you think this knowledge brought Lamoni such joy?
- What effect did Lamoni's testimony have on his wife?

Invite a student to read Alma 19:15–16 aloud. Ask the class to look for what Lamoni's servants did when they saw that Lamoni, the queen, and Ammon had fallen to the earth.

- What did Lamoni's servants do?
- How was Abish different from the other servants?

Write *Abish* on the next ring. Invite a student to read Alma 19:17 aloud. Invite the class to look for how Abish was influenced by these events.

- What did Abish do?
- What did she hope would happen because of her actions?

Ask the student you invited to summarize Alma 19:18–28 to explain the events recorded in these verses. As needed, help the student include the following information: After hearing the news from Abish, the people gathered in the king's house. When they saw Ammon, the king, the queen, and the servants unconscious, great contention arose among them. One man tried to kill Ammon but fell dead in the attempt. Some claimed that Ammon was the Great Spirit, and others said he was a monster. When Abish saw all the contention that had resulted from her bringing the people together, she was very sad.

Have students consider what they might do in Abish's situation. Then ask a student to read Alma 19:29 aloud.

- How did Abish's action show the strength of her testimony?
- How did the queen demonstrate that she had received a testimony?

Invite several students to take turns reading aloud from Alma 19:30–35. Ask the class to follow along and look for the effect the testimonies and examples of Ammon, Lamoni, and Lamoni’s servants had on others.

- Whom did Ammon, Lamoni, and Lamoni’s servants affect through their testimonies and examples?

Write *Many other Lamanites* on the last ring in the diagram.

Ask students to complete the statement you wrote on the board at the beginning of class. One principle they might express is that **by sharing our testimonies and setting righteous examples, we can help others turn to the Lord**. Complete the statement on the board so that it conveys this principle.

- What are some examples today of how our testimonies and examples can influence others to turn to the Lord?
- When has someone’s example or testimony helped you turn to the Lord?

Ask students to write an answer to the following question in their class notebooks or study journals:

- What can you do today that might influence people around you to turn to the Lord?

Explain that Alma 19:36 contains an additional truth that Mormon (who abridged this chapter) wanted us to learn. Invite a student to read Alma 19:36 aloud. Ask the class to look for the principle Mormon taught about the Lord.

- What principle did Mormon teach about the Lord? (Invite students to consider marking the following principle in their scriptures: **The Lord’s arm is extended to all people who will repent and believe on his name.**)

### ***Marking and annotating the scriptures***

Marking and annotating scripture passages can help students understand and remember them. Underlining, shading, circling, or drawing lines between words can emphasize or connect key words or phrases in the scriptures. In addition, students can write gospel principles, prophetic commentary, or personal insights and impressions in their scriptures. However, always honor students’ agency and never require them to write in their scriptures. Instead, make suggestions and allow them to decide what is appropriate.

You may want to explain that in this context the Lord’s arm being extended refers to His mercy and willingness to forgive.

- Why is the account of Lamoni and his people a good example of this principle?
- Why do you think this principle is important for us understand in our day?

Explain that sometimes we may incorrectly decide that someone would not be interested in the gospel because of how that person looks or what he or she has done in the past. Ask students if they have ever seen someone turn to the Lord who they had initially assumed would not. If students have had this experience, invite them to tell the class what happened. You may also want to share an experience.

Encourage students to allow their testimonies and righteous examples to influence others, like a rock makes ripples in a pond.

## Alma 20

### *King Lamoni's father desires to learn about the gospel and begins to experience a change of heart*

Invite the student you asked to summarize Alma 20:1–7 to explain the events in those verses to the class. As needed, help the student include the following information: Lamoni wanted to take Ammon to meet his father, who was the king over all the land. The Lord revealed to Ammon that Ammon should not go because Lamoni's father would try to kill him. The Lord also revealed that Ammon's brother Aaron and two of their companions were in prison in the land of Middoni. Ammon wanted to free his brethren. Hearing that Ammon had learned these things by revelation, Lamoni went to help Ammon free his brethren.

Before class, copy the following chart on the board or on a handout for each student:

1. Alma 20:8–14	How did Lamoni's father react to seeing Lamoni with Ammon?
2. Alma 20:15–16	How did Lamoni respond to his father?
3. Alma 20:17–25	When Lamoni's father saw that Ammon could kill him, what did he offer Ammon? What did Ammon ask instead?
4. Alma 20:26–27	How did Ammon's love for Lamoni influence Lamoni's father? In what ways did the words of Ammon and Lamoni influence Lamoni's father?

Assign students to work in pairs. In these partnerships, have them read the verses listed in rows 1–2 and discuss the answers to the accompanying questions. Encourage them to be prepared to share their answers with the entire class.

After students have discussed rows 1–2 in pairs, ask a few of them to report what they have learned. Then ask:

- What principle can we learn from these verses about standing up for what we know is right? (Students may share several answers, but help them identify the following principle: **We can stand up for what we know is right, even when others try to persuade us to do what is wrong.** You may want to suggest that they write this principle next to Alma 20:15.)
- What can be challenging about standing up for what we know is right when others try to persuade us to do something wrong?
- When have you chosen to stand up for what is right when others were trying to persuade you to do something wrong?

Invite students to ponder ways in which they might better stand up for what is right when others try to persuade them to do something wrong.

Invite the partnerships to study the verses listed in rows 3–4 and discuss the accompanying questions. Ask them to report what they have found. Then ask:

- What principle can we learn from the influence that Ammon's words and his love for King Lamoni had on Lamoni's father? (Though students may share a variety of principles, be sure the following is clear: **As we show love and teach truth, we can help others soften their hearts and become receptive to the gospel.** You may want to encourage students to write this principle next to Alma 20:26–27.)
- Why do you think showing love and teaching truth can help others soften their hearts and become more receptive to the gospel?

Conclude by testifying that our love for others and the words we speak can help them become more receptive to the gospel. Invite students to apply the principles you have discussed in this lesson.

## LESSON 84

# Alma 21–22

### Introduction

Ammon's brother Aaron taught the Amalekites, but they rejected his message about the Atonement of Jesus Christ. Then he preached in Middoni, where he and some of his companions were eventually imprisoned. They remained faithful during their time of adversity, and they continued their mission to share the gospel after Ammon and King

Lamoni secured their release. After Lamoni's father was prepared through the example of Ammon, he learned from Aaron about how to be "born of God" (Alma 22:15). Lamoni's father learned that by repenting of his sins he could come to know God and eventually receive eternal life.

### Suggestions for Teaching

#### Alma 21

##### *Aaron and his brethren preach the gospel despite trials and imprisonment*

Ask students if they have ever felt that they were doing their best to keep the commandments and yet faced challenges or felt discouraged. Invite them to mention some situations in which people might feel this way.

Explain that while Ammon had success in teaching King Lamoni and his people, Aaron and his companions encountered tremendous adversity in a different part of the land. As students study the example of Aaron and his companions, encourage them to look for lessons that can help them when they face challenges or feel discouraged.

Summarize Alma 21:1–4 by explaining that after the sons of Mosiah separated from each other, Aaron went to a city called Jerusalem that had been built by the Lamanites, the Amalekites, and the people of Amulon. The Amalekites and the people of Amulon were Nephites who had hardened their hearts against the truth and became Lamanites.

Write the following references on the board: *Alma 21:5–8*; *Alma 21:9–11*; *Alma 21:12–13*; and *Alma 20:29–30*. Divide the class into four groups. Assign each group one of the passages written on the board. Ask students to prepare to give a brief summary of their assigned passages and to describe any hardships Aaron and his companions endured. After a few minutes, invite students from each group to report what they have found.

#### *Using a chalkboard or whiteboard*

Effective use of the board during the lesson can prepare students to learn. It can also invite meaningful participation, especially from those who tend to learn visually. When using the board, remember to write legibly and large enough for everyone to see, making sure the material is well spaced, orderly, and easy to read. Where a chalkboard or whiteboard is not available, a large piece of paper or poster board can fill the same purpose.



Remind students of the question at the beginning of this lesson. Ask students to silently consider how they might feel if they had experienced what Aaron and his companions experienced.

- According to Alma 20:29, how did Aaron and his brethren endure their trials?

Write the following incomplete statement on the board: *If we patiently persist through trials, ...*

Summarize Alma 21:14–15 by explaining that these verses recount that Ammon and Lamoni freed Aaron and his brethren from prison.

Invite a student to read Alma 21:16–17 aloud. Ask the rest of the class to follow along, looking for how the Lord blessed Aaron and his brethren after they were freed from prison.

- In what ways did the Lord bless Aaron and his brethren after they were freed from prison?

After students respond, complete the statement on the board so it conveys the following principle: **If we patiently persist through trials, the Lord will bless us with His Spirit and help us do His work.**

To help students understand how the principle written on the board relates to them, ask them what kinds of work God has for them to do now. List students' responses on the board. (These may include doing missionary work, attending Church meetings, fulfilling callings and assignments, serving others, strengthening their testimonies, and becoming more Christlike.)

- What challenges might you face as you try to accomplish these things?
- Why is it important that we patiently persist in these areas of the Lord's work even when it may be difficult to do so?

Invite students to share how they have come to know that the principle you have written on the board is true. You may want to share your testimony about how the Lord blesses us with His Spirit and helps us accomplish His work when we patiently persist through trials.

Invite students to write in their class notebooks or study journals how they will more patiently persist through any trials they may experience as they seek to do the Lord's work.

Summarize Alma 21:18–23 by explaining that after helping secure the release of Aaron and his brethren from prison, Ammon and Lamoni returned to the land of Ishmael, where they continued to preach the gospel. Lamoni granted religious liberty to his people.

## **Alma 22**

*Aaron teaches the gospel to Lamoni's father, who believes and is born of God*

Hold up an object and ask students how much it is worth. After students respond, explain that generally an item is worth what someone is willing to give or exchange for it.

Write the following questions on the board:

*Why do you want to receive eternal life?*

*What would you be willing to give up in order to receive eternal life?*

Explain that “eternal life, or exaltation, is to inherit a place in the highest degree of the celestial kingdom, where we will live in God’s presence and continue as families (see D&C 131:1–4). . . . This gift is made possible through the Atonement of Jesus Christ” (*True to the Faith: A Gospel Reference* [2004], 52).

Briefly tell students why you want to receive eternal life. As you do so, you may want to display a photograph of your family and a picture of the Savior. Then ask students to ponder the questions on the board as they study Alma 22 together.

Invite a student to read Alma 22:1 aloud. Ask the class to follow along, looking for where the Spirit led Aaron as he continued his missionary service.

- Where did the Spirit lead Aaron?
- What do you remember about Lamoni’s father from the previous lesson?

Summarize Alma 22:2–3 by explaining that even though Lamoni’s father had wanted to see Ammon and be taught by him, he was still eager to learn when Aaron came to him instead.

Invite a student to read Alma 22:5–6 aloud. Ask the class to follow along, looking for what King Lamoni’s father wanted to know. Ask them to report what they find.

Divide the class into small groups. Invite the groups to read Alma 22:7–14 together and make a list of doctrines that Aaron taught to Lamoni’s father. (For example, they might mention that he taught about the Creation, the Fall, and the Atonement.)

After the groups have completed their lists, ask a student to report to the class the list of doctrines that his or her group created.

- How do these doctrines answer the king’s question in Alma 22:6?

Write the following chart on the board:

What Lamoni’s father desired	What he needed to do

Invite a student to read Alma 22:15 aloud. Ask the class to follow along, looking for what the father of King Lamoni desired. Ask students to report what they find.

Write their responses in the left column of the chart.

- What did the king say he was willing to give up in order to receive these blessings?

Point out that although the king was willing to give up all his possessions, Aaron taught him what he needed to do in order to receive eternal life. Invite a student to

read Alma 22:16 aloud. Ask the class to listen for what Aaron said the king needed to do.

- What did Aaron say that the king needed to do? (Write students' responses in the right column of the chart.)
- What principle can we learn from verse 16 about what we must do to be born of God, receive His Spirit, be filled with joy, and inherit eternal life? (Help students identify the following truth: **If we repent of all our sins and call upon God in faith, then we will be born of God, receive His Spirit, be filled with joy, and ultimately receive eternal life.** Invite students to consider marking the phrases in verses 15–16 that teach this principle.)

Invite a student to read Alma 22:17–18 aloud. Ask the class to follow along, looking for the king's response to Aaron's instructions.

- How did the king demonstrate his desire to receive eternal life?
- What do you think it means to "give away" our sins?
- Why do you think it is necessary to repent of all of our sins, not only some of them?

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



"The gospel of Jesus Christ challenges us to change. 'Repent' is its most frequent message, and repenting means giving up all of our practices—personal, family, ethnic, and national—that are contrary to the commandments of God. The purpose of the gospel is to transform common creatures into celestial citizens, and that requires change" (Dallin H. Oaks, "Repentance and Change," *Ensign* or *Liahona*, Nov. 2003, 37).

Invite students to consider whether there are any practices, habits, or traditions they feel they should give up because they are contrary to the commandments of God.

Testify that if we repent of all our sins and call upon God in faith, then we will be born of God, receive His Spirit, be filled with joy, and ultimately receive eternal life. Invite students to apply this principle in their lives.

Summarize Alma 22:19–21 by explaining that after the king was overcome by the Spirit, his servants ran and told the queen all that had happened. She was angry and commanded the servants to kill Aaron and his brethren. Afraid of the power of the Nephite missionaries, the servants refused. The queen was also afraid but was determined to have the Nephites killed. She commanded the servants to go and bring the people to kill Aaron and his companions.

Ask students to read Alma 22:22–26 aloud in pairs, looking for actions that Aaron and the king took so that the queen and others might also become converted and experience joy.

- What did Aaron and the king do to help the queen and the other Lamanites?

Summarize Alma 22:27–35 by explaining that Mormon, the Nephite prophet who abridged and compiled the Book of Mormon, described the geography of the land where the Nephites and Lamanites lived.

Conclude by inviting several students to share something they learned, thought about, or felt during class today. Encourage the class to apply the principles they learned.

## LESSON 85

# Alma 23–24

### Introduction

Following his conversion, the king of the Lamanites proclaimed religious liberty among his people. This proclamation allowed Aaron and his brethren to preach the gospel and establish churches in Lamanite cities. Thousands of Lamanites were converted and never fell away. These converted Lamanites made a covenant to lay down their

weapons of war, and they distinguished themselves from the unconverted Lamanites by calling themselves Anti-Nephi-Lehies. When the unconverted Lamanites attacked them, some of the Anti-Nephi-Lehies sacrificed their lives to keep their covenant.

### Suggestions for Teaching

#### Alma 23

##### *Thousands of Lamanites are converted to the Lord*

Before class, write the following questions on the board: *What is religious freedom? Why is it important?*

Invite students to respond to these questions. As part of this discussion, consider asking a student to read aloud the following statement:

“Religious freedom is more than just the freedom to believe what you want. It’s also the freedom to talk about and act on your core beliefs without interference from government or others, except when necessary to protect health and safety. It also allows people with similar beliefs to form religious organizations that govern their own affairs. ...

“Agency is essential in Heavenly Father’s plan of salvation, and religious freedom ensures we can use our agency to live and share what we believe. Everyone needs to have that freedom, no matter what they believe” (“Religious Freedom,” [lds.org/religious-freedom](https://www.lds.org/religious-freedom)).

Remind the class that before Ammon, Aaron, Omner, Himni, and their brethren began teaching the gospel among the Lamanites, many of the Lamanites were extremely hostile toward the Nephites and their beliefs.

Invite several students to take turns reading aloud from Alma 23:1–5. Ask the class to follow along, looking for what happened after the king of the Lamanites was converted to the Lord and proclaimed religious freedom among his people.

- What happened after the king of the Lamanites proclaimed religious freedom among his people?
- What truths can we learn from these verses about the importance of religious freedom? (Students may identify several truths, including the following: **Religious freedom allows the word of God to go forth without obstruction.**)

Invite a student to read Alma 23:6 aloud. Ask the class to follow along, looking for what helped bring about the conversion of the Lamanites. Invite students to report what they find.

- What helped bring about the conversion of the Lamanites? (The preaching of Ammon and his brethren by the spirit of revelation and the power of God.)

Remind students that conversion involves “changing one’s beliefs, heart, and life to accept and conform to the will of God (Acts 3:19)” (Guide to the Scriptures, “Conversion, Convert,” scriptures.lds.org).

Invite a student to read Alma 23:7 aloud. Ask the class to follow along, looking for what these Lamanites did that helped them become truly converted to the Lord.

Write the following incomplete statement on the board: *To become converted unto the Lord, we must ...*

- Based on what we learn from verse 7, how would you complete this statement to form a principle? (After students respond, complete the statement on the board so it conveys the following principle: **To become converted unto the Lord, we must become righteous and lay down our weapons of rebellion.** Invite students to consider writing this principle in their scriptures next to verse 7.)
- What were the Lamanites’ weapons of rebellion?
- How might the Lamanites’ beliefs, attitudes, and actions also be considered “weapons of rebellion”?

Invite students to come to the board to write examples of “weapons of rebellion” that are common among youth today. Then ask:

- How might these “weapons of rebellion” prevent us from becoming converted unto the Lord?
- What might make it hard for us to lay down our “weapons of rebellion”?

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Ask the class to listen for what will help us lay down our “weapons of rebellion.”



“To set aside cherished ‘weapons of rebellion’ such as selfishness, pride, and disobedience requires more than merely believing and knowing. Conviction, humility, repentance, and submissiveness precede the abandonment of our weapons of rebellion. Do you and I still possess weapons of rebellion that keep us from becoming converted unto the Lord? If so, then we need to repent now” (David A. Bednar, “Converted unto the Lord,” *Ensign* or *Liahona*, Nov. 2012, 108–9).

2012, 108–9).

- How can conviction, humility, repentance, and submissiveness help us lay down our “weapons of rebellion”?

Testify that we can become truly converted to the Lord as we seek to become righteous and as we lay down our “weapons of rebellion.” Invite students to ponder what they must do to lay down any “weapons of rebellion” that may be preventing them from becoming converted to the Lord. Encourage them to act on the promptings they receive.

Summarize Alma 23:8–18 by explaining that Mormon listed various lands and cities in which the Lamanites had been converted to the Lord. The Lamanites who had been converted decided to call themselves “Anti-Nephi-Lehies” (Alma 23:17) to distinguish themselves from their wicked brethren.

### Alma 24

#### *The Anti-Nephi-Lehies covenant never to take up weapons again*

Invite a student to read the following scenario aloud:

After a young woman commits several sins, she experiences sorrow for what she has done and desires to repent. In an interview with her bishop, the young woman confesses her sins. The bishop expresses love and explains that while it may not be easy, this young woman can repent and become clean again. He then teaches her what she will need to do to repent fully. The young woman follows her bishop’s counsel and, in time, feels the Lord’s forgiveness. Later, she feels tempted to commit some of the same sins she had repented of.

- What can make remaining clean after repenting of sins difficult?

As students study Alma 24, invite them to look for what we can learn from the Anti-Nephi-Lehies about how to remain clean after we have repented of our sins.

Summarize Alma 24:1–5 by explaining that the Amalekites and Amulonites, who were former Nephites, stirred many Lamanites up to anger against their king and the other Anti-Nephi-Lehies. In their anger, these Lamanites prepared to attack the Anti-Nephi-Lehies. At this time of strife, the king of the Anti-Nephi-Lehies died. The kingdom was conferred on one of his sons. Ammon gathered with the new king and with Lamoni and others to counsel together and determine how to defend themselves against the Lamanites.

Invite students to read Alma 24:6 silently, looking for what the Anti-Nephi-Lehies determined they would not do.

- What did the Anti-Nephi-Lehies determine they would not do?

Invite several students to take turns reading aloud from Alma 24:7–12. Ask the class to follow along, looking for what the king of the Anti-Nephi-Lehies said about why his people would not prepare for war against their brethren.

Write on the board:

Circumstance —————→ Sin

- According to Alma 24:9, what was one of the sins the Anti-Nephi-Lehies had previously committed? (Write *Murder* on the board under the word “Sin.”)
- What was the circumstance or action the king feared would lead his people to again commit sin? (Write *Use their swords* on the board under the word “Circumstance.”)

Invite a few students to take turns reading aloud from Alma 24:15–18. Ask the class to follow along, looking for what the Anti-Nephi-Lehies did to ensure that they would remain clean.

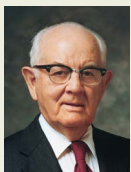
- What did the Anti-Nephi-Lehies do to ensure they would not return to their former sins?

Display the picture *The Anti-Nephi-Lehies Burying Their Swords*, by Del Parson. This picture is available on LDS.org.

- What principle can we learn from the Anti-Nephi-Lehies about how to remain clean after we have repented and received God’s forgiveness? (Using their own words, students may identify the following principle: **To remain clean after we have repented and received God’s forgiveness, we must avoid circumstances that may lead us to sin.** Invite students to consider writing this principle in their scriptures.)



Invite a student to read the following statement by President Spencer W. Kimball (1895–1985):



“In abandoning sin one cannot merely wish for better conditions. ... He must be certain not only that he has abandoned the sin but that he has changed the situations surrounding the sin. He should avoid the places and conditions and circumstances where the sin occurred, for these could most readily breed it again. He must abandon the people with whom the sin was committed. He may not hate the persons involved but he must avoid them and everything associated with the sin” (Spencer W. Kimball, *The Miracle of Forgiveness* [1969], 171–72).

Remind students of the young woman who was tempted to commit some of the same sins she had repented of.

- How might it help this young woman to recognize the circumstances that previously led her to sin?
- What would you encourage her to do to help her avoid committing the same sins she had repented of?

Testify of the importance of avoiding circumstances that may lead us to sin. Give students a moment to ponder whether there are any circumstances in their lives that they need to change in order to repent of and forsake a sin they have been struggling with. Invite them to commit to do whatever is necessary to avoid circumstances that may lead them to sin.



Summarize Alma 24:19–30 by explaining that when an army attacked the Anti-Nephi-Lehies, they kept their covenant to not use their weapons and instead bowed down to pray. After 1,005 Anti-Nephi-Lehies were killed, many of the Lamanites “threw down their weapons of war, ... for they were stung for the murders which they had committed” (Alma 24:25). Over a thousand of the Lamanites joined the Anti-Nephi-Lehies and were also converted unto the Lord.

Conclude by sharing your testimony of the principles taught in this lesson. Remind students to act on any promptings they may have received.

## HOME-STUDY LESSON

# Alma 17–24 (Unit 17)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Alma 17–24 (unit 17) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Alma 17–18)**

From the example of Ammon and his brethren teaching the Lamanites, students learned that by searching the scriptures, praying, and fasting, we can receive the Holy Ghost and teach with power. Ammon's service to King Lamoni also taught an important aspect of missionary service: By being a good example, especially when afflicted, the Lord can make us instruments in His hands. Students were able to see that Ammon's service to Lamoni prepared the Lamanite ruler and others to accept the gospel. King Lamoni's conversion teaches that when we understand our need for the Savior, we will desire to repent.

#### **Day 2 (Alma 19–20)**

Students learned that Ammon's testimony and righteous example helped turn Lamoni's father to the Lord. They also learned that as we act with love, it can lead others to soften their hearts and seek to know the truth.

#### **Day 3 (Alma 21–22)**

The account of Aaron's missionary labors helped students see that if we faithfully persist through our trials, the Lord will help us do His work. Aaron helped King Lamoni's father understand that he could receive salvation only through the merits of Jesus Christ. Like the king, we must be willing to forsake all our sins in order to be spiritually changed and born of God.

#### **Day 4 (Alma 23–24)**

The thousands of Lamanites who accepted the gospel demonstrated that conversion means spiritually changing and becoming a new person through the power of God. Through the example of the Lamanites who became the Anti-Nephi-Lehies, students learned that if we do all we can to repent, God will take away our guilt and help us remain clean. The conversion of the Lamanites indicates that by being faithful to the Lord, we can help others become converted.

### Introduction

The four sons of King Mosiah chose to decline the opportunities and luxuries at home so they could preach the gospel among the Lamanites. The accounts of these four missionaries illustrate how students can prepare to effectively teach the gospel of Jesus Christ to others.

## Suggestions for Teaching

### Alma 17–22

#### *Ammon and his brethren teach two Lamanite kings*

Before class, write the following incomplete statement on the board or on a piece of paper:

*"The single most important thing you can do to prepare for a call to serve [a mission] is to ..."*

Invite a few students to tell what it was like when they saw a family member or a friend return from faithfully serving a full-time mission. Then ask: How was the person different after his or her mission? What do you think caused the change?

Ask students how they might complete the statement on the board. After students respond, share with them how Elder David A. Bednar of the Quorum of the Twelve Apostles completed the statement:



"The single most important thing you can do to prepare for a call to serve [a mission] is to *become* a missionary long before you *go* on a mission" (David A. Bednar, "Becoming a Missionary," *Ensign* or *Liahona*, Nov. 2005, 45).

- In what ways can young men and young women follow Elder Bednar's counsel and become missionaries before they serve full-time missions?

Share the following statement by President Thomas S. Monson:



"Missionary service is a priesthood duty—an obligation the Lord expects of us who have been given so very much. Young men, I admonish you to prepare for service as a missionary. Keep yourselves clean and pure and worthy to represent the Lord. Maintain your health and strength. Study the scriptures. Where such is available, participate in seminary or institute. Familiarize yourself with the missionary handbook *Preach My Gospel*.

"A word to you young sisters: while you do not have the same priesthood responsibility as do the young men to serve as full-time missionaries, you also make a valuable contribution as missionaries, and we welcome your service" (Thomas S. Monson, "As We Meet Together Again," *Ensign* or *Liahona*, Nov. 2010, 6).

Write the following on the board: *The Lord will bless us with the Holy Ghost and power to teach His word as we ...*

Divide the class into four groups. Assign each group one of the following scripture passages: (1) Alma 17:1–4; (2) Alma 17:9–13; (3) Alma 17:19–25; 18:1–9; (4) Alma 17:26–30. (Adapt this activity if you have a small class.)

Invite students to read their assigned passages silently, looking for what the sons of Mosiah did that blessed them with the Spirit and with power as they taught the gospel. Explain that when students are done, you will ask them to share what they discovered and how they would complete the sentence on the board.

After sufficient time, invite a person from each group to explain what the sons of Mosiah did and how the group members would complete the principle on the board. Students' answers may include the following: search the scriptures, fast and pray, be patient, set a good example, trust in the Lord, genuinely serve others, and love others as our brothers and sisters. As students share their answers, list them on the board. Ask students to explain how they think each action or characteristic could help an individual share the gospel more effectively.

If any of your students were converted to the gospel after being taught by full-time missionaries, you may want to ask them to share how they felt as they were learning the gospel.

Remind students that after Ammon defended the king's flock, King Lamoni was astonished at Ammon's power as well as his obedience and faithfulness in fulfilling the king's commands (see Alma 18:8–10). Lamoni was prepared to hear the message Ammon had come to share with him.

Invite several students to read Alma 18:24–29 aloud. Ask the class to follow along, looking for how Ammon built on Lamoni's understanding of God so he could prepare Lamoni to understand true doctrine.

- If you had a conversation about God with a friend of another faith, how could you use beliefs you both share, as Ammon did? How might this effort help your friend?
- What other gospel topics could you talk about with your friends to open opportunities to share the gospel with them?

Remind students that King Lamoni became receptive to hearing about the gospel of Jesus Christ, as did his father. Invite one student to read Alma 18:39–41 aloud—Lamoni's response to learning about Jesus Christ. Invite another student to read Alma 22:14–18 aloud—Lamoni's father's response. Ask the class to follow along, looking for the similarity in the responses of these two men.

- What did both men want to do when they learned about Jesus Christ?

Explain that Lamoni and his father were touched by the Spirit through the teachings of missionaries. As a result, they wanted the blessings of the gospel and were willing to give up their sins and repent. Remind students of the truth they studied this week: **We must be willing to forsake all our sins in order to be spiritually changed and born of God.**

Invite a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles (also found in the lesson for day 3 in the student study guide):



"The gospel of Jesus Christ challenges us to change. 'Repent' is its most frequent message, and repenting means giving up all of our practices—personal, family, ethnic, and national—that are contrary to the commandments of God. The purpose of the gospel is to transform common creatures into celestial citizens, and that requires change" (Dallin H. Oaks, "Repentance and Change," *Ensign* or *Liahona*, Nov. 2003, 37).

Invite students to think about their lives and to consider if they need to forsake any sins in order to be spiritually changed as Lamoni and his father were. Conclude by sharing your encouragement and testimony that as we are willing to give away our sins, the Lord will help us change and grow.

### **Next Unit (Alma 25–32)**

Ask the students to consider this question: What would you say to someone who is an anti-Christ? Explain that in the next unit they will learn how Alma dealt with the questions and ridicule of Korihor, who was an anti-Christ. In addition, they will learn more about faith as they learn how Alma and others strove to teach the apostate Zoramites, who were perverting the ways of the Lord.

## LESSON 86

# Alma 25–26

### Introduction

After destroying the city of Ammonihah, the Lamanites had many other battles with the Nephites and were driven back. Having suffered great losses, many Lamanites laid down their weapons of war, repented, and joined the Anti-Nephi-Lehies. As the sons of Mosiah and their companions concluded their

14-year mission among the Lamanites, Ammon praised the Lord and expressed gratitude for the blessing of being instruments in the hands of God to bring the gospel to the Lamanites.

### Suggestions for Teaching

#### *Exercise faith in the Lord and in the Spirit as you teach*

Teaching gospel principles to youth can feel challenging and overwhelming, but it is the Lord's work, and He will help those who turn to Him in faith. The Lord understands the needs of all students and wants to bless them. Have faith that the Holy Ghost will carry the gospel message to each student and prompt application of gospel principles according to his or her needs and circumstances. Remember that it is "the Comforter which was sent forth to teach the truth" (D&C 50:14).

### Alma 25:1–12

#### *The prophecies of Abinadi are fulfilled*

Invite students to think about warnings prophets have given throughout the history of the world.

- What are some things that prophets have warned about?
- Why do you think some people listen to and obey prophets and others do not?

As students study Alma 25 today, invite them to look for truths that can help them hearken to the prophets and the warnings they give.

Summarize Alma 25:1–3 by explaining that the Lamanites who had slain the people of Anti-Nephi-Lehi but had not been converted directed their anger at the Nephites and destroyed the people of Ammonihah. In the battles that followed, the Nephites overpowered the Lamanites.

Invite a few students to take turns reading aloud from Alma 25:4–8. Ask the class to look for what happened to the Lamanites who were descendants of Amulon and the other wicked priests of King Noah.

- What happened to the descendants of King Noah's wicked priests?

Invite a few students to take turns reading aloud from Alma 25:9–12. Ask the rest of the class to follow along, looking for who prophesied of these events long before they happened.

- Who prophesied of these events?

- What does the phrase “these words were verified” (verse 12) mean? (They were shown to be true and were fulfilled.)
- What truth can we learn from Alma 25:1–12 about the inspired words of prophets? (Using their own words, students may identify the following truth: **The inspired words of prophets will always be fulfilled.** Point out that prophets’ words are inspired when they are spoken under the Lord’s direction [see D&C 1:38].)

### **Alma 25:13–17**

#### *Many Lamanites repent and join the Anti-Nephi-Lehies*

Summarize Alma 25:13–17 by explaining that many of the Lamanites joined the people of God after they realized they could not defeat the Nephites. Like the people of Anti-Nephi-Lehi, they buried their weapons of war and became a righteous people. Ammon and his brethren recognized that their prayers had been answered and that the promises made by the Lord had all been verified (see Mosiah 28:5–7; Alma 17:11).

### **Alma 26**

#### *Ammon rejoices in the Lord’s mercies toward him and his brethren and toward the Lamanites*

Invite a student to read Alma 26:1–2 aloud. Ask the class to follow along, looking for the questions Ammon asked his brethren who had served with him as missionaries among the Lamanites.

- What questions did Ammon ask his brethren?
- In your opinion, what are some of the greatest blessings that those who serve the Lord as missionaries can receive?

Invite a student to read Alma 26:3 aloud. Ask the class to follow along, looking for how Ammon and his fellow missionaries had been blessed.

- How had Ammon and his fellow missionaries been blessed? (God had made them instruments, or tools, in His hands in doing a great work among the Lamanites.)

Display one or more instruments or tools (such as a hammer, a screwdriver, a wrench, a pen or pencil, a paintbrush, a pair of scissors, a computer, or a musical instrument), and ask:

- What do you think it means for someone to be an instrument in the hands of the Lord?

Write the following incomplete statement on the board: *As we become instruments in the Lord’s hands, we can ...*

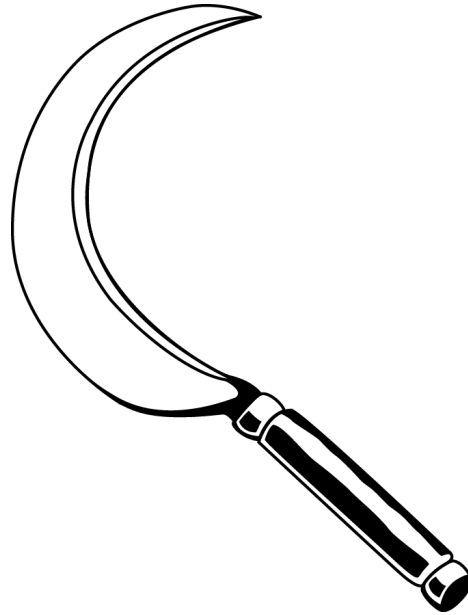
Invite a few students to take turns reading aloud from Alma 26:4–7. Ask the class to follow along, looking for what Ammon and his brethren had accomplished with great effort.

- What do you think it means that Ammon and his brethren had “thrust in the sickle” (verse 5)?

Display or draw a picture of a sickle. Help students understand that a sickle is a farming tool used for cutting grain. The sheaves mentioned in verse 5 are bundles of grain stalks, and garners are grain storehouses.

- According to verse 6, what is the purpose of gathering the harvest into garners?

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Ask the class to listen for the meaning of the sheaves being gathered into garners.



"The sheaves in this analogy represent newly baptized members of the Church. The garners are the holy temples" (David A. Bednar, "Honorably Hold a Name and Standing," *Ensign or Liahona*, May 2009, 97).

Invite students to consider writing *temples* next to the word *garners* in verse 5.

- Based on verses 4–7 and Elder Bednar's explanation, how would you complete the statement on the board to form a principle? (Using students' responses, complete the statement on the board so it conveys the following principle: **As we become instruments in the Lord's hands, we can help God's children find safety through the blessings of the temple.**)
- What are the blessings of the temple? (Students may mention the saving ordinances we receive in the temple—the endowment and temple sealing. They may also mention the spiritual protection and peace we receive as we worship in the temple.)
- What are some ways in which we can help God's children find safety through the blessings of the temple? (We can encourage others to become temple worthy and to attend the temple, and we can perform ordinances in the temple for people who have died without having had the opportunity to receive them.)

Summarize Alma 26:8–10 by explaining that as Ammon praised God and reflected on what he and his brethren had been able to accomplish among the Lamanites, Aaron began to worry that Ammon was boasting.

Invite a few students to take turns reading aloud from Alma 26:11–16, and ask the class to look for reasons Ammon gave for his rejoicing. Invite students to consider marking what they find.



- Why did Ammon rejoice?
- What principles can we learn from these verses? (Students may mention many different principles. The following principle may serve as a summary of their comments: **We experience joy as we faithfully serve the Lord and His children.** You may want to write this principle on the board.)
- When have you experienced joy in the service of the Lord and His children?

Summarize Alma 26:17–22 by explaining that Ammon rejoiced that God had been merciful to him and his brethren, who had once been in an “awful, sinful, and polluted state” (verse 17), and he explained some of the blessings that come to those who repent. Explain that Ammon then described some of the opposition he and his brethren had faced before they began their missions among the Lamanites.

Invite a few students to take turns reading aloud from Alma 26:23–26. Ask the class to follow along, looking for who had opposed Ammon and his brethren when they had announced their decision to preach the gospel to the Lamanites.

- According to these verses, who had opposed Ammon and his brethren?
- Why do you think this opposition might have been difficult for them?

Invite several students to take turns reading aloud from Alma 26:27–30. Ask the class to follow along, looking for what had helped Ammon and his brethren endure the opposition they had faced as missionaries.

- What had helped Ammon and his brethren endure the opposition they had faced?

Summarize Alma 26:31–34 by explaining that Ammon reminded his brethren that many of the Lamanites had truly become converted to the gospel of Jesus Christ, as evidenced by their willingness to sacrifice their lives rather than take up arms against their enemies.

Invite a student to read Alma 26:35–37 aloud. Ask the class to follow along, looking for additional reasons why Ammon was filled with joy and thanksgiving.

- According to verse 35, why was Ammon filled with joy and thanksgiving?
- What doctrine can we learn from verse 35 about who receives God’s mercy? (Help students identify the following doctrine: **God is merciful to all who repent and believe on His name.** Write this doctrine on the board.)

Remind students that some of the Nephites saw the Lamanites as a very wicked people who did not deserve mercy (see Alma 26:24–25). Explain that some people today might see themselves and others in a similar way.

- How could understanding the doctrine taught in verse 35 help someone who might have these same feelings about themselves or others?

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"However late you think you are, however many chances you think you have missed, however many mistakes you feel you have made or talents you think you don't have, or however far from home and family and God you feel you have traveled, I testify that you have *not* traveled beyond the reach of divine love. It is not possible for you to sink lower than the infinite light of Christ's Atonement shines" (Jeffrey R. Holland, "The Laborers in the Vineyard," *Ensign* or *Liahona*,

May 2012, 33).

Testify of the power of the Savior's Atonement to allow forgiveness of sins, big or small, for those who have faith in Jesus Christ and repent. Invite students to repent of their sins as needed so they can receive God's mercy.

## LESSON 87

# Alma 27–29

### Introduction

When the Lamanites were unsuccessful in their attacks on the Nephites, they turned their anger toward the Anti-Nephi-Lehies. Because of the covenant the Anti-Nephi-Lehies had made to never again shed the blood of others, they refused to take up arms to defend themselves.

Ammon led the Anti-Nephi-Lehies to Zarahemla, where they received protection from the Nephites and became known as the people of Ammon. As the Nephites defended the people of Ammon against the Lamanites, thousands of Nephites and Lamanites perished in battle.

### Suggestions for Teaching

#### Alma 27

##### *Ammon leads the people of Anti-Nephi-Lehi to safety among the Nephites*

Invite students to think about major life decisions they might make in the next several years for which they will want the Lord's guidance. Ask students to tell the class the decisions they thought of, and list their responses on the board.

Explain that Alma 27 teaches that the Anti-Nephi-Lehies had a very difficult decision to make. As students study this chapter today, invite them to look for truths about receiving the Lord's guidance when making decisions.

To help students understand the context of the events recorded in Alma 27, remind them that some of the Lamanites had attacked the people of Anti-Nephi-Lehi, who would not defend themselves, and killed more than a thousand of them (see Alma 24:20–24). Some of those Lamanites then attacked the Nephites, destroying the city of Ammonihah, but were then driven from the land by a Nephite army (see Alma 25:1–3).

Summarize Alma 27:1–5 by explaining that the Lamanites returned to the land of Nephi and resumed their attacks on the Anti-Nephi-Lehies. Ammon and his brethren encouraged the king of the Anti-Nephi-Lehies to save his people from destruction by relocating them to the land of Zarahemla.

Invite a student to read Alma 27:6 aloud. Ask the class to follow along, looking for what the king believed would happen if his people followed Ammon's plan.

- What choices did the king now have to decide between? (Stay and be destroyed by the unconverted Lamanites, or leave and possibly be destroyed by the Nephites.)

Invite a student to read Alma 27:7 aloud. Ask the class to follow along, looking for what Ammon offered to do to help the king make his decision. Invite students to report what they find.

- What did Ammon offer to do?
- According to verse 7, what did Ammon ask the king to commit to do?

Divide students into two groups. Invite one group to silently read Alma 27:8 and the other to silently read Alma 27:10. Ask both groups to look for the king's

response to Ammon's question and to consider marking anything about the king's response that stands out to them.

- How did the king respond to Ammon?
- According to verse 8, what consequence was the king willing to submit to if the Lord told them to go? (Slavery for him and his people. Explain that verse 9 records that Ammon told the king that slavery was against Nephite law.)
- According to verse 10, what consequence was the king willing to submit to if the Lord told them to stay? (To perish in the land.)
- What stands out to you about the king's response?

Invite a student to read Alma 27:11–12 aloud, and ask the class look for the instruction Ammon received from the Lord.

- What instruction did Ammon receive from the Lord?
- What principle can we learn from the king's example about obtaining the Lord's guidance while making decisions? (Help students identify the following principle: **When we commit to follow the direction we receive from the Lord, He will guide us to make wise decisions.** Invite students to consider writing this principle in their scriptures.)

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency:



"Once the Lord knows our faith is sufficient that He can be certain we will obey, He will send the Spirit to teach us more clearly and more frequently. The prayer of faith always includes a commitment to obey" (Henry B. Eyring, "The Spirit Must Be Our Constant Companion" [evening with a General Authority, Feb. 7, 2003], 1).

- Why do you think it is important for us to commit to obey the Lord's direction as we seek His guidance?

Invite students to review the list of decisions on the board and consider how committing to obey the Lord's direction might bless them as they make those decisions.

Summarize Alma 27:13–26 by explaining that the Anti-Nephi-Lehies gathered all their people and animals and came to the border of the land of Zarahemla. Ammon and his brethren went ahead to ask the Nephites if they would allow the Anti-Nephi-Lehies to live in their land. While traveling, Ammon and his brethren had a joyful reunion with Alma the Younger. Alma took them to the chief judge, who sought the voice of the people regarding the Anti-Nephi-Lehies. The Nephites chose to give them the land of Jershon and to guard them with their armies. After joining the Nephites, the Anti-Nephi-Lehies became known as the people of Ammon.

Ask a few students to take turns reading aloud from Alma 27:27–30. Invite the class to follow along, looking for what the people of Ammon became known for.

- What impresses you about the people of Ammon? Why?
- According to verse 28, how were these people blessed because of “their hope and views of Christ and the resurrection”?

### Alma 28

#### *The Nephites defeat the Lamanites in a great battle*

Ask a few students to take turns reading aloud from Alma 28:1–6. Ask the class to look for the price the Nephites paid to help the people of Ammon keep their covenant.

- What sacrifices did the Nephites make to help the people of Ammon keep their covenant?

Summarize Alma 28:7–10 by explaining that many thousands of people had died in the wars between the Nephites and the Lamanites in the first 15 years of the reign of the judges.

Explain that while all the Nephites mourned greatly for the loss of their loved ones, there were two very different reactions among the Nephites that accompanied their mourning. Ask students to search Alma 28:11–12 for those two different reactions.

- What two reactions did the Nephites have at the deaths of their loved ones? (Some feared for the eternal state of their loved ones, while others rejoiced to know that their loved ones would be in a state of never-ending happiness.)

Invite a student to read Alma 28:13–14 aloud. Ask the class to follow along, looking for how a person’s wickedness or righteousness can affect those who love that person.

- What principle can we learn from Alma 28:11–14 about how a person’s wickedness or righteousness can affect those who love that person? (Students may identify a variety of principles, but help them identify the following truth: **Wickedness causes great sorrow, while righteousness results in hope and joy because of Christ.** Invite students to consider writing this truth in their scriptures.)

#### ***Help students recognize principles taught in the scriptures***

In some cases, gospel principles taught in the scriptures are preceded by the phrase “and thus we see.” For example, in Alma 28:13–14, Mormon uses “and thus we see” to draw our attention to principles we can learn from the experiences of Ammon and the Anti-Nephi-Lehies. Teach students that as they study and ponder the scriptures, they can find principles on their own by asking themselves, “What do these verses teach me?”

- When have you seen someone face his or her own death or the death of a loved one with hope because of faith in Jesus Christ? (Students’ responses may be about experiences that are very personal and sacred to them. Be sure to be sensitive to students’ feelings and needs.)

## Alma 29

### *Alma glories in bringing souls unto God*

Ask students to write down two or three of their greatest desires in their class notebooks or study journals. Invite a student to read Alma 29:1–3 aloud. Ask the class to follow along, looking for what Alma desired.

- In what ways was Alma’s desire good?

Ask students to read Alma 29:4–5 silently, looking for what these verses teach about desires.

- What do these verses teach about desires?
- Do these verses mean that God gives us everything we want? (Help students understand that God may not grant every desire we have, but He allows us to make choices based on our desires.)
- According to these verses, what outcomes might we experience, depending on our desires and choices?

Write the following truth on the board: **God allows us to make choices based on our desires, whether those desires will lead to our salvation or destruction.**

Invite students to consider marking phrases in verses 4–5 that teach this truth.

To help students further understand this truth, invite a student to read aloud the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles:



“What we insistently desire, over time, is what we will eventually become and what we will receive in eternity. ...

“... Only by educating and training our desires can they become our allies instead of our enemies!” (Neal A. Maxwell, “According to the Desire of [Our] Hearts,” *Ensign*, Nov. 1996, 21, 22).

- What do you think it means to educate and train our desires? How do we do that?

Explain that sometimes people have righteous desires that are not fulfilled in this life, such as the desire to marry in the temple or to have children. You may want to testify of how you have come to know that God will eventually grant us our righteous desires.

Ask students to review the desires they wrote down and to ponder whether they should change any of them to better reflect what the Lord would have them do. Invite them to record any thoughts, ideas, or feelings they have as they ponder.

Invite a few students to take turns reading aloud from Alma 29:6–9. Ask the class to follow along, looking for what Alma gloried in.

- What did Alma say he gloried in?

Summarize Alma 29:10–17 by explaining that Alma wrote about the joy that comes to those who help others to repent and to come unto Christ.

Conclude by reviewing the truths students have learned today and inviting students to apply those truths in their lives.

## LESSON 88

# Alma 30

### Introduction

Following a great battle between the Nephites and the Lamanites, peace settled over the land. About two years later, a man named Korihor began to preach that God did not exist, that there would be no Christ, and that there was no sin. He reviled the leaders of the Church, claiming they were teaching foolish traditions. His false teachings led many people to commit serious sins. Korihor was brought before Alma, who testified of Jesus Christ and taught that all things

testify of a Supreme Creator. Eventually Korihor was struck dumb by the power of God and was convinced of the truth. However, when he asked to have his voice restored to him, Alma denied his request, saying that he would teach false doctrine again if he regained his voice. Korihor spent the rest of his life begging for food until he was trampled to death by a group of Nephite dissenters called the Zoramites.

### Suggestions for Teaching

#### *A caution to gospel teachers*

While a desire to build good relationships with students is appropriate, the desire to be praised, if unrecognized or unchecked, may cause teachers to care more about what the students think of them than they do about helping the students learn and progress. This often leads teachers to substitute methods that are intended to enhance their image in the eyes of the students for methods designed to invite the Holy Ghost. The focus of all religious educators should be to glorify Heavenly Father and to lead their students to Jesus Christ.

### Alma 30:1–18

#### *Korihor, an anti-Christ, ridicules the doctrine of Christ*

Before class begins, poke a small hole in the bottom of a soda can and allow the contents to drain out. Show the can to the class without revealing that it is empty. Ask who wants it and how much they would be willing to pay for it. Have a student step forward, examine the can, and tell the class what is inside. (Instead of a soda can, you could also use any empty box, a bag, or a wrapper that normally contains something students would like.)

- How are false teachings like this soda can? (They are often enticing on the outside but empty on the inside.)

Explain that in today's lesson, students will learn about a man named Korihor. As they study Alma 30, encourage them to consider how Korihor's teachings left him and others spiritually empty.

Tell students that after a time of war against the Lamanites, the people of Ammon (the Anti-Nephi-Lehies) and the Nephites entered into a period of peace. Then Korihor interrupted their peace. Ask students to read Alma 30:6, 12, looking for a word that describes this man. (The word is *Anti-Christ*. Explain that one definition of this word is "anyone or anything that counterfeits the true gospel plan of salvation and that openly or secretly opposes Christ" [Guide to the Scriptures, "Antichrist," scriptures.lds.org].)





(To help introduce Korihor and his teachings to students, you may want to show a segment of the video “All Things Denote There Is a God” [time codes 0:00–1:14]. This video portrays the events recorded in Alma 30 and is available on LDS.org. As students watch the video, invite them to listen for what Korihor taught that was anti-Christ. Then have students do the following activity.)



Prepare the following exercise on a handout or on the board before class. If you put it on the board, ask students to copy it in their notebooks or study journals. It will help them see how Satan and those who serve him use false doctrines to entice us to commit sin.

### False Teachings of Korihor the Anti-Christ

Scripture Reference	False Teaching
1. Alma 30:13–14	a. You cannot know something is true unless you see it. Therefore, you cannot know that there will be a Christ.
2. Alma 30:15	b. There is no such thing as sin. There is no universal standard of what is right or wrong.
3. Alma 30:16	c. People prosper by their own efforts alone. There is no such thing as an atonement.
4. Alma 30:17	d. It is impossible to know about things that will happen in the future, so you should not believe in Christ or follow the words of people who say they are prophets.
5. Alma 30:17 (beginning with “whatsoever a man did ...”)	e. Forgiveness of sin is a crazy idea that comes from false traditions.
6. Alma 30:18	f. There is no life after death, so there is no need to worry about a judgment after this life.

Divide students into pairs. Ask them to read Alma 30:12–18 together. Instruct them to match the scripture references, which are on the left side of the chart, with the false teachings these verses contain, which are on the right side. (Answers: 1–d, 2–a, 3–e, 4–c, 5–b, 6–f.)

To help students analyze Korihor’s teachings, ask the following questions:

- According to Alma 30:18, what did Korihor’s teachings lead the people to do?
- Why do you think these teachings lead people to give in to temptation?
- What can we learn from these verses about the dangers of false doctrines? (Help students identify the following principle: **Satan uses false doctrines to entice us to commit sin.** Write this truth on the board, and invite students to consider writing it in their scriptures.)
- What teachings have you been exposed to that are similar to Korihor’s teachings?

**Alma 30:19–60***Korihor demands a sign from Alma and is struck dumb by the power of God*

Summarize Alma 30:19–30 by explaining that Korihor taught false doctrines in three different Nephite cities. Eventually, he was brought before the chief judge of the land and before Alma, who was the leader of the Church. You may want to point out that one of Korihor’s major arguments was that Church leaders held people in bondage—that their religion took freedom away from people. He also accused Church leaders of seeking personal gain from the labor of the people.



(Instead of summarizing Alma 30:19–30, you may want to show another segment of “All Things Denote There Is a God” [time codes 1:14–5:22]. Ask students to listen for the reasons Korihor gave for teaching these things to the people.)

Ask students to read Alma 30:31 silently, looking for accusations Korihor made against Alma and other leaders of the Church. Invite students to report what they find.

Invite a student to read Alma 30:32–35 aloud. Ask the class to follow along, looking for how Alma responded to Korihor.

- How have you seen the truthfulness of Alma’s response in the lives of Church leaders?

Invite two students to come to the front of the class. Ask them to read Alma 30:37–45 aloud, with one reading the words of Alma and the other reading the words of Korihor. Invite the rest of the class to look for what Alma presented as evidence of God’s existence. After the students have finished reading, thank them and invite them to be seated.



(Instead of inviting two students to read Alma 30:37–45 in front of the class, you may want to show another segment of “All Things Denote There Is a God” [time codes 5:23–7:30]. Invite the class to look for what Alma presented as evidence of God’s existence.)

- What evidences did Alma give for the existence of God? (As students respond, you may want to write their answers on the board. As part of this discussion, emphasize that **all things testify of God**. Invite students to consider marking the words in verse 44 that teach this truth.)
- How does Alma’s response discredit the false teachings of Korihor?
- Of the evidences Alma listed, which are especially powerful to you? Why?

Give students a few minutes to write in their class notebooks or study journals any evidences they have seen that “denote there is a God” (Alma 30:44). Invite several students to share their lists with the class.

- How do these evidences influence you? In what ways might they strengthen your faith and testimony?

Summarize Alma 30:46–50 by explaining that Korihor, still not accepting the signs he had been given, demanded that Alma show him a sign of God’s existence. In response, Korihor was struck dumb by the power of God.



(Instead of summarizing Alma 30:46–50, you may want to show another segment of “All Things Denote There Is a God” [time codes 7:31–9:37]. Ask students to look for Korihor’s choice and what happened as a result.)

Invite a student to read aloud Korihor’s explanation in Alma 30:51–53. Ask students to look for what Korihor wrote about why he had been preaching against God the Father and Jesus Christ.

- Why did Korihor teach these things?
- What do you think Korihor meant when he said that he taught things that were “pleasing unto the carnal mind”? (You may need to explain that Korihor’s teachings appealed to people’s unrighteous physical desires rather than their righteous spiritual desires.)

Summarize Alma 30:54 by explaining that Korihor asked Alma to pray so the curse could be removed from him.

Invite a student to read Alma 30:55 aloud. Ask the class to follow along, looking for how Alma responded.

- Why was the curse not removed from Korihor? (Make sure students understand that Alma discerned that if Korihor received the ability to speak, he would again teach false doctrine to the people. Korihor was regretful because he was beginning to experience some of the consequences of his poor choices, but his heart had not changed. Nevertheless, Alma left Korihor’s request in the hands of the Lord.)

Summarize Alma 30:56–59 by explaining that Korihor was cast out and went from house to house, begging for food. Eventually he went to the Zoramites, who had separated from the Nephites, and was trampled to death.



(Instead of summarizing Alma 30:56–59, you could show the video “All Things Denote There Is a God” [time codes 9:38–11:17]. Ask students to look for what ultimately happened to Korihor.)

Ask students to read Alma 30:60 silently, looking for the principle Mormon taught.

- What principle did Mormon teach? (Students should identify the following principle: **The devil will not support his followers at the last day.** Invite students to consider marking this principle in their scriptures.)
- How is this different from the way Heavenly Father and Jesus Christ care for us? (As students discuss this question, you may want to invite them to read Alma 36:3.)

Testify of the truths that you and the students have discussed in this lesson. Encourage students to act on any promptings they may have received today.

## LESSON 89

# Alma 31

### Introduction

Alma learned that a group of Nephite dissenters called the Zoramites had strayed from the truth of the gospel and “were perverting the ways of the Lord” (Alma 31:1). Saddened by these reports of wickedness, Alma took a group of missionaries to teach the word of God to the Zoramites.

Alma and his companions observed the Zoramites’ apostate worship, materialism, and pride. Alma prayed earnestly that the Lord would comfort him and his companions as they faced this challenge and that they would have success in bringing the Zoramites back to the Lord.

### Suggestions for Teaching

#### Alma 31:1–7

*Alma and his companions leave Zarahemla to preach the word of God to the apostate Zoramites*

Ask students to think about what they would do if a friend or family member began to stray from living the gospel.

- What might be challenging about trying to help someone who is straying from the gospel?

As students study Alma 31 today, invite them to look for truths they can learn from how Alma and several others tried to help a group of people who had strayed from the gospel.

Invite a student to read Alma 31:1–4 aloud. Ask the class to look for concerns that Alma and others had about the Zoramites.

- What were Alma’s feelings when he heard about the iniquity of the Zoramites?
- Why did the Nephites begin to fear because of the Zoramites?

Invite a student to read Alma 31:5 aloud. Ask the class to look for what Alma knew would be the most effective way to help the Zoramites. Explain that in this verse the word *just* means *righteous*.

- What did Alma decide to do to help the Zoramites?
- What truth can we learn from Alma 31:5 about the effect that preaching the word of God can have? (Students may use different words, but be sure they identify the following truth: **Preaching the word of God can have a more powerful effect than anything else in helping people do what is right.** Invite students to consider marking the words and phrases in verse 5 that teach this truth.)
- Aside from preaching the word of God, what are some ways in which people may try to persuade or force others to do what is right?
- Why do you think preaching the word of God can be more powerful than force or anything else in helping people do what is right?

Point out that the word of God—which includes the scriptures and the teachings of prophets—encompasses the doctrines of the gospel of Jesus Christ. Invite a student

to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles. (You may want to write this statement on the board.)



"True doctrine, understood, changes attitudes and behavior" (Boyd K. Packer, "Little Children," *Ensign*, Nov. 1986, 17).

- In what ways might understanding true doctrine, such as truths about our Heavenly Father and His plan of salvation, help someone change his or her attitude or behavior and desire to do what is right?

Invite students to answer the following questions in their class notebooks or study journals. Consider writing these questions on the board.

- What is an example of a doctrine you could share with someone to help him or her become more faithful in living the gospel? Why do you think understanding that particular doctrine would be helpful?

After sufficient time, ask a few students to report to the class what they wrote.

Invite students to tell about a time when they or someone they know gained a greater desire to do what is right as a result of coming to understand the word of God through the scriptures or the teachings of Church leaders. You may also want to share an experience.

Encourage students to prayerfully consider how they can share the word of God with those they know who have strayed from the gospel.

Summarize Alma 31:6–7 by telling students that as a result of Alma's confidence in the power of the word of God, he and seven others went to preach to the Zoramites.

### **Alma 31:8–23**

#### *The Zoramites pray and worship in a false manner*

Write the following question on the board: *What are some reasons why individuals might stray from the gospel?*

Invite students to come to the board and list their responses to this question.

Invite a few students to take turns reading aloud from Alma 31:8–11. Ask the class to follow along, looking for words and phrases that indicate why the Zoramites had strayed from the gospel. Point out that the phrase "performances of the church" is related to ordinances (see verse 10, footnote *a*), as well as to "prayer and supplication to God daily" (verse 10).

- Why had the Zoramites strayed from the gospel? (Add students' responses to the list on the board.)

- What principle can we learn from these verses about what can lead us to stray from the gospel? (Students may identify a variety of principles, including the following: **Choosing to not keep the commandments, participate in gospel ordinances, or pray daily will lead us to stray from the gospel.** Write this principle on the board.)

Invite a student to read aloud the following statement by Elder Rulon G. Craven, who served as a member of the Seventy. Ask the class to listen for what has caused some Church members in our day to temporarily lose their membership in the Church and the blessings associated with the covenants they have made in the temple.



"During the past years I have at times been asked by the Brethren to meet with repentant members of the Church and interview them for the restoration of their temple blessings. This has always been a spiritually moving experience to restore the blessings of those wonderful people who have repented. I have asked some of them the question, 'What happened in your life that caused you to temporarily lose your membership in the Church?' With tear-filled eyes they answered: 'I didn't obey the basic principles of the gospel: prayer, attending church regularly, serving in church and studying the gospel. I then gave in to temptations and lost the guidance of the Holy Spirit'" (Rulon G. Craven, "Temptation," *Ensign*, May 1996, 76).

- Why do you think keeping the commandments, participating in gospel ordinances, and praying daily can protect us from straying from the gospel?

Explain that in Alma 31:12–19, Alma and his companions witnessed how the Zoramites worshipped. Invite a student to read Alma 31:12–14 aloud. Then invite another student to stand on a chair or another object in the center of the room and read Alma 31:15–18 aloud. (Ensure that the student is safe.) Ask the class to follow along, thinking about what they would be concerned about if they heard someone pray in this manner. When the student has finished reading, invite him or her to sit down.

- What concerns would you have if you heard someone pray in this manner?
- What are some false doctrines the Zoramites recited in their prayer?
- What was the attitude of the Zoramites toward other people? (You may want to direct students' attention to the frequency with which the words *we* and *us* appear in the Zoramites' prayer.)

Invite a student to read Alma 31:19–23 aloud. Ask the class to follow along and look for additional problems with the Zoramites' pattern of worship. Ask students to report what they find.

### **Alma 31:24–38**

*Alma prays for strength and success in bringing the Zoramites back to the Lord*

Invite students to read Alma 31:24–25 silently, looking for how the Zoramites' apostasy affected Alma. Ask students to report what they find.



Explain that when Alma saw the wickedness of the Zoramites, he prayed. Divide students into pairs or small groups, and provide them with copies of the following handout. Ask them to work together to study the scripture references and discuss the questions on the handout.

### Alma's Prayer

Read Alma 31:26–30.

- What concerns did Alma express as he prayed?

Read Alma 31:31–32.

- Who did Alma pray for?

Read Alma 31:33–35.

- What did Alma request in his prayer?
- How would you summarize the differences between the Zoramites' prayer and Alma's prayer?

After students have completed the handout, consider inviting a few students to report their responses to the class.

Summarize Alma 31:36 by explaining that after Alma prayed, he “clapped his hands upon” his fellow laborers—which likely means he laid his hands on them and blessed them—and they were filled with the Holy Ghost.

Invite a student to read Alma 31:37–38 aloud. Ask the class to follow along, looking for what Alma and his fellow laborers did and how the Lord blessed them.

- What did Alma and his fellow laborers do?
- What blessings came to Alma and his companions because of Alma's prayer and their faithful actions?

Write the following on the board: *If we pray and act in faith, ...*

- Based on what you have learned from the example of Alma and his companions, how would you complete the statement on the board? (Students may give several different answers that are true. Summarize their answers by completing the statement on the board so it reads as follows: **If we pray and act in faith, the Lord will strengthen us as we seek to bring others to Him.**)

### Encourage students to set goals to apply what they learn

President Thomas S. Monson taught the importance of inviting students to act on what they learn in the classroom:

*“The goal of gospel teaching ... is not to ‘pour information’ into the minds of class members. ... The aim is to inspire the individual to think about, feel about, and then do something about living gospel principles. ...*

*“I hear and I forget;*

*“I see and I remember;*

"I do and I learn" (in Conference Report, Oct. 1970, 107, 108).

Review and testify of the truths students identified in this lesson. Invite them to set a goal to apply one or more of these truths as they strive to live the gospel more faithfully or to help another person do so.



## LESSON 90

# Alma 32

### Introduction

After witnessing the Zoramites' apostate form of worship, Alma and his companions began preaching the word of God to the Zoramites. They began to experience some success among the people who were poor and who had been cast

out of their synagogues. By comparing the word of God to a seed, Alma taught the people how to receive the word of God and increase their faith.

### Suggestions for Teaching

#### *Succeeding as a gospel teacher*

Teaching the gospel is God's work, and He wants you to succeed in that task. When you call on Him daily, you will feel Him strengthen you in your efforts.

#### **Alma 32:1–16**

##### *Humble Zoramites show that they are prepared to hear the word of God*

Invite students to imagine that they have a friend who has asked them how he or she can know if the gospel of Jesus Christ is true. Ask them what they would say to help their friend receive a testimony.

After students share their thoughts, write on the board *How to receive and strengthen a testimony*.

As students study Alma 32 today, invite them to look for principles that help them understand how to receive and strengthen a testimony of Jesus Christ.

Remind students that Alma and his brethren had observed the false worship of the Zoramites, an apostate group of Nephites (see Alma 31).

Invite a student to read Alma 32:1–3 aloud. Ask the class to look for which group of Zoramites showed interest in the missionaries' message. Ask them to report what they find.

- According to Alma 32:3, in what ways were these people poor? (You may want to explain that being "poor in heart" includes being humble, repentant, and ready to hear the word of God.)

Invite a student to read Alma 32:5–6 aloud. Ask the class to follow along, looking for what one of the poor Zoramites asked Alma and how Alma reacted.

- What did one of the Zoramites ask Alma?
- Why did Alma experience great joy?
- What principle can we learn from verse 6 about the importance of humility? (Help students identify the following principle: **Humility prepares us to receive the word of God**. Write this principle under the heading on the board.)

- Why are humility and a willingness to receive the word of God essential in the process of receiving and strengthening a testimony?

Summarize Alma 32:7–16 by explaining that Alma explained that it was good that these people had been cast out of their synagogues, because this humbling experience could lead them to repentance and salvation. He further explained that choosing to be humble is better than being compelled to be humble.

### **Alma 32:17–43**

#### *Alma teaches the Zoramites how to increase their faith*

Explain that Alma identified a false idea that many people have about obtaining a testimony. Ask a student to read Alma 32:17–18 aloud. Invite the class to look for this false idea.

- What false idea did many of the people have about obtaining a testimony?
- What is wrong with demanding a sign before believing? (Signs are a product of faith, not something we should demand before we have faith [see D&C 63:9–10].)

Explain that Alma taught the people what faith is. Invite students to read Alma 32:21 silently, looking for Alma’s definition of faith.

- How did Alma define faith?
- What are some aspects of the gospel of Jesus Christ that you have not seen with your eyes but that you believe are true?

Summarize Alma 32:22–27 by explaining that Alma taught that God wants His children to believe in His words, which He speaks by angels to men, women, and children. To help the Zoramites understand how to believe in the word of God, Alma suggested that they conduct an experiment.

Have a student read Alma 32:27 aloud. Ask the class to look for the experiment Alma invited the Zoramites to conduct.

- What do you think Alma meant when he said to “experiment upon [his] words”?
- Why do you think the experiment will work even for those who begin with only a “desire to believe”?

To help students discover how they can perform this experiment in their lives, invite them to read the first sentence of Alma 32:28 silently.

- What did Alma compare the word of God to? (A seed.)

To help students understand the word that Alma was referring to, invite students to consider writing *Alma 33:22–23* in their scriptures next to Alma 32:28. Invite a student to read aloud Alma 33:22 (beginning with the phrase “cast about your eyes”) and the first sentence of Alma 33:23. Ask the class to follow along, looking for what Alma wanted the Zoramites to begin to believe in.

- According to Alma 33:22, what is the word that Alma was inviting the Zoramites to plant in their hearts? (The doctrines that the Son of God would come to redeem His people, that He would suffer and die to atone for our sins,

that He would be resurrected, and that all mankind will be resurrected and stand before Him to be judged.)



Explain that Alma's description of the experiment of planting the word of God in our hearts can be divided into two phases: Alma 32:28–34 and Alma 32:37–43. Divide students into pairs, and give each student a copy of the accompanying handout.

### Experimenting upon the Word

	What did Alma instruct us to do with the word?	What did Alma say the results will be?
Phase 1 (Alma 32:28–34)		
Phase 2 (Alma 32:37–43)		

To help students understand the first phase of this experiment, invite them to study Alma 32:28–34 with their partners. Ask them to look for what Alma instructed us to do with the word and what the results will be if we do so. Encourage students to write what they learn on their handouts and to consider marking important words or phrases they discover in their scriptures.

After sufficient time, invite a few students to report to the class what they learned.

- What do you think it means to “give place” for the word to be planted in our hearts (Alma 32:28)?
- What do you think it means to feel that the word of God is “swelling” within you?
- How could you summarize as a principle what we can do to help our testimony of Jesus Christ and His gospel begin to grow? (Using their own words, students may identify a principle such as the following: **If we give place in our hearts for Jesus Christ and His gospel, then our testimony of Him will begin to grow.** Add this principle to the list on the board.)

Invite a student to read Alma 32:35 aloud. Ask the class to follow along, looking for what Alma taught about how we can know that the testimony growing within us is real.

- How can we know that the testimony growing within us is real?

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency:



"You have felt the quiet confirmation in your heart and mind that something was true. And you knew that it was inspiration from God. ... It may have come during a talk, lesson, or hymn in church. The Holy Ghost is the Spirit of Truth. You feel peace, hope, and joy when He speaks to your heart and mind that something is true. Almost always I have also felt a sensation of light. Any feeling I may have had of darkness is dispelled, and my desire to do right grows" (Henry B. Eyring, "Gifts of the Spirit for Hard Times," *Ensign*, June 2007, 18).

Ask students to ponder experiences they may have had in which they have felt their testimony of Jesus Christ swell or grow within them. Invite a few students to share their experiences with the class. You may also want to share an experience.

Explain that Alma 32:36 explains that Alma taught that the experiment is not over just because someone plants the seed and discovers it is good and is beginning to grow.

- Why would our faith not yet be perfect after performing the first phase of the experiment?

To help students understand the second phase of this experiment, invite them to study Alma 32:37–43 with their partners. Ask them to look for what Alma further instructed us to do with the word and what the results will be if we do so.

Encourage students to write what they learn on their handouts and to consider marking important words or phrases they discover in their scriptures.

After sufficient time, invite a few students to report to the class what they learned.

- What principle can we learn from Alma 32:37–43 about what we can do to help our testimony of Jesus Christ and His gospel to continue to grow? (After students respond, add the following principle to the list on the board: **As we diligently nourish God's word in our hearts, our testimony of Jesus Christ and His gospel will continue to grow.**)
- What can we do to nourish the word?
- According to verses 38–40, what will happen if we neglect the word of God that has been planted in our hearts?

Display a piece of fruit and ask:

- According to verse 42, how did Alma describe the fruit that results from diligently nourishing a testimony of Jesus Christ and His gospel?
- According to verse 41, what does this fruit represent? (Everlasting life.)

Point out that the ultimate purpose of obtaining a testimony is not just to know whether the gospel of Jesus Christ is true. Rather, the ultimate purpose of gaining a testimony is to help us prepare for eternal life—to become like Heavenly Father and Jesus Christ and to dwell with Them and our righteous family members for eternity.

Invite a few students to share how diligently nourishing God's word in their hearts has helped them strengthen their testimony of Jesus Christ and His gospel. Consider sharing your own experiences as well.

Conclude by inviting students to record in their class notebooks or study journals how they will strengthen their testimonies of Jesus Christ and His gospel by applying the principles they learned from Alma 32.

## HOME-STUDY LESSON

# Alma 25–32 (Unit 18)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Alma 25–32 (unit 18) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### Day 1 (Alma 25–29)

Students learned the following principles as they studied about Ammon’s joy in the success he and his brothers experienced preaching the gospel: As we prepare and humble ourselves, the Lord strengthens us and uses us as an instrument in His hands. We experience joy as we faithfully serve the Lord and His children. As the Lamanites converted to the gospel and refused to take up arms, students learned that when we are fully converted to the Lord, we keep the covenants we have made with Him. From Alma’s example, students recognized that we will experience joy as we help others to repent and come unto Jesus Christ.

#### Day 2 (Alma 30)

By reading about the teachings of Korihor, an anti-Christ, students learned that Satan uses false doctrines to entice us to commit sin. Alma responded to Korihor’s teachings by declaring that **all things testify of God as Supreme Creator**. After reading that Korihor was trampled to death, students understood Mormon’s recorded principle: “The devil will not support his children [his followers] at the last day” (Alma 30:60).

#### Day 3 (Alma 31)

As students read about Alma’s intention to reclaim the Zoramites from apostasy, they learned the following principles: As we study the word of God, it will lead us to do what is right. Our daily efforts to pray and keep the commandments fortify us against temptation. If we pray and act in faith, then we will receive divine help in our trials.

#### Day 4 (Alma 32)

As students read about Alma’s success in preaching to the poor among the Zoramites, they learned that humility prepares us to receive the word of God. Alma compared exercising faith to planting a seed and nourishing it. Students learned that if we diligently nourish our faith in God’s word in our hearts, our faith and our testimony of Jesus Christ and His gospel will grow.

## Introduction

Begin this lesson with an activity to help students seek to be instruments in God’s hands. The majority of the lesson, however, will focus on the consequences of believing and acting on false ideas in contrast to believing and acting on the word of God, as illustrated in Alma 30–32.

## Suggestions for Teaching

### Alma 25–29

*Ammon and the sons of Mosiah glory in the Lord as many Lamanites are converted to the gospel*

As recorded in Alma 26, Ammon and his brethren rejoiced over their success in the work of the Lord. Ask students to read Alma 26:1–4, 11–13, looking for what Ammon and his brethren accomplished and how they were able to accomplish it. Remind them that these verses teach the following principle: **As we humble ourselves, the Lord strengthens us and uses us as instruments in His hands.**

### Alma 30

*Korihor ridicules the doctrine of Christ*

Show the class a seed. Ask students to list examples of things they like that come from seeds. In contrast to some of the plants, fruits, and vegetables students may have mentioned, point out that it is possible that a seed could grow into a plant that produces bitter or even poisonous fruit or that could choke out other good plants.

Write the words *idea* and *belief* on the board, and ask the following question:

- How might an idea or a belief be like a seed?

Explain that as students study and discuss Alma 30–32 in class today, they will contrast the consequences of following false ideas with the consequences of following the word of God.

Ask students to explain who Korihor was. Invite them to read Alma 30:12–18, 23 and identify the false ideas Korihor taught. After they have had time to read, invite them to list on the board or on a piece of paper two or three of Korihor’s false ideas that they think could be especially dangerous to someone’s religious beliefs. Then ask the following questions:

- What are some actions that these ideas might lead to? (As students answer, point out that an idea leading to an action is like a seed growing into a plant.)
- According to Alma 30:18, what did Korihor’s teachings lead the people to do? (As students answer, emphasize that **Satan uses false doctrines to entice us to commit sin.**)

Invite a student to summarize what happened to Korihor. (If students need help, invite them to use the chapter heading for Alma 30 or to read Alma 30:52–53, 59–60.)

### Alma 31

*Alma leads a mission to reclaim the apostate Zoramites*

Remind students that the Zoramites believed false ideas and had fallen into false, or apostate, practices. In Alma 31:5 we learn that **as we study the word of God, it will lead us to do what is right.**

## Alma 32

### *Alma teaches the poor of the Zoramites how to exercise faith*

Remind students that though many of the Zoramites refused to receive the word of God, Alma began to have success among the poor. He taught them how to exercise faith. Ask students to review Alma 32:21, a scripture mastery verse. Then ask them to explain what this verse teaches about faith.

Remind students that Alma used a seed to teach about the process of developing faith. Then ask the following questions:

- What phrases in Alma 32:28 indicate that a seed, or in this case the word of God, is good?
- What effect does the word of God have on us when we allow it to be planted in our hearts?

Tell students that Alma urged the Zoramites to experiment with the word, or to plant it in their hearts by believing it and acting on it. Invite them to read Alma 33:22–23, looking for what “word” Alma specifically desired that the people plant in their hearts. You may want to encourage students to write these verses as a cross reference next to Alma 32:28.

Have students read Alma 32:28–29, 31, 37, 41–43, looking for the rewards we receive from believing and acting on the word of God. As students respond, be sure the following principle is clear: **If we diligently nourish our faith in God’s word in our hearts, our faith and our testimony of Jesus Christ and His gospel will grow.**

To conclude this lesson, invite students to share their response to lesson 4, assignment 4 in their study journals—about the results they have seen in their lives as they have followed the experiment Alma described in Alma 32.

## Next Unit (Alma 33–38)

Ask students: What is the danger of procrastinating repentance? Explain that Amulek answered this question and gave a warning. In next week’s lessons they will also study the counsel Alma gave to two of his sons as he approached the end of his life. He gave details about his conversion—changing from someone who fought against God to someone who fought for God—and about how he felt when he was freed from the guilt and pain of his sins.



## LESSON 91

# Alma 33

### Introduction

A group of Zoramites desired to know how to follow Alma's counsel to plant the word of the Lord in their hearts and exercise faith. Using the scriptures, Alma taught the people about worship, prayer, and the mercy we can receive from God because of the Savior. He encouraged the people to look to Jesus Christ and believe in the power of His Atonement.

*Note:* Lesson 94 provides an opportunity for three students to teach. You may want to select three students now and give them copies of the designated portions of lesson 94 so they can prepare. Encourage them to study the lesson material prayerfully and to seek the guidance of the Holy Ghost so they will know how to adapt the lesson to the needs of their classmates.

### Suggestions for Teaching

#### Alma 33

*Alma teaches the Zoramites to begin to believe in Jesus Christ*

*Sunday Monday Tuesday Wednesday Thursday Friday Saturday*

Begin class by writing the days of the week (*Sunday* through *Saturday*) in a horizontal line on the board. Invite students to do the same on a page in their class notebooks or study journals. Next, invite them to write a number under each day to represent the number of times they typically think about God on that day. Explain to students that they will not be asked to share this information with anyone and they should give their best estimations.

After sufficient time, write the number *1* on the board under *Sunday* and ask:

- What concerns might you have for a person who thinks about God only once a week?

Remind students that the Zoramites were Nephites who had been members of the Church of Jesus Christ but had left the faith. Ask students to summarize what they learned in Alma 31 about the Zoramites' form of worship. (See Alma 31:22–23. The Zoramites offered the same prayer once a week in the synagogue, and they never spoke of God again during the rest of the week.)

To help students further understand the context of Alma 33, remind them that Alma 32 contains Alma's invitation to the poor and humble Zoramites to "exercise a particle of faith" (Alma 32:27) and experiment upon the word, or the truths, that he taught them.

Invite a student to read Alma 33:1 aloud. Ask the class to follow along, looking for the questions these Zoramites had.

- What did these Zoramites want to know how to do?

Write the following question on the board: *How do we exercise faith?* Invite students to look for at least three answers to this question as they study and discuss Alma 33.

Explain that as Alma began to answer the Zoramites' question about how to exercise faith, he corrected a false idea they had about worship. Invite a student to read Alma 33:2 aloud. Ask the class to follow along, looking for the Zoramites' false idea about worshipping God.

- Why did these Zoramites think they could not worship God?

Explain that Alma quoted teachings of a prophet named Zenos to correct the Zoramites' false ideas about worshipping God.

Ask students to read Alma 33:3 silently, looking for the word Alma used interchangeably with *worship*. (The word is *prayer*, which is a form of worship.)

Invite several students to take turns reading aloud from Alma 33:4–10. Ask the class to follow along, looking for each circumstance in which Zenos said he prayed.

- When and where did Zenos pray? (Explain that Zenos's example illustrates that we can pray at any time and in any place.)
- What principle can we learn from Zenos about how to exercise faith? (Using their own words, students may identify a principle similar to the following: **We can exercise faith in God by sincerely praying to Him at any time and in any place.** Write this principle on the board under the question "How do we exercise faith?" Invite students to consider writing this principle in their scriptures.)
- In what ways is prayer an exercise of faith in Heavenly Father and Jesus Christ?

Ask students to think of experiences in which they have prayed to Heavenly Father at times or in places other than their regular church meetings and to ponder how those experiences have strengthened their faith. Invite a few students to share their experiences. You may also want to share an experience.

Invite students to review Alma 33:4–5, 8–9 silently. Ask them to look for phrases that mention God's mercy (such as "thou art merciful" and "thou wast merciful").

- Why do you think Alma wanted the Zoramites to understand that God is merciful? (You may want to remind students that the Zoramites had turned away from sincerely worshipping God and had stopped believing in Jesus Christ.)

Explain that the words of Zenos and another prophet named Zenock help us understand a reason why we are able to receive God's mercy.

Invite a few students to take turns reading aloud from Alma 33:11–16. Ask the class to follow along, looking for a phrase that appears four times in these verses. (The phrase is "because of thy Son." You may want to encourage students to mark this phrase.)

**Identifying repeated words and phrases**

Prophets often emphasize truths through repetition. As students discover repeated words, phrases, and ideas, ask them to consider what truth the writer is teaching and why it is important to understand it.

- What do you think Zenos meant when he said, “Thou hast turned thy judgments away from me, because of thy Son”? (Jesus Christ, the Son of God, makes it possible for God’s judgments—the demands of justice—to be turned away from us. These judgments include consequences for our sins that would prevent us from returning to live with God.)
- What did Jesus Christ do to take the consequences of our sins upon Himself? (During His Atonement, He suffered and died to pay the penalty for our sins.)
- How would you summarize a truth from verses 11–16 about the blessings we can receive because of Jesus Christ and His Atonement? (Students may identify a variety of truths, but be sure to emphasize that **we can receive forgiveness for our sins because of Jesus Christ and His Atonement**. You may want to invite students to write this truth in their scriptures near Alma 33:11–16.)

Explain that the words of Zenos and Zenock that Alma cited testify that we can receive forgiveness for our sins, as well as other mercies from God, as we exercise faith in Him and in His Son, Jesus Christ.

Ask students to read Alma 33:12–14 silently, looking for the source Alma used when he shared these teachings.

- Why was Alma familiar with the words of Zenos and Zenock? (Because the words were in the scriptures [the brass plates]. You may want to point out that Alma’s words in verses 12 and 14 suggest that the Zoramites also had access to these scriptures.)
- What principle can we learn from these verses about how we can exercise and strengthen our faith? (Using their own words, students may identify a principle similar to the following: **If we study the scriptures, we can learn of Jesus Christ and strengthen our faith in Him**. Write this principle on the board under the question “How do we exercise faith?”)
- Why do you think studying the scriptures strengthens our faith in Jesus Christ?
- What is something you have read recently in the scriptures that has strengthened your faith in Jesus Christ?

Point out that Alma referred to another scripture account to help the Zoramites develop faith in Jesus Christ. Display the picture *Moses and the Brass Serpent* (*Gospel Art Book* [2009], no. 16; see also [lds.org/media-library](http://lds.org/media-library)).

Invite a student to summarize this account. Be prepared to add the following details as needed: When Moses was leading the Israelites in the wilderness, many people began to rebel against him and the Lord. In response to this disobedience, the Lord sent poisonous serpents that bit the people. The people went to Moses for help. Moses prayed and was instructed to make a serpent on a pole for the people to look upon. He obeyed, making a serpent out of brass. (See Numbers 21:4–9.)



Have a student read Alma 33:19–20 aloud. Invite the class to identify what happened to those who looked at the brass serpent and what happened to those who chose not to look.

- According to Alma 33:20, why did many choose not to look?

Ask students to ponder whether they would choose to look if they were in that situation.

- Who or what do you think the brass serpent on the pole might represent?

Display the picture *The Crucifixion* (*Gospel Art Book*, no. 57; see also [lds.org/media-library](http://lds.org/media-library)). Explain that the brass serpent on the pole was a “type” (Alma 33:19). In other words, it was a symbol of something that was going to happen in the future. It represented Jesus Christ on the cross (see John 3:14).



- In what ways were the Zoramites in a position similar to that of the Israelites who had been bitten by serpents? (Like the Israelites, the Zoramites needed to choose whether or not to believe in Jesus Christ and the power of His Atonement. Choosing not to believe in Jesus Christ would lead the Zoramites to experience spiritual death—or separation from God—because of their sins.)

Ask students to read Alma 33:21–23 silently, looking for what Alma pled with the Zoramites to do so they could be healed spiritually.

- What did Alma plead with the Zoramites to do? (“Begin to believe in the Son of God” [verse 22].)
- What truth can we learn from Alma 33:22–23 about how to exercise faith? (Students should identify the following truth: **We exercise faith by choosing to believe in Jesus Christ and His Atonement.** Write this truth on the board under the question “How do we exercise faith?”)

To emphasize that belief in Jesus Christ is a choice we make, direct students’ attention to the following phrase in Alma 33:23: “And even all this can ye do if ye will.” You may want to encourage students to mark this phrase.

Write the following statement on the board, and consider encouraging students to write it in their scriptures. (The statement is found in “Inquire of the Lord” [evening with a General Authority, Feb. 2, 2001], 1.)

*“Each child in each generation chooses faith or disbelief. Faith is not an inheritance; it is a choice” (President Henry B. Eyring).*

Testify of the importance of choosing to believe in the Savior.

Ask students to answer the following question in their class notebooks or study journals. (You may want to write this question on the board.)

- What do you feel Heavenly Father would like you to do to exercise greater faith in Jesus Christ?

Encourage students to do whatever they feel Heavenly Father would like them to do to exercise greater faith in Him and in His Son, Jesus Christ.

## LESSON 92

# Alma 34–35

### Introduction

After Alma taught the Zoramites to believe in the Son of God, Amulek declared his own testimony of Jesus Christ, providing a second witness. Amulek, Alma's companion, emphasized that the Atonement of Jesus Christ is necessary for the salvation of all mankind and that individuals can receive all the blessings of the Atonement as they exercise faith unto repentance. Many Zoramites heeded Amulek's invitation to

repent. When the repentant Zoramites were cast out of the land by their wicked rulers and priests, the Nephites and the people of Ammon gave them food, clothing, and lands for their inheritance. As a result, the Lamanites and unrepentant Zoramites began to make preparations for war against the Nephites and the people of Ammon.

### Suggestions for Teaching

#### *Teach by the Spirit and testify of Jesus Christ*

Do all you can to create an atmosphere in which students can be taught by the Holy Ghost. One of the most meaningful ways to create such an atmosphere is to focus your examples and discussions on the Savior, bear testimony of Him often, and provide opportunities for students to bear testimony of Him.

#### Alma 34:1–14

##### *Amulek teaches the Zoramites about the Atonement of Jesus Christ*

Write the following phrase on the board: *Imagine life without ...*

Hold up an object that many young people value (such as a cell phone) and ask:

- What do you imagine life would be like without this object?

Next, hold up a bottle or glass of water (or something else that is essential to sustain life).

- What would life be like without water?

After students have discussed the necessity of water, complete the statement on the board so it reads as follows: *Imagine life without the Atonement of Jesus Christ.*

- How would life be different without the Atonement of Jesus Christ?

To help students understand the context of Alma 34, remind them that the Zoramites believed there would “be no Christ” (Alma 31:16). Alma encouraged them to try an experiment by choosing to believe in Jesus Christ (see Alma 32–33).

Summarize Alma 34:1–4 by explaining that Amulek reminded the Zoramites that they had been taught many times about Jesus Christ.

Invite a student to read Alma 34:5–7 aloud. Ask the class to follow along, looking for what Amulek said Alma had already proved to the Zoramites.

- What did Amulek say that Alma had already proved to the Zoramites? (That “the word is in Christ unto salvation” [verse 6].)

Point out that Amulek then shared his own testimony of the Savior. Ask a few students to take turns reading aloud from Alma 34:8–10. Invite the class to follow along, looking for phrases that teach why we need Jesus Christ.



**Alma 34:9–10** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- According to verse 8, what did Amulek teach that Jesus Christ would do for us?
- Which words in verse 9 help us understand why we need the Savior's Atonement?
- What causes us to be "fallen" and "lost" (verse 9)? (The Fall of Adam and Eve, as well as our own sins.)
- Which words in verse 10 describe the Savior's sacrifice for us? (Invite students to consider marking the phrase "infinite and eternal sacrifice" in verse 10.)
- How would you summarize Amulek's teachings in Alma 34:8–10 as a statement of doctrine? (Using their own words, students should identify the following doctrine: **Without the infinite and eternal Atonement of Jesus Christ, all mankind would be lost forever.** Write this doctrine on the board.)

To help students understand how the Savior's Atonement is infinite, ask a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles:



"His Atonement is infinite—without an end [see 2 Nephi 9:7; 25:16; Alma 34:10, 12, 14]. It was also infinite in that all humankind would be saved from never-ending death. It was infinite in terms of His immense suffering. ... It was infinite in scope—it was to be done once for all [see Hebrews 10:10]. And the mercy of the Atonement extends not only to an infinite number of people, but also to an infinite number of worlds created by Him [see D&C 76:24; Moses 1:33]. It was infinite beyond any human scale of measurement or mortal comprehension.

"Jesus was the only one who could offer such an infinite atonement, since He was born of a mortal mother and an immortal Father. Because of that unique birthright, Jesus was an infinite Being" (Russell M. Nelson, "The Atonement," *Ensign*, Nov. 1996, 35).

- Why was Jesus Christ the only one who could atone for the sins of the world?

Summarize Alma 34:11–14 by explaining that Amulek taught that the law of Moses and the sacrifices offered under that law pointed to the infinite and eternal sacrifice of Jesus Christ.

### **Alma 34:15–41**

#### *Amulek teaches the Zoramites how to exercise faith unto repentance*

Point out that although Jesus Christ performed the Atonement for all people, we are not automatically saved from our sins.



Invite a student to read Alma 34:15–17 aloud. Ask the class to follow along, looking for what we must do to receive salvation.

- According to Alma 34:15, what must we do to receive salvation through Jesus Christ? (Help students see that we must “believe on his name” and “have faith unto repentance.” Write the following principle on the board: **Jesus Christ brings salvation to all who believe on His name and exercise faith unto repentance.**)
- What do you think it means to exercise faith unto repentance?

To help students understand what it means to exercise faith unto repentance, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



“We need a strong faith in Christ to be able to repent. ... Faith in Christ will change our thoughts, beliefs, and behaviors that are not in harmony with God’s will.

“... Repentance means a change of mind and heart—we stop doing things that are wrong, and we start doing things that are right” (Dieter F. Uchtdorf, “Point of Safe Return,” *Ensign* or *Liahona*, May 2007, 100).

- Why is it important to understand that repentance requires that we not only stop doing that which is wrong, but we start doing things that are right?
- According to Alma 34:17, what did Amulek encourage the Zoramites to start doing in order to exercise faith unto repentance?

Remind students that these Zoramites had believed that they could not pray or worship because the wealthy Zoramites did not allow them to enter the synagogues (see Alma 32:5–10). Summarize Alma 34:18–30 by explaining that Amulek encouraged these Zoramites to exercise their faith unto repentance by praying to God continually for their own welfare and for the welfare of others. He also instructed them to be charitable to others.

To help students consider additional ways we can exercise faith unto repentance, ask them to respond to the following examples:

1. A young man has developed a habit of using inappropriate language. What are some ways he could exercise faith unto repentance to become free of this habit? (Answers might include avoiding media that contains inappropriate language, praying for help, asking family members and friends for help, and participating in activities that invite the Spirit.)
2. A young woman and young man have become involved in an inappropriate relationship. They have felt the Holy Ghost prompt them to end this relationship immediately. How might following this prompting represent faith unto repentance? What other steps might they need to make to ensure they are on the path to complete repentance? (Answers may include seeking guidance from the bishop or branch president and praying for strength and forgiveness.)

Point out that some individuals may choose to delay repenting of their sins.



Invite a few students to take turns reading aloud from Alma 34:31–36. Ask the class to follow along, looking for truths Amulek taught that help us understand why we should not delay repentance.

- What truths did Amulek teach that help us understand why we should not delay or procrastinate our repentance? (Students may identify several truths, including the following: **This life is the time for us to prepare to meet God. If we procrastinate the day of our repentance, we will become subject to the spirit of the devil.**)
- According to verse 36, why does procrastinating our repentance lead us to become subject to the spirit of the devil? (Because we remain spiritually unclean and unworthy of the companionship of the Spirit of the Lord. Those who do not repent ultimately cannot return to dwell in God's presence eternally.)

Invite students to silently ponder whether there are any sins they need to repent of. Share your testimony that because of Jesus Christ and His Atonement, we can receive the blessings of salvation if we choose to believe on His name and exercise faith unto repentance rather than procrastinate our repentance.

Summarize Alma 34:37–41 by explaining that Amulek encouraged the Zoramites to take upon themselves the name of Christ, to humble themselves, to be grateful, and to be patient in their afflictions.

### **Alma 35**

#### ***Repentant Zoramites go to dwell among the righteous***

Summarize Alma 35 by explaining that many Zoramites repented of their sins. They were cast out of the land by their wicked rulers and priests, and they went to live in the land of Jershon with the people of Ammon. The people of Ammon gave them lands, and the Nephites sent their armies to protect them.

To conclude this lesson, review with students the truths you have discussed and encourage students to apply these truths in their lives.

## LESSON 93

# Alma 36

### Introduction

After his mission to the Zoramites, Alma counseled each of his sons individually. His counsel to his son Helaman is found in Alma 36 and 37. Alma testified to Helaman that God would deliver those who put their trust in Him. To illustrate this truth, Alma described his experience years earlier when he was delivered from the pain of his sins through the Atonement of Jesus Christ. He also told of his efforts to bring others to Christ and experience the joy of repentance for themselves.

*Note:* Lesson 94 provides an opportunity for three students to teach. If you have not already done so, you may want to select three students now and give them copies of the designated portions of lesson 94 so they can prepare. Encourage them to study the lesson material prayerfully and to seek the guidance of the Holy Ghost so they will know how to adapt the lesson to the needs of their classmates.

### Suggestions for Teaching

#### *Encourage students to pray for guidance when completing assignments*

When you give students assignments, such as teaching a portion of a lesson, encourage them to pray for guidance as they complete their assignments. Your encouragement will increase their confidence that they can receive enlightenment through the Spirit (see D&C 6:14–15).

#### **Alma 36:1–5**

##### *Alma teaches Helaman about God's power to deliver*

Ask students to think about the positive ways in which the testimony or a particular teaching of their parents has influenced them. Invite one or two students to share their thoughts with the class.

Explain that chapters 36–42 in the book of Alma contain counsel from Alma to his sons. Chapters 36–37 are addressed to Helaman, chapter 38 is addressed to Shiblon, and chapters 39–42 are addressed to Corianton.

Encourage students to imagine themselves in Helaman's position as he listened to his father's testimony in Alma 36:1–5. Invite a student to read these verses aloud. Ask the class to follow along, looking for what stands out to them about Alma's testimony.

- In these verses, what stands out to you most? Why?

#### **Alma 36:6–22**

##### *Alma describes his rebellion and explains how he received forgiveness*

Explain that as further testimony of God's power to deliver those who put their trust in Him, Alma shared his experience of being delivered from the pain of his sins.

Display the picture Conversion of Alma the Younger (*Gospel Art Book* [2009], no. 77; see also [lds.org/media-library](http://lds.org/media-library)).

Ask students to scan Alma 36:6–9 and summarize what happened to Alma as he and the sons of Mosiah went about seeking to destroy the Church.

Invite a student to read Alma 36:10 aloud. Ask the class to follow along, looking for how long Alma suffered after the angel visited him.



- How long did Alma say he suffered after the angel visited him?

Explain that in Alma 36:11–17 we receive a much more detailed account of what Alma experienced during the three days and three nights of his suffering than we do in other accounts of his conversion (see Mosiah 27 and Alma 38).

Assign students to work in pairs. Invite the partnerships to study Alma 36:11–16, looking for Alma's expressions of fear or pain. Ask students to consider marking what they discover. After sufficient time, invite students to report the words or phrases they found and to explain what those words or phrases mean.

To help students better understand the words *racked*, *harrowed*, and *torment*, invite a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"*Racked* means 'tortured.' Anciently a rack was a framework on which the victim was laid with each ankle and wrist tied to a spindle which could then be turned to cause unbearable pain.

"A harrow is a frame with spikes through it. When pulled across the ground, it rips and tears into the soil. The scriptures frequently speak of souls and minds being 'harrowed up' with guilt.

"*Torment* means 'to twist,' a means of torture so painful that even the innocent would confess" (Boyd K. Packer, "The Touch of the Master's Hand," *Ensign*, May 2001, 23).

- What can Alma's experience teach us about the effects of sin? (Help students identify the following truth: **Sin leads to great pain, suffering, and regret.**)

Point out that Alma did not immediately experience all the effects of his sins as soon as he committed them.

- Why do you think it is important to realize that we may not feel the effects of our sins immediately?

Ask students to ponder experiences in which they have felt pain or regret for their sins. Invite a student to read Alma 36:17 aloud. Ask the class to follow along, looking for what Alma remembered while he was feeling intense pain and remorse for his sins. Invite students to consider marking what they find.

- According to Alma 36:17, what did he remember?

Ask a student to read Alma 36:18 aloud. Invite the class to look for what Alma did to act on his father's teachings.

- What did Alma do to act on his father's teachings?

Point out that Alma's prayer demonstrated his willingness to exercise faith in Jesus Christ and His Atonement. Write the following incomplete statement on the board: *If we exercise faith in Jesus Christ and His Atonement, then He will ...*

Invite students to search Alma 36:19–22 silently, looking for words and phrases that describe how Alma's feelings changed after he prayed for mercy. Ask students to consider marking what they find.

- What words or phrases did you find that describe how Alma's feelings changed?

Ask the following question about each of the words and phrases students have found:

- What does that phrase (or word) teach you about the power of the Savior's Atonement? (As students respond, help them see that not only was Alma's pain removed, but he was also filled with joy.)
- Based on what we have learned from Alma's experience, how would you complete the statement on the board? (Using students' words, complete the statement on the board so that it conveys the following principle: **If we exercise faith in Jesus Christ and His Atonement, then He will deliver us from the pain of our sins and fill us with joy.**)

Explain that following Alma's experience, he continued his repentance by confessing his sins and striving to repair all the harm he had done (see Mosiah 27:32–35). Similarly, we can exercise faith in Jesus Christ and His Atonement by praying to Heavenly Father for forgiveness and doing all that is necessary to repent of our sins.

Point out Alma's words in Alma 36:19, "I was harrowed up by the memory of my sins no more." Read aloud the following situation, and ask students to consider how they would respond:

A friend asks you, "If I can remember my sins and still feel sorry for them, does it mean I haven't been forgiven?"

Ask students to explain how Alma's experiences relate to this situation. After students have responded, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



"Satan will try to make us believe that our sins are not forgiven because we can remember them. Satan is a liar; he tries to blur our vision and lead us away from the path of repentance and forgiveness. God did not promise that we would not remember our sins. Remembering will help us avoid making the same mistakes again. But if we stay true and faithful, the memory of our sins will be softened over time. This will be part of the needed healing and sanctification process.

Alma testified that after he cried out to Jesus for mercy, he could still remember his sins, but the memory of his sins no longer distressed and tortured him, because he knew he had been forgiven (see Alma 36:17–19)” (Dieter F. Uchtdorf, “Point of Safe Return,” *Ensign or Liahona*, May 2007, 101).

- Based on President Uchtdorf’s statement, how would you explain what it means to be “harrowed up by the memory of [our] sins no more” (Alma 36:19)?

Testify that if we exercise faith in Jesus Christ and His Atonement, He will deliver us from the pain of our sins and fill us with joy. Encourage students to think of how they might apply what they have learned from Alma’s experience.

### Alma 36:23–30

#### *Alma explains why he labors continually to bring others to repentance*

To help students understand why Alma labored to bring others to repentance, consider using the following activity. (If it is not possible to provide treats for your class, you could instead describe the activity.)

Display a treat (such as a cookie or piece of candy) and ask if anyone in the class enjoys this kind of treat. Take a bite, and express how delicious it is. Tell the class that the treat is so good that you would like to share it with the whole class. Display more of the same treat, and ask if anyone else would like to taste it. Share the treat with everyone who would like some.

Invite a student to read Alma 36:23–24 aloud. Ask the class to follow along, looking for how the tasting activity relates to Alma’s experience following his conversion.

- How were Alma’s actions similar to the tasting activity? What did Alma want other people to taste?

Invite a student to read Alma 36:25–26 aloud. Ask the class to look for how Alma’s efforts to teach the gospel influenced him and others.

- How did Alma’s teaching influence him and others?
- What principle can we learn from these verses? (Students may use different words, but make sure they express that **we can receive great joy as we seek to bring others to Christ.**)

Summarize Alma 36:27–30 by explaining that Alma again testified to Helaman that God will deliver those who put their trust in Him.

Invite students to share their feelings or testimonies of the truths they have learned while studying Alma 36. You may also want to testify of these truths.

To help students apply what they have learned from Alma 36, invite them to complete one of the activities below. (You may want to write these on the board.)

1. Consider whether you have felt the Savior deliver you from sin and fill you with joy. In your class notebook or study journal, explain what you will do so you can begin or continue to receive these blessings.

2. Think of someone (such as a friend, sibling, or ward member) who might benefit from your testimony of the Savior. Write or text a message to this person and include your testimony of how Jesus Christ is able to fill us with joy. Then send or deliver the message.

## LESSON 94

# Alma 37

### Introduction

Alma continued his counsel to his son Helaman and gave him charge over the sacred records. Alma instructed his son about what to teach the people. Comparing the words of Christ to the Liahona, he impressed upon Helaman the importance of looking to them for guidance.

*Note:* This lesson provides an opportunity for three students to teach the class. To help prepare these students to teach, provide each student with a copy of the section he or she is to teach a day or two in advance. Or you could choose to teach these sections yourself.

### Suggestions for Teaching

#### Alma 37

*Alma entrusts Helaman with the records, counsels him to keep the commandments, and reminds him that the Liahona worked through faith*

Copy the following diagram on the board:

Small and simple things —————→ BIG IMPACT

Ask students to list on the board some small and simple things that have made a big impact for good in their lives. You may want to ask them to explain their responses.

Explain that Alma 37 contains Alma's counsel to help his son Helaman prepare to be the next keeper of the sacred records. Alma taught him about the role of small and simple things in the Lord's work.

Invite a student to read Alma 37:6–7 aloud. Ask the class to follow along, looking for truths Alma taught about the value of "small and simple things" (verse 6).

- What truths do we learn from these verses about the value of "small and simple things"? (Students may identify several truths, including the following: **By small and simple things are great things brought to pass. The Lord works by very small means to bring about the salvation of many souls.**)

Invite students to read Alma 37:1–5 silently, looking for an example of something that can have a big impact in people's lives.

- What did Alma speak of that can have a big impact in people's lives? (The holy scriptures. Write *The scriptures* on the board under "Small and simple things.")

Have students search Alma 37:8–10 for ways the scriptures influenced the people of the Book of Mormon. As students report what they find, you may want to write their responses under "BIG IMPACT."

- In what ways have the scriptures had an impact on your life?

Summarize Alma 37:11–32 by explaining that Alma taught Helaman that the Lord would show forth His power in the coming forth of the Book of Mormon. He

charged Helaman to follow the Lord's commandments and carefully keep the records. He also instructed Helaman to use the records to teach the people and to avoid revealing all the details of the Jaredites' wickedness.

The rest of this lesson is designed to be taught by three students. The student teachers may take turns teaching the entire class, or you could divide the class into three groups and invite the student teachers to take turns teaching each group. In either case, the student teachers should take about seven minutes to present their lessons and guide discussion.



Provide one of the following handouts to each of the three student teachers to help him or her prepare and present a portion of the lesson.

### Student Teacher 1—Alma 37:33–34

Read aloud the following account told by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"[A Church member named Karl G. Maeser] was going with a group of young missionaries across the alps. They were crossing a high mountain pass on foot. There were long sticks stuck into the snow of the glacier to mark the path so that travelers could find their way safely across the glacier and down the mountain on the other side.

"When they reached the summit, Brother Maeser ... pointed to those sticks that they had followed [and compared them to priesthood leaders in the Church, saying,] 'They are just common old sticks, but it's the position that counts. Follow them and you will surely be safe. Stray from them and you will surely be lost'" (Boyd K. Packer, "It Is the Position That Counts," *New Era*, June 1977, 51).

- How are Church leaders and their teachings like the sticks in the snow that Brother Maeser referred to?

On the board or on a piece of paper, write *Teachings of Church leaders*. Explain that Alma 37:33–34 contains Alma's instructions to his son Helaman, whom Alma was preparing to be a Church leader.

Invite two students to take turns reading aloud from Alma 37:33–34. Ask the rest of the students to follow along, looking for what Alma counseled Helaman to teach the people. When students have finished reading the verses, ask them to report what they found. Write their responses under "Teachings of Church leaders."

Ask your fellow students to look at the last phrase of Alma 37:34 to see what blessing comes from following the teachings of Church leaders. Write the following principle on the board or on a piece of paper: **By following the teachings of Church leaders, we can find rest to our souls.** Ask:

- What do you think it means to find rest to our souls? (Answers may include being free from the consequences of sin, receiving peace from the Spirit, and being blessed with strength to endure and overcome challenges.)

Invite students to choose one of the teachings listed in verses 33–34 and to explain how following that teaching can bring rest to our souls.



Ask your fellow students to think of a local Church leader or a General Authority who has taught them something that has made a difference in their lives. Invite a few students to share what this leader taught and how it influenced them.

Share your testimony about how following the teachings of Church leaders has brought rest to your soul.

## Student Teacher 2—Alma 37:35–37

Explain to your fellow students that it is common for those who plant trees to tie or strap a young tree to a stake and then to remove the support once the tree matures. Ask them why they think that is done. Then read the following story about a tree that President Gordon B. Hinckley (1910–2008) planted in his yard:

President Gordon B. Hinckley planted a young tree near his home soon after he was married. He “paid little attention to it as the years passed.” One day he noticed the tree was misshapen and leaning to the west. He tried to push it upright, but the trunk was too thick. He tried using a rope and pulleys to straighten it, but it would not bend. Finally, he took his saw and cut off the heavy branch on the west side, leaving an ugly scar. He later said of the tree:



“The other day I looked again at the tree. It is large. Its shape is better. It is a great asset to the home. But how serious was the trauma of its youth and how brutal the treatment I used to straighten it.

“When it was first planted, a piece of string would have held it in place against the forces of the wind. I could have and should have supplied that string with ever so little effort. But I did not, and it bent to the forces that came against it” (Gordon B. Hinckley, “Bring Up a Child in the Way He Should Go,” *Ensign*, Nov. 1993, 59).

Invite a student to read aloud Alma’s counsel to Helaman in Alma 37:35. Ask students to think about how this verse relates to President Hinckley’s experience with the tree.

Invite students to summarize the principle in Alma 37:35 in their own words. (Their responses should express that **we should learn in our youth to keep the commandments of God.**) Ask the following questions:

- How does this principle relate to President Hinckley’s experience with the tree?
- What difference do you think it makes in a person’s life to learn to keep the commandments of God while still young?
- What are some ways you feel you have been or will be blessed because of your efforts to obey the commandments while you are young?

Invite a student to read Alma 37:36–37 aloud. Ask the rest of the students to follow along, looking for specific counsel that could help them keep the commandments while they are young.

- How could following this counsel daily help you keep the commandments?

Share your feelings and testimony about the importance of learning to keep God’s commandments in our youth. Encourage your fellow students to keep the commandments and to counsel with the Lord in all they do.

### Student Teacher 3—Alma 37:38–45

Display the picture *The Liahona* (*Gospel Art Book* [2009], no. 68; see also [lds.org/media-library](http://lds.org/media-library)). Remind your fellow students of the compass that the Lord used to help Lehi's family travel to the promised land. In Alma 37:38, we learn that the compass was called the Liahona. Explain that Alma spoke of the Liahona in order to teach Helaman an important principle about how the Lord guides His children.



Explain to your fellow students that you are going to ask them questions and then have them take turns reading a few verses aloud while everyone looks for the answers. Have them respond to each question after the associated scripture passage has been read.

- How did the Liahona work? (See Alma 37:38–40.)
- Why did the Liahona cease to work at times? (See Alma 37:41–42.)
- How might we compare the Liahona to the words of Christ? (See Alma 37:43–45.)

Help your fellow students see that the choice to follow or not follow the directions of the Liahona is like our choice regarding how we respond to direction that comes through the words of Christ.

- What do you think the phrase “far better land of promise” (verse 45) refers to? (Eternal life.)

Invite your fellow students to summarize a principle based on Alma's words in Alma 37:45. Using their own words, they should identify the following principle: **If we follow the words of Jesus Christ, they will direct us to receive eternal life.**

- Where can we find the words of Christ? (Answers may include the scriptures, the words of latter-day prophets, patriarchal blessings, and the promptings of the Spirit.)

Share how the words of Christ have influenced you spiritually and how they help you progress toward eternal life. You might suggest that students consider talking to their parents, bishop, or branch president about obtaining a patriarchal blessing or, if they have already received one, that they read it regularly and prayerfully.

After students finish teaching their portions of the lesson, thank them. Conclude by inviting the class to follow along as you read Alma 37:46–47 aloud. Share your testimony of the principles students learned today, and encourage them to “look to God and live” (Alma 37:47) by applying these principles in their lives.

## LESSON 95

# Alma 38

### Introduction

Shiblon served with his father, Alma, as a missionary among the Zoramites (see Alma 31:7). After this mission, Alma expressed joy in the steadiness and faithfulness Shiblon had demonstrated while suffering persecution. Alma also testified

to Shiblon of the Savior's power of deliverance and offered counsel regarding Shiblon's continuing efforts to teach the gospel.

### Suggestions for Teaching

#### Alma 38:1–3

##### *Alma expresses joy in Shiblon's faithfulness*

Invite students to think about their relationships with family members, particularly their parents.

- What are some ways in which our actions can affect our relationships with family members?

Explain that Alma 38 records counsel that Alma gave his son Shiblon. Point out that the beginning of this chapter illustrates how our actions can affect our relationships with family members.

Invite a student to read Alma 38:1–3 aloud. Ask the class to follow along, looking for phrases that describe how Alma felt about Shiblon and why. Invite students to report what they find.

- What principle can we learn from Alma 38:2–3 about the effect that righteous children can have on their parents? (Students may vary in their responses, but make sure it is clear that **as youth are steady and faithful in keeping the commandments, they can bring great joy to their parents.**)
- When have your parents or other family members felt joy because of a good decision you have made or because of your efforts to live the gospel?

You may want to share an example of how your family has been influenced by the righteous choices of children in the family.

#### Alma 38:4–9

##### *Alma testifies of the Savior's power to deliver*

Explain that Alma reminded Shiblon that they had both experienced the Savior's power of deliverance. Prepare the following chart as a handout, or display it on the board and ask students to copy it in their class notebooks or study journals.

	Shiblon (Alma 38:4–5)	Alma (Alma 38:6–9)
What was he delivered from?		

	Shiblon (Alma 38:4–5)	Alma (Alma 38:6–9)
Why did he receive the blessing of deliverance?		
What principles or doctrines can we learn from his experience?		

Complete the chart as a class, or assign students to complete it in pairs. Have students refer to the scripture passages listed on the chart as they answer the questions.

After students complete the chart, ask the following questions to help them discuss the principles they have learned:

- What principles or doctrines can we learn from verses 4–5? (Students may identify different principles. Make sure they identify the following truth: **If we bear all things with patience and trust in God, He will deliver us from trials, troubles, and afflictions and lift us up at the last day.**)
- What are some ways our Heavenly Father may deliver us from trials, troubles, and afflictions as we bear all things with patience and trust in Him?
- What principles or doctrines can we learn from verses 6–9? (Students may identify several doctrines or principles, including the following: **To receive a remission of our sins and find peace to our souls, we must exercise faith in Jesus Christ and seek His mercy. We can be saved only in and through Jesus Christ. Jesus Christ is the Life and the Light of the World.**)

Provide some time for students to ponder how they might seek the Lord’s help to be delivered from a personal challenge or from any sins they may have committed. Invite students to write their ideas in their class notebooks or study journals. (You might caution students not to write anything that is too personal or private.)

### Alma 38:10–15

*Alma counsels Shiblon to continue teaching the gospel and developing righteous attributes*

Ask students:

- What are some opportunities you currently have or will have to serve and teach others? (List students’ responses on the board. These may include serving in a quorum or class presidency, being a home or visiting teacher, conversing with peers in person or on social media, serving as a full-time missionary, and becoming a parent.)

Explain that Alma encouraged Shiblon to develop qualities that would help him as he continued to teach the gospel and serve others. Alma’s counsel to Shiblon can apply to anyone who wants to serve, teach, or influence others for good.

Divide students into pairs. Invite students to read Alma 38:10–15 with their partners, looking for counsel that can help them in their efforts to serve or teach others. Invite students to consider marking what they find.

- What counsel did you find in these verses that can help you in your efforts to serve and teach others?

Point out that Alma's counsel was intended to help Shiblon develop righteous attributes. Write the following principle on the board: **Our efforts to develop righteous attributes prepare us to teach and serve others.** Invite students to consider writing this principle in their scriptures near Alma 38:10–15.

### Adapt learning activities

The teaching methods presented in this manual are suggestions. Use wisdom to adapt them according to your circumstances and according to the needs of individual students and the class as a whole. Prayerfully seek the guidance of the Holy Ghost.



To help students understand specific ways they can apply this principle, provide them with copies of the accompanying study guide. Invite them to choose one part of Alma's counsel in the left column of the guide and to complete the corresponding learning activity in the right column. (If you cannot make copies of the study guide, adapt the activity by leading a class discussion and using the information in the study guide as a resource.)

## Study Guide for Alma 38:10–12

Examine different parts of Alma's counsel listed below, and choose one that you would like to improve in. Complete the corresponding learning activity to help you apply this counsel in your life.

Alma's Counsel	Learning Activities
"Be diligent and temperate in all things" (Alma 38:10).	<p>Diligence is consistent, careful, and conscientious effort. To be temperate is to "use moderation in all things or to exercise self-control" (Kent D. Watson, "Being Temperate in All Things," <i>Ensign or Liahona</i>, Nov. 2009, 38).</p> <p>Write your answers to the following questions in your class notebook or study journal:</p> <ul style="list-style-type: none"> <li>• Why do you think diligence and temperance are needed when a person teaches the gospel and serves others?</li> <li>• What are some areas of your life in which you could be more diligent or temperate?</li> <li>• How might improving in those areas help you teach and serve others more effectively?</li> </ul>
"See that ye are not lifted up unto pride; ... do not boast" (Alma 38:11).	<p>One aspect of pride is putting greater trust in oneself than in God. Pride is also evident when a person thinks he or she is superior to or more important than others. Elder Robert D. Hales of the Quorum of the Twelve Apostles taught, "True disciples speak with quiet confidence, not boastful pride" (Robert D. Hales, "Christian Courage: The Price of Discipleship," <i>Ensign or Liahona</i>, Nov. 2008, 73).</p> <p>Write your answers to the following questions in your class notebook or study journal:</p> <ul style="list-style-type: none"> <li>• What might happen if a Church member is prideful in his or her calling?</li> <li>• Think of someone you know who teaches the gospel "with quiet confidence." What effect have this person's example and teachings had on you?</li> <li>• What are some ways you will seek to avoid pride?</li> </ul>

Alma's Counsel	Learning Activities
"Use boldness, but not overbearing" (Alma 38:12).	<p>Alma's counsel to "use boldness" means to teach the word of God without fear (see Philippians 1:14). President James E. Faust (1920–2007) of the First Presidency taught how we can avoid being overbearing: "I do not believe that we need to be ... loud, pushy, or insensitive in our approach [to missionary work]" (in James P. Bell, <i>In the Strength of the Lord: The Life and Teachings of James E. Faust</i> [1999], 373).</p> <p>Write your answers to the following questions in your class notebook or study journal:</p> <ul style="list-style-type: none"> <li>• How can a person be bold without being overbearing?</li> <li>• How could being bold but not overbearing help you be successful in teaching and serving others?</li> <li>• How will you specifically apply the counsel to be bold but not overbearing as you teach and serve others?</li> </ul>
"Bridle all your passions" (Alma 38:12).	<p>A bridle is the headgear used on a horse. It includes reins and sometimes a bit, which give the rider control. A passion is a strong emotion. A bridle is intended to direct—not destroy—desires and passions. "Alma taught his son: 'See that ye bridle all your passions, <i>that ye may be filled with love.</i>'" (Alma 38:12; emphasis added.) He did not say eliminate or even suppress your passions, but <i>bridle</i> them—harness, channel, and focus them. Why? Because discipline makes possible a richer, deeper love" (Bruce C. Hafen and Marie K. Hafen, <i>The Belonging Heart: The Atonement and Relationships with God and Family</i> [1994], 302).</p> <p>Write your answers to the following questions in your class notebook or study journal:</p> <ul style="list-style-type: none"> <li>• Why do you think it is important for us to bridle our passions?</li> <li>• How do you think bridling your passions can help you be filled with love?</li> <li>• What will you do to follow Alma's counsel to "bridle all your passions"?</li> </ul>
"Refrain from idleness" (Alma 38:12).	<p>To be idle is to spend time doing nothing of significance. "Idleness can lead to inappropriate behavior, damaged relationships, and sin. One form of idleness is spending excessive amounts of time in activities that keep you from productive work, such as using the internet, playing video games, and watching television" (<i>For the Strength of Youth</i> [booklet, 2011], 40).</p> <p>Write your answers to the following questions in your class notebook or study journal:</p> <ul style="list-style-type: none"> <li>• What are some activities that may keep you from productive work?</li> <li>• How will refraining from idleness help you teach and serve others more effectively?</li> <li>• What is a specific way you will refrain from idleness, starting today?</li> </ul>

When students have had enough time to complete one of the learning activities in the study guide, consider asking several of them to share what they have learned from this activity and how they plan to apply it.

Conclude by sharing your testimony of the principles you have discussed today and inviting students to apply what they have learned. If you have given students copies of the study guide, encourage them to take it home and learn more about Alma's counsel to Shiblon.

## HOME-STUDY LESSON

# Alma 33–38 (Unit 19)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Alma 33–38 (unit 19) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Alma 33–35)**

Alma taught the Zoramites that we can worship God continually through prayer. Alma then taught that we receive Heavenly Father's mercy, including forgiveness for our sins, because of the Atonement of Jesus Christ. Amulek taught the Zoramites that the infinite and eternal Atonement of Jesus Christ provides salvation for all mankind. Students also learned that in order to receive the full blessings of the Atonement, we must exercise faith unto repentance.

#### **Day 2 (Alma 36)**

From Alma's account of his conversion, students learned that sin can lead to pain and regret. In addition, they learned that if we exercise faith in the Atonement of Jesus Christ, then He will deliver us from the pain of our sins and fill us with joy. Like Alma, as we share the gospel with others, we can receive great joy.

#### **Day 3 (Alma 37)**

Alma gave his son Helaman a charge to keep and preserve the sacred records. By studying Alma's words, students learned that to bring about His eternal purposes, the Lord works by small and simple means. They also learned that if we obey the Lord's commandments, we will prosper. Alma taught his son that we should learn in our youth to keep the commandments of God and that if we heed the words of Jesus Christ, they will direct us to receive eternal life.

#### **Day 4 (Alma 38)**

As students studied Alma's counsel to Shiblon, they learned that as we begin in our youth to be steady and faithful in keeping the commandments, we can bring great joy to our parents. Alma testified to his sons that if we bear all things with patience and trust in God, He will deliver us from trials, troubles, and afflictions and lift us up at the last day. Alma also testified that to receive a remission of our sins and find peace to our souls, we exercise faith in Jesus Christ and seek His mercy. Finally, students learned that developing righteous attributes prepares us to teach and serve others.

### Introduction

Amulek taught the Zoramites that the Atonement is "infinite and eternal" (Alma 34:10). The students learned this truth in their weekly study, and this lesson will provide them with a further opportunity to understand and appreciate Jesus Christ's Atonement.

## Suggestions for Teaching

### Alma 33–35

#### *Alma and Amulek teach the Zoramites about the Atonement of Jesus Christ*

Ask: Why was Jesus Christ the only one who could atone for the sins of the world?

Remind students that, as part of their weekly assignments, they read Alma 34:10–14 and marked phrases that include the words *infinite* and *eternal*. Invite a student to read these verses aloud, and then ask students to share the phrases they identified.

Invite a student to read the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles to help the class understand how the Atonement of Jesus Christ is infinite and eternal:



"His Atonement is infinite—without an end. It was also infinite in that all humankind would be saved from never-ending death. It was infinite in terms of His immense suffering. ... It was infinite in scope—it was to be done once for all. And the mercy of the Atonement extends not only to an infinite number of people, but also to an infinite number of worlds created by Him. It was infinite beyond any human scale of measurement or mortal comprehension.

"Jesus was the only one who could offer such an infinite atonement, since He was born of a mortal mother and an immortal Father. Because of that unique birthright, Jesus was an infinite Being" (Russell M. Nelson, "The Atonement," *Ensign*, Nov. 1996, 35).

Ask: How do Amulek's teachings and this explanation from President Nelson help us understand why Jesus Christ was the only one who could atone for the sins of the world?

Have students summarize what they have learned so far from Alma 34 about the Atonement of Jesus Christ. Explain that an important principle we can learn from this section is that **the infinite and eternal Atonement of Jesus Christ makes salvation possible for all mankind.**

Write the following incomplete phrase on the board or on a piece of paper: *Imagine life without ...*

Hold up an item that many young people value (such as a cell phone). Ask: What would life be like without this item?

Next, hold up a bottle or glass of water (or something else that is essential to sustain life). Ask: What would life be like without water?

After students have responded to these questions, complete the statement on the board: *Imagine life without the Atonement of Jesus Christ.*

Ask the following questions:

- How do you imagine people look at life if they do not know of Jesus Christ or if they do not believe there is a God?



- How do you imagine life would be different for you without the Atonement of Jesus Christ? (Give students a moment to ponder this question before asking for responses.)

Explain that Amulek taught the Zoramites that they needed to repent in order to bring the blessings of the Atonement into their lives (see Alma 34:15–17). Ask students if they have ever delayed repenting because they were afraid to confess their sins or were afraid they weren't strong enough to change. Then ask: Why is it dangerous to delay repentance?

Invite a few students to read Alma 34:30–35 aloud. Ask the class to follow along, looking for what Amulek taught about why we should not delay our repentance. Then discuss these verses by asking the following questions:

- Look at Alma 34:32. Why should we repent today? (As students answer, help them to understand the following principle: **This life is the time for us to prepare to meet God.**)
- Look at Alma 34:33. What is the purpose of this life? What will happen to those who procrastinate repentance?
- Look at Alma 34:31. What promise is given to those who repent now?

Read the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"You need not know everything before the power of the Atonement will work for you. Have faith in Christ; it begins to work the day you ask!" (Boyd K. Packer, "Washed Clean," *Ensign*, May 1997, 10.)

Ask: What does this statement by President Packer teach you? Why is it helpful to you?

## Alma 36

### *Alma counsels his son Helaman*

Your students studied Alma's counsel to his son Helaman, recorded in Alma 36, and learned about the joy that Alma felt as he sincerely repented of his sins. The students were asked to read Alma 36:19–22 and then write in their study journals what these verses taught them about the power of the Atonement (day 2, assignment 3). Invite a few students to share what they wrote.

Conclude with your testimony of the Atonement of Jesus Christ and the joy that comes from repentance.

## Next Unit (Alma 39–44)

Ask students to think about how a concerned and loving parent might correct a son or daughter who committed serious sexual transgressions. Explain that during the

next week they will learn that Alma was faced with this situation and taught important truths to his son Corianton, who sinned while serving a mission.

## LESSON 96

# Alma 39

### Introduction

Alma reproved his wayward son Corianton, who had forsaken the ministry and committed sexual sin. Alma taught him the seriousness of his actions and expressed disappointment that Corianton was guilty of such a serious sin. Alma commanded

his son to stop going after the lusts of his eyes and to repent. (Alma's counsel to Corianton on other subjects continues in chapters 40–42.)

### Suggestions for Teaching

#### Alma 39:1–8

##### *Alma explains to his son Corianton the seriousness of sexual sin*

To begin the lesson, briefly remind students that the law of chastity is the Lord's law of sexual purity. To obey the law of chastity, we must be morally clean in thought, word, and action. We must avoid having any sexual relations before marriage, and we must be completely faithful to our husband or wife during marriage. Homosexual activity of any kind is also a serious sin, regardless of whether those who participate in it are married or single. (See "Chastity" and "Same-Sex Attraction," Gospel Topics, [topics.lds.org](https://www.lds.org/topics).)

On the board, write or display the following list of lies about the law of chastity. (You may want to write this list on the board before class. Leave enough room to write principles and doctrines in Alma 39 next to each of the false statements.)

##### Five Lies about the Law of Chastity

1. I know a lot of people who don't keep the law of chastity, so I shouldn't have to obey the law of chastity either.
2. Committing sexual sin is not very serious.
3. I can commit sexual sin and no one will know.
4. Because of all the temptations around me, it isn't possible to stay sexually pure.
5. If I have committed sexual sin, I can't be forgiven.

Explain that the statements on the board are lies about the law of chastity that have become accepted by many people. Ask a student to read the list on the board aloud. Invite students to consider whether they have ever heard statements like these.

- Why do you think worldly views about chastity are so different from the Lord's teachings?

As students study Alma 39 today, invite them to look for truths that correct false ideas about chastity. You may want to encourage them to record the truths they identify in their scriptures or class notebooks.

Invite students to look at the note just above the heading for chapter 39. Ask them to identify who is speaking in this chapter and to whom he is speaking. (Alma is

speaking to his son Corianton.) Explain that Corianton had accompanied his brother Shiblon and his father Alma to preach the gospel among the Zoramites, but he had committed serious sins.

Invite a student to read Alma 39:1–3 aloud. Ask the class to look for what Corianton did that was wrong. (You may need to explain that the word *harlot* in verse 3 refers to an immoral woman or prostitute.)

- What did Corianton do that was wrong?

Invite a student to read Alma 39:4 aloud. Ask the class to follow along, looking for an excuse Corianton might have used to justify his sins. Invite students to report what they find.

- What truth can we learn from verse 4? (Students may identify several truths, but make sure to emphasize the following: **The sins of others do not provide an excuse for us to sin.** Write this truth next to the first lie on the board.)
- Why do the sins of others not provide an excuse for us to sin? (The Lord's commandments and expectations for us do not change because of other people's choices.)

Ask a student to read Alma 39:5 aloud. Invite the class to follow along, looking for how Alma explained the seriousness of sexual sin. (It may be helpful to explain that the word *abomination* refers to something that is sinful, wicked, or awful.)

- What truth can we learn from Alma 39:5? (As students answer, help them identify the truth that **sexual sin is an abomination in the sight of the Lord.** Write this truth next to the second lie on the board.)
- Why do you think sexual sin is so serious in the sight of the Lord?

You may want to point out that as recorded in verse 5 Alma was referring to sexual sins such as fornication and adultery, which involve participating in sexual relations with another person outside of marriage.

- Why do you think fornication and adultery are placed next to murder in seriousness?

Invite a student to read aloud the following statement by Elder Bruce C. Hafen, who served as a member of the Seventy:



"Perhaps there is a common element in those two things—unchastity and murder. Both have to do with life, which touches upon the highest of divine powers. Murder involves the wrongful taking of life; sexual transgression may involve the wrongful giving of life, or the wrongful tampering with the sacred fountains of life-giving power" (Bruce C. Hafen, "The Gospel and Romantic Love," *New Era*, Feb. 2002, 10).

- What did Elder Hafen suggest might be the common element in sexual sin and murder?

Summarize Alma 39:6 by explaining that Alma taught Corianton more about the seriousness of murder as well as the sin of denying the Holy Ghost.

Invite a student to read Alma 39:7–8 aloud. Ask the class to follow along, looking for Alma’s purpose in teaching Corianton the seriousness of sexual sin.

- What was Alma’s reason for teaching Corianton the seriousness of his sin? (To help Corianton repent so that he would not have to stand guilty before God.)
- What truth can we learn from verse 8? (Help students identify the following truth: **We cannot hide our sins from God.** Write this truth next to the third lie on the board.)

### Alma 39:9–19

#### *Alma encourages Corianton to repent*

Point to the fourth lie about chastity on the board. Invite a student to read Alma 39:9 aloud. Ask the class to follow along, looking for what Alma taught Corianton that can help us remain sexually pure regardless of the temptations that surround us.



them easily.

**Alma 39:9** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate

- What did Alma teach Corianton that can help us remain sexually pure regardless of the temptations that surround us?
- What does it mean to “forsake your sins”? (To stop committing them.)
- What do the phrases “go no more after the lusts of your eyes” and “cross yourself in all these things” have to do with forsaking sin? (It may be helpful to explain that in our day the phrase “lusts of your eyes” could refer to images and entertainment that are pornographic in any way. You might also explain that the phrase “cross yourself” means to exercise self-control or self-mastery [see verse 9, footnote *b*].)
- What principle can we learn from Alma 39:9? (Help students identify the following principle: **We can overcome temptation and forsake our sins by exercising self-control.** Write this principle next to the fourth lie on the board.)
- What are some ways young Latter-day Saints can exercise self-control in matters of sexual purity and avoid going after the lusts of their eyes?

Invite a student to read aloud the following statement from *For the Strength of Youth*:

“Never do anything that could lead to sexual transgression. Treat others with respect, not as objects used to satisfy lustful and selfish desires. Before marriage, do not participate in passionate kissing, lie on top of another person, or touch the private, sacred parts of another person’s body, with or without clothing. Do not do anything else that arouses sexual feelings. Do not arouse those emotions in your own body. Pay attention to the promptings of the Spirit so that you can be clean and virtuous. The Spirit of the Lord will withdraw from one who is in sexual transgression.

"Avoid situations that invite increased temptation, such as late-night or overnight activities away from home or activities where there is a lack of adult supervision. Do not participate in discussions or any media that arouse sexual feelings. Do not participate in any type of pornography. The Spirit can help you know when you are at risk and give you the strength to remove yourself from the situation. Have faith in and be obedient to the righteous counsel of your parents and leaders" (*For the Strength of Youth* [booklet, 2011], 36).

- How do you think following this counsel can help us to avoid and resist temptations to commit sexual sin?
- How might you respond to someone who told you that it is too difficult to live the law of chastity in today's world?

Give students a moment to ponder specific ways in which they will exercise self-control in order to avoid committing sexual sin.

Summarize Alma 39:10–14 by explaining that Alma encouraged Corianton to seek and follow the counsel of his older brothers. He also explained that when the Zoramites saw Corianton's iniquities, they would not believe Alma's words.

Invite a student to read Alma 39:13 aloud. Ask the class to follow along, looking for counsel Alma gave Corianton about how to repent of his sins.

- What did Alma teach about what we must do to repent? (Help students identify the following truth: **Repentance includes turning to the Lord with all our mind, might, and strength and acknowledging our sins.** Invite students to consider marking the phrases in verse 13 that teach this truth.)
- What do you think it means to turn to the Lord with all of our mind, might, and strength?

Invite a student to read Alma 39:15 aloud. Ask the class to follow along, looking for what Alma taught Corianton about Jesus Christ.

- What doctrine can we learn from Alma's teachings to Corianton in verse 15? (Help students identify the following doctrine: **Because of Jesus Christ, we can be forgiven of our sins.** Write this doctrine next to the fifth lie on the board.)
- Why is it important to understand that we can be forgiven, regardless of the sins we may have committed?

Ask students to ponder their own experiences with repentance and forgiveness. Invite them to write in their class notebooks or study journals why they are grateful that Jesus Christ has "come to take away the sins of the world" (Alma 39:15) and will forgive all who repent.

Summarize Alma 39:16–19 by explaining that Alma taught Corianton that God revealed the glad tidings of the Savior's coming long before Jesus Christ's earthly ministry because the people who lived before Christ were just as precious to God as those who would live later.

Conclude by testifying of the truths you have discussed today. Invite students to prayerfully consider what the Lord would like them to do in order to apply these truths in their lives.

## LESSON 97

# Alma 40

### Introduction

As Alma warned his son Corianton about the consequences of sin, he also taught about life after death. He explained that through the Atonement of Jesus Christ, all mankind will be resurrected. He taught about the spirit world, where the dead, depending on their choices in mortality, wait in either paradise or prison until the Resurrection.

*Note:* In this lesson, students will have the opportunity to teach one another. Before class, prepare handouts containing the accompanying instructions for companionships. Become familiar with each set of instructions so you can help students as they prepare to teach.

### Suggestions for Teaching

#### Alma 40

##### *Alma teaches Corianton about the spirit world and the Resurrection*

Invite a student to read aloud the following account told by President Thomas S. Monson:



"Many years ago I stood at the bedside of a young father as he hovered between life and death. His distraught wife and their two children stood nearby. He took my hand in his and, with a pleading look, said, 'Bishop, I know I am about to die. Tell me what happens to my spirit when I do'" (Thomas S. Monson, "Precious Promises of the Book of Mormon," *Ensign*, Oct. 2011, 4).

Invite students to consider what they would have said to this young father if they had been in President Monson's position.

Ask a student to continue reading aloud President Monson's account:



"I offered a silent prayer for heavenly guidance and noticed on his bedside table a copy of the triple combination [the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price]. I reached for the book and fanned the pages. Suddenly I discovered that I had, with no effort on my part, stopped at the 40th chapter of Alma" (Thomas S. Monson, "Precious Promises of the Book of Mormon," 4).

Explain that Alma 40 is a continuation of Alma's teachings to his son Corianton and contains doctrines that can answer questions about what will happen to us after we die.

Invite students to read Alma 40:1 silently. Ask students to identify why Alma discussed resurrection with his son.

- Why did Alma teach Corianton about resurrection?



- As you recall Corianton's choices, why might he have been worried about resurrection?

Invite a few students to take turns reading aloud from Alma 40:2–5. Ask the class to follow along, looking for what Alma taught Corianton about the Resurrection. Ask students the following questions, and invite them to consider marking the answers in their scriptures.

- According to verses 2 and 3, who did Alma say would make the Resurrection possible? (Jesus Christ. You may want to point out that Jesus Christ was the first person on this earth to be resurrected [see 1 Corinthians 15:20–23].)
- According to verse 4, who will come forth from the dead and be resurrected?

Write the following doctrine on the board: **Because of Jesus Christ, all mankind will be resurrected.**

- Why is it important to know that everyone will be resurrected because of Jesus Christ?

Write the following questions on the board:

1. *Where will we go when we die? What is it like there?*
2. *What is resurrection? How will our resurrected bodies be different from our mortal bodies?*



Divide the class into pairs. Assign each pair a number: 1 or 2. Invite each pair to work as if they were a missionary companionship, preparing to teach a brief lesson to answer the questions on the board that correspond to their assigned number. To help them prepare, give them a copy of the instructions corresponding to their number (see the accompanying handouts).

Explain that after students have studied the instructions, they will have an opportunity to share what they have learned by teaching others. They will have about five minutes to prepare and about seven minutes to teach. Encourage both students in each pair to participate in preparing and teaching the lesson.

### Companionship 1—Alma 40:6–14

Begin your lesson by explaining that when we die, our spirits are separated from our physical bodies.

Invite one of the people you are teaching to read Alma 40:6–7, 11 aloud. Ask the others to follow along, looking for what happens to our spirits when we die. (Explain that in these verses the words *soul* and *souls* refer to our spirits.)

- According to verse 11, where did Alma say the spirits of all people go between death and the Resurrection?

Explain that the words “taken home to that God who gave them life” in Alma 40:11 do not mean that we will be brought into God’s presence immediately after we die. To clarify the meaning of this phrase, read aloud the following statement by President Joseph Fielding Smith (1876–1972):



"These words of Alma [Alma 40:11–14] as I understand them, do not intend to convey the thought that all spirits [immediately] go back into the presence of God. ... 'Taken home to God' [compare Ecclesiastes 12:7], simply means that their mortal existence has come to an end, and they have returned to the world of spirits, where they are assigned to a place according to their works with the just or with the unjust, there to await the resurrection" (Joseph Fielding Smith, *Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr. [1958], 2:85).

Invite one of the people you are teaching to read Alma 40:12 aloud. Ask the others to follow along, looking for where the spirits of the righteous go after death.

- According to verse 12, where do the spirits of the righteous go? (Help those you are teaching identify the following doctrine: **Between death and resurrection, the spirits of the righteous dwell in paradise.** You may want to mark the phrases in verse 12 that teach this doctrine and invite those you teach to do the same.)
- What words or phrases in verse 12 describe what paradise is like?

Invite one of the people you are teaching to read Alma 40:13–14 aloud. Ask the others to follow along, looking for where the spirits of the wicked go after death.

- According to verse 13, where do the spirits of the wicked go after death?

Point out that when Alma used the phrase "outer darkness," he did not refer to the final state of Satan and those who are damned. He referred to the state of the wicked between the time of their death and the time of their resurrection. Today, we usually refer to this state as spirit prison (see verse 13, footnote a). Invite those you are teaching to consider writing "spirit prison" in their scriptures near verses 13–14.

Explain that from Alma 40:13–14 we learn the following doctrine: **Between death and resurrection, the spirits of the wicked dwell in spirit prison.**

- According to verses 13–14, what is spirit prison like?

Ask those you teach how their understanding of life after death has helped them.

Testify of the truths you have taught.

## Companionship 2—Alma 40:21–25

Begin your lesson by asking those you are teaching to think about injuries, illnesses, or other limitations that they or their loved ones have experienced. Consider sharing an example of a limitation that you or one of your family members has experienced. (Be careful to not share anything that is too personal or private.)

Point out that we experience limitations because our bodies are imperfect and mortal, or subject to death.

Invite those you are teaching to take turns reading aloud from Alma 40:21–25. Ask them to look for what Alma taught about resurrection and how our resurrected bodies will differ from our mortal bodies.

- What can we learn from these verses about resurrection and the difference between resurrected bodies and mortal bodies? (Help those you are teaching identify the following doctrine: **Resurrection is the reuniting of the spirit and the body, with all things restored to their proper and perfect frame.** Invite those you teach to consider marking words or phrases in Alma 40:21–23 that teach this doctrine.)

Read aloud the following statement by Elder Paul V. Johnson of the Seventy. Ask those you are teaching to listen for what it means that “all things shall be restored to their proper and perfect frame” (verse 23).



“Resurrection makes it possible for a person’s spirit and body to be united again, only this time that body will be immortal and perfect—not subject to pain, disease, or other problems [see Alma 11:43]. ...

“Each of us has physical, mental, and emotional limitations and weaknesses. ... None of these problems will plague us after we are resurrected. ...

“... [Jesus Christ] can make us whole no matter what is broken in us” (Paul V. Johnson, “And There Shall Be No More Death,” *Ensign* or *Liahona*, May 2016, 121–22, 123).

- Why are you grateful to know that when you are resurrected, your body will be immortal and perfect, with all things restored to their proper and perfect frame?

Share why you are grateful to know that your body and spirit will one day be restored to their proper and perfect frame. Testify of the truth you have taught.

Organize students into small groups so they can teach each other in a missionary role play. Each group should consist of two companionships, with each companionship having prepared answers to a different set of questions. Assure them that the Holy Ghost can inspire them and those they teach if they are sincere in their instruction and responses. As students teach one another, you may want to walk around the room so you can listen and help as needed.

### **Help students in pairs or groups**

When students work in pairs or groups, consider walking around the room and listening to their discussions. This can help you know how much time they need to complete their task. It can also allow you to hear students share insights that you may want to refer to later in the lesson. Note that students will often feel more comfortable about having you listen to their discussions when you compliment them for their efforts and insights.

After students have had time to teach each other in groups, consider asking the class some of the following questions:

- What did you learn as you prepared to teach or were taught by other students?
- Why do the truths we have discussed today matter to you?

Remind the class of the account of the young father who wondered what would happen to his spirit when he died. Explain that President Monson read Alma’s

teachings about paradise to the young father. Invite a student to read aloud the remainder of President Monson's account:



"As I continued to read about the Resurrection, a glow came to the young man's face and a smile graced his lips. As I concluded my visit, I said good-bye to this sweet family.

"I next saw the wife and children at the funeral. I think back to that night when a young man pleaded for truth and, from the Book of Mormon, heard the answer to his question" (Thomas S. Monson, "Precious Promises of the Book of

Mormon," 4).

Testify of Jesus Christ's role in making available the blessings of the Resurrection. Encourage students to think of ways they can show their gratitude for the truth that we will be resurrected because of Jesus Christ.

## LESSON 98

# Alma 41

### Introduction

Continuing to counsel his son Corianton, Alma taught that the plan of restoration includes not only physical resurrection but also a spiritual restoration in which our eternal state

reflects our mortal actions and desires. Alma emphasized that wickedness can never lead to happiness.

### Suggestions for Teaching

#### Alma 41

##### *Alma teaches Corianton about the plan of restoration*

Ask the class to consider how our actions might be influenced if we believed the following incorrect statements (pause after each item to allow students to respond):

There is no life after death.

After we die, we will be made perfect regardless of our works on earth.

- Why is it important to have a correct understanding of what will happen to us after we die?

Remind students that in Alma 40 they learned about Alma's teachings to Corianton about the spirit world, resurrection, and judgment. Explain that in Alma 41 we learn that Corianton was confused by the teachings of people who had gone astray from the gospel of Jesus Christ.

Point out the phrase "gone far astray" in Alma 41:1, and invite students to read this verse, looking for what was causing some of the people to go astray.

- Why were some of the people going astray? (You may want to explain that to wrest the scriptures is to twist, distort, or change their meaning.)
- What did Alma say he was going to explain to Corianton?

Once students mention the word *restoration*, write it on the board. Explain that the word *restore* means to bring back or to put back into a former state. Understanding the doctrine of restoration helps us understand why the choices we make in this life are so important.

Invite a few students to take turns reading aloud from Alma 41:2–5. Ask the class to follow along, looking for what we will be restored to after death. Invite students to consider marking what they find. Before students read, it may be helpful for you to explain that *requisite* means required or necessary.

- According to the teachings in these verses, what will we be restored to after we die? (List students' answers on the board under the word "restoration." Their answers could include that we will be restored to our bodies as well as to either good or evil, depending on what our works and desires have been.)

Point out that verses 3–5 teach principles that help us understand how our choices in this life affect what we will be restored to—or we will receive—after we die.

- What principles about restoration do we learn from verses 3–5? (Help students identify the following principles: **If our desires and actions are good in this life, then we will be restored to that which is good after this life. If our desires and actions are evil in this life, then we will receive a reward of evil after this life.** Write these principles on the board under the word “restoration.”)
- How do Alma’s teachings in verse 4 help us understand the phrase in verse 3 that the righteous will “be restored unto that which is good” after this life? (They will be “raised to endless happiness to inherit the kingdom of God.”)

Remind students that Corianton had broken the law of chastity and had forsaken his missionary responsibilities (see Alma 39:2–4).

- How might a correct understanding of the doctrine of restoration have helped Corianton make better choices?

Consider sharing your testimony of the principles students identified in verses 3–5.

Invite students to reflect on their actions and desires and to ponder how understanding the doctrine of restoration can help them make choices that will bring them good rewards.

Write the following question on the board: *What if I have sinned?*

- According to the plan of restoration, what do we receive if we have sinned?
- Is there any way we can be restored to goodness and happiness when we have done wrong? (Help students understand that through the Atonement of Jesus Christ we can be restored to goodness and happiness even when we have sinned, if we do what is required of us.)

Invite a student to read Alma 41:6–8 aloud. Ask the class to look for what we can do to be restored to goodness and happiness even when we have sinned.

- What principle can we learn from verse 6 about what we can do to be rewarded unto righteousness even if we have sinned? (Students should identify a principle similar to the following: **If we repent of our sins and desire righteousness for the rest of our lives, then we will be rewarded unto righteousness when we are resurrected and judged.**)
- What words or phrases in Alma 41:6–8 suggest that we are responsible for what we receive in the Resurrection? In what sense are we our own judges? (Our choices in mortality determine the kind of judgment we will receive when we stand before God.)

Point out that some people think they can return to dwell with God without taking personal responsibility for their actions. They often say that their sinful choices are fun. Sometimes those who engage in sin may even appear to be happy.

Invite a student to read Alma 41:9–10 aloud. Ask the class to follow along, looking for what Alma taught Corianton about wickedness and happiness.

- According to verse 10, what did Alma teach about wickedness and happiness? (Help students identify the following truth: **Wickedness never was happiness.**)



**Alma 41:10** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- As you consider Alma’s teachings about the law of restoration, why do you think it is true that “wickedness never was happiness”?
- What are some examples of commandments Satan would have us break and believe that we can still experience happiness? (List students’ responses on the board. These may include the law of chastity, the Word of Wisdom, and the commandments to not lie or steal.)

Invite students to choose a commandment on the board and explain how disobeying that commandment will eventually lead to unhappiness and regret. You could repeat this exercise with several of the commandments listed on the board.

Invite a student to read aloud the following statement from *True to the Faith*. Ask students to listen for what leads to real, eternal happiness.

“Many people try to find happiness and fulfillment in activities that are contrary to the Lord’s commandments. Ignoring God’s plan for them, they reject the only source of real happiness. They give in to the devil, who ‘seeketh that all men might be miserable like unto himself’ (2 Nephi 2:27). Eventually they learn the truth of Alma’s warning to his son Corianton: ‘Wickedness never was happiness’ (Alma 41:10). ...

“As you seek to be happy, remember that the only way to real happiness is to live the gospel. You will find peaceful, eternal happiness as you strive to keep the commandments, pray for strength, repent of your sins, participate in wholesome activities, and give meaningful service. You will learn to have fun within the limits set by a loving Father in Heaven” (*True to the Faith: A Gospel Reference* [2004], 79–80).

- What leads to real, eternal happiness?
- What are some experiences you have had in which you have been blessed with real happiness as a result of living the gospel?

Tell students that Alma 41:11 explains why it is impossible to be truly happy when making wrong choices. Invite a student to read this verse aloud. Ask the class to follow along, looking for words or phrases that describe those who do not seek to keep the commandments of God. Invite students to consider marking what they find.

- Which words or phrases in verse 11 describe those who do not seek to keep the commandments of God?

As students respond, invite them to explain the meaning of the words or phrases they mention. You may want to refer to the accompanying information to help students with words or phrases they do not understand:

“A state of nature” refers to our fallen and sinful condition.

*Carnal* means to be preoccupied with worldliness and the gratification of physical desires, lusts, and pleasures.

“In the gall of bitterness and in the bonds of iniquity” means to suffer and to be limited and burdened by our sins.

“Without God in the world” means to be lacking blessings and direction from God; this may occur as a result of not having the companionship of the Holy Ghost.

- How does verse 11 help us understand why it is impossible to be truly happy when we sin? (Help students see that “the nature of God” is “the nature of happiness.” We cannot be happy when we sin, because by sinning we go against the nature of God and our own divine nature, which is the nature of happiness.)

Show students a boomerang or draw a picture of one on the board.

Ask students what a boomerang does when thrown correctly. (It returns to the location from which it was thrown.)

Ask them to read Alma 41:12–15 silently, looking for ways in which a boomerang might represent the truths that Alma hoped Corianton would learn from his teachings about the doctrine of restoration. (Invite students to consider marking what they find.) After sufficient time, invite students to explain what they have found.



- According to verse 14, what do we need to do if we want mercy, justice, righteous judgment, and good restored to us on the Day of Judgment?
- What principle can we learn from Alma’s teachings in verse 15? (Help students identify the following truth: **That which we send out shall return unto us on the Day of Judgment.** Invite students to consider marking the words in verse 15 that teach this principle.)
- What are some things you hope to receive from the Lord in the next life?

Invite students to imagine they have been assigned to teach the doctrine of restoration to a Primary class. Give students a few minutes to review the doctrines and principles they have studied today and the verses they may have marked. Then divide students into pairs, and ask them to share with their partners how they would explain the doctrine of restoration so that little children could understand it. After sufficient time, invite a few students to share their ideas with the class.



***Invite students to explain doctrines and principles***

Give students the opportunity to explain to others the doctrines and principles they are learning in class. As they prepare to explain gospel truths, they will learn to ponder scripture passages more deeply and to organize their thoughts. As they explain these truths to others, the Holy Ghost will deepen their understanding and testimony of the truths they are teaching.

Testify of the happiness that comes as we act in righteousness. Encourage students to set a goal to act in ways and develop attitudes that reflect what they hope to have restored to them in the next life.

## LESSON 99

# Alma 42

### Introduction

Alma concluded his counsel to his son Corianton by explaining that Heavenly Father had provided a way for those who sin to obtain mercy. He taught that the justice of God demands that sinners be cut off from the presence of God. He

then testified that Jesus Christ would “appease the demands of justice” (Alma 42:15) by suffering for all who have sinned and by providing mercy to the penitent.

## Suggestions for Teaching

### *Fundamentals of Gospel Teaching and Learning*

Each scripture-based lesson in seminary focuses on a scripture block rather than on a particular concept, theme, doctrine, or principle. These lessons incorporate the Fundamentals of Gospel Teaching and Learning, helping students to understand the context and content of a scripture block; to identify, understand, and feel the truth and importance of gospel doctrines and principles; and to apply doctrines and principles.

### Alma 42:1–14

#### *Alma teaches Corianton about God’s justice*

Invite a student to read aloud the following scenario:

A young man’s parents find out that he has done something wrong. When they discuss the problem with him, he tries to excuse his behavior rather than acknowledging the wrong choice he has made. After the young man’s parents explain that he will receive consequences for his poor choice, he becomes upset and claims it is not fair that he will receive consequences.

- What are some other examples of times when we might be tempted to try to excuse our wrong behavior rather than acknowledging our errors and accepting the consequences?

Remind students that in Alma 41 we learned that Alma taught his son Corianton that at the Final Judgment we will be restored to either happiness or misery according to our works and desires in this life. Explain that Alma 42 is a continuation of Alma’s teachings to Corianton.

Invite a student to read Alma 42:1 aloud. Ask the class to follow along, looking for what Corianton thought would be unfair, or unjust, about the Final Judgment.

- What did Corianton feel was unfair? (That sinners would be consigned to, or delivered into, a state of misery. Invite students to consider marking this concern in verse 1.)
- Why might Corianton have wanted to believe that it was unjust for those who have sinned to be punished? (If students need to be reminded that Corianton was struggling with various sins, refer them to Alma 39:2–3.)

Summarize Alma 42:2–10 by explaining that Alma addressed Corianton’s concern. He taught that the Fall of Adam brought all humankind into a fallen state in which they must experience physical death and spiritual death. This life became a probationary time for humankind to repent and learn to serve God.

Invite a student to read Alma 42:11–12 aloud. Ask the class to follow along, looking for what the result would be if there were no plan of redemption.

- According to verse 11, what would be the result if there were no plan of redemption? (After experiencing physical death, we would be miserable, “being cut off from the presence of the Lord.” Remind students that separation from the Lord’s presence is called spiritual death.)
- Why do you think being cut off, or separated, from the presence of the Lord would make us miserable?

Remind students that Corianton tried to “suppose that it is injustice that the sinner should be consigned to a state of misery” (Alma 42:1). Explain that God does not want us to be miserable. On the contrary, through His plan of redemption God has made it possible for us to be saved from misery and to return to His presence for eternity.

Invite a student to read Alma 42:13 aloud. Ask the class to follow along, looking for what allows the plan of redemption to be brought about.

- What allows the plan of redemption to be brought about? (The conditions of repentance. Write the following truth on the board: **The plan of redemption can be brought about only on conditions of repentance.** Invite students to consider marking this truth in their scriptures.)
- According to verse 13, what would be the result if there were no conditions of repentance? (Mercy could not take effect without destroying the work of justice.)

Invite students to explain in their own words what mercy and justice are. If needed, help them understand that mercy is “compassion, tenderness, and forgiveness” (Guide to the Scriptures, “Merciful, Mercy,” scriptures.lds.org) and that “justice is an eternal law that requires a penalty each time a law of God is broken” (Guide to the Scriptures, “Justice,” scriptures.lds.org).

- According to verse 13, what would happen if God allowed mercy to destroy the work of justice? (“God would cease to be God,” which will never happen.)

### **Alma 42:15–31**

#### *Alma teaches Corianton about the plan of mercy*

Display some water and oil (such as vegetable oil or olive oil). Invite students to watch what happens as you pour some water and then some oil into a clear container or bowl. Ask a student to try mixing the two liquids together using a spoon.

- How might the water and oil in this example represent justice and mercy? (Just as water and oil do not mix, justice and mercy seem to be incompatible.)

Point out that *unlike* this example with water and oil, there is a way for justice and mercy to come together in Heavenly Father's plan of redemption.

Invite a student to read Alma 42:15 aloud. Ask the class to follow along, looking for what makes it possible for God to be both just and merciful.

- According to Alma 42:15, what makes it possible for God to be both just and merciful? (If needed, explain that the phrase "God himself" in this verse refers to Jesus Christ. Help students identify the following doctrine: **Through His Atonement, Jesus Christ satisfied the demands of justice so that mercy could be extended to us.** Write this doctrine on the board.)

Ask a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles. Invite the class to listen for the title President Packer used to refer to Jesus Christ.



"By eternal law, mercy cannot be extended save there be one who is both willing and able to assume our debt and pay the price and arrange the terms for our redemption.

"Unless there is a mediator, unless we have a friend, the full weight of justice untempered, unsympathetic, must, positively must fall on us. The full recompense for every transgression, however minor or however deep, will be exacted from us to the uttermost farthing.

"But know this: Truth, glorious truth, proclaims there is such a Mediator. ...

"Through Him mercy can be fully extended to each of us without offending the eternal law of justice. ...

"The extension of mercy will not be automatic. It will be through covenant with Him. It will be on His terms, His generous terms" (Boyd K. Packer, "The Mediator," *Ensign*, May 1977, 55–56).

- What title did President Packer use to refer to Jesus Christ? What is a mediator? (A mediator is one who stands between two parties to help resolve a conflict.)
- In what ways is Jesus Christ our Mediator with Heavenly Father? (Because He suffered for our sins, Jesus Christ made it possible for us to return to live with Heavenly Father eternally.)
- What does it mean to you to know that the Savior would willingly suffer in your place so that you can have mercy extended to you?

Organize students into groups of two or three. Invite students to read Alma 42:22–23 in their groups, looking for what is required in order for mercy to be extended to us.

- What is required for us to obtain mercy and avoid the full demands of justice? (When students have identified repentance as the means by which we obtain mercy, write the following principle on the board: **If we repent, we will receive mercy through the Savior's Atonement.**)

Invite students to take turns reading aloud from Alma 42:24–28 in their groups. Ask them to look for words or phrases in these verses that could encourage a person to

choose to repent. Invite students to consider marking the words or phrases they find.

- What words or phrases in verses 24–28 could encourage a person to choose to repent? (As students respond, invite them to explain why the words or phrases they mention could encourage a person to choose to repent.)

Explain that Alma 42 is the final chapter containing Alma’s teachings to his wayward son Corianton. Ask a student to read Alma 42:29–31 aloud. Invite the class to follow along, looking for what Alma desired for Corianton. (Invite students to consider marking what they find.)

- What do you think it means that Alma wanted Corianton’s sins to trouble Corianton?
- Why did Alma want Corianton’s sins to trouble Corianton? (After students respond, write the following principle on the board: **Rather than seeking to excuse our sins, we can let our sins trouble us and bring us to repentance.**)
- Why do you think that in order to repent we need to avoid excusing our sins?

Point out that Corianton repented of his sins and had a positive impact on the Church (see Alma 49:30).

Review the truths you have discussed today. Share your testimony of the mercy and redemption available through the Savior’s atoning sacrifice. Invite students to prayerfully consider how they will apply the truths they have learned. Encourage them to act on any promptings they may receive.

## LESSON 100

# Alma 43–46

### Introduction

As Alma and his sons continued to preach the gospel, the Zoramites joined with the Lamanite armies to attack the Nephites. Captain Moroni demonstrated faith and wisdom in leading the Nephites to defend themselves against the Lamanite army. When the Lamanites faced certain defeat, they made a covenant of peace and departed out of the land

for a season. After Alma gave final instructions to his son Helaman, he departed from the people of Nephi and was never heard from again. After Amalickiah and a group of Nephite dissenters began trying to gain power over the Nephites, Captain Moroni raised the title of liberty among his people.

### Suggestions for Teaching

#### Alma 43

*Captain Moroni's preparations and strategies help frustrate the designs of the Lamanite army*

Invite a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"When I was 18 years old, I was inducted into the military. While I had no reason to wonder about it before, I became very concerned if it was right for me to go to war. In time, I found my answer in the Book of Mormon" (Boyd K. Packer, "The Book of Mormon: Another Testament of Jesus Christ—Plain and Precious Things," *Ensign* or *Liahona*, May 2005, 7).

- Why might President Packer have been concerned about whether or not it was right for him to go to war?

Explain that President Packer found his answer in the Book of Mormon in Alma 43. As students study Alma 43–46 today, invite them to look for truths that can guide them during times of war and other conflicts, including political and religious conflicts.

Summarize Alma 43:1–4 by explaining that despite Alma's efforts to bring the Zoramites back into the Church, many of them joined the Lamanites and prepared to attack the Nephites.

Divide the class in half. Invite one half to silently read Alma 43:5–8, looking for the plans, or "designs," of the Lamanite leader, Zerahemnah. Invite the other half to silently read Alma 43:9–12, looking for the design of the Nephites. After sufficient time, ask students from each half of the class to report what they found.

- According to verse 9, what were the Nephites seeking to defend in addition to their families and property? (Their rights and privileges, including the right to "worship God according to their desires." Explain that today we call this right religious liberty or religious freedom.)

Invite a few students to take turns reading aloud from Alma 43:18–23. Ask the class to look for what Moroni, the chief captain of the Nephites, did to prepare the people to defend their land, families, and religious liberty.

- What specific things did the Nephites do to prepare for the Lamanites' attack?
- What effect did the Nephites' preparation have on the Lamanites?

Briefly summarize Alma 43:24–44 by relating that after Moroni received the Lord's direction through the prophet Alma, he took part of his army to the land of Manti. Moroni sent spies to find out where the Lamanites were, and he had soldiers hide along the path the Lamanites would take. As the Lamanites approached, Nephite soldiers encircled them. Even though the Lamanites fought ferociously, they suffered more casualties than the Nephites did.

Invite several students to take turns reading aloud from Alma 43:43–47. Ask the class to look for the difference between the Lamanites' motivation and source of strength and the Nephites' motivation and source of strength.

- What inspired the Nephites to fight even when they were outnumbered by their enemy?
- What truth can we learn from these verses about what we have a duty to defend? (Help students identify the following truth: **It is our duty to defend our families, our religion, and our liberties.** Write this truth on the board, and invite students to consider marking the words and phrases in their scriptures that teach this truth.)
- What are some ways in which we can fulfill our duty to defend our families, our religion, and our liberties?
- When have you, or someone you know, chosen to defend these God-given blessings?

Summarize Alma 43:48–54 by explaining that the Nephites were inspired by Moroni and “cried with one voice unto the Lord their God” (verse 49). The Lamanites soon began to flee but were surrounded by the Nephites. When Moroni saw that the Lamanites were filled with terror, he commanded his men to stop fighting.

### **Alma 44**

#### ***Captain Moroni commands the Lamanites to make a covenant of peace***

Summarize Alma 44:1–9 by explaining that Moroni told Zerahemnah that the reason the Nephites were victorious was because of their religion and their faith in Christ. Moroni promised that the Nephites would not harm them anymore if they would give up their weapons and enter into a covenant of peace. Zerahemnah declared that he and his people did not believe that the Nephites had been strengthened by God. He offered to have the Lamanites give up their weapons, but he refused to make a covenant of peace.

Invite a student to read aloud Moroni's response to Zerahemnah, which is found in Alma 44:10–11. Ask the class:

- Why do you think it was so important to Moroni to have the Lamanites make a covenant of peace?

Summarize Alma 44:12–20 by explaining that while many of the Lamanites made a covenant of peace, Zerahemnah rallied the rest of his men to contend with Moroni's army. As the Nephites began to slay them, Zerahemnah saw their imminent destruction and promised to enter into a covenant of peace.

### Alma 45

#### *Helaman believes the words of Alma and begins his ministry*

Summarize Alma 45:1–22 by explaining that the Nephites were filled with joy and gave thanks to God for their victory over their enemies. In spite of this wonderful victory, Alma prophesied to his son Helaman that the day would come when the Nephites would dwindle in unbelief and be destroyed because of their wickedness. Alma left the land of Zarahemla, never to be seen again. Helaman began his ministry by appointing priests and teachers over the Church throughout the land, and he preached the word of God with his brethren.

Invite a student to read Alma 45:23–24 aloud. Ask the class to follow along, looking for how the people responded to Helaman and his brethren.

- How did the people respond to Helaman and his brethren?
- Why did some people refuse to listen to the leaders of the Church?

### Alma 46

#### *Captain Moroni rallies the righteous to defend their rights and their religion*

Summarize Alma 46:1–9 by explaining that those who would not heed the leaders of the Church were led by a wicked man named Amalickiah, who desired to be a king.

Invite a student to read Alma 46:10 aloud. Ask the class to follow along, looking for what Amalickiah sought to destroy.

- What did Amalickiah seek to destroy?
- According to Alma 46:16, what did Moroni pray for?



Divide students into pairs or small groups, and give each group a copy of the accompanying handout. Ask students to work together in their groups to study the scriptures and to discuss the questions on the handout.



## Captain Moroni and the Title of Liberty

1. Read Alma 46:11–16 together, looking for what Moroni did to stand up against Amalickiah and others who sought to destroy the Church of God. Then discuss the following questions:
  - What did Moroni write on a portion of his coat, which came to be known as the title of liberty? (Consider marking these words in verse 12.)
  - Why do you think it was important for Moroni to pray mightily unto God at that time?
2. Read Alma 46:17–21 together, looking for what Moroni did to inspire his people to maintain their rights. Then discuss the following questions:
  - What stands out to you about Moroni's actions, as recorded in these verses?
  - According to verse 21, what effect did Moroni's actions have on others?
3. Write a principle about defending religious freedom that we can learn from these verses:



After sufficient time, ask students to report the principles they identified in Alma 46:17–21. Students may identify several principles, including the following: **If we are courageous in defending religious freedom, then we can inspire others to do likewise.** Write this principle on the board.

Explain that Church leaders in our day have emphasized the need to protect religious freedom (see “Religious Freedom,” [lds.org/religious-freedom](https://www.lds.org/religious-freedom)). Invite a student to read aloud the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles. Ask the class to listen for what we can do to defend this freedom.



“First, we can become informed. Be aware of issues in your community that could have an impact on religious liberty.

“Second, in your individual capacity, join with others who share our commitment to religious freedom. Work side by side to protect religious freedom.

“Third, live your life to be a good example of what you believe—in word and deed. How we live our religion is far more important than what we may say about our religion” (Robert D. Hales, “Preserving Agency, Protecting Religious Freedom,” *Ensign* or *Liahona*, May 2015, 113).

- According to Elder Hales, what can we do to defend religious freedom?

- Why do you think that as we seek to defend religious freedom it is important for us to be good examples of what we believe?

Testify that the Lord wants us to defend the sacred blessing of religious freedom He has given us. Encourage students to do what they can to defend religious freedom.

Summarize Alma 46:22–41. Explain that Moroni used the symbol of his rent coat to remind the people that they were descendants of Joseph “whose coat was rent ... into many pieces” and who was sold into slavery by his brothers (verse 23). He traveled the land and “gathered together all the people who were desirous to maintain their liberty” (verse 28). He also had the title of liberty raised on every tower and in this way “planted the standard of liberty among the Nephites” (verse 36) and rallied the people to prevent them from being enslaved. Amalickiah and his followers realized they were outnumbered, so they went to the land of Nephi, seeking to join the Lamanites. Moroni’s army stopped most of Amalickiah’s group from reaching the land of Nephi. Many of Amalickiah’s followers entered into a covenant to support freedom. The few who would not enter into the covenant were put to death. Amalickiah and a small number of his men escaped and joined the Lamanites.

Conclude this lesson by reviewing the truths you have discussed. Invite students to act on these truths.

## HOME-STUDY LESSON

# Alma 39–44 (Unit 20)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Alma 39–44 (unit 20) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Alma 39)**

While studying Alma's words to his wayward son Corianton, students learned that sexual sin is an abomination in the sight of the Lord. Alma also taught his son that repentance includes acknowledging and forsaking our sins and turning to the Lord with all our mind, might, and strength. Students read Alma's testimony that Jesus Christ came to take away the sins of the world.

#### **Day 2 (Alma 40–41)**

Corianton was concerned about resurrection and the Final Judgment. From Alma's response to these concerns, students learned various doctrines related to the resurrection, including the truth that we will be restored to either happiness or misery according to our works and desires in mortality. Alma also emphasized that "wickedness never was happiness" (Alma 41:10).

#### **Day 3 (Alma 42)**

Alma helped Corianton see that disobedience causes individuals to be cut off from the presence of God. In turn, students learned how the plan of redemption allows individuals to overcome their fallen state. Alma's teachings confirm that Jesus Christ's Atonement satisfied the demands of justice so that mercy could be extended to those who repent.

#### **Day 4 (Alma 43–44)**

Students learned about a war between the Lamanites and the Nephites. One lesson they learned from Alma 43–44 is that if we seek and follow prophetic counsel, we will be better able to defend ourselves against the adversary. In addition, students discovered that as we pray for help in accomplishing our righteous plans and desires, God will help us accomplish them.

### Introduction

As recorded in Alma 39–42, Alma helped his son Corianton understand the seriousness of sexual sin, doctrines related to resurrection and the Final Judgment, and the eternal consequences of the laws of justice and mercy. This lesson will provide students with opportunities to teach and explain these doctrines to each other.

## Suggestions for Teaching

### Alma 39–41

#### *Alma teaches that repentance brings happiness*

Begin class by inviting students to recite together Alma 39:9, a scripture mastery passage they were encouraged to memorize as part of their study this week. Ask if someone can remind the class why Alma counseled his son Corianton to repent and forsake his sins in this verse.

Remind students that in Alma 40–41, Alma also addressed Corianton's concerns about the resurrection of the dead and the Final Judgment. To help students explain what they learned and share their feelings and testimonies about the truths found in Alma 39–41, write the following questions and scripture references on the board before class begins:

1. *Why is it important to keep the law of chastity? (See Alma 39:1–9.)*
2. *What is the resurrection? What is the difference between mortal bodies and resurrected bodies? What happens after we are resurrected? (See Alma 40:21–26.)*
3. *How will I be judged at the Final Judgment? (See Alma 41:1–7.)*
4. *It seems like some who break the commandments are happy. Is that true? (See Alma 41:10–15.)*

If your class size allows, divide the class into pairs that represent missionary companionships. Assign each companionship one of the questions from the board. (If your class size is smaller, you could assign the questions to individual students.)



Give each student a copy of the following handout. Provide time for the students to review the verses and prepare a short lesson for their investigator. Encourage the companionships to decide which portions of the instructions each of them will be responsible to teach.

### Teach the Doctrine or Principle

Imagine that you are a missionary and you and your companion have an appointment to meet with someone who is seeking an answer to the question you were assigned. Use what you learn from the scripture accompanying the question, and prepare to teach a lesson answering the question. Be ready to do the following as you teach:

1. Give some background information about the verses (such as explaining who was speaking, to whom they were speaking, and why).
2. Read parts of the scripture passage provided to help you answer the question you were assigned.
3. Write down a doctrine or principle taught in the verses you studied that applies to your assigned question.

4. Explain how the doctrine or principle you wrote helps answer the question you were assigned. You might want to suggest that those you teach write this doctrine or principle in their scriptures.
5. Share why this doctrine or principle is important to you, and testify of the truths you have taught.

As students prepare, you may want to move among the students so you can listen and give help as needed. If needed, help students identify doctrines from Alma 39–41 that help answer the questions they have been assigned. Use the following doctrines as a guide:

**Sexual sin is an abomination in the sight of the Lord** (see Alma 39:1–9).

**Resurrection is the reuniting of the spirit and the body, with all things restored to their proper and perfect frame** (see Alma 40:21–26).

**We will be restored to either happiness or misery according to our works and desires in mortality** (see Alma 41:1–7).

**Wickedness never was happiness** (see Alma 41:10–15).

### Instructions

After students have prepared to answer their assigned questions, place them in small groups so they can teach each other. (If your class is small, have each student or companionship teach the entire class.) After students have finished teaching one another, ask the class the following questions:

- As you consider Corianton’s sins, why do you think understanding these doctrines would be helpful to him?
- Why would it be important to be able to explain these truths to those you will associate with in your life?
- Why is it important that you understand and live by these truths?

## Alma 42

### *Alma teaches Corianton about justice and mercy*

Draw a simple set of scales on the board. Invite a student to teach the concepts of justice and mercy to the class using the illustration and what he or she learned from Alma’s instructions to Corianton in Alma 42. Invite students to turn to Alma 42 in their scriptures and look for phrases and statements about justice and mercy that they marked or underlined.

To help students understand the conditions upon which mercy is available, ask the following questions:

- What did Jesus Christ have to do in order for mercy to be available to us?
- What must we do to receive mercy?

Invite a few students to share why they are grateful for the Atonement of Jesus Christ.

**Alma 43–44*****Heeding the counsel of the prophets protects us from the adversary***

If time remains, consider asking students to review what they learned from Alma 43–44 by sharing what they wrote in their study journals about fighting their spiritual battles (day 4, assignments 3 and 4). Testify of Jesus Christ and His power to extend mercy as we repent and to protect us as we come unto Him.

**Next Unit (Alma 45–63)**

Ask students: Why were the Nephites so successful against their enemies? How were they able to fight with the strength of the Lord? Explain that they will find answers to these questions as they study the examples of Captain Moroni and Helaman and his stripling warriors during the next week.

## LESSON 101

# Alma 47–48

### Introduction

Amalickiah helped convince the Lamanite king to command his people to go to war against the Nephites. Most of the Lamanites who were called to battle refused to fight the Nephites and appointed Lehonti as their leader. After being commanded by the king to lead the obedient soldiers to compel their brethren to arms, Amalickiah used treachery,

intrigue, and murder to take control of the entire army and then to become king of the Lamanites. Meanwhile, Captain Moroni helped the Nephites fortify themselves against the attacks of their enemies so they could maintain their liberty and freedom of worship.

### Suggestions for Teaching

#### Alma 47

*By fraud, Amalickiah becomes king of the Lamanites*

Display or write on the board the following statement by President Harold B. Lee (1899–1973). (This statement comes from Conference Report, Oct. 1949, 56.)

*“There are carefully charted on the maps of the opposition the weak spots in every one of us. They are known to the forces of evil” (President Harold B. Lee).*

Invite a student to read President Lee’s statement aloud. Then ask the class the following questions:

- What stands out to you in this statement?
- Who do you think are the “forces of evil” President Lee was referring to? (Satan and his followers.)
- Why do you think it is important to know that Satan is aware of our personal weaknesses?

Remind students that a wicked Nephite named Amalickiah went to live among the Lamanites (see Alma 46). Explain that in Alma 47–48 we learn more about Amalickiah. Many of the tactics Amalickiah used to gain power and to harm others are similar to the tactics Satan uses to try to gain power over us and to harm us. As students study these chapters today, invite them to look for truths that can help them overcome Satan’s efforts to harm them.

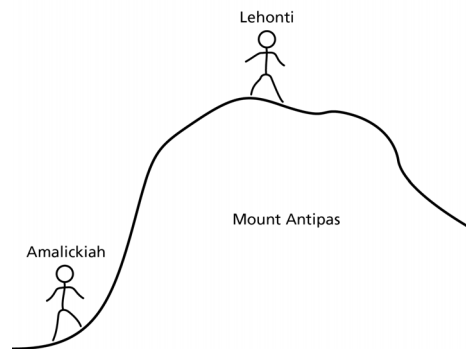
Invite a few students to take turns reading aloud from Alma 47:1–4. Ask the class to follow along, looking for what Amalickiah did to gain influence and power among the Lamanites.

- What did Amalickiah do to gain influence and power among the Lamanites?
- What characteristics of Amalickiah are similar to those of the devil?

Summarize Alma 47:5–6 by explaining that the disobedient faction of the Lamanites, led by a man named Lehonti, refused to fight the Nephites and fled from the Lamanite king's army.

Invite a student to read Alma 47:7–9 aloud. As the student reads, draw the following diagram on the board, adding to it as the associated parts of the diagram are read from the scriptures.

- Why do you think Lehonti's army gathered at the top of a mountain?
- What advantage does an army have if it is on higher ground than its enemy?
- According to verse 8, what was Amalickiah's intention?



Invite a student to read Alma 47:10–11 aloud. Ask the class to follow along, looking for what Amalickiah wanted Lehonti to do.

- What did Amalickiah want Lehonti to do?
- Why might it have been unwise to come down to the foot of the mountain to meet with Amalickiah?

Invite a student to read Alma 47:12 aloud. Ask the class to follow along, looking for what Amalickiah did differently the fourth time he tried to entice Lehonti to meet with him.

- How was Amalickiah's approach different this time? (Invite a student to add arrows to the diagram on the board to reflect Amalickiah going nearly to the top of the mountain, as well as his request that Lehonti come down just a little.)
- Why might these conditions have seemed safer to Lehonti?
- If you had been in Lehonti's position, how would you have responded to Amalickiah's request? Why?

Invite a student to read Alma 47:13 aloud. Ask the class to follow along, looking for what Amalickiah proposed to Lehonti.

- What did Amalickiah propose?
- What are some reasons why Lehonti might have considered accepting this plan?

Invite a student to read Alma 47:14–16 aloud. Ask the class to follow along, looking for what Lehonti and Amalickiah did next.

- What did Lehonti and Amalickiah do? (After students respond, consider erasing the figure of Lehonti at the top of the mountain and drawing him at the bottom next to Amalickiah.)
- How do you think Lehonti might have felt at this point about agreeing to Amalickiah's plan?



Invite a student to read Alma 47:17–19 aloud. Ask the class to follow along, looking for what Amalickiah did next.

- How did Amalickiah become the leader of the Lamanite army?
- In what ways were Amalickiah’s tactics similar to the tactics Satan uses to destroy us? (Possible answers include that Satan is persistent, deceptive, cunning, and ruthless. Just as Amalickiah persuaded Lehonti to come down the mountain a little way before persuading him to come down all the way, Satan may seek to persuade us to gradually lower our standards and place ourselves in circumstances that make us vulnerable to his attacks. Consider inviting students to mark the phrase “come down” wherever it appears in verses 10–13.)
- When do you think Lehonti made his first mistake in dealing with Amalickiah?
- What principles can we learn from this account about the danger of giving in to Satan’s temptations, even a little? (Students may identify several principles, including the following: **If we give in to Satan’s temptations even a little, we give him power to harm us.** Invite students to consider writing this principle in their scriptures next to Alma 47:12–13.)

Invite students to review Alma 47:18, looking for how Amalickiah’s servant poisoned Lehonti.

- How did Amalickiah’s servant poison Lehonti?
- Why do you think Amalickiah directed his servant to poison Lehonti “by degrees” (or little by little over a period of time) rather than kill him immediately?
- What can verse 18 teach us about how Satan might try to harm us? (Help students identify the following truth: **Satan seeks to poison us by degrees.** Invite students to consider writing this truth next to verse 18.)
- What are some examples of ways Satan seeks to poison us by degrees?
- How might you be able to recognize if you are being spiritually poisoned by degrees?

Invite students to ponder ways in which Satan may be tempting them to lower their standards even a little or ways in which he may be seeking to poison them by degrees. Encourage them to faithfully live the commandments and standards the Lord has given them so they can avoid the harm Satan desires to inflict upon them.

Summarize Alma 47:20–36 by explaining that Amalickiah continued to deceive and murder until he became the king of the Lamanites.

### **Alma 48**

#### *Captain Moroni inspires the Nephites to be prepared and faithful*

Summarize Alma 48:1–6 by explaining that soon after becoming king of the Lamanites, Amalickiah convinced the Lamanites to go to war against the Nephites.

Invite a few students to take turns reading aloud from Alma 48:7–10. Ask the class to follow along, looking for what Moroni was doing while Amalickiah was seeking power among the Lamanites.

- What was Moroni doing while Amalickiah was seeking power among the Lamanites?
- According to verse 9, which places in particular did Moroni seek to strengthen?
- What principle can we learn from verse 9 about fortifying ourselves against Satan's attacks? (Students may identify a principle such as the following: **We can fortify ourselves against Satan's attacks by recognizing our weaknesses and improving in those areas.** See also Ether 12:27.)

Divide students into groups of two or three. Ask students to take turns reading aloud from Alma 48:11–17 in their groups, looking for attributes of Captain Moroni that protected him from the power of Satan. Invite students to consider marking what they find.

- Which of Captain Moroni's attributes stands out to you the most? (As students respond, you might ask them to explain why those particular attributes stood out to them.)
- How would you summarize the differences between Captain Moroni and Amalickiah?
- According to verse 17, what would happen if everyone "had been, and were, and ever would be, like unto Moroni"?
- What principle can we learn from these verses about how we can be protected from the devil's power? (Students should identify a principle similar to the following: **If we are firm in the faith of Jesus Christ, then the devil will have no power over our hearts.** Invite students to consider marking the phrases in verses 13 and 17 that teach this principle.)

Explain that even when we are firm in the faith of Jesus Christ, we may still be tempted to do wrong. However, we can choose to resist those temptations.

- How do you think youth today can be firm in the faith of Jesus Christ, like Captain Moroni?

Invite students to read Alma 48:18–19 silently, looking for examples of other individuals who were firm in the faith of Jesus Christ. Ask students to report what they find.

- Whom do you know who is firm in the faith of Jesus Christ? (As students respond, ask them to explain how they believe that person's faith protects him or her from Satan's power.)

Share your testimony that the firmer we are in the faith of Jesus Christ, the less power the devil will have over our hearts. Invite students to write in their class notebooks or study journals something they will do to become firmer in the faith of Jesus Christ.

Summarize Alma 48:20–25 by explaining that as the Nephites obeyed the counsel of Helaman and his brothers, they were free from contention among themselves. When the Lamanites came to war, the Nephites were reluctant to take up their weapons against them but did so in order to defend their families.

## LESSON 102

# Alma 49–51

### Introduction

Moroni's defensive preparations were vital in protecting the Nephites against their enemies. The Nephites were successful in defending themselves against the Lamanites until rebellion and wickedness among their own people began to weaken

them. Morianton and the king-men sought division and stirred up contention among the people. Moroni tried to eliminate division and contention and establish peace.

### Suggestions for Teaching

#### *Adapting scenarios*

You are in the best position to understand the culture and the personalities of the students in your class, as well as the temptations they face. Choose scenarios that will allow students to reflect upon situations similar to their own. This will provide an opportunity for the Spirit to prompt students according to their needs. As you seek Heavenly Father's direction, He will help you adapt the scenarios in the manual to more closely fit the lives of your students.

#### **Alma 49; 50:1–24**

##### *The Nephites build fortifications, prosper, and preserve their liberties*

Read the following scenario to your class and ask the accompanying questions (or create your own scenario and set of questions):

A young man was feeling tired but didn't want to go to bed, so he began to search the internet. He found himself tempted to visit sites that contained pornographic images.

- How did this young man's choices make him more susceptible to temptation?
- What are some other situations in which we might make ourselves more susceptible to temptation as a result of making poor choices?

As students study the preparations Captain Moroni made against the Lamanites, invite them to look for principles about avoiding and overcoming Satan's temptations.

Explain that while Amalickiah was stirring up a Lamanite army to go to battle, Captain Moroni was fortifying the cities of the Nephites. Invite several students to take turns reading aloud from Alma 49:1–7. Ask the class to follow along, looking for how the Nephites had prepared for future Lamanite attacks.

- What had the Nephites done to prepare for Lamanite attacks?
- According to verses 6–7, why were the leaders of the Lamanites confident they would be able to conquer the Nephites this time? (Because of the vast number of Lamanite soldiers and their protective clothing and armor.)

Remind students that prior to a previous battle, Moroni had prepared his armies with armor and thick clothing. This armor and clothing had helped Moroni's

armies prevail against the Lamanites, who had been mostly naked as they had gone to war. (See Alma 43:19–20.)

- If you had been a Lamanite soldier, how might you have felt when you saw these fortifications for the first time?

Invite a few students to take turns reading aloud from Alma 49:8–12. Ask the class to follow along, looking for how the Lamanites responded to the Nephites' preparations.

- What did the Lamanites do when they saw that Ammonihah had been fortified? (They retreated.)

Summarize Alma 49:13–20 by explaining that the Lamanite captains swore an oath to destroy the city of Noah, which had previously been a poorly defended city. Anticipating the Lamanites' move, Moroni had prepared the city of Noah with defenses even greater than those around the city of Ammonihah, including a high bank of earth that surrounded the city. Moroni had also placed a courageous captain named Lehi in command of the city.

Invite a student to read Alma 49:14, 17 aloud. Ask the class to follow along, looking for how the Lamanites reacted when they came to the city of Noah and what they decided to do.

- How did the Lamanites react when they came to the city of Noah?
- What did the Lamanites decide to do? Why?

Invite several students to take turns reading aloud from Alma 49:21–27. Ask the class to follow along, looking for what happened as the Lamanites attacked the city.

- What was the result of this battle for the city of Noah?
- How did the high bank of earth around the city affect the outcome of the battle?

Invite a few students to summarize what they have learned from Captain Moroni's actions about how we can defend ourselves against the attacks of the adversary. Students may identify a principle such as the following: **If we prepare ourselves, we can withstand attacks (temptations) from the adversary.** You may want to write this principle on the board.

- What can we do to build high spiritual walls against Satan's temptations? (Consider listing students' responses on the board. Answers could include participating in meaningful daily prayer and scripture study, attending Church regularly, serving others, singing hymns, doing family history and temple work, and fasting.)
- How do these activities help you withstand Satan's temptations?

Remind students of the scenario you presented at the beginning of the lesson, in which a young man was tempted to view pornography while searching the internet alone at night. (If you created your own scenario, modify the following questions accordingly.)

- What preparations might this young man have made to avoid this temptation?

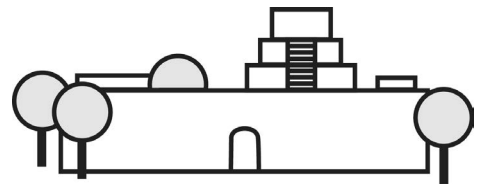
- What could he do to avoid the temptation in the future?

Consider inviting students to respond to the following questions in their class notebooks or study journals. (You may want to write these questions on the board before class.)

- How would you describe your daily efforts to strengthen your spiritual walls of protection?
- Select one thing you are doing to strengthen yourself spiritually or one thing you are not doing. What could you do to increase the effectiveness of that activity to strengthen yourself against evil?

Invite a student to read Alma 49:28–30 aloud. Ask the class to look for who, besides Moroni, was laboring to protect the Nephites against the Lamanites. Emphasize that by helping the Nephites remain righteous, Helaman and his brethren were helping them receive the blessings and protection of the Lord.

To help students identify a principle in Alma 50, invite them to draw a picture of a city in their class notebooks or study journals. (Consider drawing the accompanying picture on the board as an example.)



Invite a student to read Alma 50:1 aloud. Ask the class to follow along, looking for what Moroni directed his armies to do after they prevailed over the Lamanites at the city of Noah.

- Given the success of Captain Moroni’s preparations, what additional insight can we learn from this verse? (“Moroni did not stop making preparations”; he continued to strengthen his defenses, even when there appeared to be no immediate threat.)

On the board, draw “heaps of earth” that form a wall around the city, and invite students to do the same on their drawings.

Invite students to read Alma 50:2–6 silently and to draw on their pictures the additional fortifications that Moroni directed his people to make. After sufficient time, ask students to show what they drew to some of their classmates. You might also invite a student to draw these additional fortifications on the drawing on the board. Then ask:

- How would these additional fortifications have protected the Nephites even more effectively than their previous defenses?
- Why do you think Moroni did not stop improving the fortifications?
- What principle can we learn from Moroni’s example about improving our spiritual fortifications? (Help students identify the following principle: **Because the adversary will continually attack us, we must continually improve our spiritual fortifications.** Write this principle on the board next to the drawing.)

To help students appreciate the need for continuous spiritual fortification, read the following statement by President Henry B. Eyring of the First Presidency:



"As the forces around us increase in intensity, whatever spiritual strength was once sufficient will not be enough. And whatever growth in spiritual strength we once thought was possible, greater growth will be made available to us. Both the need for spiritual strength and the opportunity to acquire it will increase at rates which we underestimate at our peril" (Henry B. Eyring, "Always," *Ensign*, Oct. 1999, 9).

- Why is it important to realize that we must continually improve our spiritual fortifications and strength throughout our lives?

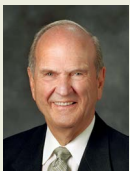
To prepare students to identify another principle in Alma 50, invite them to imagine they have a friend who lives in an area where war is rampant. Ask students to consider if they think it is possible for this friend to experience happiness in spite of the chaos around him or her.

Write the following scripture reference on the board: *Alma 50:18–23*. Invite several students to take turns reading aloud from these verses. Ask the class to follow along, looking for what these verses teach us about finding happiness in difficult circumstances.

- According to Alma 50:18–23, why were the Nephites experiencing a period of happiness?
- What truth can we learn from these verses about finding happiness even amid turmoil?

One truth they may include in their answers is that **faithfulness to God brings happiness, even amid turmoil**. (You may want to write this principle on the board.) Help students understand that this truth applies not only to war but also to personal challenges such as financial setbacks, loss of employment, the death of a loved one, troubled relationships with family members, and natural disasters.

To help students understand this truth, invite a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles:



"Saints can be happy under every circumstance. We can feel joy even while having a bad day, a bad week, or even a bad year!

"My dear brothers and sisters, the joy we feel has little to do with the circumstances of our lives and everything to do with the focus of our lives.

"When the focus of our lives is on God's plan of salvation ... and Jesus Christ and His gospel, we can feel joy regardless of what is happening—or not happening—in our lives. Joy comes from and because of Him. He is the source of all joy" (Russell M. Nelson, "Joy and Spiritual Survival," *Ensign* or *Liahona*, Nov. 2016, 82).

- When has the Lord blessed you or someone you know with happiness in the midst of difficult times? (After students have responded, consider sharing an example from your life.)

**Alma 50:25–40; 51*****Nephite defenses are weakened and Moroni confronts rebellion among his people***

Summarize the rest of Alma 50 and Alma 51 by explaining that Alma 50:25–40 contains the account of Morianton’s rebellion and death and the appointment of Pahoran as chief judge. Alma 51 tells about a group called king-men who tried to change the law to allow a king to rule over the Nephites. They failed in their attempt. In their anger over their failure, the king-men refused to take up arms when Amalickiah and the Lamanites came to wage war against the Nephites. According to the law, Moroni required them to take up arms or be put to death. Amalickiah’s army captured many Nephite cities and slew many Nephites. As Amalickiah sought to capture the land Bountiful, he was met by Teancum and his army. Teancum slew Amalickiah and prevented the advance of the Lamanite army.

Testify of the truths you have discussed today, and invite students to apply those truths in their lives.

## LESSON 103

# Alma 52–55

### Introduction

At this point in the war with the Lamanites, the Nephites had lost many cities because of contention among themselves. Moroni, Teancum, and Lehi captured the city Mulek and defeated one of the largest armies of the Lamanites. Moroni

refused the request of Ammoron, the Lamanite leader, to exchange prisoners and implemented a plan to free the Nephite prisoners without bloodshed.

### Suggestions for Teaching

#### *Emphasize the Fundamentals of Gospel Teaching and Learning*

As you teach, emphasize the Fundamentals of Gospel Teaching and Learning, such as understanding the context and content of the scriptures; identifying, understanding, and feeling the truth and importance of doctrines and principles; and applying doctrines and principles. These fundamentals are not methods to use but are outcomes to achieve. They establish a pattern to follow to instill the gospel within students' minds and hearts.

### Alma 52–53

#### *Moroni, Teancum, and Lehi work together to defeat the Lamanites in Mulek*

Before class, write the following question on the board: *What are some examples of circumstances that can be spiritually dangerous to us?*

Begin the lesson by reading the question aloud and inviting students to respond to it. List their answers on the board. (Students may mention circumstances in which youth are commonly tempted to break God's commandments, such as while attending inappropriate parties or using devices that allow unfiltered access to the internet.)

As students study Alma 52–55 today, invite them to look for principles that can help them remain spiritually safe in spite of the many spiritually dangerous circumstances that surround them.

Remind students that while Moroni was putting down the rebellion of the king-men, the Lamanites took over many fortified Nephite cities (see Alma 51:26).

Summarize Alma 52:1–15 by explaining that after the Lamanites found Amalickiah dead in his tent, they retreated to the city of Mulek, one of their strongholds. Amalickiah's brother Ammoron became king and ordered the Lamanites to maintain the cities they had conquered. Moroni instructed Teancum to retain the prisoners his army captured. He also ordered Teancum to fortify Bountiful and other Nephite-controlled cities in that part of the land.

Invite a student to read Alma 52:16–17 aloud. Ask the class to follow along, looking for the orders Teancum received and what he decided to do.

- What orders did Teancum receive? What did he decide to do?



- Why do you think it was wise for Teancum to abandon his plans to attack Mulek? (Invite students to consider marking the following phrase in verse 17: “It was impossible that he could overpower them while they were in their fortifications.”)

Point out that we can liken the city of Mulek, which was occupied and well fortified by the Nephites’ enemies, to places or circumstances today in which Satan has a powerful influence. You may want to refer to the spiritually dangerous circumstances written on the board.

- What principle can we learn from Teancum’s recognition of the dangers in Mulek and his decision to avoid those dangers? (Help students identify a principle such as the following: **If we recognize and avoid circumstances in which the adversary may have an advantage over us, we can remain spiritually safe.** Write this principle on the board.)
- What can we do to recognize circumstances in which the adversary may have an advantage over us? (Answers may include listening to the Spirit and the teachings of prophets.)

Read aloud or display the following questions, and invite students to write their answers to them in their class notebooks or study journals.

- What is an experience you have had in which you were able to avoid spiritually dangerous circumstances because you recognized the danger that existed?
- How were you blessed because of your actions?

Invite a few students who are willing to share their responses to these questions to do so. You may also want to share an experience.

Encourage students to recognize and avoid circumstances in which the adversary may have an advantage over them.

Summarize Alma 52:18–40 and Alma 53:1–7 by explaining that the Nephites lured the Lamanite soldiers out of Mulek and retaken the city. They also took many Lamanite prisoners and sent them to work on fortifying the city of Bountiful.

Invite a student to read Alma 53:8–9 aloud. Ask the class to follow along, looking for why the Lamanites had been able to “[gain] some ground over the Nephites” (verse 8) in another part of the land.

- Why had the Lamanites been able to capture additional Nephite cities? (You may want to explain that in this context the word *intrigue* refers to secret or deceptive plans and that *dissensions* refers to disagreements and divisions.)
- Why do you think divisions among the Nephites caused them to be “placed in the most dangerous circumstances” (verse 9)?
- What principle can we learn from these verses that can relate to us as members of the Lord’s Church today? (Help students identify a principle such as the following: **If we as members of the Lord’s Church allow ourselves to become divided, then we place ourselves in dangerous circumstances.** Write this principle on the board.)

Write the following groups on the board or on slips of paper: *Priesthood Quorums*, *Young Women Classes*, *Wards or Branches*, and *Families*. Divide the class into pairs or small groups, and assign each of them one of the listed groups. Give each group a few minutes to answer the following questions (consider writing these questions on the board or on slips of paper).

- What are some things that could potentially divide this group?
- What are some dangerous circumstances that the members of this group might experience if they are divided and not united?

After sufficient time, discuss the answers to these questions as a class. Encourage students to think of what they can do to prevent division in their own classes, quorums, and families.

Summarize the remainder of Alma 53 by explaining that 2,000 sons of the people of Ammon joined the Nephite armies and were led by Helaman.

*Note:* In the next lesson, students will learn more about Helaman's 2,000 stripling warriors mentioned in Alma 53:16–23.

### Alma 54–55

#### *Moroni rejects Ammoron's terms for exchanging prisoners and uses a stratagem to free the Nephite prisoners*

Explain that Alma 54 is a record of the letters sent between Ammoron (the Lamanite king) and Captain Moroni. Prior to this, the Lamanites and the Nephites had secured many prisoners of war. This chapter records Moroni's response to Ammoron's request that the Lamanites and Nephites exchange prisoners. In his epistle, Moroni said he would not exchange prisoners unless Ammoron delivered up one Nephite family in exchange for one Lamanite prisoner. Ammoron wrote back to accept Moroni's proposal to exchange prisoners, though he refused to abandon his wicked purpose in fighting the Nephites.

Explain that in Alma 55 we learn that because Ammoron would not abandon his wicked purpose, Captain Moroni refused to exchange prisoners. Instead, he freed the Nephite prisoners in the city of Gid by stratagem (a method used in war to outwit an enemy). Moroni was able to use a Nephite soldier of Lamanite heritage to cause the Lamanite soldiers guarding the Nephite prisoners to become drunk. While the Lamanites were drunk and in a deep sleep, Moroni armed the prisoners within the city. Then, rather than ordering that the Lamanites be killed, he had his army surround them.

Write the following statement on the board:

*We are not to delight in ... ; rather, we are to delight in ...*

- Why do you think Moroni did not order his soldiers to attack and kill the Lamanites while they were drunk and asleep?

Invite a student to read Alma 55:18–19 aloud. Ask the class to follow along, looking for what we learn about Moroni from these verses. Ask students to report what they find.

- Based on the description of Moroni in verse 19, how would you complete the statement on the board to form a principle? (After students respond, complete the statement on the board so that it reads as follows: **We are not to delight in murder or bloodshed; rather, we are to delight in saving people from destruction.**)
- How might we liken Moroni's example of not delighting in bloodshed to the things we read and watch or to the games we play?

As part of this discussion, you may want to invite a student to read aloud the following statement from *For the Strength of Youth*:

"Choose wisely when using media, because whatever you read, listen to, or look at has an effect on you. Select only media that uplifts you.

"... Do not attend, view, or participate in anything that is vulgar, immoral, violent, or pornographic in any way. Do not participate in anything that presents immorality or violence as acceptable. Have the courage to walk out of a movie, change your music, or turn off a computer, television, or mobile device if what you see or hear drives away the Spirit" (*For the Strength of Youth* [booklet, 2011], 11).

- According to this statement, why is it important to not participate in entertainment that glorifies murder and bloodshed?
- Rather than participating in entertainment that glorifies murder and bloodshed, what can we do to delight in saving people from destruction? (Answers could include participating in missionary, family history, and temple work.)

Invite a student to read aloud the following statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles. Ask the class to listen for what helped a young man learn to delight in saving people.



"In the Russia Rostov-na-Donu Mission the youth were invited to each index 2,000 names and then qualify at least one name from their own families for temple ordinances. Those who accomplished this goal were invited to go on a long journey to the new Kyiv Ukraine Temple. One young man shared his experience: 'I was spending a lot of time playing computer games. When I started indexing, I didn't have time to play games. At first I thought, "Oh no! How can that be!" When this project was over, I even lost interest in gaming. ... Genealogical work is something that we can do here on earth, and it will remain in heaven'" (Richard G. Scott, "The Joy of Redeeming the Dead," *Ensign* or *Liahona*, Nov. 2012, 94).

- Why do you think participating in family history work helped this young man to delight in saving others?
- What experiences have you had as you have participated in the work of saving others?

Summarize Alma 55:20–35 by explaining that the Lamanites in the city of Gid surrendered and the Nephites who had been imprisoned joined Moroni’s army.

Conclude by testifying of the truths you have discussed in class today. Invite students to contemplate the following question:

- What do you feel the Lord wanted you to learn in today’s lesson that will help you be faithful as you battle against the adversary?

Consider giving students time to write in their class notebooks or study journals about what they will do based on what they have learned today.

## LESSON 104

# Alma 56–58

### Introduction

Helaman and Captain Moroni fought the Lamanites in different parts of the land. Helaman sent a letter to Moroni describing his army's battles with the Lamanites and expressing his confidence in the faith of 2,060 stripling

warriors who had joined his army. Helaman also described what his army did to win battles and to receive hope and strength during their afflictions.

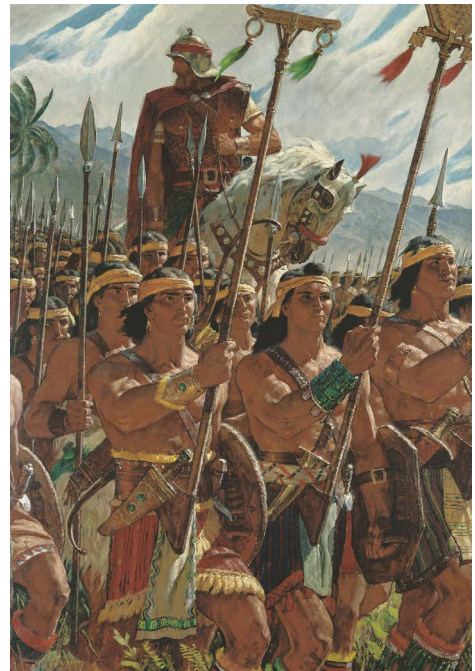
### Suggestions for Teaching

#### Alma 56

*The armies of Antipus and Helaman are victorious over the strongest army of the Lamanites*

Display the picture Two Thousand Young Warriors (*Gospel Art Book* [2009], no. 80; see also [lds.org/media-library](http://lds.org/media-library)). Ask students to explain what they know about the young men portrayed in the picture.

Explain that in Alma 53 we learn that 2,000 sons of the people of Ammon volunteered to fight against the Lamanites. These soldiers are often referred to as the 2,000 stripling warriors. (You may need to explain that the word *stripling* refers to a young man.) The parents of these young men had covenanted never to take up arms again. The young men, who were not bound by the same covenant, volunteered to defend their parents and other Nephites when they were threatened by a Lamanite army.



Invite a few students to take turns reading aloud from Alma 53:19–21. Ask the class to follow along, looking for words and phrases that describe these young men. Invite several students to come to the board and write the words and phrases they have found. Ask them to explain how these attributes might have strengthened the Nephite armies.

Explain that Alma 56–58 contains an epistle, or letter, that Helaman wrote to Captain Moroni during a difficult period in the war. In this letter, Helaman described how the stripling warriors provided crucial help to the Nephites in their battles against the Lamanites. Invite students to look for principles as they study these chapters that can help them prevail in their battles against evil.

*Note:* As you discuss Alma 56–58, you may want to show students the map titled “Possible Book of Mormon Sites in Relation to Each Other” in the appendix of this manual, pointing out the various cities as they are mentioned in the scriptures.

Summarize Alma 56:1–44 by explaining that Helaman led the 2,000 stripling warriors to the city of Judea to assist a Nephite army led by Antipus. The Lamanites had captured several Nephite cities and had greatly reduced Antipus’s army. Antipus rejoiced when Helaman and his soldiers arrived to help. Antipus used Helaman and his 2,000 warriors as a decoy to draw the strongest army of the Lamanites out of the city of Antiparah. Most of the Lamanite army left Antiparah to pursue Helaman’s army, giving Antipus’s army the opportunity to follow and attack them from behind. When the Lamanite army halted their pursuit of Helaman’s army, Helaman could not tell whether the Lamanite army was trying to lure his warriors into a trap or if the army of Antipus had engaged the Lamanites in battle at their rear. Helaman and his young soldiers had to decide whether to continue fleeing or attack the Lamanites.

- What are some reasons Helaman and his army might have hesitated to turn back and attack the Lamanites?

Invite a few students to take turns reading aloud from Alma 56:44–48. Ask the class to follow along, looking for how the 2,000 stripling warriors responded when Helaman asked if they would go and fight the Lamanites. Invite students to report what they find.

- What did these young men not doubt? (That God would deliver them.)
- Why did they not doubt that God would deliver them? (Invite students to consider marking the following phrase in verse 47 of their scriptures: “they had been taught by their mothers, that if they did not doubt, God would deliver them.”)
- What principle can we learn from verse 47 about how parents can bless their children? (Using their own words, students may identify a principle such as the following: **Righteous mothers can bless their children by teaching them to trust in God.**)
- What are some ways that mothers today can teach their children to trust in God?

Consider inviting students to share experiences of how their mothers (or other righteous family members or role models) have taught them to trust in God and how they have been blessed as a result. You may also want to share an experience.





Point out that we can learn another principle from Alma 56:47–48 based on the stripling warriors' response to their mothers' teachings to act in faith and not doubt. Write the following incomplete statement on the board: *If we act in faith and do not doubt, then ...*

Invite a few students to take turns reading aloud from Alma 56:49–56. Ask the class to follow along, looking for how God blessed Helaman's warriors because of their faith.

- How were Helaman's warriors blessed?

Point out that God will not always preserve the lives of the faithful, but He will always bless them.

- Based on verse 56, how might we finish the statement on the board? (After students respond, complete the statement on the board so that it conveys the following principle: **If we act in faith and do not doubt, then we will receive strength from God.**)
- What are some situations today in which the youth of the Church can choose to act in faith rather than doubt God or their testimonies of the gospel?
- What are some ways God may strengthen us as we choose to act in faith in these situations?
- When have you or someone you know acted in faith and received strength from God in a difficult situation?

### **Alma 57**

#### ***Helaman and his stripling warriors help retake the city of Cumeni and are preserved in battle***

Explain that Alma 57 is a continuation of Helaman's letter to Captain Moroni. It begins with an account of the Nephites taking back the cities of Antiparah and Cumeni from the Lamanites. During this time, Helaman received 6,000 men to reinforce his army, along with 60 more sons of the people of Ammon. Subsequently, the Lamanites attacked the Nephites and were about to overpower them. (See Alma 57:1–18.)

Invite a few students to take turns reading aloud from Alma 57:19–22. Ask the class to follow along, looking for how Helaman's stripling warriors affected the outcome of this battle.

- How did the stripling warriors affect the outcome of this battle?
- Why were they able to have this effect?

Invite students to consider marking the phrase "they did obey and observe to perform every word of command with exactness" in Alma 57:21.

- What do you think this phrase means?
- What do you think would have happened if Helaman's warriors had only performed some of his commands with exactness, rather than "every word"?

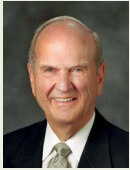
Invite a student to read Alma 57:23–27 aloud. Ask the class to follow along, looking for how the sons of Helaman were blessed for their exact obedience and their faith.

- How did God bless the stripling warriors?

Point out that Helaman's soldiers "put their trust in God continually" (verse 27). Invite students to consider marking this phrase in their scriptures.

- What principles can we learn from the example of the stripling warriors as recorded in Alma 57:19–27? (Students may identify several principles, including the following: **If we obey the commands of God with exactness and put our trust in Him continually, then He will bless us by His marvelous power.**)
- How might God bless us today in our battle against Satan if we obey all His commands with exactness and put our trust in Him continually?

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



"[You] will encounter people who pick which commandments they will keep and ignore others that they choose to break. I call this the cafeteria approach to obedience. This practice of picking and choosing will not work. It will lead to misery. To prepare to meet God, one keeps *all* of His commandments. ...

"... Obedience to the commandments of God will provide physical and spiritual protection" (Russell M. Nelson, "Face the Future with Faith," *Ensign* or *Liahona*, May 2011, 34, 35).

Ask students to reflect on a time when they or someone they know obeyed with exactness in a difficult situation at school, at home, or in a social setting. Invite a few students to share their experiences. Ask them how the Lord helped them in the situation.

Give students time to write in their class notebooks or study journals about what they will do to better obey God's commands "with exactness" (Alma 57:21) and "put their trust in God continually" (Alma 57:27).

## Alma 58

### *The Nephite soldiers trust that God will preserve them in their adversity*

Explain that Alma 58 contains the end of Helaman's epistle to Moroni. Helaman related how the Nephite armies encountered difficult circumstances that complicated the adverse conditions they already faced.

Summarize Alma 58:1–5 by explaining that the Nephites desired to retake the city of Manti but were so greatly outnumbered that they decided to wait for reinforcements and supplies from Zarahemla.

Divide students into pairs. Invite students to read Alma 58:6–12 aloud with their partners, looking for answers to the following questions. (Write the questions on the board before class.)

*What difficult situation did the Nephites experience at this time?*



*What did the Nephites do when they faced this difficult situation?*

*How did the Lord respond to their sincere pleadings and prayers?*

*How did the Lord's assurances help Helaman and his army?*

After sufficient time, ask students to report to the class their answers to the questions on the board. Invite students to summarize a truth they have learned from Alma 58:10–12. (Students may use different words, but make sure they identify the following principle: **If we turn to God in times of difficulty, then we can receive divine assurance and peace that can strengthen our faith and give us hope.**)

- What are some ways we can turn to God in times of difficulty?
- When has God blessed you with peace and assurance as you turned to Him during a difficult experience?

Explain that the rest of Alma 58 recounts the Nephite army's successful efforts to retake the cities that had been captured by the Lamanites (see Alma 58:31).

Invite a student to read Alma 58:39–40 aloud. Ask the class to follow along, looking for how Helaman described his soldiers at the end of his letter. Invite a few students to explain what most stands out to them about the stripling warriors.

Conclude by encouraging the class to follow the example of the stripling warriors by applying the principles discussed today.

## LESSON 105

# Alma 59–63

### Introduction

Captain Moroni rejoiced in Helaman's success in regaining some of the Nephite cities that had been lost to the Lamanites. However, when he learned that the city of Nephiah had been captured by the Lamanites, he was angry at the government for neglecting to send reinforcements. In a letter to Pahoran, the chief judge, he lamented the suffering of the righteous and rebuked Pahoran for not supporting the cause of freedom. Unknown to Moroni, Pahoran had fled to

the land of Gideon because of the rebellion of the Nephite king-men. Pahoran did not take offense at Moroni's chastisement; rather, he rejoiced in Moroni's love of liberty. The Lord strengthened the Nephites, and together, Moroni, Pahoran, and their people defeated the king-men and the Lamanites. After several years of war, the Nephites again experienced peace, and Helaman reestablished the Church.

### Suggestions for Teaching

#### *Lessons that cover several chapters*

When a lesson covers several chapters in the scriptures, you do not need to give the same emphasis to everything in those chapters. You can summarize portions of the scripture block and then dedicate more time to portions of the block that are particularly relevant to your students.

### Alma 59

*The Nephites lose a stronghold, and Captain Moroni grieves because of the wickedness of the people*

Begin the lesson by asking the following question:

- What are some situations in which one member of the Church could be offended or hurt by another member of the Church? (List students' responses on the board.)

Invite students to consider if they have ever been hurt or offended by the words or actions of a fellow Church member.

As students study Alma 59–63 today, invite them to look for truths that can help them when others say or do hurtful or offensive things.

Summarize Alma 59 by explaining that when Moroni heard of the success of Helaman and his armies, he rejoiced and sent an epistle to Pahoran, the Nephite chief judge in Zarahemla, requesting additional soldiers to fortify Helaman's armies. None arrived, and in the meantime a large Lamanite army attacked the city of Nephiah, killing many people and driving the rest out of the city.

Invite a student to read Alma 59:11–13 aloud. Ask the class to follow along, looking for how Moroni and his chief captains reacted to the loss of Nephiah.

- How did Moroni and his chief captains react to the loss of Nephiah? (They began to fear that the lack of support from their government and the Nephites' wickedness would cause the Lamanites to be victorious.)

- If you had been in Moroni's situation, how would you have felt in the face of these challenges?

### Alma 60–62

#### *Moroni falsely accuses Pahoran, who responds with love and respect*

Explain that in his anger, Moroni wrote another letter to Pahoran. Invite a few students to take turns reading aloud from Alma 60:5–11. Ask the class to follow along, looking for what Moroni accused Pahoran and other government leaders of.

- What did Captain Moroni accuse Pahoran and other government leaders of?
- Do you think Moroni was justified in making these accusations? Why or why not? (You might point out that given the available information, Moroni's conclusions appeared to be reasonable.)

Write the following scripture reference on the board: *Alma 60:17–20, 23–24*. Explain that these verses contain more of Moroni's words to Pahoran. Invite a few students to take turns reading aloud from these verses. Encourage them to imagine how they would have felt in Pahoran's place.

- In what ways might Captain Moroni's accusations have been hurtful to Pahoran?

Invite a few students to take turns reading aloud from Alma 60:33–36. Ask the class to follow along, looking for what Captain Moroni was prepared to do if Pahoran did not respond favorably to his requests.

- What was Captain Moroni prepared to do?
- Which words or phrases in these verses indicate Moroni's reasons or motives for making his requests?

Explain that in Alma 61 we learn that Pahoran responded in an epistle to Moroni explaining the situation in Zarahemla.

Invite a few students to take turns reading aloud from Alma 61:1–5. Ask the class to follow along, looking for why Moroni had not received reinforcements.

- What information did Pahoran share with Moroni?
- What are some ways people respond when they are falsely accused of something?

Invite students to read Alma 61:9–10, 15–18 silently. Ask them to look for, and consider marking, anything that reveals the greatness of Pahoran's character. After sufficient time, call on a few students to share what they have found.

- What lesson can we learn from the way Pahoran responded to Moroni's accusations? (Help students identify the following truth: **We can choose to not be offended by the words and actions of others.** You may want to write this truth on the board.)

To help students understand this truth, invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Ask the class to listen for what we can do when someone says or does something we consider offensive.



"Pahoran might easily have resented Moroni and his message, but he chose not to take offense. ...

"One of the greatest indicators of our own spiritual maturity is revealed in how we respond to the weaknesses, the inexperience, and the potentially offensive actions of others. A thing, an event, or an expression may be offensive, but you and I can choose not to be offended—and to say with Pahoran, 'it

mattereth not.' ...

"... If a person says or does something that we consider offensive, our first obligation is to refuse to take offense and then communicate privately, honestly, and directly with that individual. Such an approach invites inspiration from the Holy Ghost and permits misperceptions to be clarified and true intent to be understood" (David A. Bednar, "And Nothing Shall Offend Them," *Ensign* or *Liahona*, Nov. 2006, 91, 92).

- What did Elder Bednar say we should do if a person does something we consider offensive?

Consider asking students if they are willing to share any experiences they have had in choosing not to be offended when people have said unkind or untrue things about them. You might also consider telling about an experience of your own. Testify of the importance of choosing to not take offense at others' words or actions against us.

To help students apply this principle, give them a few minutes to write in their class notebooks or study journals a letter to themselves in a future moment when someone says or does something hurtful or offensive. Ask students to consider what they have learned from Pahoran that they could remember and apply in that moment. Encourage them to commit to follow Pahoran's example the next time someone says or does something they consider to be offensive.

Invite a student to read Alma 62:1–2 aloud. Ask the class to follow along, looking for how Moroni felt when he received Pahoran's response. Invite students to report what they find.

Summarize Alma 62:3–38 by explaining that Captain Moroni brought a portion of his army to help Pahoran overthrow the king-men in Zarahemla. Then, with their united army and the help of other Nephite forces, Moroni and Pahoran retaken the remaining cities that had been lost to the Lamanites. They drove the Lamanites from the land and established peace among the people.

- What are some challenges that individuals and families might face after a time of war?

Invite students to read Alma 62:39–41 silently to see how the Nephites were affected by the trials of war.

- What truth can you identify in Alma 62:41? (Students should identify a truth similar to the following: **In times of adversity, some people humble themselves before God while others become hardened.** Write this truth on the board, and ask students to consider writing it in their scriptures next to verse 41.)

- Why do you think some people grow closer to God when they face trials? Why do some people turn away from God when they face trials? (Help students understand that in times of adversity, our choices determine whether we will grow closer to God.)

To help students better understand and feel the importance of this truth, read aloud the following account given by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. Before you read, explain that Elder Oaks referred to a time when a hurricane destroyed thousands of homes in Florida, USA. Ask students to listen for the different ways in which two individuals responded to the devastation.



"A news account quoted two different persons who had suffered the same tragedy and received the same blessing: each of their homes had been totally destroyed, but each of their family members had been spared death or injury. One said that this tragedy had destroyed his faith; how, he asked, could God allow this to happen? The other said that the experience had strengthened his faith. God had been good to him, he said. Though the family's home and possessions were lost, their lives were spared and they could rebuild the home. ... The gift of moral agency empowers each of us to choose how we will act when we suffer adversity" (Dallin H. Oaks, "Adversity," *Ensign*, July 1998, 8).

- What in this account stands out to you?

You may want to tell about someone who has faced adversity and affliction and has chosen to have a soft heart and an increased trust in God. Consider inviting students to share a personal experience in which they, or someone they know, chose to humble themselves and draw closer to God during a time of adversity.

Invite students to choose to humble themselves before God when they suffer adversity.

Consider concluding your study of Alma 43–62 by asking the following question:

- As you have read Mormon's account of the wars recorded in Alma 43–62, what have you learned about being a disciple of Jesus Christ in times of war and contention?

Invite students to apply what they have learned.

### **Alma 63**

#### ***Many Nephites travel to the land northward***

Summarize Mormon's words in this chapter by explaining that many Nephites started to migrate northward, by land and by sea. Shiblon conferred the sacred records to Helaman. Captain Moroni died, and his son Moronihah led an army that drove back another Lamanite attack.

## HOME-STUDY LESSON

# Alma 45–63 (Unit 21)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Alma 45–63 (unit 21) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Alma 45–49)**

Alma explained to his son Helaman that the Lord cannot look upon sin with the least degree of allowance. By comparing the battles of the Nephites with their own battles, students learned the following truths: When we are valiant in keeping the commandments as Captain Moroni did, God will strengthen and bless us. Satan seeks to destroy us and entices us by degrees to lower our standards.

#### **Day 2 (Alma 50–52; 54–55)**

Though the Nephites prospered for a time after Amalickiah's departure, Moroni continued to prepare the people for future attacks. The example of the Nephites during difficult circumstances helped students understand that faithfulness to God brings blessings, even amid turmoil—yet division and contention destroy peace. Students also learned that as we stand firm for what is right, we can prevent evil influences from gaining power over us.

#### **Day 3 (Alma 53; 56–58)**

During some of the most difficult times of the war, Helaman led an army of young men who were of the people of Ammon. These stripling warriors showed that when we act in faith, we can receive strength from God. Students learned from the example of these valiant warriors that as we obey the Lord with exactness, He will strengthen us in the battles we have in life. Despite the many wounds they received and the many hardships they endured, the Nephite army and the stripling warriors demonstrated that if we turn to God in times of difficulty, we can receive divine assurance that can strengthen our faith and give us hope.

#### **Day 4 (Alma 59–63)**

Because of internal rebellion, the Nephites lost several cities; this showed students that it is easier and better to remain faithful than it is to return to the faith after going astray. Moroni prematurely accused the chief judge Pahoran of neglecting his duties, and students learned from Pahoran's response that we can choose to not be offended by the words and actions of others. In addition, students learned that when we unite in righteousness with others, we are stronger in our battles against evil, as demonstrated by Moroni and Pahoran.

## Introduction

Because this lesson covers 19 chapters of the book of Alma, you will not be able to teach or emphasize all of the historical context and all of the doctrines and principles students learned throughout the week. The following teaching suggestions give students an opportunity to apply the truths they learned from studying the Nephite battles to the battles in their own lives. Prayerfully study the

scriptures for this lesson so you can be inspired to emphasize the truths that students need to focus on during class.

## Suggestions for Teaching

### Alma 45–63

*By trusting in God and following inspired leaders, the Nephites are able to defeat the Lamanites*

Write the following statement by President Ezra Taft Benson on the board before class. (This statement comes from “The Book of Mormon—Keystone of Our Religion,” *Ensign*, Nov. 1986, 7.)

*“From the Book of Mormon we learn how disciples of Christ live in times of war”  
(President Ezra Taft Benson).*

Ask students to name some wars that have been fought by the country in which they live. Then ask them to name some challenges people may face during a war.

- Why might it be difficult to be a disciple of Jesus Christ during a war?

Invite students to think about the wars they studied about during the past week, as recorded in Alma 45–63. You may want to encourage them to quickly review some of the chapter summaries for Alma 45–63. Invite them to name some challenges the Nephites faced during their wars.

Remind students that even if we never fight in a physical war, we are all engaged in a spiritual war. Invite a student to read the following statement by President Henry B. Eyring of the First Presidency, who described the spiritual war in which we are currently engaged. You may want to provide a copy for each student.



*“You are enlisted in the Lord’s army in the last dispensation. This is not a time of peace. That has been so since Satan arrayed his forces against our Heavenly Father’s plan in the premortal existence. We don’t know the details of the combat then. But we know one result. Satan and his followers were cast down into the earth. And since the creation of Adam and Eve, the conflict has continued. We have seen it intensify. And the scriptures suggest that the war will become more violent and the spiritual casualties on the Lord’s side will mount” (Henry B. Eyring, “Man Down!” *Ensign* or *Liahona*, May 2009, 63).*

Refer students to the statement by President Benson on the board. Tell them that whether we are talking about physical war or spiritual war, the statement is true. Explain that studying the lives of disciples of Jesus Christ who lived during the wars in Book of Mormon times can help us develop qualities that will be important in our own spiritual battles.



Give each student a copy of the following handout. They should each choose one of the individuals or groups to study. Try to have at least one student study each person or group.

## Teach about the Individual or Group

Choose one of the following individuals or groups to study:

1. Moroni—Alma 46:11–21; 48:7–17
2. Helaman—Alma 48:19–20; 56:2–9; 58:4–12, 32–37
3. The 2,060 stripling warriors—Alma 53:16–22; 56:47–56; 57:19–27
4. Pahoran—Alma 50:39–40; 51:1–7; 61:1–21

Use the accompanying scriptures and prepare to teach the following ideas to the class:

- An event from the life of this person or group that shows the people were true disciples of the Savior.
- One or more qualities of this person or group that helped them remain valiant during the war with the Lamanites.
- One gospel principle we can learn from this person or group that can strengthen us in our spiritual battles today.

Invite as many students as possible to share what they learned with the class. You may want to ask students to write the gospel principles they learned on the board.

Consider asking the following questions to help students apply what they learned from their study of Alma 45–63:

- Think about the qualities of a disciple of Jesus Christ that you saw in the people who lived during the wars with the Lamanites. Which of these qualities would you most like to develop in your life? Why?
- What are some spiritual battles that we face today? How can the examples of these disciples of the Savior help you have faith and courage as you face similar battles?

You may want to share one of your favorite passages from Alma 45–63. Testify that the principles we learn from these chapters can help us be true disciples of Jesus Christ during the spiritual warfare of the last days.

## Next Unit (Helaman 1–9)

Tell students that the first chapter of Helaman records the death of three chief judges. Tell them they will find answers to the following questions: How did the judges die? What miracle happened to Nephi and Lehi when they were in prison? Whose voice did they hear? Tell students that the prophet Nephi was able to solve a murder through the power of prophecy.



# Introduction to the Book of Helaman

## Why study this book?

In their study of the book of Helaman, students will learn from the examples and teachings of great men such as Helaman, his sons Nephi and Lehi, and Samuel the Lamanite, who courageously obeyed the Lord and testified of Him. The ministries of these men demonstrate that God grants power to help His servants accomplish His will and that the efforts of righteous individuals can bless thousands. Students will also learn about the devastating effects of pride, wickedness, and secret combinations.

## Who wrote this book?

Mormon compiled and abridged records from the large plates of Nephi to create the book of Helaman. The book is named for Helaman, who was a son of Helaman and a grandson of Alma the Younger. Helaman received the records from Shiblon, his uncle, and served as a righteous chief judge over the Nephites. He taught his sons Nephi and Lehi to keep the commandments and to remember their Redeemer and make Him the foundation of their lives (see Helaman 5:9–14). Inspired by these teachings and concerned about the wickedness of the people, Nephi and Lehi preached repentance to the Nephites and the Lamanites. Nephi gave up his position as chief judge to do so. After thousands of Lamanites were converted, a Lamanite prophet named Samuel was inspired to preach repentance and prophecy among the Nephites. The book of Helaman draws from the records kept during the reigns and ministries of Helaman (Helaman 1–3) and Nephi (Helaman 4–16). Nephi’s records included the prophecies and teachings of Samuel the Lamanite.

## To whom was this book written and why?

Mormon wrote the book of Helaman for the people in the latter days who would receive his record. Like his other abridgments from the large plates of Nephi, the book of Helaman testifies of the divinity and redeeming mission of Jesus Christ (see Helaman 3:27–30; 5:9–12; 8:13–23; 14:1–29; 16:4–5).

## When and where was it written?

The original records used as sources for the book of Helaman were likely written between 52 BC and 1 BC. Mormon abridged those records sometime between AD 345 and AD 385. Mormon did not record where he was when he compiled this book.

## What are some distinctive features of this book?

The book of Helaman portrays the Nephites fluctuating between righteousness and wickedness with greater frequency than at any other time in their history. The book relates multiple instances of dissension, war, murder, and secret combinations. It also introduces and describes the activities of the Gadianton robbers, whose works

of darkness eventually brought about the destruction of the Nephites (see Helaman 2:13–14). The book of Helaman is also unique because it describes a period when “the more part” of the Lamanites were converted and “their righteousness did exceed that of the Nephites” (Helaman 6:1). Additionally, it demonstrates the power God gives to His prophets, such as when Nephi revealed the murder of a chief judge and prophesied the confession of the judge’s brother (see Helaman 8–9) and when Nephi received the sealing power from the Lord and then exercised it to induce and revoke a famine (see Helaman 10–11). Furthermore, in its preservation of the words of Samuel, this book contains the only record of a sermon of a Lamanite prophet delivered to the Nephites (see Helaman 13–15). In this sermon, Samuel prophesied the signs of the birth and death of Jesus Christ.

## Outline

**Helaman 1–3** Two chief judges, Pahoran and Pacumeni, are murdered. Moronihah repels a Lamanite invasion led by Coriantumr. Kishkumen is killed while trying to assassinate Helaman, the newly appointed chief judge. Although Gadianton and his robbers spread secret combinations, tens of thousands of people are baptized into the Church. Nephi becomes the chief judge after the death of Helaman.

**Helaman 4–6** An army of Nephite dissenters and Lamanites captures all of the Nephites’ southern lands, including Zarahemla. The Nephites become weak because of their wickedness. Nephi delivers the judgment seat to Cezoram. Nephi and Lehi remember the words of their father, Helaman, and devote themselves to preaching the gospel. Many dissenters repent and return to the Nephites. After the Lord miraculously protects Nephi and Lehi in prison, the majority of the Lamanites are converted and yield the lands they had captured back to the Nephites. During a time of prosperity, the Gadianton robbers multiply. Many of the Nephites join in their wickedness, resulting in the corruption of the Nephite government.

**Helaman 7–12** Nephi prays on top of his garden tower and warns the people to repent. He cites the testimonies of many who prophesied of Christ. He also reveals that Seezoram, the chief judge, has been murdered by his brother Seantum. Nephi receives the sealing power and continues to preach repentance. He asks the Lord to replace the Nephites’ wars with famine, and his prayers bring rain to end the famine after the people repent. After a brief period of prosperity and peace, contention and wickedness spread among the people. Mormon laments the unstable and foolish ways of men.

**Helaman 13–16** Samuel the Lamanite warns the Nephites to repent, prophesies of their eventual destruction, and foretells the signs attending the birth and death of Jesus Christ. Those who believe his words are baptized. However, most of the people reject Samuel and dismiss the signs and wonders that are given.

## LESSON 106

# Helaman 1–2

### Introduction

After Pahoran died, contention arose among the Nephites regarding who should be the next chief judge. His son Pahoran was appointed by the voice of the people. However, the new chief judge was murdered by Kishkumen, who acted as part of a secret combination. Taking advantage of this

contention and division, the Lamanites conquered the capital city of Zarahemla. The Nephites regained Zarahemla, and Kishkumen was slain while attempting to kill Helaman (son of Helaman), the new chief judge.

### Suggestions for Teaching

#### Helaman 1

*Contention divides the Nephites and allows the Lamanites to conquer Zarahemla*

Write the word *contention* on the board. Ask students to think of the last time they either were in a contentious situation or witnessed one.

- How would you describe the feelings you experienced in that situation?

Invite students to look for the dangers of contention as they study Helaman 1. Encourage them to privately consider ways contention might be evident in their lives.

Invite a student to read Helaman 1:1–2 aloud. Ask the class to follow along, looking for what led to contention among the Nephites.

- What led to contention among the Nephites?

Draw a path on the board that proceeds from the word *contention*. Explain that contention can be like a path that leads to other sins and negative consequences.

Divide students into pairs. Invite them to read Helaman 1:3–9 with their partners, looking for what the contention among the Nephites led to.



- What did the contention among the Nephites lead to? (After students respond, write the following truth on the board: **Contention can cause divisions among families and nations.** Invite students to consider writing this truth in their scriptures next to Helaman 1:3–9.)

#### Identifying doctrines and principles

At times, students state doctrines or principles as they answer questions or summarize what they have learned from a scripture block. Since they are sometimes unaware they are stating a fundamental truth, it may be helpful to write it on the board or to encourage students to write it in their class notebooks or study journals.

To help students understand how this truth may relate to their lives, invite them to discuss the following questions with their partners. (Write these questions on the board or on slips of paper to hand out to students.)

- If siblings have been contentious, how might their behavior affect their long-term relationship? How might it affect the entire family?
- If a young woman has been arguing with her parents about her friends, how might it affect her attitude toward her parents' counsel in other areas of her life?

Invite a few students to take turns reading aloud from Helaman 1:10–12. Ask the class to follow along, looking for what Kishkumen and those who had sent him did to cover up the murder he had committed. Invite students to report what they find.

Summarize Helaman 1:13–17 by explaining that after Pahoran was murdered, his brother Pacumeni was appointed chief judge. In the next year, the Lamanites assembled a great army, and a man named Coriantumr led this army to battle against the Nephites.

Invite a student to read Helaman 1:18–21 aloud. Ask the class to follow along, looking for other consequences of the Nephites' contention.

- What were other consequences of the contention among the Nephites? (The Nephites had not taken sufficient precautions to protect Zarahemla, so the Lamanites took possession of the city and killed some of its inhabitants, including Pacumeni.)

Point out that we can liken Coriantumr and his army to our adversary, Satan.

- Based on what we learn from this account, how can contention negatively influence our ability to withstand the influence of the adversary? (Help students identify the following truth: **Contention makes us vulnerable to the influence of the adversary.** Write this truth on the board.)
- How can contention in a ward or branch make Church members more vulnerable to Satan's attacks?
- How might contentious feelings weaken us when we face temptation?
- What are some things we can do to avoid or escape contentious situations?

Give students time to reflect on areas of their lives in which they may be contributing to feelings of contention. Invite them to think of one specific action they will take to avoid contentious behavior.

Summarize Helaman 1:22–34 by explaining that after the Lamanites conquered Zarahemla, the Nephite armies defeated them in a battle in which many were killed.

## Helaman 2

*Helaman becomes chief judge, and his servant prevents Kishkumen from taking his life*

Explain that in Helaman 2, we read about Kishkumen's attempt to kill Helaman, the next chief judge. Ask students to imagine that they are journalists assigned to report on the attempt to assassinate the chief judge. Invite them to read Helaman

2:2–9 with a partner and write a headline to summarize what happened. Ask several students to read their headlines to the class.

Explain that the group led by Gadianton became known as the Gadianton robbers.

Invite students to read Helaman 2:3–4 and D&C 58:43 silently, looking for differences in how the Gadianton robbers dealt with their sins and how the Lord wants us to deal with our sins.

- According to these verses, what is the difference between how the Lord wants us to deal with sin and the way the Gadianton robbers dealt with sin?
- What is a truth we can learn from these verses about what Satan wants us to do after we sin? (Help students identify the following truth: **Satan wants us to try to hide our sins.**)
- Why do you think Satan wants us to try to hide our sins?

Invite a student to read the following statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles. Encourage the class to listen for negative consequences of hiding our sins.



"If you have seriously transgressed, you will not find any lasting satisfaction or comfort in what you have done. Excusing transgression with a cover-up may appear to fix the problem, but it does not. The tempter is intent on making public your most embarrassing acts at the most harmful time. Lies weave a pattern that is ever more confining and becomes a trap that Satan will spring to your detriment" (Richard G. Scott, "Finding Forgiveness," *Ensign*, May 1995, 77).

- How might someone today try to hide his or her sins? (Answers may include lying to parents or in interviews with the bishop or branch president.)

Point out that Kishkumen was not alone in trying to hide his sins and that others "had entered into a covenant that no one should know his wickedness" (Helaman 2:3).

- Why would it be unwise to help someone else cover up his or her sins?
- What are some examples in the scriptures of individuals besides Kishkumen who tried to hide their sins? (Students may think of King David, Ananias and Sapphira, or another example.) What were the consequences of trying to cover up those sins?

Encourage students to resist the temptation to hide their sins, and to repent as needed. Explain that if they need to repent of serious sins such as sexual transgressions or pornography, they will need to go to their bishop or branch president for help. If they have questions about such sins, they should talk with the bishop or branch president or with their parents. Testify of the forgiveness and peace we can receive as we recognize our sins and repent.

Invite students to read Helaman 2:10–11 silently, looking for the action Helaman took against the Gadianton robbers. Ask students to report what they find.

Explain that Gadianton's band is an example of a secret combination. A secret combination is "an organization of people bound together by oaths to carry out the evil purposes of the group" (Guide to the Scriptures, "Secret Combinations," scriptures.lds.org).

Invite a student to read Helaman 2:12–14 aloud. Ask the class to follow along, looking for the effect that secret combinations would ultimately have on the Nephites.

- What can we learn from these verses about the danger of secret combinations? (As students answer, be sure that the following truth is clear: **Secret combinations can lead to the destruction of societies.** You may want to explain that in addition to bringing about the destruction of the Nephites, secret combinations led to the destruction of the Jaredites, about whom the students will read in the book of Ether [see Ether 8:20–21].)

Read the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles. Ask students to listen for examples of secret combinations today:



"The Book of Mormon teaches that secret combinations engaged in crime present a serious challenge, not just to individuals and families but to entire civilizations. Among today's secret combinations are gangs, drug cartels, and organized crime families. ...

"If we are not careful, today's secret combinations can obtain power and influence just as quickly and just as completely as they did in Book of Mormon times. ...

"... [The devil] uses secret combinations, including gangs, 'from generation to generation according as he can get hold upon the hearts of the children of men' [Helaman 6:30]. His purpose is to destroy individuals, families, communities, and nations [see 2 Nephi 9:9]. To a degree, he was successful during Book of Mormon times. And he is having far too much success today. That's why it is so important for us ... to take a firm stand for truth and right by doing what we can to help keep our communities safe" (M. Russell Ballard, "Standing for Truth and Right," *Ensign*, Nov. 1997, 38).

- In what ways are the modern secret combinations that Elder Ballard mentioned similar to the Gadianton robbers?

Encourage students to ponder ways in which they can apply the truths they have learned in this lesson. Invite them to write in their class notebooks or study journals about what they will do to apply those truths.

## LESSON 107

# Helaman 3–4

### Introduction

During this time in Book of Mormon history, the Nephites enjoyed periods of peace but also experienced times of contention. Tens of thousands of Nephites joined the Church during the time of peace. Following this interval of great prosperity, pride began to enter the hearts of the people.

However, the more humble members of the Church grew in their faith, despite being persecuted by those who were proud. Because of the wickedness among many of the Nephites, they lost all of their southern lands to the Lamanites.

### Suggestions for Teaching

#### Helaman 3

*Many Nephites migrate northward, while the Church prospers in the midst of wickedness and persecution*

Before class, write the following questions on the board: *Am I good enough? Will I really make it to the celestial kingdom?*

Invite a student to read aloud the following statement by Elder J. Devn Cornish of the Seventy:



"Our members often ask, 'Am I good enough as a person?' or 'Will I really make it to the celestial kingdom?' Of course, there is no such thing as 'being good enough.' None of us could ever 'earn' or 'deserve' our salvation, but it is normal to wonder if we are acceptable before the Lord, which is how I understand these questions" (J. Devn Cornish, "Am I Good Enough? Will I Make It?" *Ensign or Liahona*, Nov. 2016, 32–33).

Ask students to consider whether they have ever wondered if they are acceptable to the Lord or if they will be able to inherit the celestial kingdom.

As students study Helaman 3 today, invite them to look for truths that can help them answer these questions.

To help students understand the context of Helaman 3, remind them that Helaman was serving as the chief judge of the Nephites and had recently been spared from an assassination attempt by Gadianton's secret band (see Helaman 2).

Invite a student to read Helaman 3:1–2 aloud. Ask the class to follow along, looking for occurrences of the phrase "no contention." Invite students to read Helaman 3:3, 19 silently, looking for words or phrases that indicate how things changed among the Nephites.

- What changed among the Nephites?

Summarize Helaman 3:3–16 by explaining that during this time of contention, many Nephites, including many of the people of Ammon, separated from the main body of Nephites and migrated to the north. These people built many cities, and records were kept concerning them.

Invite several students to take turns reading aloud from Helaman 3:22–26. Ask the class to follow along, looking for how the situation among the Nephites changed.

- How would you summarize what happened to the Church at this time?

Remind students that as Mormon prepared the Book of Mormon record, he sometimes indicated lessons he wanted readers to learn from certain accounts. In the case of Helaman 3, he used the phrases “thus we may see,” “thus we see,” and “we see” to introduce his lessons.

### ***Identifying “and thus we see” statements***

In preparing the Book of Mormon, the prophet Mormon sometimes used phrases such as “and thus we see” to highlight truths he wanted to teach. By emphasizing these phrases in Helaman 3, you can prepare students to discover Mormon’s intended lessons in other parts of the Book of Mormon.

Invite students to read Helaman 3:27–30 silently and identify what lessons Mormon wanted us to learn. Ask students to consider marking the lessons or truths they find.

- What lessons or truths did Mormon want us to learn?

As students respond, write the following truths on the board:

**The Lord is merciful unto all who will call upon His name in the sincerity of their hearts** (see Helaman 3:27).

**The gate of heaven is open unto all who will believe on the name of Jesus Christ** (see Helaman 3:28).

**Whosoever will may lay hold upon the word of God, which will lead them to the kingdom of God** (see Helaman 3:29–30).

Underline the following phrases in the truths on the board: “the Lord is merciful,” “the gate of heaven is open,” and “lead them to the kingdom of God.”

- What do these phrases teach us about Heavenly Father’s desire to bless us and welcome us back into His presence?

Refer again to the truths on the board, and remind students that Mormon recorded these truths after writing that thousands of people had repented of their sins and joined the Church (see Helaman 3:24). Circle the following words in the truths on the board: “all,” “all,” and “whosoever.”

- Why are these words particularly important? (Help students understand that God will bless *all* people, including everyone who has sinned, if they repent and obey His teachings.)

Invite a student to read aloud the following statement by Elder Cornish:





"The God of heaven is not a heartless referee looking for any excuse to throw us out of the game. He is our perfectly loving Father, who yearns more than anything else to have all of His children come back home and live with Him as families forever. He truly gave His Only Begotten Son that we might not perish but have everlasting life [see John 3:16]! Please believe, and please take hope and comfort from, this eternal truth. Our Heavenly Father intends for us to make it! That is His work and His glory [see Moses 1:39].

"... None of us will ever be 'good enough,' save through the merits and mercy of Jesus Christ [see 2 Nephi 2:6–8], but because God respects our agency, we also cannot be saved without our trying" (J. Devn Cornish, "Am I Good Enough? Will I Make It?" 33, 34).

Invite a student to come to the board to underline in the three truths the words that indicate what God expects us to do. Ask students to explain why it is so important for us to do those things.

Share your testimony of the truths listed on the board, and invite students to apply these truths in their lives.

Summarize Helaman 3:31–32 by explaining that these verses describe the peace and great joy that the Nephites experienced after so many of them joined the Church. Point out that after a period of peace, certain problems begin to arise among Church members.

Read the following situations aloud. Ask students to ponder when they have seen or experienced similar situations.

1. A young woman makes fun of another girl in her ward.
2. A young man teases a member of his quorum for being too eager to answer questions in class or to volunteer for priesthood duties.
3. A group of young men in a ward exclude another young man from their conversations and activities outside of church.
4. A group of young women make hurtful remarks about the clothes that other young women wear.

Invite a student to read Helaman 3:33–34 aloud. Ask the class to identify similarities between the Nephites' situation and the preceding situations.

- How was the Nephites' situation similar to situations that may occur among Church members today?
- According to verse 34, what led some Church members to persecute others? (Invite students to consider marking the word *pride* in verses 33–34.)

Remind students that in this context pride refers to a feeling of being superior to others. "Pride sets people in opposition to each other and to God" (Guide to the Scriptures, "Pride," scriptures.lds.org).

Invite students to read Helaman 3:35 silently and look for how the humble among the Nephites responded to being persecuted.

- Did the faith of the persecuted people increase, decrease, or remain about the same?

- What actions did the persecuted people take that contributed to their increase in faith?
- Besides an increase in faith, what else did the actions of the humble Nephites lead to?

Write the following incomplete statement on the board: *As we \_\_\_\_\_, He will \_\_\_\_\_, in spite of the hurtful behavior of others.* Ask students to complete this statement based on what they have learned from Helaman 3:33–35. As students respond, complete the statement on the board so it conveys the following principle: **As we fast and pray and yield our hearts to God, He will cause our faith in Jesus Christ to increase and will sanctify our hearts, in spite of the hurtful behavior of others.**

Remind students of the scenarios you read aloud earlier, and ask:

- How do you think prayer and fasting could help a young woman who is being made fun of by another girl in her ward?
- How could a young man who is being excluded by members of his quorum outside of church yield his heart to God?

Ask students if they have ever felt their faith increase as they have responded righteously to the hurtful or prideful behavior of others. Invite a few students to share their experiences. You may also want to share a personal experience.

To prepare students to study Helaman 4, explain that the Nephites were increasing in pride, despite the example of the humble followers of Christ (see Helaman 3:36). We learn from Helaman 3:37 that Helaman died and his oldest son, Nephi, became the new chief judge.

#### Helaman 4

*Because of wickedness, the Spirit of the Lord withdraws from the Nephites, and the Lamanites conquer all of the Nephites' southern lands*

Summarize Helaman 4:1–8 by explaining that a group of Nephites dissented and joined the Lamanites. These dissenting Nephites convinced the Lamanites to go to battle against the Nephites. This combined army succeeded in taking possession of the land of Zarahemla and driving the Nephite armies to the land of Bountiful.

Divide students into pairs. Ask the pairs to read Helaman 4:11–13, 23–26 together. Instruct one student in each pair to look for phrases that indicate the Nephites' attitude and actions and the other student to look for phrases that indicate what happened because of these actions.

Invite a few partnerships to report their answers. Ask students to consider marking the following phrases in their scriptures: “they were left in their own strength” (Helaman 4:13), “they had become weak” (Helaman 4:24), and “thus had they become weak” (Helaman 4:26).

- According to verse 24, why had the Nephites become weak? (Because the Spirit of the Lord had withdrawn from them. Invite students to consider marking the following statement in verse 24: “The Spirit of the Lord doth not dwell in unholy temples.”)

Ask students what principles they can identify from their study of Helaman 4. Help them identify the following principle: **Pride and wickedness separate us from the Spirit of the Lord and leave us to our own strength.** Write this principle on the board, and invite students to consider writing it in their scriptures next to Helaman 4:23–24.

- In the Nephites' experience, being left to their own strength meant losing battles and lands. What "battles" might we lose if we do not have the Holy Ghost with us?
- What experiences have you had that have taught you the importance of always having the Spirit of the Lord with you?

Ask students to ponder one thing they can do to maintain the companionship of the Holy Ghost in their lives, and invite them to do it.

## LESSON 108

# Helaman 5

### Introduction

The Nephites continued in wickedness until the majority of them chose wickedness over righteousness. Nephi and Lehi devoted themselves to preaching the word of God. Their father, Helaman, had taught them to remember their Redeemer and to make Him the foundation of their lives.

After teaching the Nephites, Nephi and Lehi preached to the Lamanites, who cast them into prison. The Lord miraculously delivered them, and the majority of the Lamanites repented and converted to the gospel.

### Suggestions for Teaching

#### *Teach by the Holy Spirit*

When you prepare to teach, pray that the Holy Ghost will be with you and the students.

### Helaman 5:1–13

*Helaman counsels his sons to keep the commandments of God, to preach the gospel, and to remember the redeeming power of Jesus Christ*

Before class, prepare six strips of paper to display. The first one should have your name written on it. The other five should contain the following words and phrases: *Parents, The Atonement of Jesus Christ, Prophets, Repentance leads to salvation, and Keep the commandments.*

Give each student a small piece of paper. Explain that you are going to briefly show them six strips of paper with words written on them. Then they will write, from memory, those words. Show students one strip of paper at a time.

Ask students to write the words they remember. Then show the six strips of paper again. Ask:

- Was it easy or hard to remember these words and phrases?
- What difference do you think it made that you were told in advance that you needed to remember what was on the paper strips?

Ask a student to read aloud the following statement by President Spencer W. Kimball (1895–1985). Invite the class to listen for what he said about the importance of remembering the gospel teachings we have received.



"When you look in the dictionary for the most important word, do you know what it is? It could be *remember*. Because all of you have made covenants—you know what to do and you know how to do it—our greatest need is to remember" (Spencer W. Kimball, "Circles of Exaltation" [address to Church Educational System religious educators, June 28, 1968], 5).

Explain to the class that today they will learn about two people who made a difference in the lives of thousands of others because they remembered and acted on certain truths. Encourage students to ponder during today's lesson what they think the Lord wants them to remember.

Summarize Helaman 5:1–4 by explaining that because of the wickedness of the people, Nephi resigned as chief judge so he and his brother Lehi could devote themselves to preaching the word of God.

Write the following scripture references on the board:

*Helaman 5:5–7*

*Helaman 5:9–11*

*Helaman 5:12*

Invite students to scan the verses listed on the board, looking for the word *remember*. Ask students to consider marking each instance of this word.

Invite a student to read Helaman 5:5–7 aloud. Ask the class to follow along, looking for what Helaman wanted his sons to remember.

- What did Helaman want his sons to remember?
- Why did Helaman want his sons to remember their ancestors' righteous examples?
- What truth can we learn from these verses? (Students may use different words, but help them identify the following truth: **Remembering our ancestors and their good works can inspire us to do good.** Write this truth on the board next to "Helaman 5:5–7." Invite students to consider writing this truth in their scriptures.)
- How can remembering the righteous examples of others help you choose to "do that which is good" (verse 7)?

Invite a student to read Helaman 5:9–11 aloud. Ask the class to follow along, looking for what Helaman wanted his sons to remember about Jesus Christ and His Atonement. Invite students to consider marking what they find.

- What truths did Helaman want his sons to remember about Jesus Christ and His Atonement? (List students' answers on the board next to "Helaman 5:9–11." These may include the following truths: **The Atonement of Jesus Christ is the only way or means whereby we can be saved. Jesus Christ came to redeem the world. Jesus Christ has power to redeem those who repent of their sins.**)
- Why do you think it is important for us to remember these truths?

To help students identify a principle in Helaman 5:12, invite a student to attempt to build a small tower or house out of objects (such as blocks or books) on an unstable surface, such as a pillow. Demonstrate how easy it is to knock the structure down.

- Why was it easy to knock this structure down?

Next, invite the student to build a similar tower or house on a stable object, such as a desktop or tabletop.

- Why is it essential that a building have a firm foundation?

Invite a student to read Helaman 5:12 aloud. Ask the class to follow along, looking for what Helaman encouraged his sons to remember and do.

- What did Helaman encourage his sons to remember and do?
- What do you think it means to build our foundation on Jesus Christ?
- What promises are made to those who build their foundation on the “rock of our Redeemer”?
- What do you think the devil’s “mighty winds,” “his shafts in the whirlwind,” and “his hail and his mighty storm” could represent?

Ask students to identify a principle based on what they learn in Helaman 5:12. (Though students may use different words, be sure they express that **if we build our foundation on Jesus Christ, Satan will have no power over us**. Write this principle on the board next to “Helaman 5:12.”)



them easily.

**Helaman 5:12** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

- How can remembering this principle help us when the storms of life are swirling around us?
- What can we do to build our foundation on the rock of Jesus Christ?

Give each student a strip of paper. Ask students to write on their papers something they do that helps them build their foundation on the rock of Jesus Christ. After sufficient time, invite them to tape or place their strips of paper on or near the foundation of the tower or house that the student built. Read aloud several of the activities written on the papers, and invite students to explain how these activities help them build their foundation on the Savior.

You might want to point out that building upon the foundation of the Savior will not prevent Satan’s attacks, but it will give us strength to overcome them.

- When have you or someone you know been able to withstand temptation or endure trials because your foundation was built on Jesus Christ?

Testify of the strength you have received because you have built your foundation on the rock of Jesus Christ. Give students time to write in their class notebooks or study journals about one way they will more diligently strive to build their foundation on the rock of their Redeemer.

**Helaman 5:14–52***The Lord protects Nephi and Lehi in prison, and many Lamanites are converted*

Summarize Helaman 5:14–20 by explaining that Nephi and Lehi remembered their father’s words and preached the gospel with great power among the Nephites and the Lamanites. As a result, many Nephite dissenters returned to the faith. In Zarahemla and surrounding areas, 8,000 Lamanites were baptized. After preaching the gospel in and around the land of Zarahemla, Nephi and Lehi traveled to the land of Nephi.

Copy the following chart on the board. Divide the class into pairs, and ask each pair to copy the chart on a piece of paper. Ask one student in each pair to read a passage aloud and the other student to draw a simple picture or write a brief summary of what that passage describes. Students can alternate these roles if they would like. You could also ask students to do this activity individually. (As students copy the chart, encourage them to leave enough room under each scripture reference for their pictures or summaries.)

Helaman 5:21–25	Helaman 5:26–28	Helaman 5:29–34	Helaman 5:35–41	Helaman 5:42–45

After sufficient time, invite students to briefly show and explain their pictures or summaries to another pair of students. To help students deepen their understanding of these verses, ask the following questions:

- When the Lamanites and Nephite dissenters were overshadowed by darkness, what did the voice urge them to do? (See Helaman 5:29, 32.)
- How does Helaman 5:30–31 describe the voice? (Invite students to consider marking the phrases in these verses that describe the divine voice.)
- What did Aminadab teach his brethren to do in order to disperse the darkness? (See Helaman 5:41.)
- What happened when the Lamanites and Nephite dissenters obeyed Aminadab’s counsel and exercised faith in Christ? (See Helaman 5:43–45.)

Invite students to read Helaman 5:44–47 silently, looking for words that describe some results of the Lamanites and Nephite dissenters’ repentance. Ask students to report what they find.

- What truth can we learn from the experience of Aminadab and his brethren? (Help students identify the following truth: **When we exercise faith in Jesus Christ and repent of our sins, the Holy Ghost will fill our hearts with peace and joy.**)
- Why do you think that exercising faith in Jesus Christ and repenting of our sins lead to peace and joy?

Invite students to think of times when they have experienced the peace and joy that comes from exercising faith in Jesus Christ and repenting.

Encourage students to consider whether they currently feel peace and joy in their lives. If they do not, invite them to ponder what they can do to exercise faith in Jesus Christ and repent of their sins and thereby dispel the clouds of darkness from around them.

Summarize Helaman 5:48–52 by explaining that the Lamanites and Nephite dissenters who experienced this miracle went forth and ministered to the people, and “the more part of the Lamanites” converted to the gospel. After their conversion, the Lamanites returned the Nephite lands that they had conquered.

Conclude by sharing your testimony of the truths identified in Helaman 5 and encouraging students to apply these truths in their lives.



## LESSON 109

# Helaman 6–7

### Introduction

Following Nephi and Lehi's missionary efforts, the Lamanites increased in righteousness. However, the Nephites became wicked and began supporting the Gadianton robbers, and the Spirit of the Lord withdrew from them. Nephi prophesied that

if the Nephites continued to live in wickedness, they would perish. He also prophesied that because of the Lamanites' righteousness, the Lord would be merciful unto them and preserve them.

### Suggestions for Teaching

#### Helaman 6

*The Lamanites become righteous and fight against the Gadianton robbers, while the Nephites increase in wickedness and support the Gadianton robbers*

Invite students to find their pulse on their wrist or neck.

- Why does a doctor check a person's pulse when providing a physical examination? (A pulse indicates how fast a person's heart is beating and can help a doctor understand the general health of a person's heart.)

Point out that the heart is essential to our physical survival. It pumps blood through our bodies so oxygen and nutrients can reach all our cells.

- Why do you think the scriptures often refer to the condition of people's hearts? (Help students understand that the heart is "a symbol of the mind and will of man and the figurative source of all emotions and feelings" [Guide to the Scriptures, "Heart," scriptures.lds.org].)
- As students study Helaman 6–7 today, invite them to look for truths about what can damage our hearts spiritually.

To help students understand the context of Helaman 6, remind them that because of the missionary efforts of Nephi and Lehi, thousands of Lamanites in and around Zarahemla had been baptized, and the majority of the Lamanites in the land of Nephi had been converted to the gospel (see Helaman 5:19–20, 50–51).

Ask a student to read Helaman 6:1–3 aloud. Invite the class to follow along, looking for the spiritual conditions of the Lamanites and the Nephites. Ask students to report what they find.

- How did the people of the Church respond to the conversion of the Lamanites?

Summarize Helaman 6:4–21 by explaining that many Lamanites preached to the Nephites in Zarahemla. For approximately three years, the Nephites and the Lamanites enjoyed peace. As industry and trade increased between them, both peoples flourished. Then, in the 66th year of the reign of the judges, two chief judges were murdered by the Gadianton robbers. The Lamanites used "every means in their power" (verse 20) to destroy this secret band of murderers, but many of the Nephites united with Gadianton's band.

Write the following scripture reference on the board: *Helaman 6:17, 21, 26, 28–31*. Point out that each verse in this reference uses the word *heart* or *hearts*, referring to our spiritual hearts. Give students time to study these verses and ponder responses to the following questions. (To save time, write these questions on the board before class or prepare them as a handout for students to refer to while they study the verses listed on the board.)

- Why do you think Satan is so interested in the hearts of God’s children?
- What did the Nephites do that enabled Satan to take hold of their hearts? (See Helaman 6:17.)
- What happens to a person whose heart is influenced or controlled by Satan? (See Helaman 6:21, 28, 30–31.)

Invite a few students to respond to the questions. Then write the following truth on the board: **Satan carries on his works of darkness by getting hold upon the hearts of the children of men.** Ask students to consider marking the words in Helaman 6:30 that teach this truth.

Ask a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles. Ask the class to listen for ways in which Satan tries to get hold upon our hearts.



“There can be counterfeit revelations, promptings from the devil, temptations! As long as you live, in one way or another the adversary will try to lead you astray. ...

“If ever you receive a prompting to do something that makes you *feel* uneasy, something you know in your *mind* to be wrong and contrary to the principles of righteousness, do not respond to it!” (Boyd K. Packer, “Personal Revelation: The Gift, the Test, and the Promise,” *Ensign*, Nov. 1994, 61).

Invite students to think of times when they may have had an idea or felt a prompting to do something wrong but chose to not act on it. Encourage them to continue to live righteously so they can prevent Satan from getting hold upon their hearts.

Summarize Helaman 6:32–34 by explaining that because many of the Nephites allowed Satan to get hold upon their hearts, they “did begin to dwindle in unbelief, and grow in wickedness and abominations, while the Lamanites began to grow exceedingly in the knowledge of their God” (verse 34).

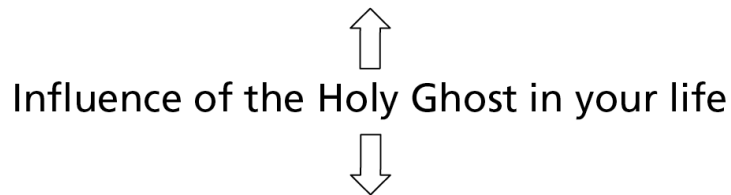
Tell students that after Mormon recorded what had happened to the Nephites and the Lamanites, he pointed out lessons we can learn from their experience. Write the following on the board:

*If ... , then ...*

Invite students to read Helaman 6:35–36 silently, looking for two contrasting truths Mormon wanted us to learn from this account.

- Based on what you read in these verses, how would you state two principles using the words *if* and *then*? (Using students' responses, write on the board two principles that are similar to the following: **If we are wicked and harden our hearts, then the Spirit of the Lord will withdraw from us. If we choose to willingly believe in the Lord's words, then He will pour out His Spirit upon us.**)

Draw the following diagram on the board, leaving space both above and below it:



Invite students to come to the board and write above the arrow that is pointing up some attitudes and actions that result in an increase in the influence of the Holy Ghost in their lives. Ask them to write below the arrow that is pointing down some attitudes and actions that result in a decrease in the Holy Ghost's influence.

Point out that the actions and attitudes on the top half of the board represent willingness to believe in and obey the Lord's words, while the actions and attitudes on the bottom half of the board represent wickedness and hard-heartedness.

- How has doing one of the actions on the top half of the board helped invite the Holy Ghost into your life? (You might also ask students to ponder whether they have done any of the actions or held any of the attitudes listed on the bottom half of the board and to consider how it resulted in a decrease of the influence of the Spirit in their lives. Do not ask students to share these experiences with the class.)

Ask students to write in their class notebooks or study journals one thing they will do to invite the Spirit of the Lord into their lives. Encourage them to follow through with their goals.

Summarize Helaman 6:37–41 by explaining that the Lamanites destroyed Gadianton's band of robbers from among them, while the Nephites built them up and supported them in their land. This support helped the Gadianton robbers gain control of the Nephite government.

### Helaman 7

#### *Nephi preaches to the wicked Nephites and commands them to repent*

For each of the following questions, invite students to use their scriptures to find answers as quickly as they can. Instruct them to stand when they have found the answer. Call on the first person standing to answer each question. Then ask students to sit down before you read the next question.

- According to Helaman 7:1, what was the name of the prophet who returned from the land northward?
- Which phrase in Helaman 7:2 describes what Nephi taught the people in the land northward?
- According to Helaman 7:3, why did Nephi leave the land northward?
- According to Helaman 7:4, who had filled the judgment seats by the time Nephi returned to Zarahemla?

Invite a student to read Helaman 7:5 aloud, and ask the class to identify how the Gadianton robbers ruled the people.

Summarize Helaman 7:6–12 by explaining that when Nephi saw the state of his people, “his heart was swollen with sorrow” (Helaman 7:6). He went up on a tower in his garden to pray and to mourn the wickedness of the people. When the people heard him praying and mourning, a multitude gathered to learn why he was so upset. He used the opportunity to teach them.

Invite students to read Helaman 7:15–16 silently, looking for what Nephi taught the people.

- According to verse 15, what had happened to the hearts of the people?
- According to verse 16, what was Satan seeking to do?

Invite students to pause and think about the imagery Nephi used. After Satan gains hold on people’s hearts, he then seeks to hurl their souls down to everlasting misery.

Invite a few students to take turns reading aloud from Helaman 7:17–22, 26–28. Invite half of the class to identify the sins of the Nephites, and ask the other half of the class to identify the consequences Nephi warned would come if the people did not repent.

As the first half of the class reports what they found, point out similarities to what is written on the bottom half of the board. As the second half of the class reports, ask the following questions:

- What phrase in Helaman 7:22 indicates something the Lord withholds from those who refuse to repent? (“Strength ... to withstand against your enemies.” You may want to suggest that students mark this phrase in their scriptures.)
- According to Helaman 7:28, what is the result when people refuse to repent? (They will perish. You might want to explain that in the Nephites’ case, their refusal to repent meant they would perish both physically and spiritually.)

Write the following truth on the board: **If we refuse to repent of our sins, we will lose the Lord’s strength and protection.**

To help students understand this principle, invite them to explain some ways in which the people in the following situations may lose the Lord’s strength and protection:

1. A young man refuses to repent of a pornography addiction.

2. A young woman's highest priority is to become well known and popular, despite being taught differently by her parents.
3. Though he has listened to the prophets' teachings to search the scriptures and pray, a young man refuses to do either.

Invite students to ponder ways they may need to repent. Encourage them to repent so that they can always have the Lord's strength and protection in their lives.

## LESSON 110

# Helaman 8–9

### Introduction

After Nephi declared that the people must repent or be destroyed, corrupt judges incited many of the people against him. Some people boldly defended him. Nephi taught that the people who rejected his witness also rejected the testimonies of all the prophets who had come before him, all

of whom had testified of Jesus Christ. As a testament that he was a prophet, Nephi revealed that the chief judge had been murdered. When Nephi's words were verified, some people accepted him as a prophet.

### Suggestions for Teaching

#### Helaman 8:1–10

*Corrupt judges attempt to incite the people against Nephi*

- What are some influences that try to persuade you not to believe the words of prophets?

As students discuss this question, ask a student to write their responses on the board. Invite students to look for insights about what they should do when they face influences like those they will read about in Helaman 8 today.

Remind students that Nephi boldly delivered a message of repentance to his people (see Helaman 7). Invite several students to take turns reading aloud from Helaman 8:1–6. Ask the class to follow along, looking for how the judges reacted to Nephi's teaching.

- What was the judges' message to the people? (They tried to persuade the people to be angry with Nephi.)
- According to Helaman 8:4, why wouldn't the judges punish Nephi?

Ask a student to read Helaman 8:7–9 aloud. Invite the class to follow along, looking for how some of the Nephites responded to the judges' accusations against Nephi.

- How did some of the Nephites respond to the judges' accusations against Nephi?
- What principle can we learn from this account about how we can respond to those who criticize the prophets or their teachings? (Help students identify the following principle: **We can raise our voices in support of the Lord's prophets and their teachings, even when it is not popular to do so.**)

Ask students to read Helaman 8:10 silently to find how the words of these people made a difference.

- What difference did it make when some people supported the prophet? Why do you think it is important for us to do this today?
- What are some appropriate ways to speak out against evil influences and in favor of the words of prophets?

Invite a student to read aloud the following statement by Elder Ulisses Soares of the Presidency of the Seventy. Ask the class to listen for how one young man defended the teachings of the prophets even when it was unpopular to do so.



"I know a very faithful young deacon. ... Inasmuch as he has sought to follow the counsel of his parents and Church leaders, his faith and determination have been tested every day, even at his young age. He told me one day he was surprised by a very difficult and uncomfortable situation—his friends were accessing pornographic images on their cell phones. In that exact moment, this young man had to decide what was most important—his popularity or his righteousness. In the few seconds that followed, he was filled with courage and told his friends that what they were doing was not right. Moreover, he told them that they should stop what they were doing or they would become slaves to it. Most of his classmates ridiculed his counsel, saying that it was a part of life and that there was nothing wrong with it. However, there was one among them who listened to the counsel of that young man and decided to stop what he was doing" (Ulisses Soares, "Yes, We Can and Will Win!" *Ensign* or *Liahona*, May 2015, 75).

- Why do you think defending the teachings of prophets was worth the criticism this young man received?
- When have you raised your voice to support the living prophets or their teachings, even though it may not have been popular to do so? How did this experience make a difference in your life? How did your words and actions influence others?

### ***Give students time to ponder***

Ask carefully formulated questions that stimulate thought. Some questions might require students to take time to ponder before they respond. In such cases, you might say, "Please take a moment to think about your response, and then I will ask for answers."

Encourage students to defend the prophets and their teachings in a respectful way when opportunities to do so arise.

## **Helaman 8:11–26**

### ***Nephi teaches that all prophets testify of Jesus Christ***

Summarize Helaman 8:11–12 by explaining that Nephi reminded the people that just as God had given power to Moses to part the Red Sea, God had also given power to Nephi to know the judgments that would come upon the people unless they repented.

Invite a student to read Helaman 8:13 aloud. Ask the class to follow along and identify what Nephi said the people denied. Invite students to report what they find.

Show students the picture Moses and the Brass Serpent (*Gospel Art Book* [2009], no. 16; see also [lds.org/media-library](http://lds.org/media-library)). Ask students to explain what the picture portrays.

Invite a student to read Helaman 8:14–15 aloud. Ask the class to follow along, looking for what Moses taught about the Savior. Invite students to report what they find.

What principle can we learn from Helaman 8:15? (Students should identify a principle similar to the following: **If we look upon the Son of God with faith, having a contrite spirit, then we will receive eternal life.** Invite students to consider marking the phrases in their scriptures that teach this principle.)



- What are some ways a person can “look upon the Son of God with faith”?
- To have a “contrite spirit,” as expressed in Helaman 8:15, is to be humble, repentant, and receptive to the Lord’s will (see Guide to the Scriptures, “Broken Heart,” [scriptures.lds.org](http://scriptures.lds.org)). Why is this attitude essential as we look to the Savior?

Ask a student to read Helaman 8:16 aloud. Invite the class to follow along, looking for others who taught the truth expressed in Helaman 8:15. Then ask students to quickly search Helaman 8:17–23 for names of other prophets who testified of Christ.

- Which prophets did Nephi mention who had also testified of Jesus Christ?

Point out that verse 18 indicates that thousands of years before Jesus Christ came to the earth, people knew they would have the opportunity to be redeemed through Him. Explain that the Savior’s Atonement is infinite and eternal—it allows individuals to receive the blessings of redemption regardless of when they lived on the earth.

Invite students to read Helaman 8:24–26 and identify what consequences the Nephites faced because they rejected the testimonies of prophets.

- What consequences did the Nephites face because they rejected the testimonies of prophets?
- Why do you think the Nephites faced such serious consequences for rejecting the testimonies of prophets?



**Helaman 8:27–9:41***Nephi reveals that the chief judge has been murdered*

Summarize Helaman 8:27–28 by explaining that as proof that the people were in a sinful state and that Nephi spoke the word of God, Nephi revealed that the chief judge had been murdered. Divide the class into pairs. Invite each partnership to imagine they are detectives on the case to determine who murdered the chief judge. Write the following questions on the board or include them on a handout for each partnership.

### **Helaman 9: Investigation of the Murder of the Chief Judge**

#### **Day One of the Investigation**

1. When five people investigated Nephi's claims, what did they find? Why did they fall to the ground? (See Helaman 9:1–5.)
2. Who did the people suspect were the murderers? (See Helaman 9:7–9.)

#### **Day Two of the Investigation**

3. Who was set free? (See Helaman 9:10–13, 18.)
4. Who was accused? (See Helaman 9:16–17, 19.)
5. What additional information did Nephi share? (See Helaman 9:25–36.)
6. Who was the murderer? (See Helaman 9:37–38.)

Invite the partnerships to find the answers to questions 1 and 2. When they have had enough time, ask:

- When the five men discovered the murdered chief judge, what did they believe? What did they fear? (See Helaman 9:5.)

Invite the partnerships to answer the rest of the questions to complete their investigation. Then ask:

- According to Nephi, what would Seantum say after confessing his guilt? (See Helaman 9:36.)

Invite a student to read Helaman 9:39–41 aloud. Ask the class to follow along, looking for why some people believed Nephi.

- According to Helaman 9:39–41, why did some people believe Nephi?

Invite students to summarize what they have learned from Helaman 9 about the words of prophets. Students may express several truths, including the following truth: **The words of prophets will be fulfilled.**

- What experiences have strengthened your testimony that we have true prophets on the earth today?

Conclude with your testimony that the words of prophets will be fulfilled. Invite students to live according to the truths you have discussed today.

## HOME-STUDY LESSON

# Helaman 1–9 (Unit 22)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Helaman 1–9 (unit 22) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Helaman 1–2)**

As students studied the political disagreements and murders among the Nephites and the capture of the city of Zarahemla by the Lamanites, they learned that contention is divisive and makes us vulnerable to the influence of the adversary. They also learned that secret combinations can lead to the destruction of societies.

#### **Day 2 (Helaman 3–4)**

By studying how the humble Nephite followers of the Savior endured much persecution, students learned that despite persecution and trial, our faith in Jesus Christ can increase as we humbly call upon God and yield our hearts to Him. As students studied how the increasing pride of the Nephites allowed the Lamanites to obtain half of the Nephites' land, they learned that pride and wickedness separate us from the Spirit of the Lord and leave us to our own strength.

#### **Day 3 (Helaman 5)**

By studying the counsel Helaman gave to his sons Nephi and Lehi, students learned that if we build our foundation on Jesus Christ, Satan will have no power over us. Through the power of God and the faith and missionary efforts of Nephi and Lehi, many Lamanites repented. Students learned that when we exercise faith in Jesus Christ and repent of our sins, the Holy Ghost fills our hearts with peace and joy.

#### **Day 4 (Helaman 6–9)**

Students learned that as we believe in and obey the Lord's words, He will pour out His Spirit upon us. Nephi warned the wicked Nephites of the consequences of their wickedness and emphasized that if we refuse to repent of our sins, we will lose the Lord's protection and the blessings of eternal life. After listening to Nephi's words, some people stood up for him. Students learned that if we resist evil, we can prevent it from progressing. Nephi reminded the people that many prophets had testified of the Savior and taught that as we exercise faith in Jesus Christ and are obedient, we will receive eternal life. From Nephi's teachings recorded in Helaman 7–9, the students learned that the words of the prophets will be fulfilled.

### Introduction

Amid growing contention and wickedness, Helaman taught his sons that the foundation of their faith should be Jesus Christ. Nephi's teachings about repentance and listening to the words of the Lord's prophets were vital to the happiness of the people.

## Suggestions for Teaching

### Helaman 1–5

*The Nephites suffer defeats because of contention and wickedness; many Lamanites are converted as Nephi and Lehi preach the gospel*

Ask students to consider why some buildings stand for a long time while others collapse.

- Why is it important for a building to have a sturdy foundation?

Invite a student to read Helaman 5:12 aloud. Since this is a scripture mastery verse, invite a few students to try to recite it from memory. Encourage them to try even though they may not have memorized it completely. Then ask the following questions:

- What is promised in this verse if we build our lives on the foundation of Jesus Christ? (Students' answers should express that **if we build our foundation on Jesus Christ, Satan will have no power over us.**)
- What have you done to build your life on the foundation of Jesus Christ?

Invite students to tell about times when their testimonies of the Savior have helped them withstand temptations or endure trials. Share your testimony of the spiritual strength you have received because you have built your life on the foundation of Jesus Christ. Encourage students to think of one or more ways they will strive to better build their lives on the rock of Christ.

### Helaman 6–7

*The Lamanites become more righteous while the Nephites become more wicked; Nephi preaches to the wicked Nephites and commands them to repent*

Remind students that while many Lamanites repented and grew strong in the gospel, the Nephites lived in wickedness and the Holy Spirit withdrew from them. Ask students to think about a time in their lives when they felt the Spirit withdraw from them because of their choices.

Explain that when Nephi saw the state of his people, “his heart was swollen with sorrow” (Helaman 7:6). He went up on a tower in his garden to pray and mourn the wickedness of the people. A multitude of people gathered around him, and Nephi used the opportunity to teach them.

Invite a student to come to the front of the class to represent Nephi on his tower. Ask the student to read Helaman 7:15–22, 26–28 aloud as the rest of the class follows along. Before he or she reads, divide the class in half. Ask one half to look for what Nephi taught were the sins of the Nephites, and ask the other half to identify the consequences that Nephi testified would come if the Nephites did not repent. After the student reads the verses, ask students to report what they have found.

After students have responded, invite them to state principles we can learn from this account. (Students may share different principles, but they should express that **if we refuse to repent of our sins, we will lose the Lord's protection and the blessings of eternal life.**)

To help students understand this principle, invite them to explain what consequences may come to the people in the following situations:

1. A young man refuses to repent of a pornography addiction.
2. A young woman's highest priority is to become well known and popular despite being taught differently by her parents.
3. A young man has listened to the prophets' direction to search the scriptures and pray, but he refuses to do either.

Invite students to ponder whether there is anything for which they need to repent so that they can have the Lord's strength more fully in their lives.

## Helaman 8

### *Nephi teaches that all prophets testify of Jesus Christ*

Write the words *accept* and *deny* on the board. Ask students to explain the difference between these two words. Invite a student to read Helaman 8:13. Ask the class to follow along and identify what Nephi said the people denied. You may want to encourage students to mark what they discover.

Show students the picture Moses and the Brass Serpent (*Gospel Art Book* [2009], no. 16; see also [lds.org/media-library](http://lds.org/media-library)). Invite them to read Helaman 8:14–15 and identify what Moses taught about the Savior. Invite them to report what they learn. Then ask:

- What are some ways a person can look to the Savior in faith?
- What does it mean to have a “contrite spirit”? (To be humble, repentant, and receptive to the Lord's will.) Why is this attitude essential as we look to the Savior?
- How can knowing about the Savior's Atonement help us to resist evil and to repent when we sin?



Invite students to state a principle we can learn from these verses. (Students may use different words, but they should express that **if we focus on Jesus Christ and exercise faith in Him, we will receive eternal life.**)

Invite a student to read Helaman 8:16 aloud. Ask the class to follow along and identify who else taught about the Savior's mission.

Ask students to quickly search Helaman 8:17–22 for names of other prophets who testified of Jesus Christ. Invite them to think about how prophets in ancient times, as well as in our day, have borne testimony of the Savior's mission and atoning sacrifice.

Invite students to share their testimonies about what the Savior's Atonement means in their lives. You may also want to share your testimony.

**Next Unit (Helaman 10–16)**

Ask students to imagine that the Lord has promised them He will do anything they ask Him to do. Explain that Nephi was so faithful that the Lord made this promise to him and gave him the sealing power. Encourage students to study Helaman 10–11 looking for the ways Nephi used the power the Lord gave him to help his people. Also invite them to look for how many signs of the birth and death of Jesus Christ they can identify as they study the prophecy of Samuel the Lamanite in Helaman 13–16.

## LESSON 111

# Helaman 10

### Introduction

The trial to determine who murdered the chief judge ended when Nephi's revelation about the murderer was confirmed. Having escaped punishment from the false accusations that had been directed at him, Nephi began to walk home. He pondered what the Lord had shown him, feeling downcast

because of the wickedness of the people. In this moment of reflection and sadness, he heard the voice of the Lord. The Lord blessed him with the sealing power and commanded him to continue preaching repentance to the people. Nephi immediately obeyed the Lord's command.

### Suggestions for Teaching

#### Classroom environment

An ideal setting for gospel learning fosters feelings of love, respect, reverence, and peace. It is a place of order, contributing to a sense of purpose. President Boyd K. Packer taught that "inspiration comes more easily in peaceful settings" and that "reverence invites revelation" (Boyd K. Packer, "Reverence Invites Revelation," *Ensign*, Nov. 1991, 21, 22).

### Helaman 10:1–10

#### *Nephi receives the sealing power*

Write *NOISE* on the board. Explain that while noise is usually thought of as sounds you hear, another definition for *noise* is "something that attracts attention" (*Merriam-Webster's Collegiate Dictionary*, 11th ed. [2003], "noise"). Invite some students to come to the board and, around the word *NOISE*, write something that will likely attract their attention today. After students have finished writing on the board, ask them to choose one word or phrase from the board and to tell the class how they think that thing might affect their spiritual well-being.

Invite a student to read aloud the following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"This trend to more noise, more excitement, more contention, less restraint, less dignity, less formality is not coincidental nor innocent nor harmless.

"The first order issued by a commander mounting a military invasion is the jamming of the channels of communication of those he intends to conquer" (Boyd K. Packer, "Reverence Invites Revelation," *Ensign*, Nov. 1991, 22).

Point out that we are in a war against evil, and Satan is doing all he can to jam or disrupt the lines of communication between us and God. As students study Helaman 10 today, invite them to look for truths that can help them quiet the noise and distractions that would jam the channels of communication between them and Heavenly Father.

Explain that after being cleared of the murder of the chief judge, Nephi started to return home. Invite a student to read Helaman 10:1–3 aloud, and ask the class to look for what Nephi did as he walked home. You may want to suggest that students mark the word *pondering* where it appears in these verses. Explain that to ponder means to think about something deeply and carefully and can include seeking the guidance of the Holy Ghost.

- Why was Nephi “cast down” (verse 3)?
- What occurred as Nephi was pondering? (The voice of the Lord came to him.)
- What is the relationship between pondering and receiving revelation? (As students respond, help them identify the following principle: **Pondering the things of the Lord prepares us to receive revelation.** Write this principle on the board.)
- What are some examples of the things of the Lord that you might ponder? (Possible answers include pondering what the Lord would like us to do in our Church callings, what the Lord would have us say in talks or lessons we have been assigned to give, or how we might help family members, friends, or neighbors who may be struggling.)
- What are some times or situations when pondering the things of the Lord would be especially appropriate? (Examples of such times include during and after sacrament meeting, before and after personal prayers and scripture study, after watching or listening to general conference, while fasting, while serving in the temple, and while honoring the Lord on the Sabbath. We can also ponder while working, exercising, or traveling in a bus or car.)
- When has pondering helped you receive personal revelation? (You may want to mention that receiving personal revelation is not usually as dramatic as some of the examples in the scriptures. Revelatory experiences are usually moments of sudden enlightenment, such as when we suddenly understand something we have struggled with before.)

Consider sharing an experience in which pondering the things of the Lord prepared you to receive revelation.

Encourage students to set aside time to ponder regularly. Suggest that they write down impressions they receive when they ponder.

Ask students to read Helaman 10:4–5 silently, looking for what the Lord revealed to Nephi as he was pondering. (You may need to explain that *unwearyingness* means tirelessness or diligence.) Invite students to report what they have found.

- According to verse 4, what had Nephi done that had pleased the Lord? (Invite students to consider marking the phrase, “And thou hast not feared them, and hast not sought thine own life, but has sought my will, and to keep my commandments.”)
- What does the phrase “thou ... hast not sought thine own life” mean to you?
- According to verse 5, what was the result of Nephi seeking the Lord’s will and keeping His commandments? (The Lord promised Nephi great blessings,

including blessings of strength and power as he fulfilled his responsibilities in the Lord's kingdom.)

Write the following on the board: *The Lord entrusts us with blessings and responsibilities when we ...* Ask students how they would complete this statement, based on what they have learned about Nephi in Helaman 10:4–5. One way students might complete the statement is as follows: **The Lord entrusts us with blessings and responsibilities when we seek His will and keep His commandments.** To emphasize this principle, complete the statement on the board so that it conveys this principle.

- How does unwearied service show that the Lord can entrust us with blessings and responsibilities?
- How might following Nephi's example of not fearing the people help us prepare for responsibility in the Lord's kingdom?

Testify of the Lord's willingness to entrust us with greater and greater blessings as we seek His will and keep His commandments.

Invite students to ponder the following questions and to write their answers to one of them in their class notebooks or study journals:

- What have you done in your life lately to show the Lord that His will is more important than your own?
- What is one area of your life in which you could better seek the Lord's will?

Invite students to read Helaman 10:5–7 silently, looking for the blessings the Lord gave Nephi. While students are reading, write the following on the board:

*Verse 5*

*Verse 6*

*Verse 7*

Invite a few students to write on the board, next to the corresponding verse number, the blessings the Lord extended to Nephi.

Emphasize that one of the blessings the Lord gave Nephi was the sealing power. Then write the following truth on the board: **The sealing power binds and looses on earth and in heaven.** Invite students to consider writing this truth in their scriptures next to Helaman 10:7.

Invite a student to read Helaman 10:8–10 aloud. Ask the class to follow along, looking for examples Nephi was given for how he could exercise the sealing power.

- What are some ways in which Nephi could exercise the sealing power?
- Based on these examples, what do you think it means to bind or loose something both on earth and in heaven? (It means that a person who holds the sealing power can speak words or perform actions on earth that God will honor in heaven eternally.)



Ask students if they know of others besides Nephi who have been given the sealing power. After students respond, you might invite them to cross-reference Helaman 10:7 with the following scriptures: 1 Kings 17:1 (Elijah); Matthew 16:15–19 (Peter); Doctrine and Covenants 132:46 (Joseph Smith).

Explain that the keys of this same power are held today by the President of The Church of Jesus Christ of Latter-day Saints. Like Nephi, the Presidents of the Church have served unwearingly and shown that the Lord can entrust them with great blessings and responsibilities. We most often refer to the sealing power in relation to the sealing of families through temple ordinances.

To help students better understand the sealing power, invite a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles:



"Temples, ordinances, covenants, endowments, and sealings have been restored, precisely as prophesied. Ordinances of the temple provide for reconciliation with the Lord and seal families together forever. Obedience to the sacred covenants made in temples qualifies us for eternal life—the greatest gift of God to man [see Doctrine and Covenants 14:7]" (Russell M. Nelson, "Prepare for the Blessings of the Temple," *Ensign*, Oct. 2010, 42).

- In what ways have you been blessed by the knowledge that families can be united eternally?
- How can you seek the blessings of the sealing power in the future? (Answers may include that students can prepare for temple marriage and that they can do temple and family history work now that will allow them to be sealed to their deceased ancestors.)

Share your feelings about the blessings of the sealing power and the importance of receiving sealing ordinances in the temple.

### Helaman 10:11–19

#### *Nephi obeys the Lord's command to preach repentance to the people*

Ask students if they have ever delayed doing something they have been asked to do. (Examples may include putting off completing a chore at home or an assignment at school or work.)

- What message might we send to others when we delay doing what they ask of us?

Invite a student to read Helaman 10:11–14 aloud. Ask the class to follow along, looking for how Nephi responded when the Lord commanded him to preach repentance to the people.

- How did Nephi respond to the Lord's commandment to preach repentance to the people?

Invite a student to read Helaman 10:15–17 aloud. Ask the class to follow along, looking for what happened after Nephi preached repentance to the people.

- How did the people respond to Nephi's teaching?
- How did the Lord help Nephi?
- What principle can we learn from Nephi's example of responding promptly to the Lord's direction? (Students should identify a principle similar to the following: **When we respond promptly to the Lord's direction, we will have His power to help us.** Invite students to consider writing this principle in their scriptures next to Helaman 10:11–17.)
- What are some examples of ways in which we might respond promptly to the Lord's direction?
- Whom do you know who is a good example of responding promptly to the Lord's direction?

Invite students to ponder how promptly they respond to the Lord's direction. Ask them to consider what they can do to respond more promptly.

Testify of the blessings that come when we obey the Lord. Encourage students to seek for ways to put the Lord's will before their own and to quickly obey.

## LESSON 112

# Helaman 11–12

### Introduction

Chapters 11 and 12 in the book of Helaman cover 14 years of Nephite history in which the people passed through a cycle of righteousness and wickedness. This history shows how

quickly people can forget the Lord and how He chastens them to help them repent and return to Him.

### Suggestions for Teaching

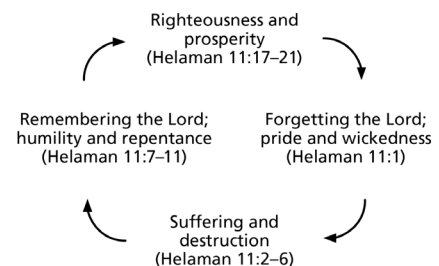
#### Helaman 11

##### *The Nephites pass through a cycle of righteousness and wickedness*

Ask students to think of times when they have felt close to the Lord. Invite a few students to share their experiences with the class. Next, ask students to silently think of times when they may have felt distant from the Lord. As students study Helaman 11–12 today, invite them to look for truths that can help them remember the Lord and continually draw closer to Him.

Copy the following diagram on the board. You may also want to provide a copy of the diagram for each student. Explain that this diagram represents what is often called the pride cycle. This cycle is often seen in large societies, but it can also reflect patterns in the lives of families and individuals. Briefly point out each of the four phases in the pride cycle as outlined in the diagram.

Remind students that even after Nephi had told the people about the death of their chief judge, “they did harden their hearts and did not hearken unto the words of the Lord” (Helaman 10:13). At the end of the 71st year of the reign of the judges, the people were “divided against themselves and began to slay one another with the sword” (Helaman 10:18).



- At this time, where do you think these Nephites were in the pride cycle?

Invite a student to read Helaman 11:1 aloud. Ask the class to follow along, looking for words or phrases that indicate the people had forgotten the Lord or were prideful and wicked.

- What words or phrases indicate the people had forgotten the Lord or were prideful and wicked? (Students may mention the phrase “contentions did increase.” Invite students to consider marking this phrase in verse 1.)

Divide students into pairs or small groups. Ask students to read together each of the scripture passages associated with the three remaining phases of the pride cycle. Encourage them to look for words or phrases that describe the people and the stage of the pride cycle they were experiencing. Invite students to consider

marking the words or phrases they find. You may also want to invite them to write the phase of the pride cycle next to the verses in which that phase is illustrated.

After students have had time to complete the activity, ask a few students to report to the class what they marked in their scriptures in Helaman 11:2–6 for the “Suffering and destruction” phase.

- According to Helaman 11:4, why did Nephi pray for a famine? (He hoped that a famine would lead the people to remember the Lord and repent.)

Ask students what words or phrases they marked in Helaman 11:7–11 for the “Remembering the Lord; humility and repentance” phase.

- According to verses 7–9, what did the people do when they were about to perish because of the famine?
- What could the people have done to avoid the “suffering and destruction” phase of the cycle? (They could have lived righteously and humbly always, repenting without delay whenever they sinned. If they had lived this way, they still would have experienced some trials, but they would not have needed to endure the terrible suffering and destruction that came as a result of their wickedness.)

Write the following principle on the board: **If we choose to remember the Lord, humble ourselves, and repent, we can avoid pride and destruction.**

Ask students to list in their class notebooks or study journals several ways in which they can choose to remember the Lord and avoid pride. Invite a few students to report to the class what they wrote.

- How have the activities you listed helped you to remember the Lord and avoid pride?

Summarize Helaman 11:22–32 by explaining that after a short period of peace, the people again forgot the Lord and became prideful and wicked. A group of Nephite dissenters and Lamanites formed another band of Gadianton robbers. Although two attempts were made to destroy these robbers and murderers, they grew in strength and numbers.

Invite a student to read Helaman 11:32–38 aloud. Ask the class to follow along, looking for phases of the pride cycle that the people repeated. Invite students to consider marking what they find.

- Which phases of the pride cycle were repeated?
- According to verses 35–38, how long after remembering the Lord did it take for the Nephites to be “ripening again for destruction” (verse 37)? (Four years.)
- Why do you think it is important for us to know that the Nephites were ripening again for destruction after only four years?

Ask students to think about specific times when they have seen this cycle to some degree in their own lives or the lives of people they know. Invite them to ponder ways in which they may need to humble themselves and repent so they can avoid the effects of pride. Encourage them to act on any promptings they receive.

## Helaman 12

### *Mormon explains why the Lord chastens people*

Write the following on the board: “*And thus we can behold ...*”

- Based on Helaman 11, how would you complete this statement?

Invite a student to read Helaman 12:1 aloud, and ask the class to look for the way Mormon completed the statement.

- What does the phrase “unsteadiness of the hearts of the children of men” mean to you?

Ask students to study Helaman 12:2–3 silently, looking for other lessons Mormon wanted us to learn from this history of the Nephites. Remind students that Mormon often used phrases such as “we may see” (verse 2) and “thus we see” (verse 3) when he shared truths we can learn from the accounts in the scriptures.

- In your own words, what lessons did Mormon want us to learn? (Students may give responses such as the following: **If we are not careful, our prosperity can lead us to forget the Lord. The Lord chastens His people to stir them up in remembrance of Him.** Write these truths on the board.)
- Why do you think people who are prosperous sometimes forget the Lord?

Explain that the word *chasten* means to correct someone through punishment or suffering of some kind.

- Why do you think people sometimes need to be chastened before they remember the Lord?
- In which of the ways stated in verse 3 might the Lord chasten us today?
- What are other ways in which the Lord might chasten us?
- How is the Lord’s chastening evidence of His love?

To prepare students to study Mormon’s words in Helaman 12:4–6, read aloud or display the following list of activities and ask students whether they are quick or slow to do these things. (You could substitute other activities that students might better relate to.) If students are comfortable reporting their answers to the class, you could ask them to do so.

Replying to a text (or other message) from a friend

Trying something new

Getting up in the morning

Completing school assignments

Invite a student to read Helaman 12:4–6 aloud. Ask the class to follow along, looking for what Mormon said many people are quick and slow to do. Invite students to consider marking the words *quick* and *slow* in these verses. Invite students to report what they find.

Refer to the truths written on the board and ask:

- How do Mormon's observations in these verses relate to the truths we have discussed in this lesson?

Summarize Helaman 12:7–22 by explaining that Mormon described people as “less than the dust of the earth” (verse 7). Help students understand that Mormon was not teaching that people are of less worth to Heavenly Father than the dust of the earth. Rather, he was drawing attention to the fact that dust always obeys God's commands, but people often do not. In these verses we read that Mormon also reminded us of the Lord's great power—that the Lord can command physical elements to move or change and that He can cause a sinful person to be cut off from His presence.

Invite students to search Helaman 12:23–26 silently, looking for additional truths Mormon recorded as he concluded this chapter. Ask students to report what they find.

Review the truths you have discussed in this lesson, and share your testimony of them. Encourage students to apply these truths in their lives.

## LESSON 113

# Helaman 13

### Introduction

A few years before the Savior's birth, the Lord sent a Lamanite prophet named Samuel to preach repentance to the Nephites. He declared to the Nephites in Zarahemla the glad tidings of redemption through the Atonement of Jesus Christ.

He also confronted them about their rejection of the prophets and their disposition to seek happiness in iniquity. He warned them of the destruction that would come to them if they did not repent.

### Suggestions for Teaching

#### Helaman 13

##### *Samuel warns the Nephites of their destruction if they do not repent*

Before class, prepare the handouts of the three mini-lessons found later in this lesson. Also before class, copy the following outline of Helaman 13 on the board.

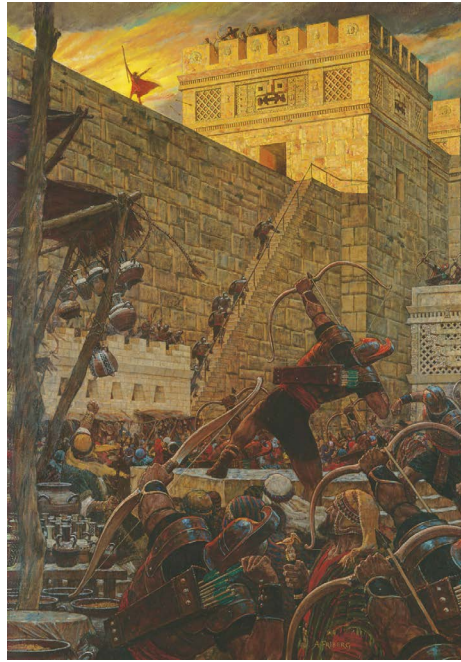
*Helaman 13:1–4. The Lord calls Samuel the Lamanite to preach to the Nephites.*

*Helaman 13:5–16. Samuel warns the Nephites that they will be destroyed within 400 years if they do not repent.*

*Helaman 13:17–23. Samuel declares that because of the Nephites' wickedness, the Lord will curse the land so the wicked will not be able to retain the riches they hide in the earth.*

*Helaman 13:24–39. Samuel warns the people of the consequences of rejecting the prophets and refusing to repent.*

Begin the lesson by displaying the picture Samuel the Lamanite on the Wall (*Gospel Art Book* [2009], no. 81; see also [lds.org/media-library](http://lds.org/media-library)). Ask students if they know why the Nephites wanted to kill Samuel. After students respond, explain that Helaman 13–16 contains the account of the Lamanite prophet Samuel. This account is unique because for the only time in the Book of Mormon we learn of a Lamanite prophet calling the Nephites to repentance. During this time, the Lamanites were more righteous than the Nephites. Refer to the outline on the board to give students a brief overview of Helaman 13.



Tell students that today they are each going to have an opportunity to teach a segment of Helaman 13 to other students. Assign each student one of the following mini-lessons to study. (If possible, each mini-lesson should have an equal number of students assigned to study it.) Give each student a copy of his or her mini-lesson. Instruct students to prepare to teach their mini-lessons by silently reading through the instructions and scripture passages included in their mini-lessons. Explain that they will each have about five minutes to prepare and seven minutes to teach. (You may need to adapt these times to fit your class length.)



After students have had sufficient time to prepare, assign them to work in groups of three. If possible, each group should include one student who studied Helaman 13:1–7, one who studied Helaman 13:8–14, and one who studied Helaman 13:24–33. As each student teaches his or her mini-lesson to the other members of the group, you may want to occasionally inform students about the amount of time they have left to teach. Walk around the classroom and assist students as needed.

### Mini-Lesson 1. Helaman 13:1–7

Ask the following questions:

- Why do you think some people do not listen to prophets?
- What do you think people who reject prophets' teachings fail to understand about prophets?

Invite a student to read Helaman 13:2 aloud. Ask the other students to follow along, looking for how the Nephites responded to Samuel the Lamanite.

- How did the Nephites respond to Samuel the Lamanite?

Ask students to read Helaman 13:3 silently, looking for what happened after the Nephites cast Samuel out of Zarahemla and he decided to return to his land.



- What happened after the Nephites cast Samuel out of Zarahemla?
- What did God tell Samuel to do?
- What truth can we learn from this account about the messages prophets speak? (Students may use different words, but help them identify the following truth: **Prophets speak the messages God puts into their hearts.** Invite students to consider writing this truth in their scriptures next to verse 3.)
- How might understanding this truth affect the way in which a person responds to prophets' messages?

Explain that when Samuel returned to Zarahemla, the Nephites would not allow him into the city, so he got onto the city wall and began preaching to them.

Invite a student to read Helaman 13:5–7 aloud, and invite the other students to follow along, looking for the message that God put into Samuel's heart.

- What message did God put into Samuel's heart?
- Why do you think it might have been difficult for Samuel to deliver this message?
- When have you felt that a Church leader was inspired by God to give a message for you? How did it influence you?

Testify that the messages prophets give to us are from God. Invite your fellow students to follow the counsel God gives to them through His chosen servants.

## Mini-Lesson 2. Helaman 13:8–14

Invite a student to read Helaman 13:8 aloud. Ask the other students to follow along, looking for the warning that the Lord delivered to the Nephites through Samuel. Then ask the following questions:

- What did the Lord say would happen if the Nephites did not repent?
- What principle can we identify from this warning that applies to us today? (Help students identify the following principle: **If we do not repent, then the Lord will withdraw the Holy Spirit from us.** Invite students to consider marking the phrases in verse 8 that teach this truth.)
- What are some of the blessings we may lose if we are not worthy to have the companionship of the Holy Ghost? (Students' answers may include the following: direction from God; protection from physical and spiritual dangers; feelings of comfort, peace, and joy; spiritual confirmation of truth; and "[sanctification] from sin" and preparation "for exaltation in the celestial kingdom" [*True to the Faith: A Gospel Reference* (2004), 83].)

Invite students to read Helaman 13:11 silently, looking for what the Lord said would happen if the Nephites repented.

- What did the Lord say would happen if the Nephites repented?
- What truth can we learn from verse 11 about what happens when we repent? (Help students identify the following truth: **If we repent and return unto the Lord, then we will be blessed.**)
- What are some of the blessings we can receive when we repent?

Invite students to read Helaman 13:13 silently, looking for a blessing that the Lord promised to the Nephites who would repent.

- What did the Lord promise the Nephites who would repent? (He would spare them from the coming destruction.)
- What are some of the negative consequences we can avoid in the future by repenting now?

Explain to the other students why you are grateful for repentance and why you feel it is important to repent immediately of the sins we commit. Encourage them to consider whether there are any changes they can make in their lives now that will allow them to enjoy the blessings of the Spirit to a greater degree.

### Mini-Lesson 3. Helaman 13:24–33

Invite a student to read Helaman 13:24–26 aloud. Ask the other students to follow along, looking for how the Nephites responded to the prophets whom the Lord sent to them. Then ask the following questions:

- How did the Nephites respond to the prophets whom the Lord sent to them?
- Why do you think some people become angry when a prophet encourages them to repent?

Invite a student to read Helaman 13:27–28 aloud. Ask the other students to follow along, looking for the teachings the Nephites wanted to hear.

- What teachings did the Nephites want to hear?
- Why might these kinds of teachings appeal to people?
- What are some examples of similar teachings and attitudes in our day?

Invite a student to read Helaman 13:30–33 aloud. Ask the other students to follow along, looking for what the Nephites would experience if they rejected the words of the Lord's prophets.

- What principle can we learn from these verses about what will happen if we reject the words of the Lord's prophets? (Help students identify the following principle: **If we reject the words of the Lord's prophets, we will experience regret and sorrow.** Invite students to consider writing this principle in their scriptures near verses 30–33.)
- How might rejecting a prophet's counsel lead someone to experience regret and sorrow?

Ask a student to read aloud the following statement by President Ezra Taft Benson (1899–1994):



"How we respond to the words of a living prophet when he tells us what we need to know, but would rather not hear, is a test of our faithfulness" (Ezra Taft Benson, "Fourteen Fundamentals in Following the Prophet" [Brigham Young University devotional, Feb. 26, 1980], 3–4, [speeches.byu.edu](http://speeches.byu.edu)).

Ask the following questions:

- What counsel from prophets might be difficult for some people to follow today?
- What is an example of prophetic counsel you have chosen to obey? How have you been blessed because you have followed this counsel?

Testify of the importance of following the prophets' counsel even when it may be difficult to do so.

After students have had time to teach each other, invite a few of them to share with the entire class something they learned during the activity. Invite students to write in their class notebooks or study journals about one way they can improve in following the counsel of living prophets.

***Allow students to express what they learn from one another***

Through the power of the Holy Ghost, students' words and expressions can have a significant impact on the hearts and minds of their peers. When you ask them to express the truths they have learned from each other, you help them cultivate an environment of love, respect, and unity.

Summarize Helaman 13:34–39 by explaining that Samuel the Lamanite continued to describe the regret and sorrow the Nephites would someday experience if they procrastinated their repentance. He taught them that they could not be happy in doing iniquity and counseled them again to repent and be saved.

Encourage students to follow through on any impressions they have received from the Holy Ghost. Testify that happiness will come to those who heed the Lord's invitation to repent.

## LESSON 114

# Helaman 14

### Introduction

Continuing to preach to the Nephites in Zarahemla, Samuel the Lamanite announced the signs that would mark the birth and death of Jesus Christ. He explained that he prophesied of these signs to help the people believe in Jesus Christ and to persuade them to repent of their sins. He taught that through

the Atonement of Jesus Christ, all mankind will be brought back into God's presence. Calling the people to repent, he promised that the repentant would be forgiven of their sins but that those who failed to repent would be cut off again from God's presence.

## Suggestions for Teaching

### *Bearing testimony*

A testimony is a simple, direct declaration of the truth. Frequently bear your testimony of Jesus Christ and His restored gospel. This will invite the influence of the Holy Ghost, which will strengthen students in their efforts to learn, understand, and live the gospel.

### Helaman 14:1–13

#### *Samuel prophesies of signs related to the Savior's birth*

Begin the lesson by asking:

- What are some signs that can indicate that a storm is coming? (Write students' answers on the board.)
- How do people respond when they see these signs?
- What could be the danger in not recognizing or paying attention to these signs?
- What kind of signs does God give? Why do you think He gives signs?

As students study Helaman 14 today, invite them to look for signs that Samuel the Lamanite prophesied about and what we can learn from them.

Invite several students to take turns reading aloud from Helaman 14:1–6. Ask the class to follow along, looking for signs that Samuel prophesied of. Invite students to consider marking what they find.

- What signs did Samuel prophesy of and teach the Nephites about? (The signs of the Savior's birth, which include great lights in heaven; no darkness for a day, a night, and a day; a new star; many signs and wonders in heaven.)
- Why do you think these particular signs might have been appropriate for indicating that the birth of Jesus Christ was about to occur? (If students do not mention it, point out that these signs associated with the Savior's birth involve light or an increase in light to the world.)

Summarize Helaman 14:7–10 by explaining that Samuel taught that “whosoever [would] believe on the Son of God [would] have everlasting life” (Helaman 14:8). Samuel further explained that he had been commanded to call the Nephites to

repentance, but because he was a Lamanite and prophesied against the people they were angry with him and sought to destroy him.

Invite a student to read Helaman 14:11–13 aloud. Ask the class to follow along, looking for what Samuel said about why he was prophesying of these signs to the Nephites.

### ***Look for the intent of the writer or speaker***

In preparing the scriptures, ancient prophets were inspired to include messages that would relate to our needs today. As you seek to determine the intent of a writer or speaker in the Book of Mormon, be careful not to go beyond what is clear in the text. Keep in mind that the fundamental intent of prophets has always been to testify of Jesus Christ.

- What truth do these verses teach about how recognizing signs from God can help us? (Students should identify a truth similar to the following: **Recognizing signs from God can help us believe on the name of Jesus Christ and repent of our sins.** Write this truth on the board, and invite students to consider marking the phrases in these verses that teach this truth.)

*Note:* Because many scripture passages caution us not to seek signs, students might feel some confusion about this discussion of signs. Help them understand that there is a difference between recognizing signs of God's love and seeking signs for selfish reasons (see Jacob 7:9–14; Alma 30:43–50; D&C 46:9; 63:7–11). When prophets warn against seeking signs, they refer to people who refuse to believe unless they are shown signs, not to people who exercise faith in seeking miracles according to the Lord's will.



To help students understand the relevance of this truth in our day, divide them into small groups and give each group a copy of the accompanying handout.

### **Signs Preceding the Second Coming of Jesus Christ**

Explain that as an example of how signs can help us understand future events, and as a parallel for Samuel's day, we can look at some signs pertaining to the Second Coming. Each reference on this handout contains a description of a sign that precedes the Second Coming of Jesus Christ. As a group, read each reference, write a brief summary of the sign in the space provided, and discuss the questions that follow.

1. Daniel 2:44 \_\_\_\_\_
  2. 2 Nephi 12:2–3 \_\_\_\_\_
  3. Doctrine and Covenants 45:39–44 \_\_\_\_\_
- How could understanding these signs and seeing their fulfillment help you believe in Jesus Christ?
  - How could understanding these signs motivate you to repent of your sins?

*Note:* You may want to make sure students understand the signs described in the scriptures referenced on the handout before instructing them to discuss the two questions as a group.

After sufficient time, invite students to report what they discussed in response to the two questions on the handout.

Point out that the Lord may also bless us with signs that are personal to us. Ask students to think about signs or evidences the Lord has given them to help them believe in Him or feel a desire to repent of their sins. Invite them to write in their class notebooks or study journals about these experiences. (If students need help with this, you might encourage them to think of times when they may have felt the Spirit of the Lord, experienced the power of the priesthood, seen promises fulfilled, or witnessed miracles.)

You might encourage students to share their experiences (but remind them that they should not feel obligated to share anything that is too personal or private). Testify that the Lord provides signs and sends prophets, like Samuel, in our day to persuade people to believe in Him.

### Helaman 14:14–31

#### *Samuel prophesies of signs related to the Savior's death*

Explain that after teaching the signs of the Savior's birth, Samuel said he would teach the Nephites a sign of His death (see Helaman 14:14). First, however, he emphasized the significance of Jesus Christ's death and Resurrection. As part of these teachings, Samuel used the phrase "spiritual death," which refers to separation from God's presence.

Ask a student to read Helaman 14:15–16 aloud.

- What is the first spiritual death, spoken of in Helaman 14:16? (You might need to explain that because of the Fall of Adam and Eve, we are born into a world where we are separated from the presence of God.)

Invite a student to read Helaman 14:17 aloud. Ask the class to follow along, looking for how they can overcome the first spiritual death.

- What truth does this verse teach about how we can overcome the first spiritual death, which was caused by the Fall? (Help students identify the following truth: **Through His Resurrection, Jesus Christ redeems all mankind from the first spiritual death, which was caused by the Fall, and brings us back into God's presence.** Write this truth on the board.)

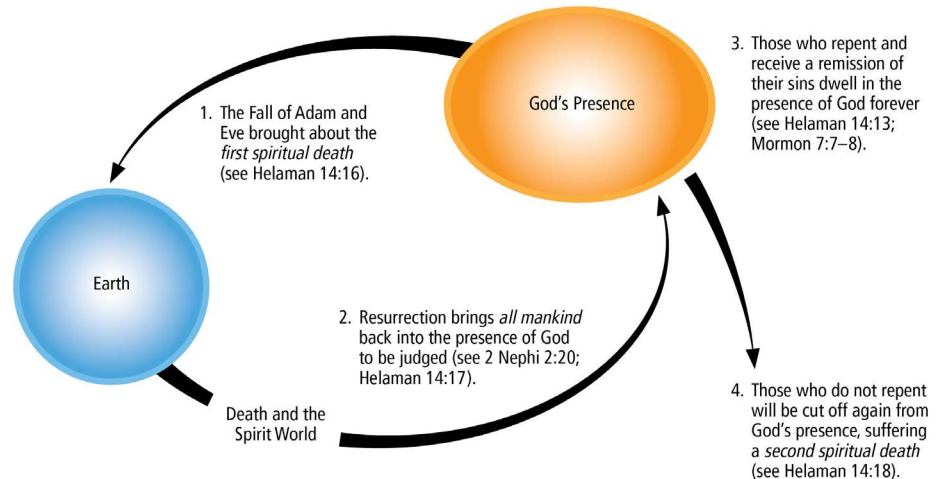
Explain that because the Savior was resurrected, all people will be resurrected and brought back into God's presence to be judged. In this way, the first spiritual death, which was caused by the Fall, is overcome for all mankind.

Ask a student to read Helaman 14:18–19 aloud. Invite students to follow along, looking for what Samuel said regarding spiritual death.

- What is the second spiritual death, spoken of in Helaman 14:18–19? (You may need to explain that those who do not repent will be cut off from the Father's presence again. Invite students to consider marking the phrases "second death" and "cut off again" in verse 18.)

- What can we do to avoid the second spiritual death, spoken of by Samuel? (After students respond, write the following principle on the board: **If we repent, then we will not experience the second spiritual death.**)

To help students understand these two truths about the first and second spiritual deaths, consider displaying the following diagram or providing students with copies of it. Invite different students to read aloud each of the numbered statements in order as you guide the class through the diagram.



After discussing the diagram, remind students that Samuel had told the Nephites he would give them a sign of the Savior's death. Divide students into pairs or small groups, and ask them to read Helaman 14:20–27 together, looking for the signs of the Savior's death. Invite them to consider marking what they find.

- What signs of the Savior's death are mentioned in these verses?
- What do you notice about the signs of the Savior's death, as compared to the signs of His birth? (If students do not mention it, point out that these signs involve a lack or loss of light, as well as incredible natural disasters and destruction in the Americas.)

Remind students that recognizing signs from God can help us believe in Jesus Christ and repent of our sins. Invite a student to read Helaman 14:28–29 aloud. Ask the class to follow along, looking for different ways in which we can choose to respond to the signs that God gives.

- What are two opposite ways in which we can choose to respond to the signs that God gives?
- What principle can we learn from these verses about choosing to not believe in the signs we receive from God? (Use students' responses to identify the following principle: **If we receive a knowledge of the truth but choose not to believe it, then we bring upon ourselves our own condemnation.** Write this principle on the board, and invite students to consider writing it in their scriptures next to Helaman 14:28–29.)

Explain that the word *condemnation* refers to being pronounced guilty or worthy of punishment. To help students better understand how we might bring condemnation upon ourselves, invite a student to read Helaman 14:30–31 aloud.

- What do these verses teach about how we might bring condemnation upon ourselves?

You might illustrate this principle by giving students the following analogy: Imagine you are preparing to take a difficult test in a math class and the teacher informs you that in order to pass the test you will need to understand and use a certain equation. The teacher then gives you the equation to study.

- What would you choose to do in this situation?
- What would be the consequence of choosing to not believe your teacher and rejecting the knowledge he or she is offering?
- How does this analogy relate to the principle we learn from Helaman 14:28–29?

Share your testimony of the truths you have discussed in this lesson. Invite students to recall any signs or evidences they have received from God and to consider if they are choosing to believe in or reject those signs. Encourage students to faithfully live according to the signs and evidences God has given and to continue to believe in Jesus Christ and repent of their sins.



## LESSON 115

# Helaman 15–16

### Introduction

Samuel the Lamanite warned the Nephites that unless they repented, they would be destroyed. He declared that the Lord would prolong the days of the Lamanites, who had become more righteous than the Nephites. Some Nephites believed

Samuel's teachings and were baptized by Nephi. Those who did not believe Samuel attempted to kill him. But Samuel was protected by the power of God, and he returned to his own land.

### Suggestions for Teaching

#### Helaman 15

*Samuel warns the Nephites and explains how the Lamanites have become a people of promise*

Read the following scenario aloud:

For many years a young man has been excited to serve a full-time mission. However, as he approaches his 18th birthday he is surprised and saddened that some of his friends whom he thought would also serve missions have distanced themselves from the Church. This young man attended seminary with these friends and served in Aaronic Priesthood quorums with them. He wonders why his friends did not remain firm in their faith.

- What can prevent individuals from remaining firm in their faith?

As students study Helaman 15–16 today, invite them to look for a principle that can help them remain firm and steadfast in their faith.

To help students understand the context of Helaman 15, explain that this chapter contains teachings and warnings that Samuel the Lamanite delivered to the Nephites.

Write the following on the board:

*Spiritual condition of the Nephites—Helaman 15:1–3, 17*

*Spiritual condition of the Lamanites—Helaman 15:4–6*

Invite students to read silently the scripture passages listed on the board. Ask students to write two sentences—one summarizing the spiritual condition of the Nephites and the other summarizing the spiritual condition of the Lamanites.

Students may ask about Samuel's statement that the Lord loved the Nephites and hated the Lamanites (see Helaman 15:3–4). Samuel taught, "The Lamanites hath he hated because their deeds have been evil continually" (Helaman 15:4). Explain that the phrase "the Lamanites hath he hated" refers to the Lord's displeasure with the Lamanites' actions. The Lord loves all people but cannot tolerate sin (see D&C 1:31; 18:10). Samuel also said that the Lord "prolonged the [Lamanites'] days" so

they could receive the gospel (Helaman 15:4). This willingness to grant opportunities for repentance demonstrates the Lord's love for the Lamanites.

Draw the following diagram on the board:

\_\_\_\_\_ and \_\_\_\_\_ →  
 \_\_\_\_\_ and \_\_\_\_\_ →  
 \_\_\_\_\_ = **firm and steadfast  
in the faith**

Explain that as recorded in Helaman 15:7–8, Samuel the Lamanite described a group of Lamanites as being “firm and steadfast in the faith” and taught how they were able to become that way.

Ask a student to read Helaman 15:7–8 aloud. Invite the class to follow along, looking for how they might complete the diagram on the board. Ask a few students to come to the board to complete the diagram based on Samuel's teachings. The completed diagram should look similar to the following:

**Know the truth and believe the scriptures →  
 faith in Jesus Christ and repentance →  
 change of heart = firm and steadfast  
in the faith**

- How would you summarize Samuel's teachings in verses 7–8 as a principle? (Students may use different words but should identify the following principle: **When we know the truth and believe the scriptures, we are led to faith in Jesus Christ and repentance, which bring a change of heart and help us become firm and steadfast in the faith.**)

Divide students into pairs or small groups. Remind them of the scenario you presented at the beginning of the lesson. Ask them to discuss with their groups how the steps in this principle would help someone become and remain firm and steadfast in the faith. After sufficient time, invite a few students to report to the class what they discussed.

Summarize Helaman 15:9–17 by explaining that because of the steadfastness of the Lamanites, the Lord promised to be merciful to the Lamanites in the latter days. The Nephites, however, had not remained firm in their faith and had rejected even greater witnesses than those the Lamanites had received. Samuel warned the Nephites that if they did not repent, they would be destroyed.

## Helaman 16

*Those who believe Samuel repent and are baptized, while others harden their hearts*

Display the picture Samuel the Lamanite on the Wall (*Gospel Art Book* [2009], no. 81; see also [lds.org/media-library](http://lds.org/media-library)).

Invite a student to read Helaman 16:1–2 aloud. Ask the class to follow along, looking for how the people reacted to Samuel's message.

- How did the people react to Samuel's message?
- According to verse 2, what was the reason the people could not hit Samuel with their stones and arrows?

Hold up a stone. Ask students to imagine they had been present when people were casting stones and shooting arrows at Samuel.

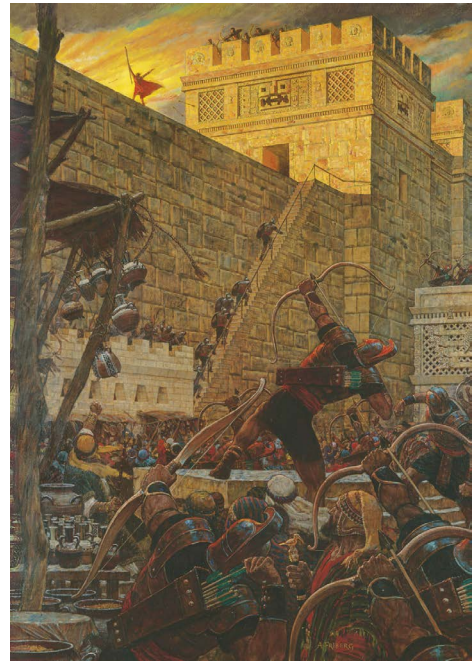
- How long do you think it might have taken the people to realize that Samuel could not be hit by the stones and arrows?
- When the people saw that Samuel could not be hit, what are some different ways in which they could have chosen to react?

Invite several students to take turns reading aloud from Helaman 16:3–8. Ask the class to follow along, looking for different ways in which people reacted when they realized Samuel could not be hit by the stones and arrows.

- In what ways did people react when they realized Samuel could not be hit by the stones and arrows?

Write the following incomplete statement on the board: *When we see or feel evidence of God's power upon His prophets, ...*

- Based on the different ways in which people reacted after witnessing the protection Samuel received, how would you complete this statement to form a principle? (Using students' words, complete the statement on the board so that it conveys the following principle: **When we see or feel evidence of God's power upon His prophets, we can choose to either believe or dismiss that evidence.**)
- Why do you think people respond to prophets and their messages in such different ways?
- What are some examples of God's power upon His prophets in our day? (Students may mention Joseph Smith's miraculous translation of the Book of Mormon by the gift and power of God or times when Presidents of the Church



have received revelation to guide the Church. As students respond, invite them to explain how the examples they mention illustrate God's power upon His prophets.)

You may want to share your testimony that God's power is upon His prophets in our day. Encourage students to choose to believe in God's prophets.

Ask a student to read Helaman 16:13–16 aloud. Invite the class to follow along, looking for further evidence of God's power and how the people responded to it.

- Why did some people dismiss the evidence of God's power and the fulfillment of the prophecies of the prophets?

Give students a few minutes to read Helaman 16:17–21 silently, looking for additional excuses that the unrighteous made for not believing Samuel's prophecies. Call on a few students to tell what excuses they have identified in these verses.

- Which of these excuses or arguments against the prophets do you think are most common in our day?

Invite a student to read Helaman 16:22–23 aloud, and ask the class to look for what happened when many people continued to ignore Samuel's warnings. Invite students to report what they find.

- What will happen to us if we reject the Lord's latter-day prophets?

As students answer, emphasize the following principle: **When we reject the Lord's witnesses, we allow Satan to get hold upon our hearts.** (Write this statement on the board.)

To conclude today's lesson, invite a student to read the following statement by President Henry B. Eyring of the First Presidency. Ask the rest of the class to listen for what we are really choosing when we reject counsel from God, much of which comes through latter-day prophets:



"When we reject the counsel which comes from God, we do not choose to be independent of outside influence. We choose another influence. We reject the protection of a perfectly loving, all-powerful, all-knowing Father in Heaven, whose whole purpose, as that of His Beloved Son, is to give us eternal life, to give us all that He has, and to bring us home again in families to the arms of His love. In rejecting His counsel, we choose the influence of another power, whose purpose is to make us miserable and whose motive is hatred" (Henry B. Eyring, "Finding Safety in Counsel," *Ensign*, May 1997, 25).

- According to President Eyring, what are we really choosing if we reject counsel from God and His prophets?

Invite students to quietly consider if they have hardened their hearts in any way against counsel God has given through prophets and apostles. Testify of the truths you have discussed in this lesson. Encourage students to be firm and steadfast in living the gospel and in heeding the counsel of the Lord from His prophets.

## HOME-STUDY LESSON

# Helaman 10–16 (Unit 23)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Helaman 10–16 (unit 23) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Helaman 10)**

Helaman 10 provided students with an opportunity to learn more about Nephi's spiritual strength. Through his example, students learned that pondering the things of the Lord prepares us to receive revelation. They also learned that the Lord entrusts us with blessings and responsibilities when we put His will before our own. When Nephi put the Lord's will before his own, the Lord extended to him the sealing power.

#### **Day 2 (Helaman 11–12)**

By studying 14 years of Nephite history, students learned that through humility and repentance, we can avoid pride and destruction. If we are not careful, our prosperity can lead us to forget the Lord. Nephi taught that in order to help people avoid this mistake, the Lord chastens His people to stir them up in remembrance of Him.

#### **Day 3 (Helaman 13–14)**

Samuel, a Lamanite prophet, demonstrated that prophets receive and speak the messages God puts into their hearts. In studying his prophetic warnings, students learned that if we reject the words of the Lord's prophets, we will experience regret and sorrow. Samuel exhorted the people to believe in Jesus Christ and testified that the Lord provides signs and wonders to help people believe in Him.

#### **Day 4 (Helaman 15–16)**

Because the Lord had blessed the Nephites so abundantly, Samuel was trying to help them understand the judgments of God they faced if they did not repent. From this, students learned that if people become unbelieving after having received the fulness of the gospel, they will receive greater condemnation. From the Nephites' response to Samuel, students learned that when we choose to reject the Lord's witnesses, we allow Satan to get hold upon our hearts.

### Introduction

In Helaman 10–16 the role of prophets in declaring repentance is emphasized. Throughout this week, students had an opportunity to study the faithfulness of the prophets Nephi and Samuel the Lamanite. Both men received spiritual manifestations and had authority to minister among the wayward Nephites. Notwithstanding the hardness of the people's hearts, both men proclaimed repentance. They taught that happiness is found in living the principles outlined by Jesus Christ and not in doing iniquity.

## Suggestions for Teaching

### Helaman 10–16

#### *Helaman and Samuel faithfully minister unto the people*

Ask students if they have ever been in a situation in which supporting the standards taught in the *For the Strength of Youth* booklet would have been unpopular with their friends. You might invite a few students to share their experiences and tell about what they felt and learned.

Tell students that Helaman 10–16 provides examples of two men who stood up for the Lord’s standards even though it was unpopular with the people. Invite students to consider what they can learn from the examples of Nephi and Samuel the Lamanite that can help them in similar circumstances.

Draw the following chart on the board or on a piece of paper:

Similarities between Nephi and Samuel the Lamanite	
Nephi (Helaman 10:1–5, 12, 15–16)	Samuel (Helaman 13:1–6; 16:1–2)

Ask students to search the verses listed in the chart, looking for similarities between Nephi and Samuel. Invite a few students to list these similarities in the empty space on the chart. The list may include the following: rejected by the people; heard the voice of the Lord; followed the Lord’s directions immediately; spoke what the Lord put into their hearts; warned the Nephites that if they didn’t repent, they would be destroyed; protected by the power of God so they could deliver His message.

After students have listed the similarities they discovered, ask a student to read Helaman 10:4 aloud.

- What are some possible reasons for Nephi’s unweariness?
- How did Samuel also demonstrate unweariness? How can we develop such unweariness?

Ask a student to read to the class the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles in which he teaches us how we can develop this trait:



“If we are focused on Jesus and His work, both our joys and our staying capacity are increased. . . . Nephi had not selfishly sought his ‘own life,’ but rather had sought to do God’s will. This gave him the extra and undivided energy which made his striving with unwearied diligence possible. Nephi knew in which direction he faced: toward God” (Neal A. Maxwell, *If Thou Endure It Well* [1996], 116).

- According to Elder Maxwell, what can we do to serve with unwearied diligence?
- What phrases in Helaman 10:4 show that Nephi “faced toward God,” or in other words, was focused on doing God’s will?

- What phrases in Helaman 13:3–5 show that Samuel put God’s will above his own?
- What truth can we learn from the experiences of Nephi and Samuel? (One possible answer could reflect a truth students learned in their personal study this week: **The Lord entrusts us with blessings and responsibilities when we put His will before our own.**)

Read the following story, told by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles, about a 12-year-old girl who accepted God’s will before her own:



“We cannot have true faith in the Lord without also having complete trust in the Lord’s will and in the Lord’s timing. When we have that kind of faith and trust in the Lord, we have true security in our lives. ...

“I read of a young woman who exercised that kind of faith and trust. For many months her mother had been seriously ill. Finally, the faithful father called the children to her bedside and told them to say good-bye to their mother because she was dying. The twelve-year-old daughter protested:

“‘Papa, I do not want my mamma to die. I have been with her in the hospital ... for six months; time and time again ... you have administered to her, and she has been relieved of her pain and quietly gone to sleep. I want you to lay hands upon my mamma and heal her.’

“The father, who was Elder Heber J. Grant, told the children that he felt in his heart that their mother’s time had arrived. The children left, and he knelt by his wife’s bedside. Later he recalled his prayer: ‘I told the Lord I acknowledged his hand in life [and] in death. ... But I told the Lord that I lacked the strength to have my wife die and to have it affect the faith of my little children.’ He pleaded with the Lord to give his daughter ‘a knowledge that it was his mind and his will that her mamma should die.’

“Within an hour the mother died. When Elder Grant called the children back into her room and told them, his little six-year-old boy [named Heber] began to weep bitterly. The twelve-year-old sister took him in her arms and said: ‘Do not weep, Heber; since we went out of this room, the voice of the Lord from heaven has said to me, In the death of your mamma the will of the Lord shall be done’ (Bryant S. Hinckley, *Heber J. Grant: Highlights in the Life of a Great Leader*, Salt Lake City: Deseret Book Co., 1951, pp. 243–44).

“When we have the kind of faith and trust exhibited by that young woman, we have the strength to sustain us in every important event in our lives” (Dallin H. Oaks, “Faith in the Lord Jesus Christ,” *Ensign*, May 1994, 100).

- What helped President Heber J. Grant and his family put the Lord’s will before their own?
- Have you ever had an experience where you needed to put your trust in God and put His will before your own? (Consider inviting a few students to share their experiences with the class. Remind them that they should not share anything that is too personal or private.)

Assure students that when we put our trust in God and put His will before our own, He will sustain us during difficult times.



Explain that an important part of Nephi's ministry was helping the people remember God and repent of their sins. However, they continued to harden their hearts and did not want to be corrected.

Divide the class into two groups. Ask one group to read Helaman 10:15–18; 11:3–10 and the other group to read Helaman 11:30–37; 12:1–3. (You may want to write these references on the board.) Ask each group to be prepared to discuss reasons why the Lord chastened His people. (Students may mention a few different reasons, but make sure they express that **the Lord chastens His people to stir them up in remembrance of Him.**)

- What kind of chastening did the Lord use to get the people's attention?
- According to Helaman 12:3, many people do not remember the Lord unless He chastens them. Why do you think this is?

Invite a student to read Helaman 15:3 aloud.

- How is the Lord's chastening an expression of love?

Ask students to share their responses to assignment 5 on day 2 of this week's lessons. You may want to reiterate that **through humility and repentance, we can avoid pride and destruction** and that **if we are not careful, our prosperity can lead us to forget the Lord.**

### Next Unit (3 Nephi 1–11)

Tell students that in their next assignment they will read about the entire Nephite nation gathering to fight the Gadianton robbers in an epic battle. Ask them to look for how the Nephites were able to defeat the wicked robbers. Explain that they will also read about the massive destruction that occurred in the Americas at the time of Jesus Christ's death in Jerusalem. In the darkness, the people heard the voice of Jesus Christ. Then the resurrected Savior came to minister to them personally. Ask students to consider how they would have felt if they had been there.



# Introduction to Third Nephi: The Book of Nephi

## Why study this book?

In their study of 3 Nephi, students will learn about the Savior's words and actions during His three-day ministry among the Nephites. President Ezra Taft Benson taught that "3 Nephi contains some of the most moving and powerful passages in all scripture. It testifies of Jesus Christ, His prophets, and the doctrines of salvation" (Ezra Taft Benson, "The Savior's Visit to America," *Ensign*, May 1987, 6). As students see how Jesus Christ demonstrated compassion for the people "one by one," they can better appreciate His concern for them as individuals (see 3 Nephi 11:15; 17:21). They can learn important lessons from the righteous examples of those who prepared to meet the Savior. They can also learn from the unrighteous examples of those who did not prepare to meet the Savior.

## Who wrote this book?

Mormon abridged records from the large plates of Nephi to create the book of 3 Nephi. The book is named for Nephi (the son of Nephi), whose labors spanned the periods before, during, and after the Savior's appearances to the people. During the time of great wickedness that preceded Jesus Christ's visits, Nephi ministered "with power and with great authority" (3 Nephi 7:17). His efforts were a prelude to the ministry of Jesus Christ, whose words and deeds constitute the focus of 3 Nephi. While abridging Nephi's record, Mormon also included his own commentary and testimony (see 3 Nephi 5:8–26; 26:6–12; 29–30).

## To whom was this book written and why?

Mormon intended the writings in 3 Nephi for two groups. First, he explained that he had written them for the descendants of Lehi (see 3 Nephi 26:8). Second, Mormon addressed Gentiles in the latter days and recorded the Lord's admonition that they come unto Him and become part of His covenant people (see 3 Nephi 30). The book of 3 Nephi underscores this invitation with its powerful witness of Jesus Christ and its emphasis on the importance of covenants.

## When and where was it written?

The original records used as sources for the book of 3 Nephi were likely written between 1 BC and AD 35. Mormon abridged those records sometime between AD 345 and AD 385. Mormon did not record where he was when he compiled this book.

## What are some distinctive features of this book?

The book of 3 Nephi documents the fulfillment of prophecies regarding Jesus Christ's birth, death, and Resurrection (see 3 Nephi 1; 8; 11). Its record of the Savior's appearance to the Nephites represents what Elder Jeffrey R. Holland has called "the focal point, the supreme moment, in the entire history of the Book of

Mormon" (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 250). Twenty of the thirty chapters in 3 Nephi contain teachings the Savior delivered directly to the people (see 3 Nephi 9–28).

## Outline

**3 Nephi 1–5** Nephi receives the records from his father. The signs of Christ's birth are given, a plot to destroy the believers is thwarted, and many people are converted. Nephites and Lamanites unite to fight against the Gadianton robbers. They repent of their sins and eventually defeat the robbers under the leadership of Lachoneus and Gidgiddoni. Mormon comments on his roles as a disciple of Christ and as a record keeper.

**3 Nephi 6–7** Prosperity among the Nephites leads to pride, wickedness, and secret combinations. The government is overthrown, and the people divide into tribes. Nephi ministers with great power.

**3 Nephi 8–10** Tempests, destruction, and darkness signal the Savior's crucifixion and death. The people mourn the deaths of those who were killed in the destruction. The voice of Jesus Christ invites the survivors to repent and come unto Him.

**3 Nephi 11–18** Jesus Christ appears to a multitude at the temple and invites each person to feel the prints of the nails in His hands and feet. He appoints twelve disciples and gives them authority to perform ordinances and administer the Church. The Savior teaches His doctrine, sets forth laws of righteousness, and explains that He has fulfilled the law of Moses. He heals the people's infirmities, prays for them, and blesses their children. After instituting the sacrament and giving additional teachings, He departs.

**3 Nephi 19–26** The twelve disciples minister to the people, and the Holy Ghost is poured out upon them. Jesus Christ appears a second time and prays for all who will believe in Him. He administers the sacrament and teaches how the Father will fulfill His covenant with Israel. The Savior commands the people to search the words of Isaiah and all the prophets, and He instructs Nephi to record the fulfillment of the prophecies announced by Samuel the Lamanite. He delivers the words that the Father gave to Malachi and expounds "all things ... from the beginning until the time that he should come in his glory" (3 Nephi 26:3). He then departs.

**3 Nephi 27–28** Jesus Christ appears and instructs the twelve disciples to call the Church by His name. He sets forth His gospel and directs His disciples to be as He is. Jesus Christ grants unto the twelve disciples according to their desires.

**3 Nephi 29–30** Mormon explains that the coming forth of the Book of Mormon is a sign that God has commenced to gather Israel in the latter days. The Lord admonishes the Gentiles to repent and become part of His covenant people.

## LESSON 116

# 3 Nephi 1

### Introduction

When the time drew near for the fulfillment of Samuel the Lamanite's prophecy about the Savior's birth, believers watched for the sign Samuel had said would come. Unbelievers threatened to kill the believers if the prophecy was not fulfilled by a certain day. Nephi, a son of Nephi and grandson of Helaman, pleaded with God in behalf of the believers. In answer to Nephi's prayer, the voice of the Lord

came to him, declaring that the sign would be given that night. When the sun set, there was no darkness, and a new star appeared. Despite Satan's continued attempts to destroy the faith of the people, the majority of the people were converted to the Lord. But two years later, the Gadianton robbers began to lead many Nephites and Lamanites into wickedness.

### Suggestions for Teaching

#### 3 Nephi 1:1–26

*Prophecies concerning Jesus Christ's birth are fulfilled, and many Nephites are converted*

Invite students to think of people who have sacrificed their lives for the gospel. (Some examples are Jesus Christ, Abinadi, some of the Anti-Nephi-Lehies, and Joseph and Hyrum Smith.) Ask students to explain why they think people are willing to make such a sacrifice. Give students a moment to ponder how they think they would respond if they were in a situation that required them to give their lives for the gospel.

Explain that five years after Samuel the Lamanite preached in Zarahemla, a group of faithful Nephites faced this possibility. As students study 3 Nephi 1 today, invite them to look for truths they can learn from how these Nephites acted in this situation.

Summarize 3 Nephi 1:1–3 by telling students that Helaman's son Nephi gave the sacred records to his son Nephi and then departed out of the land. No one knew where he went.

Invite several students to take turns reading aloud from 3 Nephi 1:4–9. Ask the class to follow along, looking for the challenge the faithful Nephites faced.

- What challenge did the believers face?
- Why might some people struggle to remain faithful in this situation?

Invite a student to read 3 Nephi 1:10–12 aloud. Ask the class to follow along, looking for what Nephi did at this critical time.

- What stands out to you about Nephi's response to this situation? Why?

Invite a student to read 3 Nephi 1:13–14 aloud. Ask the class to follow along, looking for the Lord's answer to Nephi's prayer. Invite students to report what they find.

- What did the Lord say He would "show unto the world"? (Students' answers should reflect that **the Lord will fulfill all the words that He has caused to be**

**spoken by His prophets.** Invite students to consider marking the phrases in their scriptures that teach this doctrine.)

Divide students into pairs. Invite them to read 3 Nephi 1:15, 19–21 with their partners, looking for phrases that emphasize that the Lord fulfills the words of the prophets.

- What phrases did you find that illustrate that the Lord fulfills the words of His prophets?
- How do you think you would have felt if you had been among the believers when the sign came?
- How can knowing that the Lord will fulfill the words of the prophets help you when someone ridicules your standards or persecutes you for your beliefs?

Invite two or three students to take turns reading aloud from 3 Nephi 1:16–18. Ask the class to follow along, looking for how the wicked responded when they saw the sign that had been prophesied.

- What did the wicked know after the sign had been given?
- Why do you think this knowledge led to fear among the unbelievers?

Invite a student to read 3 Nephi 1:22–23 aloud. Ask the class to follow along, looking for what Satan did to persuade people not to believe in the signs of the Lord's birth.

- What did Satan do?
- How did the majority of the people respond to Satan's lies?
- What principle can we learn from verses 22–23 about how we can respond to Satan's lies? (Help students identify the following principle: **When we face Satan's lies, we can choose to believe in Jesus Christ and be converted.** You may want to write this principle on the board.)
- What are some lies that Satan sends forth today?

Invite a student to read aloud the following statement by Bishop Richard C. Edgley, who served in the Presiding Bishopric:



"Because of the conflicts and challenges we face in today's world, I wish to suggest a single choice—a choice of peace and protection and a choice that is appropriate for all. That choice is faith. ... Choose faith over doubt, choose faith over fear, choose faith over the unknown and the unseen, and choose faith over pessimism. ...

"When logic, reason, or personal intellect come into conflict with sacred teachings and doctrine, or conflicting messages assault your beliefs ... , *choose* to not cast the seed out of your heart by unbelief [see Alma 32:28]. Remember, we receive not a witness until after the trial of our faith (see Ether 12:6)" (Richard C. Edgley, "Faith—the Choice Is Yours," *Ensign* or *Liahona*, Nov. 2010, 31, 32–33).

- When have you, or someone you know, chosen to believe in Jesus Christ instead of Satan's lies? (As students respond, invite them to explain how they or others were blessed for choosing to believe in Jesus Christ.)

Write the following question on the board:

*When the adversary tries to get me to doubt, how will I maintain faith in Jesus Christ and His restored gospel?*

Ask students to copy this question in their class notebooks or study journals. Give them a few minutes to write their answers. After sufficient time, invite a few students to share with the class what they wrote.

Summarize 3 Nephi 1:24–25 by explaining that some of the people misunderstood the intent of the signs and began to teach that it was no longer necessary to live the law of Moses. However, they soon learned that the law of Moses had not yet been fulfilled.

### 3 Nephi 1:27–30

#### *Nephite dissenters and some of the Lamanite youth join the Gadianton robbers*

Invite two students to come to the front of the room. Ask one student to close his or her eyes and stand on one foot. Explain that this student represents someone who knows the truth but is not exercising faith in Heavenly Father and Jesus Christ and is not diligent in living the gospel.

Explain that in this demonstration, the second student represents influences that can lead someone to fall away from the truth. Ask the second student to push gently on the arm of the first student until the first student loses his or her balance or becomes unsteady. Point out that when a person is not striving to live the gospel, he or she is more likely to be deceived by the lies and temptations of Satan.

As students continue their study of 3 Nephi 1, invite them to look for how this demonstration can relate to a group of Lamanite youth, as well as to us.

Explain that a few years after the signs of Jesus Christ's birth, Satan continued to attempt to make people doubt the truthfulness of the gospel.

Invite a few students to take turns reading aloud from 3 Nephi 1:27–29. Ask the class to follow along, looking for the influence that unrighteous people had on some of the Lamanite youth.

- What happened to some of the Lamanite youth? (They "were led away by some who were Zoramites," and they joined the Gadianton robbers.)
- How does what happened to the Lamanite youth relate to our demonstration?
- According to 3 Nephi 1:29, why did some of the Lamanite youth believe the Zoramites' "lyings" and "flattering words"? (If students do not mention Mormon's statement that the youth "became for themselves," point it out to them.)

- What do you think the phrase “became for themselves” means?

Invite a student to read aloud what Sister Kathleen H. Hughes, who served as a member of the Relief Society General Presidency, said about the phrase:



“It implies to me that they looked to themselves first and indulged desires that prophets had warned them to avoid. They yielded to Satan’s enticements and allures” (Kathleen H. Hughes, “Grow Up unto the Lord,” *Ensign*, Feb. 2010, 18).

Invite a student to read 3 Nephi 1:30 aloud. Ask the class to follow along, looking for the influence of “the rising generation” (the youth) on others.

- What effect did the rising generation have on the faith of those around them?

Ask students to state a principle that summarizes what we can learn from 3 Nephi 1:29–30. They may use different words to express their answers, but ensure they identify the following truth: **If we give in to temptation, our example can have a negative impact on the faith and righteousness of others.** You may want to encourage students to write this truth in their scriptures.

To help students relate this account to modern-day situations, ask the following questions:

- What are some “lyings” and “flattering words” that might entice youth today to associate with unrighteous groups?
- When have you seen youth have a negative impact on the faith of others?

Point out that although the youth mentioned in 3 Nephi 1:30 had a negative influence on the faith of others, youth can also have a righteous influence on those around them.

Encourage students to choose to exercise faith in Jesus Christ rather than give in to the devil’s lies. Assure them that they can strengthen the faith of others through the power of their righteous examples.

## LESSON 117

# 3 Nephi 2–5

### Introduction

After the people saw the sign of Jesus Christ's birth, they began to be less astonished by signs, and they hardened their hearts. Many of the people rejected signs and wonders and increased in wickedness. The Gadianton robbers grew so strong that Nephites and Lamanites were compelled to take up arms against them. The converted Lamanites joined with the Nephites and became known as Nephites. Lachoneus, the

chief judge of the Nephites, called on the people to repent and prepared them for battle. Because of their repentance, their faith in the Lord, and their diligent preparations, the Nephites triumphed over the Gadianton robbers. Following their deliverance, the people acknowledged the power of God in their preservation.

### Suggestions for Teaching

#### 3 Nephi 2

*Converted Lamanites unite with the Nephites to defend themselves against the Gadianton robbers*

Invite students to take a few minutes to list in their class notebooks or study journals some spiritual experiences they have had. Remind them that spiritual experiences do not need to be dramatic or unusual to be meaningful. Suggest that they ponder times when they have felt the love of their Heavenly Father or the influence of the Holy Ghost. For example, they might write about experiences they have had when they have received answers to prayer, when they have received priesthood blessings, or when they have served others. When they have finished writing, ask them why they think it might be important to remember these spiritual experiences today and 10 or 20 years in the future.

As students study 3 Nephi 2–5 today, invite them to look for the danger of forgetting and rejecting the spiritual experiences they have had.

Remind students that we learn from 3 Nephi 1 that people witnessed the fulfillment of the miraculous sign of the Savior's birth of which Samuel the Lamanite had prophesied.

Invite a student to read 3 Nephi 2:1–3 aloud. Ask the class to follow along, looking for what happened when the people began to forget and reject the signs related to the Savior's birth.

- What truths does this account teach us about the danger of forgetting and rejecting spiritual experiences? (After students report the truths they have identified, write the following principle on the board: **If we forget and reject previous spiritual experiences, we will become more vulnerable to Satan's temptations and deceptions.** You may also want to encourage students to write this principle under their lists of spiritual experiences.)
- Why do you think forgetting spiritual experiences can make us vulnerable to Satan?
- What can we do to ensure that we do not forget the spiritual experiences we have had? (Answers may include sharing experiences with others as

appropriate, writing in a personal journal, or recording experiences from Duty to God or Personal Progress activities.)

Invite students to share how remembering spiritual experiences—through writing in a journal or other ways—has helped them stay faithful, despite Satan’s efforts to tempt or deceive them.

Ask students to review the spiritual experiences they wrote down at the beginning of class and to ponder what they can do to make sure they do not forget them. If students struggled to remember a spiritual experience, invite them to make a plan regarding what they will do to remember the next spiritual experience they have.

Summarize 3 Nephi 2:4–19 by explaining that as the people continued in wickedness, the Gadianton robbers increased in number and in strength. The Gadianton robbers became more violently aggressive, and the converted Lamanites joined forces with the Nephites against the robbers to defend their families and to maintain their liberty and religious freedom (see verses 11–12). Although they had some success in driving the Gadianton robbers out of their lands, the Nephites (along with the converted Lamanites, who were now called Nephites) were still in perilous circumstances 15 years after the sign of Jesus Christ’s birth.

### 3 Nephi 3:1–5:7

#### *The leader of the Gadianton robbers demands that the Nephites surrender*

Explain that in 3 Nephi 3:1–10, we learn that Giddianhi, the leader of the Gadianton robbers, wrote a letter to Lachoneus, the chief judge of the Nephites, to persuade him to surrender to the Gadianton robbers. In this letter he accused the Nephites of committing wrongs against those who had become Gadianton robbers and depriving them of their rights. He threatened the Nephites with destruction if they did not surrender.

Invite a student to read 3 Nephi 3:11–12 aloud. Ask the class to follow along, looking for how Lachoneus responded to Giddianhi’s threatening letter.

- How did Lachoneus respond to Giddianhi’s letter?
- What stands out to you about Lachoneus as a leader?

Divide the class into four groups. Give each group a piece of paper. Have the groups divide their papers into two columns, one labeled *Preparations of Lachoneus* and the other labeled *Modern Parallels*. Write the following scripture passages on the board, and assign one to each group: 3 Nephi 3:12–15; 3 Nephi 3:16–21; 3 Nephi 3:22–26; 3 Nephi 4:1–4. Invite students to read their assigned verses, looking for ways Lachoneus prepared his people spiritually and physically to withstand the attack of the Gadianton robbers. Under *Preparations of Lachoneus*, have a student from each group write what the people did to prepare. (Note: As students study these verses, ensure that they differentiate between Giddianhi, the leader of the Gadianton robbers, and Gidgiddoni, the great prophet and chief captain among the Nephites.)

After students have had sufficient time to complete their lists under *Preparations of Lachoneus*, invite them to list under *Modern Parallels* some of the spiritual and temporal preparations we have been counseled to make in the latter days. When



students have had sufficient time to complete this assignment, invite one student from each group to share with the class what his or her group learned.

Invite a few students to take turns reading aloud from 3 Nephi 4:7–12. Ask the class to follow along, looking for ways the people were blessed because of their spiritual and temporal preparations.

- How were the people blessed because of their spiritual and temporal preparations?
- What truths have you learned from this account? (As students share their answers, emphasize the following principle: **As we prepare ourselves spiritually and temporally, the Lord will strengthen us to overcome challenges.**)



To help students understand and feel the truth and importance of this principle, give a copy of the following handout to each of the four groups from the previous activity and invite them to read and discuss the questions. Ask them to assign a member of their group to report to the class what they discussed and to share an experience.

### Spiritual and Temporal Preparation

1. How does gathering in families and in wards or branches provide protection for us? What is an example of a time when you felt protected from the attacks of the adversary because of your efforts to gather with your family, ward, or branch?
2. Why are temporal preparations—such as obtaining an education and home food storage—important in the last days? Whom do you know who has been blessed as a result of preparing temporally? How was this person blessed?
3. What blessings come as we follow the living prophets and apostles? How have you or someone you know been blessed for hearkening to living prophets and apostles?

After sufficient time, invite the designated student from each group to share with the class what his or her group discussed. You may also want to share your testimony of this principle and a personal experience related to it.

Invite students to ponder what they can do to prepare themselves spiritually and temporally for the challenges they currently face or may face in the future. Encourage students to follow through on what they feel inspired to do.

Summarize 3 Nephi 4:13–29 by explaining that Lachoneus and his people defeated the Gadianton robbers and executed their leaders. Read 3 Nephi 4:30–33 aloud. Invite students to follow along, looking for how the people responded to this victory.

- How did the people respond after God delivered them from their enemies?
- What did the people acknowledge as the causes of their deliverance from the Gadianton robbers? (Their repentance and humility and the goodness of God.)

Invite a student to read 3 Nephi 5:1–4 aloud. Ask the class to follow along, looking for what the Nephites did as a result of the help and blessings they received in their

battle against the Gadianton robbers. As students share what they find, emphasize that one of the ways the people responded was to preach the gospel to others.

- According to verse 4, what effect did hearing the word of God have on some of the imprisoned Gadianton robbers?

Summarize 3 Nephi 5:5–7 by explaining that the Nephites put an end to the secret combinations among them.

### 3 Nephi 5:8–26

#### *Mormon explains his abridgment of the records*

Tell students that the rest of 3 Nephi 5 includes Mormon's introduction of himself and an explanation of why he was abridging this record. Invite students to read 3 Nephi 5:12–15 silently, looking for how Mormon introduced himself to those who read the Book of Mormon.

- According to verse 13, how did Mormon identify himself?
- What had Mormon been called to do as a disciple of Jesus Christ?
- How can we liken this scripture to ourselves? (Though students may use different words, they should identify the following truth: **As disciples of Jesus Christ, we have a responsibility to teach others the way to everlasting life.** You may want to write this truth on the board.)

Point out that one of the most important ways we can show our gratitude to the Lord for the blessings He gives us is by helping others come to Him and receive those same blessings. Ask students to suggest a few ways they, as disciples of Jesus Christ, could teach others the way to everlasting life. Encourage students to choose one or two of these suggestions for sharing the gospel and to prayerfully seek the Lord's help in carrying out what they choose to do.

Summarize 3 Nephi 5:16–26 by explaining that Mormon testified of the truth of the record he was compiling, expressed gratitude to Jesus Christ, and prophesied that the house of Israel would be gathered and brought to the knowledge of Jesus Christ in the latter days.

Consider concluding today's lesson by testifying of the truthfulness of the record Mormon compiled.

## LESSON 118

# 3 Nephi 6–7

### Introduction

Following their miraculous deliverance from the Gadianton robbers, the Nephites enjoyed peace for about three years. But pride, class distinctions, and persecutions arose among the people. While some remained faithful to the Lord, many entered into secret combinations. Because of the secret

combinations, the chief judge was murdered and the Nephite government was overthrown. The people divided into tribes and appointed their own leaders. Nephi ministered to the people with power and great authority.

### Suggestions for Teaching

#### 3 Nephi 6:1–18

*Following a period of prosperity, the Nephites become prideful and the Church is broken up*

Write the following definitions on the board before class:

*“To be humble is to recognize gratefully our dependence on the Lord—to understand that we have constant need for His support” (“Humility,” Gospel Topics, [topics.lds.org](https://www.lds.org/topics/humility)).*

*Pride is “a lack or absence of humility or teachableness. Pride sets people in opposition to each other and to God. A proud person sets himself above those around him and follows his own will rather than God’s will” (Guide to the Scriptures, “Pride,” [scriptures.lds.org](https://www.lds.org/scriptures/guide-to-the-scriptures/pride)).*

Ask a student to read the statements on the board aloud. Then invite students to answer the following questions and to explain their answers:

- Is it possible for someone to be ...
  - Rich and humble?
  - Poor and prideful?
  - Educated and humble?
  - Uneducated and prideful?

Encourage students to continue to think about these questions as they study 3 Nephi 6.

Summarize 3 Nephi 6:1–9 by explaining that after the Nephites defeated the Gadianton robbers, they established peace in the land and began to prosper. But after a short time, their peace and prosperity were threatened.

Invite a student to read 3 Nephi 6:5, 10–12 aloud, and ask the class to look for what began to threaten the people’s peace and prosperity.

- What began to happen that threatened the people’s peace and prosperity?

- Have you seen the accumulation of riches or learning lead to similar problems in your school, community, or country? If so, in what ways?

Draw a vertical line down the center of the board to make two columns. Write *Prideful* at the top of one column and *Humble* at the top of the other column. Invite students to search 3 Nephi 6:13–14 silently, looking for words and phrases that describe how the people responded as riches and learning began to divide them. (You may need to explain that to *rail* or *revile* means to angrily criticize or speak abusively to someone. To be *penitent* means to be repentant.) When students have finished reading, invite them to write in the appropriate column on the board the words or phrases they have found.

- Why do you think returning “railing for railing” (or criticism for criticism) is a manifestation of pride?
- What impresses you about how the converted Lamanites responded during this time?
- What principles can we learn from 3 Nephi 6:13–14? (Students’ answers may vary, but help them identify the following principle: **We can choose to be humble and faithful regardless of our circumstances.** Write this principle on the board.)

Refer students to the column on the board that lists humble responses. Ask the following questions:

- What actions can we take to help ourselves remain humble and faithful in any circumstance? (List students’ answers on the board in the column labeled “Humble.”)
- How might these actions help individuals to be humble regardless of their circumstances?

Think of a person who you feel is a good example of choosing to be humble and faithful, regardless of his or her circumstances. How is this person an example of humility?

Explain that because most of the Nephites did not repent of their pride, their situation worsened. Invite a few students to take turns reading aloud from 3 Nephi 6:15–18. Ask the class to follow along, looking for how the people’s pride allowed Satan to influence them.

- According to 3 Nephi 6:15–18, what words and phrases describe the wicked change these people experienced because of pride? (They were “delivered up ... to be carried about ... whithersoever [Satan] desired to carry them, and to do whatsoever iniquity he desired they should.” They were in “a state of awful wickedness” and were “willfully rebel[ling] against God.”)
- What principle do these verses teach about the relationship between pride and Satan’s power to tempt us? (Help students identify the following truth: **When we are prideful, we allow Satan greater power to tempt us and lead us to commit more sin.** Invite students to consider marking the words and phrases in their scriptures that teach this principle.)
- Why do you think pride affects the degree to which Satan can influence us?

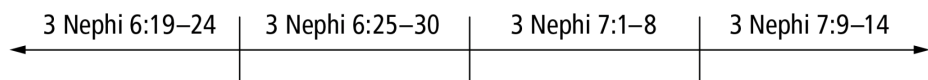
Consider sharing your testimony of the truths in 3 Nephi 6:13–18.

Refer students again to the list of humble responses on the board. Invite them to select one humble response that they feel would be most helpful for them personally. Give them a few minutes to write about how they can immediately begin to apply that suggestion at school or at home.

### 3 Nephi 6:19–7:14

*Secret combinations destroy the Nephite government, and the people divide into tribes*

Copy the following time line on the board:



Divide the class into four groups, and assign each group one of the scripture passages on the board. Ask students to read their assigned passages silently, looking for the main events that happened among the Nephites. After students have had sufficient time to read, invite a student from each group to write the main events from his or her assigned passage under the corresponding section of the time line (other students in each group may help). When they are finished, explain that the list of events shows how secret combinations led to the downfall of the Nephite government and the breakup of the people into tribes.

Invite a few students to take turns reading aloud from 3 Nephi 6:27–30. Ask the class to follow along and identify the founder and the purpose of secret combinations. When students have identified the founder of secret combinations (the devil), ask:

- Which words and phrases describe the purposes of secret combinations? (Answers may include “combine against all righteousness,” “destroy” the people of the Lord, “set at defiance the law and the rights of their country,” and “the land should no more be at liberty.”)
- How did those who murdered the prophets escape punishment? (Their friends and family, who were also members of the secret combination, united to help them avoid the consequences of their actions.)

Invite a few students to take turns reading aloud from 3 Nephi 7:1–8. Ask the class to follow along, looking for the effect of these secret combinations among the Nephites. Explain that **the devil entices people to enter secret combinations in an effort to destroy righteousness and increase iniquity**. Help students understand that the methods and motives of secret combinations are often subtle and not always easy to detect. Encourage them to avoid association with any groups or individuals that resemble secret combinations in any way.

### 3 Nephi 7:15–26

*During a time when few are faithful, Nephi continues to minister, and some are converted*

- How do you think you would have felt if you had lived among the Nephites after their government was overthrown? Why?

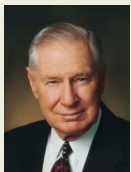
Ask a few students to take turns reading aloud from 3 Nephi 7:15–20. Ask the class to follow along, looking for Nephi’s message to the people.

- What was Nephi’s message to the people at this time? (See 3 Nephi 7:16.)
- How did most people respond?

Ask students to read 3 Nephi 7:21–26 silently, looking for how those who were converted were blessed for following Nephi and repenting of their sins. Invite several students to explain what they have found.

- What principles can we learn from the example of those who repented and followed Nephi? (Students may share a variety of truths, but they should identify the following principle: **If we repent and follow the Lord’s servants, we will receive the influence of the Holy Ghost.**)
- Why is repentance essential in order for us to have the Holy Ghost with us?
- How are Church leaders today like Nephi?
- Why do you think following the Lord’s servants helps us to be more receptive to guidance from the Holy Ghost?

Invite a student to read aloud the following statement by President James E. Faust (1920–2007) of the First Presidency:



“I have concluded that spiritual guidance in large measure depends upon being in harmony with the President of the Church, the First Presidency, and the Quorum of the Twelve—all of whom are sustained . . . as prophets, seers, and revelators. I do not know how we can expect to be in full harmony with the Spirit of the Lord if we are not in harmony with the President of the Church and the other prophets, seers, and revelators” (James E. Faust, “Called and Chosen,”

*Ensign or Liahona*, Nov. 2005, 53).

- When have you felt the influence of the Holy Ghost because you have chosen to be obedient to the Lord’s servants?

Encourage students to write down impressions they have received about what they can do to apply the truths they have learned today. Emphasize that even when others choose to live contrary to the Lord’s commandments, as was the case among the Nephites, we can choose to humbly follow God and His chosen servants.

## LESSON 119

# 3 Nephi 8–10

### Introduction

Thirty-three years after seeing the sign of the Savior's birth, the Nephites began to look for the sign that Samuel the Lamanite had prophesied of the Savior's death. Although many signs were given, doubts and disputations arose among the people. Within the next year, Samuel's prophecy was fulfilled. After great storms, earthquakes, and other

calamities caused widespread destruction, darkness covered the land for three days. In the darkness, the people who had survived the destruction heard the voice of Jesus Christ. He invited them to repent and return to Him. When the darkness dispersed, the people's mourning turned to joy and praise of Jesus Christ.

### Suggestions for Teaching

#### 3 Nephi 8:1–18

*Great destruction signals the death of Jesus Christ, fulfilling the prophecy of Samuel the Lamanite*

Begin class by asking the following questions:

- Are you aware of any signs that have already come to pass, showing that the Savior's Second Coming is near? (You may want to point out that many prophecies, such as the Restoration of the gospel, the coming of the prophet Elijah, and the gospel being preached throughout the world, have been fulfilled or are being fulfilled.)
- How do you feel when you recognize something as a clear sign that the Savior's Second Coming is approaching?

Explain that we live in a time that is similar to the time just before Jesus Christ visited the Nephites. Just as the Nephites watched for the sign that Samuel the Lamanite had prophesied would signal the death and Resurrection of Jesus Christ, we should watch for signs of the Savior's Second Coming.

Invite students to read 3 Nephi 8:3–4 silently, identifying differences in how some of the Nephites felt about the sign. Ask students to report what they find. (Although the people watched for the sign "with great earnestness," "great doubtings and disputations" existed among them.)

- In what ways is the situation described in 3 Nephi 8:3–4 similar to conditions in the world today?

Divide students into pairs. Invite them to take turns reading aloud from 3 Nephi 8:5–18, looking for what happened in the 34th year after the birth of Jesus Christ. Have students report what they find.

#### 3 Nephi 8:19–25

*Darkness covers the land for three days*

Explain that after the storms and earthquakes ceased, darkness covered the land for three days. Turn off the lights in the room for a moment. Then ask students if they have ever been in a totally dark place, such as a cave or a room without windows.

- How did you feel when you were in that place?

Point out that the darkness that covered the land for three days was different from the darkness that comes when we turn off the lights.

Ask students to read 3 Nephi 8:19–22 silently, looking for phrases that describe the darkness the Nephites experienced.

- What phrases describe the darkness the Nephites experienced? (Responses may include “thick darkness,” “vapor of darkness,” “mists of darkness,” and “no light.”)

Ask a student to read 3 Nephi 8:23–25 aloud. Invite the class to follow along, looking for the effect the darkness and destruction had on the people who had survived. Have students report what they find.

- What principle can we learn from the people’s words in verses 24 and 25: “O that we had repented before this great and terrible day”? (Students may identify a principle such as the following: **Choosing to not repent will lead to sorrow and regret.**)

### 3 Nephi 9

*In the darkness, Jesus Christ invites those who have survived the destruction to repent and come unto Him*

Invite a student to read 3 Nephi 9:1–2 aloud. Ask students to follow along, looking for what the people heard while in the darkness.

- Whose voice do you think the people heard? (It was the voice of Jesus Christ [see 3 Nephi 9:15].)
- According to verse 2, why had this destruction taken place?

Summarize 3 Nephi 9:3–12 by explaining that the Savior told the people how some of their cities had been destroyed.

Ask students to imagine those Nephites listening to the Savior’s voice in complete darkness.

Invite students to take turns reading aloud from 3 Nephi 9:13–18. Ask the class to follow along, looking for words or phrases they think might have been especially meaningful to the people as they listened to the Savior’s voice in the darkness. Invite students to consider marking what they find.

- What words or phrases in these verses might have been especially meaningful to the people as they listened to the Savior’s voice in the darkness? Why?

It might be necessary to remind students that the Nephites were living the law of Moses at this time. As part of the law of Moses, the Lord commanded His people to offer animal sacrifices as a type and shadow of the sacrifice the Savior would offer through His Atonement.

Invite a student to read 3 Nephi 9:19–20 aloud. Ask the class to follow along, looking for what the Savior said the Nephites were now to offer as a sacrifice.

- What did the Savior teach the Nephites to sacrifice instead of animals?



Write the following on the board: *If we come unto Christ with a broken heart and contrite spirit, He will ...*

- According to verse 20, what blessing does the Savior promise to those who come unto Him with a broken heart and contrite spirit?

Explain that being “baptized with fire and with the Holy Ghost” (verse 20) refers to receiving the companionship of the Holy Ghost. Complete the statement on the board so that it conveys the following principle: **If we come unto Christ with a broken heart and contrite spirit, He will bless us with the companionship of the Holy Ghost.**

- What do you think it means to offer a sacrifice of “a broken heart and a contrite spirit”?

Explain that Elder D. Todd Christofferson of the Quorum of the Twelve Apostles taught one way to think about the phrases “broken heart” and “contrite spirit.” Read the following statement, asking students to listen for the words Elder Christofferson used to help us understand these phrases:



“You can offer the Lord the gift of your broken, or repentant, heart and your contrite, or obedient, spirit. In reality, it is the gift of yourself—what you are and what you are becoming.

“Is there something in you or in your life that is impure or unworthy? When you get rid of it, that is a gift to the Savior. Is there a good habit or quality that is lacking in your life? When you adopt it and make it part of your character, you are giving a gift to the Lord” (D. Todd Christofferson, “When Thou Art Converted,” *Ensign or Liahona*, May 2004, 12).

- What word did Elder Christofferson use to help us understand the phrase “broken heart”? (Repentant.) What do you think it means to have a repentant heart?
- What word did Elder Christofferson use to help us understand the phrase “contrite spirit”? (Obedient.) How would you describe someone who has an obedient spirit?

Invite students to ponder experiences they have had in which they have come unto Jesus Christ with a broken heart and a contrite spirit and were blessed with the companionship of the Holy Ghost. To help students think of experiences, you may want to share an experience of your own. Consider inviting a few students to share their experiences as well. (Caution them to not share anything that is too sacred or private.)

### ***Use stories to engage attention and build understanding***

Stories can engage students’ attention and help them understand the gospel through vicarious experiences. By illustrating gospel principles in a modern context or in the context of the scriptures, stories can help students understand how those principles relate to their lives and help them feel a desire to apply them.

Invite students to continually seek to come unto Jesus Christ with a broken heart and a contrite spirit.

Ask students to read 3 Nephi 9:21–22 silently, looking for the Savior’s description of how we should come unto Him. Have them report what they find.

### 3 Nephi 10

#### *The Lord offers to gather His people as a hen gathers her chicks*

Summarize 3 Nephi 10:1–3 by explaining that after hearing the Savior’s voice, the people were so astonished that they were silent for many hours. Then He spoke again to the people.

Display a picture of a chicken that has gathered her chicks under her wings.

- Why does a mother hen gather her chicks under her wings? (One reason is to protect them from predators.)
- What must the chicks do in order to be protected?



Ask a few students to take turns reading aloud from 3 Nephi 10:4–6. Point out that in these verses, the Savior speaks of the house of Israel, His covenant people.

- In what ways is the Savior like a hen protecting her chicks from danger?
- Why had the Savior not gathered and protected all of the house of Israel? (They would not come unto Him.)
- What did the Savior promise those who would repent and return to Him? (He would gather them as a hen gathers her chicks. Write the following principle on the board: **If we repent and return to the Savior, He will gather and protect us.** Invite students to consider writing this truth in their scriptures near verse 6.)
- What are some ways in which the Savior may gather and protect us as we repent and return to Him?

Invite a student to read 3 Nephi 10:9–11 aloud. Ask the class to follow along, looking for what occurred after the Savior had spoken to the people. Invite students to report what they find.

Summarize 3 Nephi 10:12–19 by explaining that Mormon pointed out that numerous prophets had prophesied of the death and destruction that occurred at this time among the people.

You may want to conclude by testifying of the principles you have discussed in this lesson. Invite students to apply these truths in their lives. You may also want to explain that in the next lesson, students will discuss the Savior’s visit to the people and how He personally ministered to each one of them.

## LESSON 120

# 3 Nephi 11:1–17

### Introduction

Following the destruction and three days of darkness that signaled the Savior's death, about 2,500 Nephite men, women, and children gathered around the temple in the land of Bountiful (see 3 Nephi 17:25). As they spoke with one another, they heard the voice of Heavenly Father introducing

His Son, Jesus Christ, who then appeared. Jesus Christ invited the people to personally witness that He had been slain for the sins of the world. One by one they approached Him and felt the wound in His side and the prints of the nails in His hands and feet.

### Suggestions for Teaching

#### *Pacing the lesson*

Pace each lesson so you spend enough time on the most important elements. For example, at the end of this lesson, students will have an opportunity to bear testimony of Jesus Christ. Although the other parts of the lesson are important, ensure that sufficient time remains for the bearing of testimonies.

### 3 Nephi 11:1–7

#### *The Nephites hear the voice of the Father announcing the appearance of His Son*

As students enter class, have a recording of sacred music or of general conference playing quietly in the background—just loud enough to be heard. Stop the recording when it is time to have the opening prayer and devotional. Following the prayer, ask students if they heard the recording.

- What was the message of the song (or general conference address) that was playing as you entered the classroom today?
- Was it easy or difficult to hear and understand the words as everyone was coming into class? Why?

Invite a student to read 3 Nephi 11:1–3 aloud. Ask the class to follow along, looking for what a multitude of Nephites heard as they were gathered at the temple. Before the verses are read, remind students that in fulfillment of Samuel the Lamanite's prophecy about the sign of the Savior's death, great destruction had occurred among the Nephites and Lamanites, the more wicked part of the people had been destroyed, and darkness had covered the land for three days.

- What did the multitude hear?
- Did the people understand the voice when they first heard it?
- How is the voice described in 3 Nephi 11:3? (You may want to suggest that students mark the description of the voice in their scriptures.)
- What effect did the voice have on those who heard it?

Ask a student to read 3 Nephi 11:4–7 aloud. Invite the class to follow along, looking for what the Nephites did differently in order to understand the voice the third time they heard it.

- What did the Nephites do differently the third time they heard the voice?
- Based on what you read in 3 Nephi 11:7, whose voice did the people hear? (They heard the voice of Heavenly Father, introducing His Son, Jesus Christ.)

Explain that on this occasion, God the Father spoke from heaven to introduce His Beloved Son, Jesus Christ. When God speaks to us, it is most often through the Holy Ghost.

- What principle can we learn from this account about understanding spiritual communication? (Help students identify the following principle: **As we learn how to listen to the voice of God through the Holy Ghost, we will be able to understand the communication He gives us.** Write this principle on the board.)
- What helps you to prepare your mind and heart to hear and understand the whisperings of the Holy Ghost?

Explain that as students continue to learn about the Savior’s appearance among the Nephites, they will have opportunities to receive spiritual communication. Invite them to listen for the voice of God through the Holy Ghost as they study 3 Nephi 11:8–17.

### 3 Nephi 11:8–17

*Jesus Christ appears to the Nephites and invites them one by one to feel the wound marks in His hands, feet, and side*

Invite a few students to take turns reading aloud from 3 Nephi 11:8–12. Ask the class to follow along and imagine what it might have been like to be among the Nephites at this time.



them easily.

**3 Nephi 11:10–11** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Display the picture *Jesus Teaching in the Western Hemisphere* (*Gospel Art Book* [2009], no. 82; see also [lds.org/media-library](http://lds.org/media-library)), and ask:

- According to verse 8, how did the multitude respond as Jesus descended from heaven and stood in the midst of them? Initially, who did they think He was?



Point out that as Jesus Christ introduced Himself to the people, He taught them important truths about His mission as the Savior.

- Which of the Savior's statements in 3 Nephi 11:11 is most meaningful to you? Why? (You may want to give students a moment to ponder these questions before asking them to respond.)
- According to verse 12, why did the multitude fall to the earth?

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles about the importance of the Savior's appearance to the Nephites:



"That appearance and that declaration constituted the focal point, the supreme moment, in the entire history of the Book of Mormon. It was the manifestation and the decree that had informed and inspired every Nephite prophet for the previous six hundred years, to say nothing of their Israelite and Jaredite forefathers for thousands of years before that.

"Everyone had talked of him, sung of him, dreamed of him, and prayed for his appearance—but here he actually was. The day of days! The God who turns every dark night into morning light had arrived" (Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 250–51).

- What thoughts and feelings do you think you would have had if you had been among the Nephites when the Savior visited them?



Explain to the class that the next portion of the lesson is designed to allow them to ponder the Savior's visit on their own. Before class, prepare the following instructions and questions on a handout for each student (or write them on the board or on a poster). Allow students sufficient time to read 3 Nephi 11:13–15 and follow the instructions on the handout. Encourage them to ponder carefully the meaning of these verses as they study them.

### "Come Forth unto Me"

1. Read 3 Nephi 11:13–15, and ponder the following questions:

- How do you think the people may have felt as they saw the Lord and touched Him "one by one"?
- What do you think the people came to know as a result of this experience?
- Considering there were about 2,500 people in the multitude (see 3 Nephi 17:25), what does this teach you about how the Savior feels about each one of us?



2. Respond to the following question in your class notebook or study journal:

- How do you think it would affect you to be able to touch the wounds the Savior received while atoning for your sins?

3. Consider writing the following truth in the margin of your scriptures near 3 Nephi 11:13–15:  
**Jesus Christ invites me to receive a personal testimony that He is my Savior.**

Respond to the following questions in your class notebook or study journal:

- What experiences have led you to gain your own testimony that Jesus Christ is your Savior?
- What can you do to strengthen your testimony of Jesus Christ?

After students have had sufficient time to complete this activity, consider inviting them to share some of what they wrote down or felt during their study of 3 Nephi 11:13–15.

Invite a student to read 3 Nephi 11:16–17 aloud. Ask the class to follow along, looking for what the people did after they had this personal experience with the Savior. You may want to explain that *hosanna* is a Hebrew word that means “save now” or “please save us” and is used throughout the scriptures as an exclamation of praise and supplication (see Bible Dictionary, “Hosanna”; Guide to the Scriptures, “Hosanna,” scriptures.lds.org).

- Why do you think the people cried “hosanna” after their experience with the Savior?

Invite students to take a closer look at 3 Nephi 11:15. Ask them to look for what the people did after they had seen and felt the Savior’s wounds.

- What did the people do after they had seen and felt the Savior’s wounds? (The people bore record, or testified, that it was Jesus Christ.)
- What principle can we learn from 3 Nephi 11:15? (Help students identify the following principle: **When we receive a personal testimony of Jesus Christ, it is our responsibility to bear record of Him.** Write this principle on the board.)
- Why do we not need to see and touch the Savior to know that He lives? (By the power of the Holy Ghost we can know that Jesus Christ lives [see Moroni 10:5].)
- How can we “bear record” of Jesus Christ?

Consider singing as a class a few verses of “I Know That My Redeemer Lives” (*Hymns*, no. 136) prior to concluding today’s lesson. As time allows, invite all those who wish to do so to share a brief testimony of the Savior.

Encourage students to act on the truths they learned today as they studied 3 Nephi 11:1–17.

## HOME-STUDY LESSON

# 3 Nephi 1:1–11:17 (Unit 24)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 3 Nephi 1:1–11:17 (unit 24) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (3 Nephi 1)**

As students studied about the fulfillment of Samuel the Lamanite's prophecies regarding the birth of Jesus Christ, they learned that the Lord will fulfill all the words that He has caused to be spoken by His prophets. From the example of those who were faithful even when unbelievers planned to destroy them, students learned that when we face Satan's lies, we can choose to believe in Jesus Christ and remain faithful. The rebellion of some Lamanite youths showed students that if we give in to temptation, our example can have a negative impact on the faith and righteousness of others.

#### **Day 2 (3 Nephi 2–5)**

While studying the people's decrease in righteousness, students observed that if we forget previous spiritual experiences, we will become more vulnerable to Satan's temptations and deceptions. As they analyzed Giddianhi's deceitful letter to Lachoneus, students discovered how Satan and his followers often use flattery, false promises, and threats to lead people astray. Students learned from the Nephites and Lamanites who successfully defended themselves against the Gadianton robbers that as we prepare ourselves spiritually and temporally, we can overcome challenges through the strength of the Lord. As students read about the Nephites praising the Lord for their deliverance, they learned that recognizing the goodness and mercy of God in our deliverance from difficulties helps us remain humble. The Nephites' efforts to preach the gospel and Mormon's declaration of his duty illustrated that as disciples of Jesus Christ, we have a responsibility to teach others the way to everlasting life.

#### **Day 3 (3 Nephi 6–10)**

As students read about how the Nephites and Lamanites again descended into wickedness, they discovered that when we are prideful, we allow Satan greater power to tempt us and lead us to commit more sin. But the faithful example of some of the people demonstrated that we can choose to be humble and faithful regardless of our circumstances. As the Nephite government unraveled, those who followed Nephi demonstrated that if we will repent and follow the Lord's servants, we will enjoy the influence of the Holy Ghost in our lives. Following the terrible destruction, all the people throughout the land heard the voice of Jesus Christ proclaiming in the darkness that if we come unto Him with a broken heart and contrite spirit, He will heal us and give us eternal life.

#### **Day 4 (3 Nephi 11:1–17)**

As students studied the Father's annunciation of Jesus Christ, they discovered that the Holy Ghost often speaks to us in a still, small voice that we feel in our hearts. They also learned that as we learn how to listen to the voice of the Lord through the Holy Ghost, we will be able to understand the communication He gives us. From the account of the Savior beginning His ministry among the Nephites, students learned that Jesus Christ invites us all to receive a personal testimony that He is our Savior and that once we receive that testimony, we have a responsibility to bear record of Him.



## Introduction

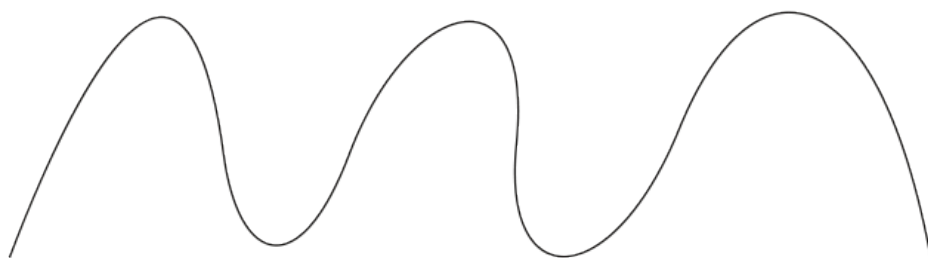
The activity for 3 Nephi 1–7 in this lesson emphasizes some of the doctrines and principles that can help students better understand what it means to be converted to the gospel of Jesus Christ. The teaching activities for 3 Nephi 8–10 will prepare students to reflect on their testimonies of the Savior as they learn about His appearance to the descendants of Lehi in 3 Nephi 11.

## Suggestions for Teaching

### 3 Nephi 1–7

*Signs and wonders announce the birth of Jesus Christ; the people cycle between righteousness and wickedness until the government collapses*

Draw a line like the following on the board:



- Based on your studies this past week, how might this line represent the Nephites in 3 Nephi 1–7? (You may want to invite students to review the chapter headings for 3 Nephi 1–7 to remind them of how the Nephites fluctuated between righteousness and wickedness from AD 1 to AD 33.)

To help students think about what 3 Nephi 1–7 can teach us about becoming truly converted to Jesus Christ and His gospel, invite a student to read aloud the following statement by President Marion G. Romney (1897–1988) of the First Presidency. (If possible, provide a copy for each student, and ask them to underline phrases or words that they feel best describe a converted person.)



“Conversion is a spiritual and moral change. *Converted* implies not merely mental acceptance of Jesus and his teachings but also a motivating faith in him and his gospel. ... In one who is really wholly converted, desire for things contrary to the gospel of Jesus Christ has actually died. And substituted therefore is a love of God, with a fixed and controlling determination to keep his commandments” (Marion G. Romney, in Conference Report, Guatemala Area

Conference 1977, 8).

- What phrases or words in President Romney’s statement do you feel best describe a converted person?



Draw the following chart on the board, or prepare it as a handout for students:



	Beliefs and Actions That Lead to Conversion	Beliefs and Actions That Weaken Conversion
3 Nephi 1:15–23, 27–30		
3 Nephi 2:1–3; 3:1–10		
3 Nephi 4:7–12, 30–33		
3 Nephi 6:13–18; 7:1–5		
3 Nephi 7:15–22		

Assign each student one of the scripture passages from the chart. Give class members time to search their assigned passages for beliefs and actions that either lead to or weaken conversion. Many of the principles students may find are located in the Summary of Daily Home-Study Lessons for days 1–3 at the beginning of this lesson. As students report what they find, write their answers on the board, or encourage them to write them on their handouts. Help students apply the principles they have found by asking questions like the following regarding one or two of the truths that students identified:

- How have you or someone you know lived according to that truth or experienced that principle?
- Based on the truth you discovered, what advice would you give to help someone be more converted and spiritually steady?

### 3 Nephi 8:1–11:17

*Great destruction and darkness signal the death of Jesus Christ; after His Resurrection, He visits the descendants of Lehi*

Invite a student to summarize the events in 3 Nephi 8 and share with the class any feelings or impressions he or she had while studying this chapter during the past week.

Invite a student to read 3 Nephi 8:20–23 aloud. Ask the class to follow along and explain why the sign these verses describe is an appropriate sign to indicate the death of Jesus Christ.

To emphasize the darkness the Nephites experienced, you may want to use the following activity:

Give each student a flashlight, and turn off the lights in the room. (If you do not have enough flashlights, students may need to share.) Have students turn on their flashlights, and invite a few of them to take turns reading 3 Nephi 9:13–20 aloud. Ask the class to follow along, looking for truths the people learned about Jesus Christ as they experienced the darkness after His death. With the lights back on,

summarize on the board the truths students identified. Emphasize the following principles: **Jesus Christ is the light and life of the world. If we come unto Jesus Christ with a broken heart and contrite spirit, He will receive us, heal us, and give us eternal life.**

Summarize 3 Nephi 11:1–7 by explaining that the people who had survived the destruction gathered at the temple in Bountiful.

Show the picture Jesus Teaching in the Western Hemisphere (*Gospel Art Book* [2009], no. 82) or Jesus Healing the Nephites (*Gospel Art Book*, no. 83). Invite students to visualize 3 Nephi 11:8–17 as you read it to them. Pause occasionally in your reading, and invite students to share how they feel as they visualize this experience, especially the “one by one” experience that the Nephites had with the Savior, as described in 3 Nephi 11:15.

After reading 3 Nephi 11:8–17, ask students the following questions. Invite them to take a few moments to quietly ponder the questions before they respond. (Be sure to leave sufficient time for students to respond so they do not feel rushed as they ponder and share their feelings and testimonies.)

- If you had been among the Nephites and had the opportunity to feel the Savior’s wounds, what would you have said to Him?
- When Jesus Christ introduced Himself to the Nephites, why do you think it is significant that He called attention to the “bitter cup” (3 Nephi 11:11)?
- What is the “bitter cup” that Jesus Christ referred to? (See D&C 19:16–19.)

Share your testimony of the Savior and the light that has come into your life as you have followed Him. (You may also want to encourage students to remember the feelings they experienced during this lesson and record them in their personal journals at home.)

### **Next Unit (3 Nephi 11:18–16:20)**

Invite students to consider the following questions as they study the next unit: Do I consider anyone to be my enemy? If so, how do I treat such people? What virtues does God feel are important in my life? Is it acceptable to judge other people? Explain that they can find answers to these questions as they study the Savior’s words in unit 25.

## LESSON 121

# 3 Nephi 11:18–41

### Introduction

After the Nephites had come forth and felt the wound marks in the Savior's hands, feet, and side, the Lord gave Nephi and others power to baptize. The Savior also warned the people

to avoid contention and promised that those who live according to His doctrine will inherit the kingdom of God.

### Suggestions for Teaching

#### 3 Nephi 11:18–27

*Jesus Christ gives Nephi and others the power to baptize*

Before class, write the following questions on the board:

*Who can baptize me? How is baptism done?*

If you teach one or more students who have recently joined the Church, you might begin this lesson by asking them to share some experiences they had while learning about the Church. Ask them if they wondered about the answers to the two questions on the board when they decided to be baptized.

You could also begin this lesson by inviting students to imagine that one of their friends has recently decided to join the Church and has asked them the two questions on the board. Ask students to explain how they might answer these questions. Or you may want to invite two students to role-play a discussion between a Church member and his or her friend using these questions.

#### Adapt the lesson

Many lessons in this manual begin by suggesting an activity or a question that is intended to prepare students to study the scriptures. These suggestions can be adapted according to the needs and circumstances of the students.

Remind students that in the previous lesson they learned about the appearance of Jesus Christ to a group of Nephites. Jesus Christ invited them to witness for themselves His Resurrection and divinity by feeling the wound marks in His hands, feet, and side. Explain that immediately following this experience, the Savior taught the people about the ordinance of baptism.

Invite a student to read 3 Nephi 11:18–22 aloud. Ask the class to follow along, looking for answers to the question “Who can baptize me?”

- Who did the Lord choose to baptize the people?
- According to verses 21–22, what did the Lord give to Nephi and others?

- What does it mean that the Lord gave them power? (In this verse, *power* refers to priesthood authority [see verse 21, footnote *a*].)
- What truth can we identify from these verses that answers the question “Who can baptize me?” (Although students may use different words, they should identify the following truth: **Baptism must be performed by a person who holds proper authority.** Write this truth on the board under the question “Who can baptize me?”)

To help students understand this truth, you might briefly explain that baptism may be performed only by a person who holds the office of priest in the Aaronic Priesthood (see D&C 20:46) or by someone who has had the Melchizedek Priesthood conferred upon him (see D&C 20:38–39; 107:10–11). Additionally, this person must act under the direction of a priesthood leader who holds priesthood keys necessary to authorize the ordinance (such as a bishop, branch president, or mission president).

- Why do you think the Lord requires the ordinance of baptism to be performed by an authorized priesthood holder?
- If any of your students hold the office of priest in the Aaronic Priesthood, ask:
- How does knowing that you have the authority to baptize influence you? (You may want to find out whether any students in your class have had the opportunity to baptize someone. If they have, invite them to share what they felt and learned during their experience.)

Invite a student to read 3 Nephi 11:23–27 aloud. Ask the class to follow along, looking for answers to the question “How is baptism done?”

- What did Jesus Christ teach about how baptisms are to be performed?
- What truth can we learn from this? (Although students may use different words, they should identify the following truth: **Baptism must be done in the manner set forth by the Lord.** Write this statement on the board under the question “How is baptism done?”)
- What is done during a baptism if the words of the ordinance are not spoken correctly or if the person being baptized is not fully immersed under the water? (The ordinance is repeated.)
- Why do you think it is important that baptism is done precisely in the manner set forth by the Lord?
- What does it mean to you to know that you were baptized by a person holding proper authority and in the manner set forth by the Lord?
- Have you recently witnessed a baptism? What feelings did you have?

You may want to share your experiences and feelings about the sacred ordinance of baptism.

### 3 Nephi 11:28–30

#### *Jesus Christ warns that contention is of the devil*

Ask students if they have ever observed or been part of a discussion about religion that became contentious or argumentative.

- What feelings accompanied this contentious situation?
- What are some reasons people might become contentious when discussing religious beliefs?

As students continue to study 3 Nephi 11 today, invite them to look for what the Savior taught about contention.

Ask a student to read 3 Nephi 11:28–30 aloud. Invite the class to follow along, looking for what some of the Nephites contended about.

- What had some of the Nephites been disputing about? (The ordinance of baptism [see also 3 Nephi 11:22] and the doctrine of Christ.)
- According to 3 Nephi 11:29, where does the spirit of contention come from? (Write the following truth on the board: **The spirit of contention is not of God but is of the devil.** You may want to suggest that students mark this truth in 3 Nephi 11:29.)
- Why do you think it is important to avoid contention when discussing the gospel with others?

To emphasize an important consequence of contention, write on the board the following statement by President James E. Faust (1920–2007) of the First Presidency. (The statement is found in “What I Want My Son to Know before He Leaves on His Mission,” *Ensign*, May 1996, 41.) You might want to encourage students to write it in their scriptures next to 3 Nephi 11:29.

*“When there is contention, the Spirit of the Lord will depart, regardless of who is at fault” (President James E. Faust).*

- When have you felt the Spirit of the Lord depart because of contention? How did you know the Spirit had departed?

Explain that it is important to stand up for our beliefs but that we should do so without becoming contentious. Point out the Savior’s statement concerning contention in 3 Nephi 11:30: “This is my doctrine, that such things should be done away.”

- How can we “do away” with contention and disputations? (Answers might include the following: We can seek to be peacemakers [see 3 Nephi 12:9]. We can pray for wisdom and patience to overcome contention. We can try to avoid situations in which we might be tempted to contend with others.)
- When have you felt blessed for your efforts to avoid or overcome contention?

- How can remembering the Savior’s teachings in 3 Nephi 11:29–30 help you when you find yourself in a situation that is or could become contentious?

You may want to share an experience you have had when you felt blessed for your efforts to avoid or overcome contention. To encourage students to apply what they have learned from 3 Nephi 11:28–30, invite them to set and write down a goal for how they will seek to avoid or overcome contention.

### 3 Nephi 11:31–41

#### *Jesus Christ declares His doctrine*

Read 3 Nephi 11:31 aloud to the class. Explain that the remainder of 3 Nephi 11 contains Jesus Christ’s declaration to the people of Nephi of His doctrine, which includes the principles and ordinances of faith, repentance, baptism, and receiving the Holy Ghost (see also Articles of Faith 1:4).

Divide students into pairs or small groups. Invite them to read 3 Nephi 11:32–41 together, looking for and marking words or phrases that teach the doctrine of Christ. After sufficient time, ask students to report what they found.

- According to verses 34 and 38, what are the consequences of not accepting and applying the doctrine of Christ? (You may want to explain that the word *damned* in verse 34 means to be stopped in our spiritual progress.)
- What truth can we identify from these verses about what is required to enter the kingdom of God? (Students may use different words, but they should express the following truth: **To enter the kingdom of God, we must repent, believe in Jesus Christ, be baptized, and receive the Holy Ghost.**)

You may want to conclude by sharing your testimony of this truth. Encourage students to live according to the doctrine of Jesus Christ so they will be able to inherit the kingdom of God. You may also want to remind them to work on their goals to avoid and overcome contention.

## LESSON 122

# 3 Nephi 12

### Introduction

Jesus Christ taught the Nephites how to receive the blessings of His gospel and instructed them to influence others for good. He declared that He had fulfilled the law of Moses, and

He gave the people a higher law to prepare them to become like Him and our Father in Heaven.

### Suggestions for Teaching

#### 3 Nephi 12:1–12

*Jesus Christ teaches the multitude about the blessings we receive as we live His gospel*

Point out that 3 Nephi 12–14 contains many of the same teachings the Savior gave to His followers in the Sermon on the Mount recorded in Matthew 5–7. To help students prepare to study the Savior’s teachings in 3 Nephi 12, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



“Once there was a man who dreamed that he was in a great hall where all the religions of the world were gathered. He realized that each religion had much that seemed desirable and worthy.

“He met a nice couple who represented The Church of Jesus Christ of Latter-day Saints and asked, ‘What do *you* require of your members?’

“‘We do not require anything,’ they replied. ‘But the *Lord* asks that we consecrate all.’

“The couple went on to explain about Church callings, home and visiting teaching, full-time missions, weekly family home evenings, temple work, welfare and humanitarian service, and assignments to teach. ...

“‘What about your weekly church services? How long are they?’

“‘Three hours, every Sunday!’

“‘Oh, my,’ the man said. ‘Do members of your church actually do what you have said?’

“‘That and more. We haven’t even mentioned family history, youth camps, devotionals, scripture study, leadership training, youth activities, early-morning seminary, maintaining Church buildings, and of course there is the Lord’s law of health, the monthly fast to help the poor, and tithing.’

“The man said, ‘Now I’m confused. Why would anyone want to join such a church?’

“The couple smiled and said, ‘We thought you would never ask’” (Dieter F. Uchtdorf, “Come, Join with Us,” *Ensign* or *Liahona*, Nov. 2013, 21).



Instead of reading the preceding quote, consider showing part of President Uchtdorf’s general conference address “Come, Join with Us” (time code 0:00–2:18). This video is available on LDS.org.

- How would you answer the man's question about why people would want to join The Church of Jesus Christ of Latter-day Saints?

Write the word *blessed* on the board. Explain that as recorded in 3 Nephi 12:1–12, the Savior taught the Nephites about the blessings promised to those who covenant to follow Him.

Divide students into pairs. Invite each pair to take turns reading aloud from 3 Nephi 12:1–12 together, looking for ways in which we can receive the Lord's blessings. Invite students to consider marking the word *blessed* each time they see it.

Write the following incomplete statement on the board: *We are blessed as we ...*

- How would you complete this statement to form a principle summarizing what we learn from 3 Nephi 12:1–12? (After students respond, complete the statement on the board so that it conveys the following principle: **We are blessed as we come unto Jesus Christ and follow His teachings.**)

Invite students to report some of the specific blessings mentioned in verses 1–12 and what we must do to receive those blessings. As students report, consider asking:

- When have you seen this blessing come into your life or the life of someone you know?

Share your testimony of how you have been blessed as you have lived according to the Savior's teachings.

### 3 Nephi 12:13–16

#### *The Savior exhorts the multitude to be righteous examples to the world*

Display a container of salt. Ask the class to identify the benefits of salt. As students answer, be sure it is clear that salt seasons food and that it is a preservative used to prevent meat from spoiling. You may also want to explain that under the law of Moses, priests were commanded to offer salt with their sacrificial offerings (see Leviticus 2:13). Thus, salt was a symbol of the covenant between the Lord and His people.

Invite a student to read 3 Nephi 12:13 aloud. Ask the class to follow along, looking for whom the Savior compared to salt.

- Whom did the Savior compare to salt?
- In what ways can we, as followers of Jesus Christ, be like salt? (We are to help preserve or save people and to improve the world by influencing others for good.)

Explain that the Savior used another symbol to teach how covenant members of His Church should influence others for good. Invite a student to read 3 Nephi 12:14–16 aloud. Ask the class to follow along, looking for how the Savior used light to teach about the role of His covenant people in the world. Before the student reads, you may want to explain that a bushel is a basket.



- What do you think it means to let our light shine? (To set a righteous example for others.)
- In what ways might some Church members cover their light?
- According to 3 Nephi 12:16, why does the Savior want us to let our light shine? (After students respond, write the following principle on the board: **As we set a righteous example, we can help others glorify Heavenly Father.** Invite students to consider writing this principle in their scriptures.)
- How might a person's righteous example help another person glorify Heavenly Father and draw nearer to Him?
- Whose righteous example has helped you to draw nearer to Heavenly Father and strengthened your desire to live the gospel?

### 3 Nephi 12:17–48

*Jesus Christ teaches the multitude the higher law that will help them become like Him and Heavenly Father*

To prepare students to study 3 Nephi 12:17–48, write the following question on the board:

*Does Heavenly Father expect us to be perfect?*

Ask one or more students to explain how they would answer this question.



them easily.

**3 Nephi 12:48** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate

Invite a student to read 3 Nephi 12:48 aloud. Ask the class to follow along, looking for a commandment the Savior gave the Nephites. Invite students to report what they find. Then write the word *Yes* on the board next to the question. You may want to point out that the word *perfect*, as used in verse 48, means to become complete or fully developed as a child of God (see Matthew 5:48, footnote *b*).

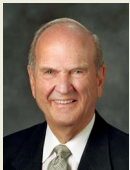
Write the following incomplete statement on the board:

*As we \_\_\_\_\_, we can become perfect like Heavenly Father and Jesus Christ.*

Explain that the Savior taught the Nephites how to progress toward perfection and become more like Him and Heavenly Father. Invite a student to read 3 Nephi 12:19–20 aloud. Ask the class to follow along, looking for important words and phrases that appear multiple times in these verses.

- What important words or phrases did the Savior repeat in these verses? (Help students see that the invitation to “come unto me” and the word *commandments* are repeated.)
- How could we use these verses to complete the principle on the board? (After students respond, complete the statement on the board so that it conveys the following principle: **As we come unto the Savior and keep His commandments, we can become perfect like Heavenly Father and Jesus Christ.**)

Invite a student to read the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles about the commandment to be perfect:



“We need not be dismayed if our earnest efforts toward perfection now seem so arduous [difficult] and endless. Perfection is pending. It can come in full only after the Resurrection and only through the Lord. It awaits all who love him and keep his commandments” (Russell M. Nelson, “Perfection Pending,” *Ensign*, Nov. 1995, 88).

- Why do you think perfection can come “only through the Lord”?

Help students understand that Heavenly Father does not expect us to become perfect during our mortal lives but that as we diligently strive to keep the commandments and as we rely upon the teachings and Atonement of Jesus Christ, we can ultimately be perfected.

Explain that 3 Nephi 12:21–47 contains some specific commandments the Savior gave that will help us come to Him and become more like Him. When He taught these commandments to the Nephites, He referred to precepts that were part of the law of Moses and then taught a higher law. He referred to the traditional understanding of the law of Moses when He used phrases such as “it hath been said by them of old time” and “it is written.” When He said “but I say unto you,” He introduced the way He desires us to keep that commandment today.

To help students study these verses, copy the following chart on the board. Divide the class into four groups. Assign each group one row in the chart, and invite them to read the accompanying verses and answer the questions.

What was the traditional understanding in the law of Moses?	How did the Savior counsel the Nephites to live?	What might a young man or woman do to follow the Savior’s teaching today?
3 Nephi 12:21	3 Nephi 12:22–26	
3 Nephi 12:27	3 Nephi 12:28–30	
3 Nephi 12:38	3 Nephi 12:39–42	
3 Nephi 12:43	3 Nephi 12:44–45	

For the benefit of students reading 3 Nephi 12:22, you may want to explain that *Raca* is a derogatory or mocking term that expresses contempt or derision (see Matthew 5:22, footnote *d*). You may also want to explain that Elder David E. Sorensen (1933–2014) of the Seventy taught that the phrase “agree with thine adversary quickly” (3 Nephi 12:25) means to “resolve our differences early on, lest the passions of the moment escalate into physical or emotional cruelty, and we fall captive to our anger” (David E. Sorensen, “Forgiveness Will Change Bitterness to Love,” *Ensign* or *Liahona*, May 2003, 11).

When students have finished studying their assigned verses, invite each group to report their answers. You may want to have them write their answers in the chart on the board.

- What seemed to change between the law of Moses and the higher law taught by Jesus Christ?

You may want to point out that the higher law focuses more on our desires, thoughts, and motivations than on our outward actions.

- As we strive to be perfected, why is it so important to focus on our desires, thoughts, and motivations?

After students have completed these activities, invite students to share something they learned, felt, or thought about as they studied 3 Nephi 12 today. Share your testimony that as we come unto the Savior and keep His commandments, we can become perfect like Heavenly Father and Jesus Christ.

Invite students to choose one of the Savior’s teachings in 3 Nephi 12 and write a paragraph about how they will make progress in that area.

## LESSON 123

# 3 Nephi 13

### Introduction

The Savior continued His sermon at the temple in the land of Bountiful. He warned the people against hypocrisy and taught them to do righteous works to please Heavenly Father.

He also instructed the multitude to lay up treasures in heaven and directed His disciples to seek the kingdom of God before their own temporal concerns.

### Suggestions for Teaching

#### 3 Nephi 13:1–18

*The Savior warns the Nephites against hypocrisy and teaches them to do righteous works to please Heavenly Father*



Before class, prepare a handout of the following self-assessment, and make a copy for each student. If that is not possible, you could present the assessment verbally or write it on the board.

### Self-Assessment

1. I do alms (acts of religious devotion or service for others) because:
  - a. I am supposed to.
  - b. I love the Lord and enjoy helping other people.
  - c. I want others to think well of me.
2. I pray because:
  - a. I want to be able to tell my parents or my bishop “yes” when they ask me if I pray.
  - b. It is just part of my daily routine.
  - c. I want to communicate with my Heavenly Father.
3. I fast because:
  - a. Fasting helps me draw closer to the Lord.
  - b. Other people will think I’m weak if I don’t.
  - c. My parents tell me I should.

To begin the lesson, ask students to complete the self-assessment (either on the handout or in notebooks or study journals) by indicating which phrases best describe their motives or reasons for doing alms, praying, and fasting. Assure students that you will not ask them to share their answers with others. After students finish the self-assessment, point out that the possible responses listed under doing alms, praying, and fasting reflect different motives or reasons we might have for doing these or other gospel-related activities (we might do them, for instance, out of duty or obligation, to impress other people, or to please Heavenly Father).

- Does it matter why we do righteous works? Why or why not?

Explain that 3 Nephi 13 recounts how Jesus Christ continued to instruct the Nephite multitude at the temple and taught them about the importance of a person’s motives for doing alms, praying, and fasting.

Write the following topics and accompanying scripture references on the board (you may want to do this before class):

*Alms: 3 Nephi 13:1–4*

*Prayer: 3 Nephi 13:5–6*

*Fasting: 3 Nephi 13:16–18*

Invite students to choose one of the three topics listed on the board. Ask them to read the related scripture passage silently, looking for answers to the following questions (you may want to write these questions on the board):

- What motive did the Lord warn against as we do this activity?
- How did the Lord say we should do this activity?

Before students begin, it may be helpful to define *hypocrite* as someone who puts on a false appearance or who says one thing but does another.

#### **Defining difficult words or phrases**

Scriptural language can sometimes be challenging for students to understand. Defining difficult words or phrases can help students better understand not only the content of a specific verse but also the prophetic writer's overall message. Dictionaries, footnotes, and scripture study helps can be useful tools to help students discover the meaning of a particular word or phrase.

Invite a few students to share the answers they found to the two questions. (From their search, students should discover that the Lord warned against doing righteous works to be seen of men and taught that we should do righteous works to please our Heavenly Father.)

Write the following on the board: *If we do righteous works to please Heavenly Father, ...*

- According to 3 Nephi 13:4, 6, 18, what blessing will come to those who do righteous works to please Heavenly Father? (As students respond, complete the statement on the board so that it conveys the following principle: **If we do righteous works to please Heavenly Father, He will reward us openly.** Invite students to consider writing this principle in their scriptures.)
- What does it mean to you that Heavenly Father will reward us openly?

Invite students to write in their class notebooks or study journals one or more examples of times when they have felt blessed as they have sought to do righteous works to please Heavenly Father.

Invite students to briefly review their self-assessments and evaluate their motives for doing alms, praying, or fasting. Encourage them to consider how they might apply the Savior's teachings to improve their motives for doing these or other

activities, such as scripture study, paying tithing, attending church, and partaking of the sacrament.

Point out that along with teaching about the motives we should have when praying, the Savior gave additional instruction on how we should pray. This instruction, given in the form of a prayer, is often referred to as the Lord's Prayer.

Invite several students to take turns reading aloud from 3 Nephi 13:7–13. Ask the class to follow along, looking for what the Savior taught about how to pray. Ask students to report what they find.

### 3 Nephi 13:19–24

#### *Jesus Christ teaches the multitude to lay up treasures in heaven*

Write the following phrases on the board: *Treasures on Earth* and *Treasures in Heaven*. Invite students to discuss the following question with a partner:

- What are some examples of treasures on earth (or things that do not last) and treasures in heaven (or blessings that can last forever)?

After students have had time to discuss this question in pairs, you might ask a few to share their responses with the class. Consider mentioning an example from your life of a treasure on earth (you could display a precious possession you own) and an example of a treasure in heaven (you might display a picture of your family or mention the importance of your testimony).

Invite a student to read 3 Nephi 13:19–23 aloud. Ask the class to follow along, looking for the counsel the Savior gave about seeking treasures on earth and treasures in heaven.

- According to 3 Nephi 13:19–20, how are treasures on earth different from treasures in heaven? (You may want to clarify that the Savior did not teach that money or earthly possessions are evil; rather, He emphasized the importance of placing our hearts on heavenly treasures that will endure.)
- What do you think the phrase “if ... thine eye be single” means in 3 Nephi 13:22?

Invite a student to write the word *God* on a piece of paper and place it on one side of the classroom. Invite another student to write the word *Worldliness* on a piece of paper and place it on the opposite side of the classroom. Ask a third student to stand in front of the class and face the paper labeled *God*. Next, have the student turn and face the paper labeled *Worldliness*. Invite the student to try to face both papers at the same time.

Ask a student to read 3 Nephi 13:24 aloud. Invite the class to follow along and consider how this verse relates to the student's attempt to face both papers at once. Explain that the word *mammon* represents worldliness or riches.

- How would you state a truth based on the Savior's teachings in 3 Nephi 13:24? (Although students may give many correct answers, make sure they identify the following truth: **We cannot serve God and mammon.** Invite students to consider marking this truth in their scriptures.)

- What do you think it means to “serve” mammon? (To set our hearts on worldly things, which leads us away from God.)
- How is seeking to serve God and mammon like trying to face both walls at the same time?
- What might be some examples of trying to serve God and mammon at the same time?
- According to verse 24, what must we do to show God that we want Him as our master? (Help students understand that loving and holding to God means that we love and serve Him above the things of the world.)

Invite the class to stand. Read aloud the following examples, and ask students to face the side of the classroom that represents the master they think the person is serving—God or Worldliness (mammon). Ask students to explain why they chose to turn the way they did. (You may want to adapt these examples to meet the circumstances and interests of the students you teach.)

1. A young man declines a job that would require him to miss his Sunday meetings and instead chooses a lower-paying job that does not require him to miss his meetings.
2. A young woman frequently complains to her parents about her need for new clothes. The clothes she desires to purchase cost more than her family can afford.
3. A young man pays his tithing regularly with the money he receives from his job. However, he uses all of his remaining income to purchase entertainment items, including some inappropriate movies and songs, and has saved no money to pay for a mission or education.
4. A young woman frequently uses some of her income to purchase small gifts to show love for others.

Following the activity, invite students to be seated, and then ask them the following questions:

- Based on your experience, why might it be difficult to always love and serve God over the things of the world?
- Why is it important to love and serve God over the things of the world?

### **3 Nephi 13:25–34**

*The Savior directs the twelve disciples to seek the kingdom of God before their own temporal concerns*

Summarize 3 Nephi 13:25–31 by telling students that Jesus Christ instructed His twelve disciples not to worry about their temporal needs for food and clothing. Point out that although these teachings were specifically given to the twelve disciples, the underlying principles can be applied generally. Invite a student to read 3 Nephi 13:32–33 aloud. Ask the class to follow along, looking for how the Savior comforted His disciples concerning their temporal needs.

- How can realizing that God knows our needs help us?

- According to 3 Nephi 13:33, what did Jesus Christ promise those who put God and His kingdom first in their lives? (Although students may answer in different ways, be sure they identify the following principle: **If we seek God and His kingdom first, He will help us provide for our needs.** You may want to write this principle on the board.)
- What do we communicate to Heavenly Father and the Savior when we put Them above our temporal needs and interests?
- What are some ways in which we can choose to put Heavenly Father and the Savior above our temporal needs and interests?
- When have you or someone you know received God’s help while seeking to put Him and His kingdom first?

You may want to conclude the lesson by bearing testimony of the blessings that you have experienced as you have sought to place God and His kingdom first in your life. Invite students to write in their class notebooks or study journals a goal concerning one thing they could do to more fully put God first in their lives.

### 3 Nephi 13:7–15. Improving our prayers

Explain that the Savior gave additional instruction to help us pray in a manner that would please Heavenly Father. Ask students to read 3 Nephi 13:7–15 silently and to find at least two things that could help them improve their prayers.

Invite students who feel comfortable doing so to tell the class what they learned and how it might help them improve their prayers. You might also ask some of the following questions to promote class discussion:

- What do you think it means to pray using vain repetitions? (Help students understand that, in this context, *vain* means empty or pointless. To pray using vain repetitions is to repeat the same prayer or the same words within a prayer in a thoughtless manner.) Why do you think it is important to avoid vain repetitions in our prayers?
- What are some things you do to avoid vain repetitions as you pray?
- What did the Savior teach in His example of prayer that can help us avoid hypocrisy?

Invite students to ponder the quality of their prayers and to seek to improve them by applying what they have learned from the Savior’s teachings.

### 3 Nephi 13:32–33. Seek first the kingdom of God

To illustrate the principle taught in 3 Nephi 13:32–33, you could show a video from the series *Mormon Messages for Youth* (available at [mormonchannel.org](http://mormonchannel.org)). Several of these videos provide examples of people who put God and His kingdom first in their lives. (For example, you might show “A Work in Progress” [7:30] or “No Regrets” [5:38].) You could also illustrate this principle by sharing a relevant experience of your own or one from the *Ensign* or the *New Era*.

After showing the video or relating the experience, you may want to ask the following questions:

- How did this person put God first in his or her life?
- What blessings did he or she receive by putting God first?

To help students understand additional ways they will be blessed for putting God first in their lives, have a student read the following statement by President Ezra Taft Benson (1899–1994):





"When we put God first, all other things fall into their proper place or drop out of our lives. Our love of the Lord will govern the claims for our affection, the demands on our time, the interests we pursue, and the order of our priorities. ...

"We should give God, the Father of our spirits, an exclusive preeminence in our lives" (Ezra Taft Benson, "The Great Commandment—Love the Lord," *Ensign*, May 1988, 4, 5).

Invite students to share examples of how they or those they know have been blessed for putting God first in their lives.

## LESSON 124

# 3 Nephi 14

### Introduction

As Jesus Christ continued His sermon at the temple in Bountiful, He cautioned the people about judging others and instructed them to seek blessings from Heavenly Father by

praying and doing His will. The Savior also warned them about false prophets and emphasized the importance of doing the will of God.

### Suggestions for Teaching

#### 3 Nephi 14:1–6

##### *The Savior teaches about making righteous judgments*

Invite students to consider whether it is ever appropriate to make judgments of other people. Give them a moment to ponder this question. You might ask them to discuss their responses in pairs. You could also invite a few of them to share their responses with the class.

Explain that 3 Nephi 14 contains a continuation of the Savior's teachings to the Nephites at the temple. As students study 3 Nephi 14:1–6 today, invite them to look for what Jesus Christ taught about judging others.

Invite a student to read 3 Nephi 14:1–2 aloud. Ask the class to follow along and identify the warning Jesus Christ gave about judging others. You may want to explain that the word *mete*, found in 3 Nephi 14:2, means to measure or judge. The phrase “with what measure ye mete” refers to the standard a person uses to measure or judge other people.

- What warning did Jesus Christ give about judging others?

To help students understand the Savior's words in 3 Nephi 14:1, explain that the Joseph Smith Translation of Matthew 7:1 reads: “Judge not unrighteously, that ye be not judged; but judge righteous judgment” (in Matthew 7:1, footnote *a*).

Invite a student to read aloud the following explanation in *True to the Faith: A Gospel Reference*:

“Sometimes people feel that it is wrong to judge others in any way. While it is true that you should not condemn others or judge them unrighteously, you will need to make judgments of ideas, situations, and people throughout your life. The Lord has given many commandments that you cannot keep without making judgments. ...

“Judgement is an important use of your agency and requires great care, especially when you make judgments about other people. All your judgments must be guided by righteous standards. Remember that only God, who knows each individual's heart, can make final judgments of individuals” (*True to the Faith: A Gospel Reference* [2004], 90).

- How would you express the truth in 3 Nephi 14:2 in your own words? (Students' responses should reflect the following truth: **We will be judged according to the way we judge others.**)

Display a speck of material, such as a small sliver of wood. Explain that another word for a speck is *mote*. Then display (or draw on the board) a wooden beam or a long piece of wood. Inform students that the Savior referred to a mote and a beam to help us understand problems that arise when we judge others unrighteously.

Invite a student to read 3 Nephi 14:3–5 aloud, and ask the class to think about what the mote and beam represent.

- What does the mote represent? (A fault we see in someone else.)
- What does the beam represent? (Our own faults.)

Point out that the Savior's analogy focuses on objects that are lodged in the eye. Such objects would affect a person's vision.

- What principle can we learn from verses 3–4 about the effects of focusing on the faults we may perceive in others? (Help students identify the following principle: **Focusing on the faults we perceive in others can prevent us from recognizing our own faults.** Invite students to consider writing this principle in their scriptures near verses 3–4.)

Invite a student to read aloud the following story told by President Thomas S. Monson.



"A young couple, Lisa and John, moved into a new neighborhood. One morning while they were eating breakfast, Lisa looked out the window and watched her next-door neighbor hanging out her wash.

" 'That laundry's not clean!' Lisa exclaimed. 'Our neighbor doesn't know how to get clothes clean!'

"John looked on but remained silent.

"Every time her neighbor would hang her wash to dry, Lisa would make the same comments.

"A few weeks later Lisa was surprised to glance out her window and see a nice, clean wash hanging in her neighbor's yard. She said to her husband, 'Look, John—she's finally learned how to wash correctly! I wonder how she did it.'

"John replied, 'Well, dear, I have the answer for you. You'll be interested to know that I got up early this morning and washed our windows!'" (Thomas S. Monson, "Charity Never Faileth," *Ensign* or *Liahona*, Nov. 2010, 122).



Instead of reading the preceding quote, consider showing the Mormon Message "Looking through Windows" (2:19). This video is available on LDS.org.

- How might this story help us understand that focusing on the faults we perceive in others can prevent us from recognizing our own faults?
- What are some other situations in which focusing on the faults we perceive in others might prevent us from recognizing our own faults?
- According to verse 5, what should we do instead of focusing on the faults of others?

Summarize 3 Nephi 14:6 by explaining that Jesus counseled the multitude to avoid sharing something that is sacred with those who will not appreciate it or honor its sacredness.

### 3 Nephi 14:7–12

#### *The Savior teaches about seeking blessings from Heavenly Father*

Bring some bread to class and eat a piece in front of the students. Invite those who would like some bread to raise their hand. Choose a student who raises his or her hand and give him or her a stone. Ask the student what he or she expected to receive.

Ask a few students to take turns reading aloud from 3 Nephi 14:7–11. Invite the class to follow along, looking for what the Savior taught the Nephites using an analogy that included bread and a stone.

- What does the Savior teach in these verses about our Heavenly Father?
- According to verse 7, what does our Heavenly Father expect us to do before He gives us good gifts?
- What principles can we learn from 3 Nephi 14:7–11? (Students may identify a variety of principles. One principle you may want to emphasize is that **Heavenly Father blesses us when we pray for His help**. Invite students to consider marking the words that teach this principle in their scriptures.)
- Why is it important to you to know that Heavenly Father will bless you when you pray for His help?
- When have you been blessed by Heavenly Father as you have prayed for His help? (You may want to give students a moment to ponder this question before they answer it. Also consider sharing an experience of your own.)

Invite students to read 3 Nephi 14:12 silently, and ask them to consider how the Savior's teaching in this verse can help them become more like Heavenly Father.

- How can obeying the counsel in 3 Nephi 14:12 help us become more like our Heavenly Father?

### 3 Nephi 14:13–27

#### *The Savior teaches the importance of doing the will of Heavenly Father*

Inform students that as the Savior continued to teach, He used powerful analogies to help us understand the importance of doing the will of Heavenly Father.

To prepare students to study the Savior's analogies in 3 Nephi 14, conduct the following activity:

Divide students into groups of two to four. Give each student a piece of paper. Write the following scripture references on the board, and assign one of them to each group: 3 Nephi 14:13–14; 3 Nephi 14:15–20; 3 Nephi 14:24–27. (If you have a large class, assign scripture blocks to more than one group.) Ask students to read their assigned scriptures and draw illustrations of the analogies the Savior used. Also have them write what they learn from the analogies.

After sufficient time, have students show their pictures to the class and explain what they have learned. As students present what they have learned, ask questions such as the following:

- How is obeying the teachings of Jesus Christ like walking on a narrow path? How is rejecting the teachings of Jesus Christ like walking on a wide path? What are some ways the Savior's teachings are different from the teachings of the world?
- Why would a wolf dress in sheep's clothing? What does this analogy tell us about the desires and actions of false prophets?
- If the trees in 3 Nephi 14:16–20 represent people, what might the fruits represent? (Answers might include people's thoughts, words, actions, and influence on others.)
- When we hear the Savior's words and follow them, how are we like a man who builds his house on a rock? If we choose not to follow the Savior's words, how are we like a man who builds his house on the sand?

After the students' presentations and discussion, ask a student to read 3 Nephi 14:21–23 aloud.

- What principle can we learn from 3 Nephi 14:21? (Students may use different words, but they should identify the following principle: **We must do the will of Heavenly Father in order to enter into the kingdom of heaven.** Write this principle on the board.)
- How does this principle relate to the illustrations of wide and narrow paths, good and bad trees, and the wise man and the foolish man?

You might conclude by testifying of blessings you have received as you have followed the will of Heavenly Father. Give students a moment to ponder what they have learned from 3 Nephi 14. Invite them to write in their class notebooks or study journals about how they will improve in their efforts to follow the Savior's teachings in 3 Nephi 14. Time permitting, invite a few students to summarize what they have learned and to share what they will do because of what they have learned.

### 3 Nephi 14:1. "Judge not, that ye be not judged"

To help students understand the Savior's command to "judge not" in 3 Nephi 14:1, invite a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. Ask the class to listen for the type of judgment we are to avoid making of others.



"Final judgment ... is that future occasion in which all of us will stand before the judgment seat of Christ to be judged according to our works. ... I believe that the scriptural command to 'judge not' refers most clearly to this final judgment. ...

"... Why did the Savior command that we not judge final judgments? I believe this commandment was given because we presume to make final judgments whenever we proclaim that any particular person is going to hell (or to heaven) for a particular act or as of a particular time. When we do this—and there is great temptation to do so—we hurt ourselves and the person we pretend to judge. ...

"We all make judgments in choosing our friends, in choosing how we will spend our time and our money, and, of course, in choosing an eternal companion. ...

"... The gospel is a gospel of hope, and none of us is authorized to deny the power of the Atonement to bring about a cleansing of individual sins, forgiveness, and a reformation of life on appropriate conditions.

"... A righteous judgment will be guided by the Spirit of the Lord, not by anger, revenge, jealousy, or self-interest" (Dallin H. Oaks, "'Judge Not' and Judging," *Ensign*, Aug. 1999, 7, 9).

- How does Elder Oaks's statement help you understand the Savior's command to "judge not"?

## LESSON 125

# 3 Nephi 15–16

### Introduction

As Jesus Christ continued teaching the people at the temple in the land Bountiful, He declared that the law of Moses was fulfilled and that He was the light and the law that the people should look to. He then explained to the twelve

disciples that the people in the Americas were the “other sheep” of whom He had spoken in Jerusalem (see John 10:14–16). He also promised that those who repent and return to Him will be numbered among His covenant people.

### Suggestions for Teaching

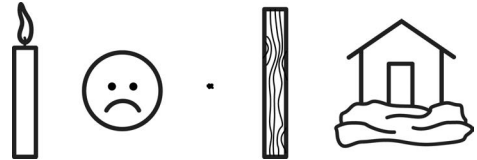
#### *Foster a climate of love and respect*

When students feel loved, trusted, and valued by you and their fellow classmates, they will come to class more open to the influence of the Spirit and with a stronger desire to participate. Showing genuine interest in students’ lives and giving each student an opportunity to participate can help them feel your love and respect for them.

### 3 Nephi 15:1–10

#### *The Savior declares that He has fulfilled the law of Moses*

Before class begins, draw pictures of the following items on the board: a lighted candlestick, a sad face, a mote (or speck) and a beam of wood, and a house built on a rock.



Invite students to explain how these drawings relate to the Savior’s teachings in 3 Nephi 12–14. (The candlestick represents the commandment to “let your light so shine” [3 Nephi 12:16]; the sad face represents the commandment to avoid having a sad countenance and disfiguring our faces while fasting [see 3 Nephi 13:16]; the mote and beam represent the Savior’s teachings about judging others [see 3 Nephi 14:2–5]; and the house built on the rock represents the spiritual condition and blessings of those who obey the Savior’s commandments [see 3 Nephi 14:24].)

Explain that after the Savior taught His commandments to the multitude, He perceived that some among them had a question. Ask students to scan 3 Nephi 15:1–2 to find what these people wanted to know.

- What did the people want to know? (They wondered what the Savior wanted them to do “concerning the law of Moses.” The Nephites’ worship, rites, and Church organization had been built on the law of Moses to prepare the people for the coming of Jesus Christ and to help them look forward to His atoning sacrifice. Apparently, some were confused about what they should do instead of keeping the law of Moses.)

Ask a few students to take turns reading aloud from 3 Nephi 15:3–9. Invite the class to follow along, looking for what the Savior taught about the law of Moses and about Himself.

- What did Jesus Christ teach about the law of Moses?
- What truths did Jesus Christ teach about Himself? (Students may give a variety of answers. As they respond, help them identify the following truths: **Jesus Christ is the law and the light. If we look to Jesus Christ and endure to the end, He will give us eternal life.** Write these truths on the board.)
- Why would these truths have been important for the Nephites to understand at this time?

Invite a student to read 3 Nephi 15:10 aloud. Ask the class to follow along, looking for what the Savior instructed the Nephites to do that can help us look to Him.

- What did the Savior instruct the Nephites to do?

Give students a minute to silently review the Savior’s commandments recorded in 3 Nephi 12–14, including the truths they may have marked or written in their scriptures. Ask them to identify a commandment that can help us look to Him and endure to the end. Invite them to report what they find to a partner and to explain how obeying that commandment can help us look to Jesus Christ and endure to the end.

Share your testimony that if we look to Jesus Christ and endure to the end by keeping His commandments, He will give us eternal life.

Invite students to think of a commandment or gospel standard that they will seek to better obey in order to look to Jesus Christ and endure to the end.

### 3 Nephi 15:11–16:5

#### *Jesus Christ speaks to His disciples concerning His other sheep*

Ask students to consider whether they have ever felt forgotten or alone or if they have ever wondered if Heavenly Father knows who they are.

Write the following statement on the board: **God cares for all His children, and He manifests Himself to them.** Assure students of the truth of this statement, and invite them to watch for evidence of its truth as they study the rest of 3 Nephi 15 and the beginning of 3 Nephi 16.

Invite a few students to take turns reading aloud from 3 Nephi 15:11–17. Ask the class to follow along, looking for what the Lord said to the people in Jerusalem about His people in the Americas. You might also want to have students read John 10:14–16. (Help students understand that “other sheep” is a reference to other followers of the Good Shepherd, Jesus Christ. The word *fold* can refer to a sheep pen, but it also denotes a group of people with a common belief.)

- What did the Lord say to the people in Jerusalem about His people in the Americas?
- According to 3 Nephi 15:17, how did the Lord promise to manifest Himself to His other sheep, or followers? (They would hear His voice.)



Ask a student to read 3 Nephi 15:18–19 aloud. Ask the class to follow along, looking for the reason why Heavenly Father commanded Jesus Christ to withhold knowledge of His other sheep from the people in Jerusalem.

Summarize 3 Nephi 15:21–23 by explaining that the Lord told the Nephites that they were the other sheep of whom He had spoken; however, the Jews in Jerusalem had thought He was speaking of the Gentiles, or non-Israelites. They had not understood that the Gentiles would not personally hear His voice.

Invite students to search 3 Nephi 15:22–23 and 3 Nephi 16:4, looking for how the Lord declared He would manifest Himself to the Gentiles.

- How did the Lord say He would manifest Himself to the Gentiles? (Through the preaching of others, through the witness of the Holy Ghost, and through the writings of prophets.)
- How do these teachings illustrate that God cares for all His children and manifests Himself to them?
- In what ways has the Lord manifested Himself to you and your family?
- How can you assist in the Lord's effort to manifest Himself to all of His people?

Invite a student to read 3 Nephi 15:24 aloud, and ask the class to listen for how the Lord assured the Nephites of His care for them. You might ask students how they might feel if they heard the Lord say these words to them.

Ask students to read 3 Nephi 16:1–3 silently and identify who else would hear the Savior's voice. Explain that we do not have a record of the other places and people the Savior visited, but it is clear that He visited other groups or "folds."

### **3 Nephi 16:6–20**

*Jesus Christ pronounces blessings and warnings to the Gentiles who will live in the latter days*

Ask students if they have ever wanted to be a part of a group, club, or team. Ask what qualifications were required to become a member of the group they wanted to be a part of. Suggest that the greatest group we can become members of is that of the covenant people of the Lord.

Invite a student to read 3 Nephi 16:6–7 aloud. Ask the class to follow along, looking for what the Lord said would happen in the last days because the Gentiles would believe in Him and the house of Israel would not believe in Him. (You may want to explain that Book of Mormon prophets used the term *Gentiles* to refer to people who were not from the Holy Land. Therefore, the word can refer to members of the Church as well as to nonbelievers and members of other faiths.)

After students respond, summarize 3 Nephi 16:8–9 by explaining that Jesus Christ prophesied that there will also be unbelieving Gentiles in the last days who will scatter and mistreat members of the house of Israel. Invite a student to read 3 Nephi 16:10 aloud. Ask the class to follow along, looking for what will happen to these unbelieving Gentiles.

- What did the Lord declare that the unbelieving Gentiles would lose?

- How might this apply to those who know the truth but become lifted up in pride?

Explain that the Lord promised to keep His covenant with the house of Israel by bringing the gospel to them (see 3 Nephi 16:11–12). Invite a student to read 3 Nephi 16:13 aloud. Ask the class to follow along, looking for what is required for a person to become a member of the Lord’s covenant people. Write the following on the board: *“If we ... , then we ...”* Ask students to use 3 Nephi 16:13 to complete this statement. Students should be able to identify the following truth: **If we repent and return to Jesus Christ, then we will be numbered among His people.**

- Why is it a blessing to be numbered among the Lord’s people?

Conclude by sharing your testimony of the truths taught in the lesson today.

## HOME-STUDY LESSON

# 3 Nephi 11:18–16:20 (Unit 25)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 3 Nephi 11:18–16:20 (unit 25) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (3 Nephi 11:18–12:48)**

Students learned that baptism must be performed by a person who holds proper authority and must be done in the manner set forth by the Lord. They also studied the doctrine of Christ and learned that the Holy Ghost testifies of Heavenly Father and Jesus Christ. In their study of the Beatitudes and the Savior's explanation of the higher law, they learned that if we live according to the teachings of Jesus Christ, we will be blessed and prepared to enter the kingdom of heaven. They also learned that as we come unto Christ and keep His commandments, we can become more like Him and our Father in Heaven, who are perfect.

#### **Day 2 (3 Nephi 13)**

From the Savior's teachings about motivations for almsgiving, praying, and fasting, students learned that if we act righteously because we love Heavenly Father, He will reward us openly. As they studied the Savior's teachings about the impossibility of serving two masters, they learned the following principles: In order to have God as our master, we must love and serve Him above the things of the world. If we seek God's kingdom first, He will help us provide for our needs.

#### **Day 3 (3 Nephi 14)**

The Savior's teachings about judging righteously helped students understand that we will be judged according to how we judge others. They also learned that Heavenly Father will bless us if we ask and seek Him in prayer. Students drew pictures depicting the Savior's teachings and learned that we must do the will of Heavenly Father in order to enter into the kingdom of heaven.

#### **Day 4 (3 Nephi 15–16)**

Students learned that Jesus Christ is the object of all the laws and commandments of the gospel. If we look to Him through keeping His commandments and enduring to the end, He will give us eternal life. As students studied the Savior's words about "other sheep" (3 Nephi 15:21), they learned that God cares for His people and manifests Himself to them. They also learned that God gives us knowledge and truth according to our faith and obedience.

### Introduction

In this lesson students will consider how contention affects their ability to feel the Spirit. They will also be able to think about those who have been positive examples to them and consider how they can better serve as examples to others.

## Suggestions for Teaching

### 3 Nephi 11:18–41

*Jesus Christ sets forth the manner of baptism, condemns contention, and declares His doctrine*

Write the word *contention* on the board, and ask students to define this word (argument, conflict, or disputation).

Invite students to briefly list on the board some situations or activities in which they might be prone to experience contention. (You might have one student act as scribe while the class gives answers.) While doing this activity, avoid what Elder Dallin H. Oaks of the Quorum of the Twelve Apostles called “adversary techniques” that may encourage “debate and controversy” (*The Lord’s Way* [1991], 139).

Remind students that in 3 Nephi 11 they read that Jesus Christ appeared to the Nephites who were gathered at the temple. Invite a student to read 3 Nephi 11:28 aloud. Ask the class to follow along and to identify the topic some of the Nephites had contended about. (To help students better understand this verse, you may need to explain that the word *disputations* means arguments or disagreements.)

- Why do you think it is important to avoid disputations or contention when discussing the gospel with others?

Write the following incomplete statement on the board: *The spirit of contention is not of God, but ...*

Invite a student to read 3 Nephi 11:29–30 aloud. Ask the class to follow along and to identify where the spirit of contention comes from. The truth they find might be expressed as follows: **The spirit of contention is not of God, but is of the devil.** You may want to suggest that students mark this truth in their scriptures.

- How can remembering the Savior’s teachings in 3 Nephi 11:29–30 help you when you are in a situation that may be contentious? (You might point out specific situations written on the board or have students consider a situation in which someone wants to argue about points of the gospel.)

To help students understand one important consequence of contention, read or display the following statement by President James E. Faust (1920–2007) of the First Presidency:



“When there is contention, the Spirit of the Lord will depart, regardless of who is at fault” (James E. Faust, “What I Want My Son to Know before He Leaves on His Mission,” *Ensign*, May 1996, 41).

You may want to suggest that students write this statement in their scriptures or in their study journals.

- Have you ever felt the Spirit of the Lord depart because of contention? How did it feel?

Point out the Savior's words concerning contention in 3 Nephi 11:30: "This is my doctrine, that such things should be done away." Then ask the following questions:

- How can we do away with contention and disputations?
- How can we disagree with others and avoid contention?
- In what ways have you felt blessed for your efforts to avoid or overcome contention?

You may want to share an experience you have had when you felt blessed for your efforts to avoid or overcome contention. Invite students to refer to the list on the board and choose a situation in which they may often feel contentious. Give them time to write down a goal for how they will seek to avoid or overcome contention in that situation.

### 3 Nephi 12–16

#### *Jesus Christ teaches principles that help His children move toward perfection*

Invite students to stand and recite 3 Nephi 12:48. You might need to have them practice a couple of times so they can recite this scripture mastery passage perfectly. Ask students to use their scriptures to point out some of the attributes of perfection mentioned in 3 Nephi 12:1–12 that they hope to develop in greater measure.

Place a small quantity of salt on a spoon, and ask students to guess what the substance is. Then invite a student to come forward and identify the substance by tasting it. After the student has identified the substance as salt, ask the class to list the benefits of salt. As they answer, be sure it is clear that in addition to flavoring food, salt is used as a preservative to prevent meat from spoiling.

Ask students to read 3 Nephi 12:13 to discover whom the Savior compared to salt. As students respond, explain that He was referring not only to the multitude at the temple that day but also to all who are baptized into His covenant.

- In what ways can we, as followers of Jesus Christ, be like salt? (We are to help preserve or save people and to improve the world by influencing others for good.)

Explain that in 3 Nephi 12:13 the word *savor* refers not only to the salt's taste, but also to its function as a preservative.

Ask a student to read the following statement by Elder Carlos E. Asay (1926–1999) of the Seventy concerning how salt can lose its savor:



"Salt will not lose its savor with age. Savor is lost through mixture and contamination. Similarly ... flavor and quality flee a man when he contaminates his mind with unclean thoughts, desecrates his mouth by speaking less than the truth, and misapplies his strength in performing evil acts" (Carlos E. Asay, "Salt of the Earth: Savor of Men and Saviors of Men," *Ensign*, May 1980, 42).

- Why must we strive to be pure in order to influence others for good?

Show students a flashlight. Turn it on, and invite students to read 3 Nephi 12:14–16 and look for how the Savior used light to further teach about the role of His covenant people in the world. Before they read, it might be helpful to explain that a *bushel* is a basket.

- How might Church members who keep their covenants be a light to others?

Cover the light with a basket or towel, and then ask the following questions:

- What are some ways we might be tempted to cover our light?
- According to 3 Nephi 12:16, why does the Savior want us to set a righteous example for others? (**As we set a righteous example, we can help others glorify Heavenly Father.** You may want to suggest that students write this principle in the margin of their scriptures.)
- Whose righteous example has helped you to draw nearer to Heavenly Father or has strengthened your desire to live the gospel more fully?

Encourage students to be like salt and like a light to the world by choosing to be righteous examples.

Explain that the Savior continued to teach the Nephites that the real reward for righteous observance of commandments would come as they worshipped without hypocrisy and without placing their hearts on earthly treasures or rewards. Write the following scripture references on the board: 3 Nephi 13:22; 13:31–33; 14:7–8; 15:9; 16:13. Invite students to search these passages and to identify some of the rewards that our Father in Heaven promised us if our hearts are focused on living righteous lives. After sufficient time, invite them to report what they have found.

Share with students your testimony that Heavenly Father and Jesus Christ will help and bless them in their efforts to do away with contention and be righteous examples to the world.

### Next Unit (3 Nephi 17–22)

Tell students that as they study 3 Nephi 17–22, they will read that Jesus Christ wept when He was with the Nephites' children. Encourage them to look for answers to the following questions: What did He do for them? What other miracles did Jesus perform while ministering to the Nephites?

## LESSON 126

# 3 Nephi 17

### Introduction

As the Savior's first day with the Nephites drew to a close, He perceived that many did not fully understand His words. He taught them how to receive additional understanding, and He emphasized the importance of prayer and pondering. The

people wept when He announced that He was leaving. Filled with compassion, the Savior remained a little longer to heal the sick, to pray for the people, and to bless their children. The Nephites were overcome with joy.

### Suggestions for Teaching

#### 3 Nephi 17:1–3

*Jesus instructs the Nephites to ponder His words and pray for understanding*

Invite students to think of a gospel doctrine or an aspect of the Church that they do not understand as well as they would like to.

- What do you think you could do to gain greater understanding of that doctrine or aspect of the Church?

As students study 3 Nephi 17 today, invite them to look for a truth that can help them increase their understanding of gospel doctrines or aspects of the Church that may be unclear to them.

Remind students that Jesus Christ had taught the Nephites for what was likely most of a day. As He prepared to leave, He perceived that the people did not fully understand what He had taught.

Invite a student to read 3 Nephi 17:1–3 aloud. Ask the class to follow along, looking for what the Savior told the Nephites they should do in order to gain more understanding. (Invite students to consider marking what they find.)

To help students identify a principle taught in 3 Nephi 17:3, write the following incomplete statement on the board, and ask students to complete it based on what they have learned.

*By pondering and praying to the Father, we ...*

Though students may use different words, they should identify the following principle: **By pondering and praying to the Father, we prepare our minds to receive greater understanding.** Write this principle on the board, and invite students to consider writing it in their scriptures next to verse 3.

- What does it mean to ponder?

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency. Ask the class to listen for what he taught about what it means to ponder.



"Reading, studying, and pondering are not the same. We read words and we may get ideas. We study and we may discover patterns and connections in scripture. But when we ponder, we invite revelation by the Spirit. Pondering, to me, is the thinking and the praying I do after reading and studying in the scriptures carefully" (Henry B. Eyring, "Serve with the Spirit," *Ensign or Liahona*, Nov. 2010, 60).

- What did President Eyring teach about what it means to ponder?
- How do you think pondering and praying can work together to help prepare our minds to receive greater understanding?

Invite students to consider if they have had experiences in which pondering and praying have led them to receive greater understanding of gospel truths. Ask a few students to share their experiences with the class.

Ask students to recall the gospel doctrine or aspect of the Church they thought of at the beginning of class. Invite them to think about how they will apply the Savior's counsel to ponder and pray to Heavenly Father so they can receive greater understanding of that doctrine or aspect of the Church. Tell students that the next part of the lesson will provide an opportunity for them to practice pondering.

### 3 Nephi 17:4–25

*The Savior heals the sick among the Nephites, prays to the Father for the people, and blesses their children*

Display the picture Jesus Teaching in the Western Hemisphere (*Gospel Art Book* [2009], no. 82; see also [lds.org/media-library](http://lds.org/media-library)). Invite a student to read 3 Nephi 17:4 aloud. Point out the phrase "now I go unto the Father." Ask students to imagine they have just spent a day with the Savior and He has announced that it is time for Him to leave. Invite a few students to share how they might feel in this situation.



Invite a student to read 3 Nephi 17:5 aloud, and ask the class to follow along, looking for how the Nephites responded when the Savior expressed His intention to depart.

- How did the Nephites respond when the Savior expressed His intention to depart?

Explain that if it were not for the righteous desires of the Nephites, the events recorded in 3 Nephi 17 and 18 might never have happened.

The following activity is designed to help students more fully understand the love Jesus Christ has for His people and to help them independently find truths in the scriptures about Jesus Christ. Copy the following chart on the board, and ask students to copy it in their class notebooks or study journals:



The Savior heals the sick and afflicted (see 3 Nephi 17:6–10)	The Savior prays for the people (see 3 Nephi 17:11–18)	Angels appear and minister to the children (see 3 Nephi 17:19–25)

Give students 5 to 10 minutes to silently study the scripture passages in the chart you have written on the board. As they study, invite them to identify truths about the Savior. Ask them to write down the truths they find under the appropriate heading in their study journals.

As students study these scripture passages, invite them to also visualize themselves among the Nephites at the time of the events recounted in 3 Nephi 17:6–25. Ask students to think about what they might have heard, seen, felt, and learned if they had been among the Nephites and interacted with the Savior on that occasion.

### **Visualizing**

Visualizing is a scripture study skill that can help students analyze and understand what they read. Help students learn to visualize the events of the scriptures by encouraging them to try to picture in their minds the people, places, and events they read about. One way students can accomplish this is by imagining that they are participants in the story they are reading.

When students have finished studying, invite several of them to write on the board, under the corresponding scripture reference, one truth they have learned about the Savior. The following are some of the truths they may identify: **The Savior feels great compassion for us. Jesus Christ can heal every kind of affliction. As we come unto Jesus Christ in faith, we can experience His healing power.** Invite students to consider writing some or all of these truths in their scriptures next to the verses that teach these truths.

- Why is it important for us to know these truths about the Savior?
- How does understanding the Savior’s compassionate nature help you to exercise faith in Him?
- Point out the phrase “afflicted in any manner” in 3 Nephi 17:9.
- What types of ailments might be included in afflictions of “any manner”? (All types of physical, emotional, mental, and spiritual ailments.)

Ask students to ponder ways in which they or someone they know may be “afflicted” and what they would ask the Savior to heal them of if He were to bless them personally. Remind them that although the Savior is not here to minister to us in person, His power to bless and heal is available through the priesthood.

Invite students to write their responses to the following question in their class notebooks or study journals. (It may be helpful to write this question on the board.)

- When have you or someone you know experienced the Savior’s compassion and healing power?

After sufficient time, invite one or more students to share with the class what they wrote. Be sure they understand that they should not feel obligated to share anything that is too personal or private. You may also want to share an experience, as well as your testimony of the truths you have discussed.

Encourage students to act on the truths they identified in this lesson by trusting in the Savior's compassion as they rely on the Savior for help with their desires, weaknesses, heartaches, and trials.

## LESSON 127

# 3 Nephi 18

### Introduction

As Jesus Christ concluded the first day of His ministry among the Nephites, He administered the sacrament. He commanded them to partake of the sacrament, pray to the Father always, and extend fellowship to all people. The Savior

promised great blessings to those who obeyed. He then gave the twelve Nephite disciples instructions pertaining to their ministry in the Church. Prior to ascending into heaven, He gave them power to give the gift of the Holy Ghost.

### Suggestions for Teaching

#### 3 Nephi 18:1–14

##### *Jesus Christ administers the sacrament to the Nephites*

Invite a student to read aloud the following statement by Elder Gerald N. Lund, who served as a member of the Seventy. (Tell the student that the name Czenkusch is pronounced “CHEN-kush.”) Encourage the class to imagine what it might have been like to be the mountain climber mentioned by Elder Lund.



“Some time ago there was an interesting article about mountain climbing in a medical magazine. ...

“The article was about a man named Czenkusch who runs a climbing school. ... Czenkusch was describing to the interviewer the belay system in mountain climbing. This is the system by which climbers protect themselves from falls. One climber gets in a safe position and secures the rope for the other climber, usually around his or her own body. ‘You’re on belay,’ means, ‘I’ve got you. If something happens, I will stop you from falling.’ It is an important part of mountain climbing. Now note what followed next in the article: ‘Belaying has brought Czenkusch his best and worst moments in climbing. Czenkusch once fell from a high precipice, yanking out three mechanical supports and pulling his belayer off a ledge. He was stopped, upside down, 10 feet from the ground when his spread-eagled belayer [Don] arrested the fall with the strength of his outstretched arms. “Don saved my life,” says Czenkusch. “How do you respond to a guy like that? Give him a used climbing rope for a Christmas present? No, *you remember him. You always remember him*”’ [Eric G. Anderson, “The Vertical Wilderness,” *Private Practice*, Nov. 1979, 21; italics added]” (Gerald N. Lund, “The Grace and Mercy of Jesus Christ,” in *Jesus Christ: Son of God, Savior*, ed. Paul H. Peterson, Gary L. Hatch, and Laura D. Card [2002], 48).

- Why do you think the mountain climber felt that giving his rescuer material gifts would be an inadequate way to show thanks?
- How is always remembering the person who saved your life a better way to show love than giving that person a gift?
- What would you do to remember someone who saved your life?

Remind the class that as recorded in 3 Nephi 17, the Savior instructed the Nephites to return to their homes and prepare themselves for the next day when He would return and teach them additional truths.

Invite a few students to take turns reading aloud from 3 Nephi 18:1–6. Ask the class to follow along, looking for what the Savior did before He left.

- What did the Savior do before He left?
- According to verse 6, how often were the Nephites to continue performing this ordinance?

Write the following phrase on the board: *As we partake of the sacrament, we witness unto the Father that ...*

Invite students to read 3 Nephi 18:7–11 silently, looking for words or phrases that complete the statement on the board. Ask a few students to report what they have found. Complete the statement on the board so that it conveys the following principle: **As we partake of the sacrament, we witness unto the Father that we will always remember Jesus Christ and that we are willing to do all that the Savior has commanded.** Invite students to consider marking the words *remembrance* and *remember* in 3 Nephi 18:7–11.

- How does partaking of the sacrament help us remember the Savior’s sacrifice in our behalf?



To help students further understand the principle they identified from 3 Nephi 18:7–11, consider showing a portion of the video “Always Remember Him” (time code 2:50–5:28). In this video, available on LDS.org, Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles explains what we can do to remember the Savior during the ordinance of the sacrament.

- What are some aspects of the Savior’s life and ministry that we might remember during the ordinance of the sacrament? (Answers might include His death and atoning sacrifice, His humble birth, His miracles and teachings, His loving care toward others, and His submissiveness to Heavenly Father.)
- What can we do to always remember the Savior after we have partaken of the sacrament and during the rest of the week?

Invite students to review 3 Nephi 18:7, 11, looking for the blessing Jesus promised to those who partake of the sacrament and always remember Him.

- According to 3 Nephi 18:7, 11, what principle can we identify from the Savior’s promise to those who partake of the sacrament and remember Him? (Help students identify the following principle: **As we partake of the sacrament and always remember the Savior, we will have His Spirit to be with us.** Invite students to consider marking the words that teach this principle in their scriptures.)
- Why do you think that always remembering the Savior helps us to have His Spirit to be with us?

Ask a student to read 3 Nephi 18:12–14 aloud, and then ask another student to read Helaman 5:12 aloud. Invite the rest of the students to follow along, pondering connections between the two scripture passages.

- What connections do you notice between these two scripture passages?

- How can regularly partaking of the sacrament help you make Jesus Christ the foundation upon which you build your life?

### 3 Nephi 18:15–25

*Jesus Christ teaches the Nephites to pray to the Father always and meet together often*

Ask the class:

- What are some common ways in which Satan seeks to tempt us to forget about the Savior and to disobey the Lord's commandments?



**3 Nephi 18:15, 20–21** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Divide students into pairs. Invite each partnership to read 3 Nephi 18:15–21 together, looking for what the Savior taught us to do to resist temptation.

- What did the Savior teach us to do to resist temptation?
- What do you think the word *watch* means in 3 Nephi 18:15, 18? (To be spiritually alert, vigilant, or on guard.)

Ask the partnerships to write a principle that they feel summarizes these teachings about overcoming temptation. Ask several partnerships to share what they wrote. (Though students may use different words to express their summaries, they should identify the following truth: **If we will be watchful and pray always to the Father, we can resist the temptations of Satan.** Write this principle on the board.)

- Why do you think both watching and praying are essential to resisting temptation?

Invite students to answer the following questions in their class notebooks or study journals. (You may want to write the questions on the board.)

- What are some ways in which you can seek to pray always?
- How has praying helped you resist the temptations of Satan?

If time permits, consider asking a few students to share with the class what they wrote.

Invite a few students to take turns reading aloud from 3 Nephi 18:22–25. Ask the class to follow along, looking for additional counsel the Savior gave to the Nephites.

- What does the Savior ask us to do to help others come unto Him? (We should not turn others away from our Church meetings, and we should pray for them.)

### 3 Nephi 18:26–39

#### *The Savior teaches His disciples to extend fellowship to all people*

Summarize 3 Nephi 18:26–39 by explaining that after the Savior spoke to the multitude, He turned to the twelve disciples He had chosen and instructed them on how to lead and direct the affairs of the Church. Explain that the Savior gave specific counsel to the twelve Nephite disciples regarding their responsibility as priesthood leaders to monitor the worthiness of those who partake of the sacrament. He cautioned them not to cast out anyone from among them who was unworthy to partake of the sacrament; rather, they should continue to minister to the person, with the hope that he or she would repent and be healed by the Savior. After warning against disputations among the people, the Savior gave His twelve disciples power to give the Holy Ghost, and then He ascended into heaven.

Conclude by sharing your testimony of the truths that students identified in today's lesson. Encourage students to always remember Jesus Christ and obey His commandments and to watch and pray always so they can resist the temptations of Satan.

## LESSON 128

# 3 Nephi 19

### Introduction

After the Savior completed His first visit to the Nephites, the news of His visit spread among the people all that night. (The events recorded in 3 Nephi 11–18 all took place during one day.) Throughout the night, the people labored “exceedingly . . . that they might be on the morrow in the place” where the Savior was going to appear again (3 Nephi 19:3). In the morning, the twelve disciples taught the people and prayed

with them. Jesus Christ appeared and commanded the disciples to pray, while He prayed to the Father in their behalf. Because of their faith, the twelve disciples were purified. Jesus prayed that the disciples and all those who believed their words might become one with Him and His Father.

### Suggestions for Teaching

#### *Daily scripture study*

Few things teachers do will have a more powerful and long-lasting influence for good in the lives of students than helping them learn from and love the scriptures and study them daily. Remember to regularly follow up with students to help them fulfill the goals they set at the beginning of this seminary course to study the scriptures daily and to read the entire Book of Mormon.

### 3 Nephi 19:1–14

#### *The twelve disciples minister to the people as the Savior commanded*

Invite students to imagine what they might do or how they might feel if they knew that tomorrow Jesus Christ would be coming to the temple (or stake center, or city center, or some other location that would require some effort on the part of students to travel to).

- How would you get there?
- Whom would you want to go with you?
- What would you do to prepare for this experience?

Remind students that near the conclusion of the Savior’s visit to the Nephites on the first day, He encouraged the people to go to their homes and ponder and pray about His teachings to prepare for His visit the next day (see 3 Nephi 17:3).

Ask students to read 3 Nephi 19:1–3 silently, looking for the Nephites’ response to the Savior’s promise that He would return the next day. After students report what they find, summarize 3 Nephi 19:4–8 by explaining that after the multitude gathered the next day, the twelve disciples divided the people into twelve groups and began to teach them. After instructing the multitude to kneel in prayer, the twelve disciples also prayed and then taught the people the same truths the Savior had taught the previous day. Then the disciples knelt in prayer again.

Invite a student to read 3 Nephi 19:9 aloud. Ask the class to follow along, looking for what the disciples prayed for.

- What did the disciples most desire and pray for?
- The twelve disciples were going to direct the affairs of the Church among the Nephites after the Savior left. Why do you think they needed the Holy Ghost in their ministry?

Invite a student to read 3 Nephi 19:10–12 aloud. Ask the class to follow along, looking for what the disciples did next. Ask students to report what they find.

Explain that this baptism was a special circumstance. Although the Nephites had been baptized previously for the remission of sins, the Savior commanded them to be baptized again because He had organized the Church anew.

Invite a student to read 3 Nephi 19:13–14 aloud. Ask the class to follow along, looking for the blessings the disciples received in response to their righteous desires and actions.

- What blessings did the disciples receive?
- What principle can we learn from 3 Nephi 19:9–14 about what we can do to be filled with the Holy Ghost? (Help students identify the following principle: **We can be filled with the Holy Ghost as we sincerely desire and pray for His companionship and as we participate in the ordinances of the gospel.** Write this principle on the board, and invite students to consider writing it in their scriptures next to verses 9–14.)

To help increase students' desire for the Holy Ghost's influence in their lives, do the following activity:

Divide students into pairs. Ask each partnership to make a list in their class notebooks or study journals of what the Holy Ghost does for those who live worthy of His companionship. Next, invite students to compare their lists with the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles. Have students add to their lists any new ideas they find as they read the statement.



"The Holy Ghost ... is the source of our testimony of the Father and the Son. ...

"We need the Holy Ghost as our constant companion to help us make better choices in the decisions that confront us daily. Our young men and women are bombarded with ugly things of the world. Companionship with the Spirit will give them the strength to resist evil and, when necessary, repent and return to the strait and narrow path. None of us are immune from the temptations of the adversary. We all need the fortification available through the Holy Ghost. ... Having the gift of the Holy Ghost helps family members make wise choices—choices that will help them return with their families to their Father in Heaven and His Son, Jesus Christ, to live with Them eternally" (Robert D. Hales, "The Covenant of Baptism: To Be in the Kingdom and of the Kingdom," *Ensign*, Nov. 2000, 8).

After students have added new ideas from Elder Hales's statement to their lists, ask them to choose one of the blessings they have written and to explain to the class how that blessing could help them and other youth of the Church today. After students have reported, ask the following questions:



- When have your righteous desires and prayers helped you to feel the influence of the Spirit?
- When have you been filled with the Holy Ghost as you have participated in the ordinances of the gospel? (You might ask students to consider their own baptism and confirmation as well as times when they have participated in proxy ordinances in the temple, partaken of the sacrament, and received priesthood blessings.)

You may also want to share an experience about a time when you were filled with the Holy Ghost as you desired and prayed for His companionship or as you participated in the ordinances of the gospel.

Write the following incomplete statement on the board. Invite students to write down this partial statement in their class notebooks or study journals and then to complete it in their own words.

*I will show Heavenly Father my desire for the companionship of the Holy Ghost by ...*

After sufficient time, invite a few students to share what they wrote. Remind students to not share anything that is too sacred or private.

### 3 Nephi 19:15–36

#### *The Savior appears and prays for the people to be purified through their faith*

Ask a student to read 3 Nephi 19:15–18 aloud. Invite students to follow along, looking for what the Savior instructed the people to do. Point out that in this unique instance, the disciples prayed to Jesus Christ because He was with them in person as a representative of the Father (see 3 Nephi 19:22).

Point out that while the people were kneeling, they witnessed Jesus Christ pray for His disciples and for the multitude. They also witnessed the disciples' prayer.

Write the following scripture references and question on the board (or prepare them on a handout for each student):

*The Savior's first prayer: 3 Nephi 19:19–23*

*The disciples' prayer: 3 Nephi 19:24–26, 30*

*The Savior's second prayer: 3 Nephi 19:27–29*

*What truths can you learn about prayer from this passage?*

Divide the class into groups of three students each. (If your class is small, you may need to divide the class into smaller groups.) Assign a student in each group to read one of the scripture passages written on the board. Inform students that they should all be prepared to respond in their groups to the question on the board.

After sufficient time, ask students to share their responses to the question with the other members of their groups. After students have discussed what they learned in their groups, invite them to report to the class the truths they identified. Ask a student to write their responses on the board. Students may mention the following truths: **We should express gratitude to God in our prayers. The Holy Ghost can help us know what to pray for. If we pray with the Spirit, our prayers will not include vain repetitions. The Lord blesses us when we pray without ceasing.**

Ask students to choose one of the truths listed on the board and to share how they have been blessed as they have applied that truth. You may also want to share your testimony of one of the truths on the board.

Give students a minute to ponder how they will apply one or more of the truths on the board in order to improve their personal prayers.

Invite a student to read 3 Nephi 19:31–34 aloud. Ask the class to follow along and consider why the Savior’s prayer affected the people so deeply. Invite a few students to report what they find.

Summarize 3 Nephi 19:35–36 by explaining that the Savior taught that He had shown the Nephites the miraculous events they had witnessed, because of their great faith in Him.

## LESSON 129

# 3 Nephi 20

### Introduction

On the second day of His ministry among the Nephites, Jesus Christ again administered the sacrament to the people. He testified that the covenants and promises of the Father would

be fulfilled in the last days. Israel would be gathered, and all the nations of the earth would be blessed.

### Suggestions for Teaching

#### *Lead your students through the learning process*

Students are edified when you lead them through a learning process that resembles what you experienced while preparing the lesson. Lead students to search the scriptures for understanding and to discover gospel truths for themselves. Give them opportunities to explain the gospel in their own words and to share and testify of what they know and feel. This helps them internalize the gospel in their minds and hearts.

### 3 Nephi 20:1–9

#### *The Savior administers the sacrament to the people again*

Invite students to think about what they would say to a friend who confided in them that he does not feel he benefits from partaking of the sacrament and that it does not seem important to him.

After students have had sufficient time to consider what they would say, explain that during the second day of His ministry among the Nephites, the Savior and His disciples administered the sacrament to the people a second time. As students study this account, invite them to look for a truth that can help the sacrament be more meaningful to them.

Invite a few students to take turns reading aloud from 3 Nephi 20:1–7. Ask the class to follow along, looking for what the Savior instructed the Nephites to do that could help them have a meaningful experience with the sacrament.

- As recorded in verse 1, what did the Savior instruct the Nephites to do that could help them have a meaningful experience with the sacrament? (If students do not mention it, point out the following sentence: “And he commanded them that they should not cease to pray in their hearts.”)
- What does it mean to you to “not cease to pray” in your heart?
- How do you think that continuing to pray in their hearts influenced the Nephites’ experience of partaking of the sacrament?

Invite a student to read 3 Nephi 20:8 aloud. Ask the class to follow along, looking for what the Savior promised to those who partake of the sacrament.

- What did Jesus Christ promise to those who partake of the sacrament? (Their souls shall be filled.)

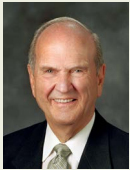
To help students understand what it means for their souls to be filled, ask them to think about the amount of bread and water they usually eat and drink when they partake of the sacrament. Then ask:

- If you were hungry and thirsty, would you be filled by these?

Invite a student to read 3 Nephi 20:9 aloud. Ask the class to follow along, looking for how the Nephites were filled as they prayerfully partook of the sacrament.

- How were the Nephites filled as they prayerfully partook of the sacrament?
- What is a principle we can learn from the Savior's teachings in 3 Nephi 20:1–9? (Students may use different words, but they should identify the following principle: **As we prayerfully partake of the sacrament, we can be filled with the Holy Ghost.** Invite students to consider writing this principle in their scriptures.)

Invite a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles. Ask the class to listen for the instruction he gave about preparing for the sacrament.



"[The period before sacrament meeting begins] is not a time for conversation or transmission of messages but a period of prayerful meditation as leaders and members prepare spiritually for the sacrament" (Russell M. Nelson, "Worshiping at Sacrament Meeting," *Ensign*, Aug. 2004, 27).

- Why do you think it is important to avoid talking or transmitting messages to others before or during the sacrament?
- How can praying before and during the sacrament help us to be filled with the Holy Ghost?

Divide students into pairs or small groups and invite them to explain to one another how the principle they identified from 3 Nephi 20:1–9 could help them respond to the friend who does not feel like he benefits from the sacrament.

Testify of the blessings you have received from partaking of the sacrament and being filled with the Spirit. Affirm that praying in our hearts is one way we can prepare to partake of the sacrament and to be filled with the Holy Ghost. Encourage students to spend time in prayer prior to and during the ordinance of the sacrament.

### 3 Nephi 20:10–46

*The Savior teaches the Nephites of covenants that will be fulfilled in the last days*

Invite students to write in their class notebooks or study journals a brief description of their most important qualities. Ask a few students to read aloud what they wrote.

Invite a student to read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles, and ask the class to listen for what he says should define a person's identity:



"You may enjoy music, athletics, or be mechanically inclined, and someday you may work in a trade or a profession or in the arts. As important as such activities and occupations can be, they do not define who we are. First and foremost, we are spiritual beings. We are [children] of God and the seed of Abraham" (David A. Bednar, "Becoming a Missionary," *Ensign* or *Liahona*, Nov. 2005, 47).

- How did Elder Bednar define who we are?
- Why do you think it is important for us to see ourselves "first and foremost" as spiritual beings who are children of God?

Point out that in addition to saying that we are children of God, Elder Bednar said that we are the seed of Abraham. Explain that the phrase "seed of Abraham" can refer to people who are literal descendants of Abraham. It can also refer to people who, by accepting and obeying the laws and ordinances of the gospel of Jesus Christ, receive the fulness of the gospel, the blessings of the priesthood, and the same promises and covenants that God made with Abraham. (See Guide to the Scriptures, "Abraham," [scriptures.lds.org](http://scriptures.lds.org).)

Explain that the Savior told the Nephites that they could learn about these covenants by studying the words of Isaiah. Invite a student to read 3 Nephi 20:11–12 aloud. Ask the class to follow along, looking for what the Savior said will happen when the words of Isaiah are fulfilled. After students report what they have found, you may need to explain that the words of Isaiah are being fulfilled in the last days.

Invite a student to read 3 Nephi 20:13 aloud, and ask students to identify how Heavenly Father will fulfill His covenant with the house of Israel in the last days. Ask students to summarize the truths they have learned from 3 Nephi 20:11–13. (Students' answers may vary, but they should identify the following truth: **God will fulfill His covenant to gather the house of Israel in the last days.** Consider writing this truth on the board.)

- According to 3 Nephi 20:13, what knowledge will the people of the house of Israel gain as an essential part of this gathering? (They will gain "the knowledge of the Lord their God, who hath redeemed them.")

Explain that the gathering of Israel primarily consists of the scattered remnants of the house of Israel coming to believe in Jesus Christ and accept Him as the Savior of the world by being baptized and becoming members of His Church. For some of the house of Israel it also includes gathering to a particular land of inheritance.

Summarize 3 Nephi 20:14–22. Explain that the Savior taught the Nephites that as part of the gathering of Israel, and in fulfillment of the Lord's covenant with Abraham, Heavenly Father gave the descendants of Lehi the land upon which they dwelt as an inheritance. He also explained another way the Nephites were blessed as children of the covenant.

Invite students to read 3 Nephi 20:23–24 silently, looking for who Moses prophesied would bless the house of Israel. After students report what they have found, invite them to read 3 Nephi 20:25–26 silently. Ask them to identify how the descendants of Lehi were blessed because of the covenant the Lord made with Abraham. As students report what they have found, emphasize that Heavenly Father sent Jesus Christ to visit the descendants of Lehi and save them from sin first “because [they were] the children of the covenant.”

Invite a student to read 3 Nephi 20:27 aloud, and ask the class to identify a responsibility that comes with the covenants we make with the Lord.

- Once we have made covenants with the Lord, what is our responsibility toward other people throughout the earth? (Students should identify the following truth: **As the seed of Abraham, we have a covenant responsibility to bless all the people of the earth.** Consider writing this truth on the board.)
- How do you think we can be a blessing to all the people of the earth? (If you have written the doctrinal statement on the board, add to it the words “**by sharing the gospel with them.**”)

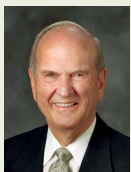
### **Objects and pictures**

It is often difficult to teach the intangible aspects of the gospel. Using objects and pictures can be an effective way to help students understand gospel principles.

Place a clear glass or container of water where students can see it. Drop into the water a few drops of bright food coloring or another dye that is bright enough to change the color of the water, and ask students to observe what happens.

- What effect did this small amount of dye have on the rest of the water?
- How might this demonstration illustrate the covenant responsibility given to the seed of Abraham?

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



“Ours is the responsibility to help fulfill the Abrahamic covenant. Ours is the seed foreordained and prepared to bless all people of the world [see Alma 13:1–9]. That is why priesthood duty includes missionary work. After some 4,000 years of anticipation and preparation, this is the appointed day when the gospel is to be taken to the kindreds of the earth. This is the time of the promised gathering of Israel. And we get to participate!” (Russell M. Nelson, “Covenants,” *Ensign* or *Liahona*, Nov. 2011, 88).

Invite students to write on the board the location or mission where family members or friends have served or are currently serving missions. You might also consider sharing official statistics about the number of missions and missionaries throughout the world from [mormonnewsroom.org](http://mormonnewsroom.org). Invite students to share experiences of how a friend or family member has blessed an individual or family in

one of the missions represented on the board. You might also invite students to tell the class about their experiences of sharing the gospel with their friends.

Testify of the importance of fulfilling our responsibility to help gather Israel. Invite students to pray about and seek for opportunities to share the gospel with others.

Summarize 3 Nephi 20:29–46 by briefly explaining that in addition to teaching the Nephites about their blessings and responsibilities as children of the covenant, the Savior affirmed that the Jews' land of inheritance would be Jerusalem. He quoted the prophecies of Isaiah, which foretell of the time when the Jews will be restored to the land of their inheritance after they believe in Jesus Christ and pray to the Father in His name.

## LESSON 130

# 3 Nephi 21–22

### Introduction

As Jesus Christ continued to teach the Nephites, He explained that the coming forth of the Book of Mormon in the last days would be a sign that He had started gathering Israel and

fulfilling His covenant with His people. Emphasizing His great love for His covenant people, the Savior quoted Isaiah's prophecies about the restoration of the covenant people.

### Suggestions for Teaching

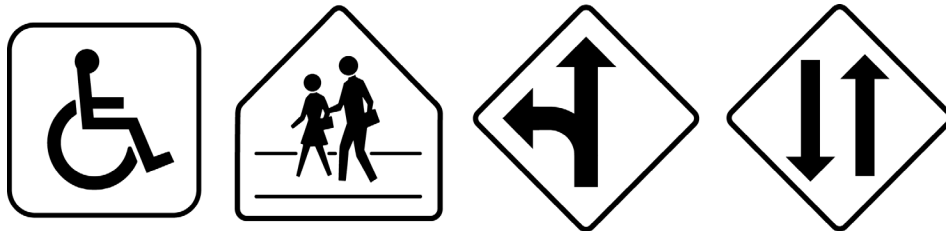
#### *Teach by the Holy Spirit*

Pray for the guidance of the Holy Ghost as you prepare and while you teach.

### 3 Nephi 21:1–11

*Jesus Christ teaches that the coming forth of the Book of Mormon will be a sign of the gathering of Israel in the last days*

Before class, draw the following signs on the board (or use other signs that are common where you live).



Ask students to identify what each sign means. Then ask the following questions:

- What are signs used for? (To prepare, warn, and instruct us.)
- Why is it important that the message on the sign be understood?

Remind students that the scriptures often speak of signs that prepare, warn, and instruct us concerning the fulfillment of Heavenly Father's plan.

Invite students to look through 3 Nephi 21:1–2, 7, looking for the word *sign*. You may want to suggest that they mark the word wherever it appears in those verses. Then ask a student to read verse 1 aloud. Invite the class to follow along, looking for the reason the Lord would give this sign.

- Why would the Lord give this particular sign? (So people will know that He is gathering the house of Israel.)

Invite another student to read 3 Nephi 21:2 aloud. Ask the class to follow along, looking for the phrase “these things” and to consider what that phrase refers to.



- Speaking to the Nephites, the Savior spoke of “these things which I declare unto you” (3 Nephi 21:2). Where would His words to the Nephites be recorded? (In the Book of Mormon.)

Summarize 3 Nephi 21:3–6 by explaining that Jesus Christ taught the people that eventually the record of the Book of Mormon would be brought forth unto their seed (or descendants) by the Gentiles.

Ask a student to read 3 Nephi 21:7 aloud. Invite the class to follow along, looking for what the coming forth of “these things”—meaning Jesus Christ’s words in the Book of Mormon—would be a sign of.

- According to verse 7, what is the coming forth of the Book of Mormon a sign of?

Write the following truth on the board: **The coming forth of the Book of Mormon is a sign that God is fulfilling His covenant to gather Israel in the latter days.**

Invite a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles. Ask the class to listen for ways the Book of Mormon helps people gather to the Lord’s work.



“The Book of Mormon is central to this work. It declares the doctrine of the gathering. It causes people to learn about Jesus Christ, to believe His gospel, and to join His Church. In fact, if there were no Book of Mormon, the promised gathering of Israel would not occur [see Bruce R. McConkie, *A New Witness for the Articles of Faith* (1985), 554]” (Russell M. Nelson, “The Gathering of Scattered Israel,” *Ensign* or *Liahona*, Nov. 2006, 80).

- According to President Nelson, in what ways does the Book of Mormon help gather Israel?
- When has the Book of Mormon helped you in these ways?
- When have you seen the Book of Mormon help other people in these ways?

Invite a student to read 3 Nephi 21:9 aloud, and ask the class to note the phrase “a great and a marvelous work.” Point out that this phrase refers to the Restoration of the gospel of Jesus Christ, which includes the coming forth of the Book of Mormon.

- What is great and marvelous about the Restoration of the gospel of Jesus Christ?

Point out that 3 Nephi 21:9 refers to “a man.” Invite students to consider who this man might be. Then display a picture of Joseph Smith (perhaps the picture Brother Joseph [*Gospel Art Book* (2009), no. 87; see also [lds.org/media-library](http://lds.org/media-library)] or the picture The First Vision [*Gospel Art Book*, no. 90]). Tell students that Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles identified the man as Joseph Smith (see *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 287–88).

Invite students to read 3 Nephi 21:10–11 silently, pondering how the Prophet Joseph Smith fits the description in these verses. (You might also refer students to

verse 10, footnote *a*, and invite them to read Doctrine and Covenants 135:3 to help them further understand the great work Joseph Smith was able to do despite the efforts of the devil and his servants to mar (or discredit, harm, and ultimately martyr) him.)

- How has God shown through Joseph Smith that His “wisdom is greater than the cunning of the devil”? (You might point students to verse 10, footnote *b* if they need help answering this question.)
- According to 3 Nephi 21:11, what will happen to those who do not believe in the words of Jesus Christ brought forth through Joseph Smith? (They will be “cut off” from the blessings that come through covenants.)

### 3 Nephi 21:12–22:17

#### *The Savior speaks of the destruction of the unrepentant and the restoration of His people who will repent and return to Him*

Summarize 3 Nephi 21:12–21 by explaining that the Savior gave a warning to those in the last days who would not believe in Him and repent. He said that their material possessions, cities, strongholds, and evil practices would be destroyed. He also said that they would be cut off from His covenant people.

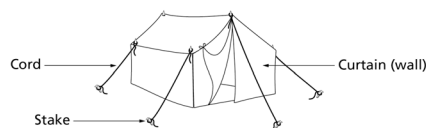
Invite a student to read 3 Nephi 21:22 aloud. Ask the class to follow along, looking for what the Savior said He would establish.

- What did the Savior say He would establish if people would repent, hearken unto His words, and not harden their hearts?
- What principle can we identify from verse 22? (Students may use different words, but help them identify the following principle: **If individuals will repent, hearken to the Savior’s words, and harden not their hearts, they will be gathered into His Church as part of His covenant people.** Write this truth on the board.)

Divide students into pairs or small groups. Invite students to read 3 Nephi 21:23–29 in their groups, looking for blessings and responsibilities that will come to those in the last days who will repent and hearken to the Savior’s words. After sufficient time, ask students to report what they found.

Draw a tent on the board or on a poster (you may want to do this before class). Explain that in 3 Nephi 22 we learn that Jesus Christ quoted a prophecy about the gathering of Israel that He had inspired the prophet Isaiah to write centuries earlier. In this prophecy, Isaiah compared the Church, with its covenants and blessings, to a tent.

- What are some advantages to being under the covering of a tent? (Answers may include that a tent provides protection from storms and shade from the sun.)
- How is the Church like a tent?



Ask a student to read 3 Nephi 22:2 aloud. Invite the class to follow along, looking for what the Lord commanded His people to do with the tent.

- What did the Lord command His people to do with the tent?
- Why might this “tent” need to be enlarged and strengthened in the latter days? (Because many people will join the Church or return to their covenants with the Lord.)

Explain that in this same prophecy, Isaiah used another metaphor. He referred to the house of Israel as a wife whose husband is the Lord. Invite a student to read 3 Nephi 22:4–5 aloud, and ask the class to look for words of comfort for the wife.

- What words of comfort do you see in 3 Nephi 22:4? (Answers may include “thou shalt not be put to shame” and “thou ... shalt not remember the reproach [disgrace] of thy youth ... [or] of thy widowhood.” Explain that the phrases “reproach of thy youth” and “widowhood” refer to periods in which the Lord’s covenant people turned away from Him in apostasy.)
- Why is it comforting to know that the “husband” is the “Redeemer, the Holy One of Israel” (3 Nephi 22:5)?

Invite students to read 3 Nephi 22:7–10 silently, looking for promises the Savior makes to His covenant people who repent and return to Him.

- What does the Savior promise to those who repent and return to Him?
- What are some truths we learn about the Lord in these verses? (Students may share a few different answers to this question. Make sure they identify the following truth: **The Lord shows everlasting kindness and mercy to people who repent and return to Him.** Write this truth on the board. You might also consider suggesting that students write it in their scriptures next to 3 Nephi 22:7–10.)
- Why is it important to know that the Savior will respond with kindness and mercy as we repent and return to Him?

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



“Even though there has been barrenness and sometimes unfaithfulness, yet will the husband (Christ) reclaim and redeem his bride (Israel). ...

“... Christ has, on occasion, been rightfully angry with backsliding Israel, but that has always been brief and temporary—‘a small moment.’ Compassion and mercy always return and prevail in a most reassuring way. The mountains and the hills may disappear. The water of the great seas may dry up. The least likely things in the world may happen, but the Lord’s kindness and peace will never be taken from his covenant people. He has sworn with a heavenly oath that he will not be wroth with them forever” (Jeffrey R. Holland, *Christ and the New Covenant*, 290).

- What evidences of the Savior’s mercy and kindness have you seen in your life? (Make sure students understand that they do not need to share anything that is too personal or private.)

Explain that the Savior continued to teach the Nephites of the blessings that await the righteous. Summarize 3 Nephi 22:13–17 by explaining that the Lord’s people will be established in righteousness and will triumph over wickedness.

Conclude with your testimony of the truths that have been discussed in this lesson. Invite students to write three or four sentences in their class notebooks or study journals about one thing they can do to apply the truths you have discussed today.

## HOME-STUDY LESSON

# 3 Nephi 17–22 (Unit 26)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 3 Nephi 17–22 (unit 26) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (3 Nephi 17)**

As students studied Jesus Christ's words to the Nephite multitude, they learned that by pondering and praying to the Father, we can receive greater understanding. The Savior responded to the Nephites' desire that He stay with them a little longer by healing their sick and blessing their children. As students read of these events, they learned that the Savior feels great compassion for us.

#### **Day 2 (3 Nephi 18)**

The Savior administered the sacrament to the multitude. Students learned that as we partake of the sacrament, we witness unto the Father that we are willing to do all He has commanded and that we will always remember Jesus Christ. They also learned that as we partake of the sacrament and always remember the Savior, we will have His Spirit to be with us. The Savior's teachings about prayer helped students understand that if we will be watchful and pray always unto the Father, we can resist the temptations of Satan. They also learned that as we minister to others, we can help them come unto Christ.

#### **Day 3 (3 Nephi 19)**

After the Savior departed at the end of His first day with the Nephites, the disciples taught the people. They prayed for and received the Holy Ghost. Students learned that through earnest desires and prayer, we can be filled with the Holy Ghost. The Savior appeared again, and He thanked the Father for purifying His disciples. Students learned that as we exercise faith in Jesus Christ, we can be purified and become one with Jesus Christ, as He is one with the Father.

#### **Day 4 (3 Nephi 20–22)**

Jesus Christ again administered the sacrament. Students learned that if we worthily partake of the sacrament, we can be filled with the Holy Ghost. The Savior then taught the Nephites that the Father will fulfill His covenant to gather the house of Israel in the last days. Students also learned that as the seed of Abraham, we have a covenant responsibility to bless all the people of the earth by sharing the gospel with them.

### Introduction

This lesson can help students understand the tenderness and mercy the Savior feels for His people. Additionally, as students review the Lord's counsel to pray, they can consider ways to make their personal and family prayers more meaningful.

## Suggestions for Teaching

### 3 Nephi 17

*The Savior heals the sick, prays to the Father for the people, and blesses their children*

Invite students to think of the most caring person they know.

- Whom did you think of? How does this person show love for others and for you?

Display the pictures Jesus Healing the Nephites (*Gospel Art Book* [2009], no. 83) and Jesus Blesses the Nephite Children (*Gospel Art Book*, no. 84).

- What did you learn about the Savior's love for people during your study of the Book of Mormon this past week?

Write the following truth on the board:

**The Savior feels great compassion for us.**

Underneath this statement, write the following scripture reference:

*3 Nephi 17:7, 9, 11, 15–17, 21, 24.* Invite students to review these verses and to choose one verse that especially demonstrates the truth written on the board. After sufficient time, you may want to ask the following questions:

- How does the verse you chose show that the Savior feels great compassion for us?
- What do you learn about the Savior from the fact that He ministered to the people “one by one” (3 Nephi 17:21)?
- How can knowing about the Savior's compassion help you exercise greater faith in Him and feel greater love for Him?



### 3 Nephi 18–19

*Jesus taught the people to pray to the Father always and to meet together often*

Divide students into pairs, and ask each pair to make a list of five of the most challenging temptations they believe youth face today. When they have finished, invite each pair to read 3 Nephi 18:15–20, looking for the counsel the Savior gave for overcoming temptations. Ask a few students to share a principle they find in

these verses. (One principle they might identify is that **if we will be watchful and pray always unto the Father, we can resist the temptations of Satan.**)

- What do you think a young person should watch for in order to withstand one of the temptations on your list?
- What could a young person pray for that would help him or her withstand one of the temptations on your list? How does praying to Heavenly Father help you to remain strong?

To help students strengthen their testimonies of family prayer, invite a student to read 3 Nephi 18:21 aloud. Then ask: What blessings have you received from praying with your family?

Invite a student to read the following account from President James E. Faust (1920–2007) of the First Presidency, who spoke of the power of family prayer:



"Family prayer is a powerful and sustaining influence. During the dark days of World War II, a 500-pound bomb fell outside the little home of Brother Patey, a young father in Liverpool, England, but the bomb did not go off. His wife had died, so he was rearing his five children alone. He gathered them together at this very anxious time for family prayer. They 'all prayed ... earnestly and when they had finished praying, the children said: "Daddy, we will be all right. We will be all right in our home tonight."

" 'And so they went to bed, imagine, with that terrific bomb lying just outside the door half submerged in the ground.' ...

" 'The next morning the ... whole neighborhood was removed for forty-eight hours and the bomb was finally taken away. ...

" 'On the way back Brother Patey asked the foreman of the A.R.P. Squad: "Well, what did you find?"

" ' "Mr. Patey, we got at the bomb outside of your door and found it ready to explode at any moment. There was nothing wrong with it. We are puzzled why it did not go off." "Miraculous things happen when families pray together" (James E. Faust, "The Lifeline of Prayer," *Ensign*, May 2002, 61).

Ask students the following questions, being sensitive to students whose families may not pray together:

- What can you do to help your family have more consistent and meaningful family prayer?
- How do you plan to make family prayer a priority in your future family?

Explain that when the Savior returned for a second day to teach the Nephites, as recorded in 3 Nephi 19, He again admonished the Nephite disciples to pray. Invite a student to read 3 Nephi 19:9, 13 aloud. Ask the class to follow along and to identify what the disciples prayed for.

- What principle can we learn from the experience of the Nephite disciples? (The following is one way students may express this principle: **Our righteous desires and prayers can qualify us to be filled with the Holy Ghost.**)

- When have you sincerely desired and prayed for the companionship of the Holy Ghost? How were you blessed for doing so?

### 3 Nephi 20–22

#### *In the latter days, God will begin to gather the house of Israel*

Explain that after teaching the Nephites about prayer, the Savior began to teach them about the gathering of the house of Israel in the last days. Invite a student to read 3 Nephi 21:9. Ask the class to follow along, looking for words that describe the Lord's work.

- What do you think “a great and a marvelous work” refers to? (The Restoration of the gospel of Jesus Christ, which includes the coming forth of the Book of Mormon.)
- In your opinion, what is great and marvelous about the Restoration of the gospel of Jesus Christ?

Ask students to review 3 Nephi 21:10–11 and think about who the Lord was describing as “my servant.”

- What words or phrases help you know that the Lord is describing the Prophet Joseph Smith? Then display the picture Joseph Smith in Liberty Jail (*Gospel Art Book*, no. 97).
- How has God shown through Joseph Smith that His “wisdom is greater than the cunning of the devil”?

In conclusion, invite students to share their testimonies of the Prophet Joseph Smith and the Restoration of the gospel. Share your testimony of these things with your students.

### Next Unit (3 Nephi 23–30)

Invite students to imagine that the Savior told them He would grant whatever they desired. Explain that as they study 3 Nephi 23–30 in the coming week, they will learn about 12 men who had this experience and what they asked for.



## LESSON 131

# 3 Nephi 23

### Introduction

After quoting the words of Isaiah (see 3 Nephi 22), Jesus Christ commanded the Nephites to search this prophet's words. He said that Isaiah's words are a blessing because Isaiah "spake as touching all things concerning my people which are of the house of Israel" (3 Nephi 23:2). He also said

that all of Isaiah's words had been or would be fulfilled. The Savior then commanded the Nephites to search the words of all the prophets and instructed them to add material to their records.

### Suggestions for Teaching

#### 3 Nephi 23:1–5

*Jesus Christ commands the people to search the words of the prophets*

Write the following phrase on the board: *Blessings from my scripture study*. Ask students to ponder their experiences studying the Book of Mormon at home and in seminary this year. Invite them to come to the board and write a word or short phrase that describes a blessing that has come into their lives as a result of scripture study. You may want to ask a few students to describe in more detail what they have written. Then point to the blessings written on the board.

- Why do you think we are blessed in these ways when we read the scriptures?

Ask students to recall from the previous lesson whose words Jesus Christ quoted as He taught the Nephites. (Isaiah's words.) Invite a student to read 3 Nephi 23:1–3 aloud. Ask the class to follow along, looking for what the Savior said we should do with the words of Isaiah. Invite them to report what they discover.

- Why did the Lord want the people to search the words of Isaiah? (See 3 Nephi 23:2–3.)

Invite a student to read 3 Nephi 23:4–5 aloud. Ask the class to follow along, looking for what else the Savior commanded the people to give heed to and search.

- According to verses 4–5, what did the Savior command the people to give heed to and search?

Write the following truth on the board: **The Savior commands us to give heed to His words and to search diligently the words of the prophets.**

- What is the relationship between the Savior's words and the words of His prophets? (You may want to invite students to read Doctrine and Covenants 1:38.)
- In what ways is diligently searching the words of Jesus Christ and the prophets different from only reading their words? Why do you think it is important to search their words diligently?
- In addition to the scriptures, where can we find the words of the Savior and His prophets?

- What scripture study methods best help you make searching the words of Jesus Christ, Isaiah, and other prophets a meaningful part of your life?

Invite a student to read aloud the following statement by Elder Merrill J. Bateman, who served as a member of the Seventy. Ask the class to listen for blessings we receive when we study the word of the Lord.



"There are certain blessings obtained when one searches the scriptures. As a person studies the words of the Lord and obeys them, he or she draws closer to the Savior and obtains a greater desire to live a righteous life. The power to resist temptation increases, and spiritual weaknesses are overcome. Spiritual wounds are healed" (Merrill J. Bateman, "Coming unto Christ by Searching the Scriptures," *Ensign*, Nov. 1992, 28).

- According to Elder Bateman, what are some of the blessings we receive when we study the word of the Lord? (As students answer this question, add their answers to the list of blessings on the board.)

Refer again to the list of blessings on the board. Invite a few students to testify of the blessings that come from searching the words of the Lord and His prophets.

Ask students to respond in their class notebooks or study journals to the following question:

- What changes can you make to study the words of the Lord and His prophets more diligently?

### 3 Nephi 23:6–14

#### *The Savior instructs His disciples to add an important event to their scriptural record*

Ask a few students to name their favorite accounts in the Book of Mormon. List their responses on the board. Then erase one of the responses. Ask students to imagine that Mormon or Nephi or another record keeper had neglected to include that account.

- What important lessons would be missing from the Book of Mormon if this account were not included?

Explain that when the Savior taught the Nephites, He pointed out that their record keepers had neglected to include an important event that came in fulfillment of prophecy. Ask several students to take turns reading aloud from 3 Nephi 23:6–13. Ask the class to follow along, looking for what the Nephites had failed to record.

- What had the Nephites failed to record?
- The Nephites already had a record of Samuel's prophecy (see Helaman 14:25). Why do you think it would have been important for them to have a record of its fulfillment? (Help students see that recording the fulfillment of this prophecy could help strengthen the faith of those who would read it.)
- What truth can we learn from these verses about the value of recording spiritual experiences from our own lives? (Students may identify a truth such as the

following: **Recording spiritual experiences can help strengthen our faith and the faith of others.**)

To help students see one way they can record their spiritual experiences, invite a student to read aloud the following experience shared by President Henry B. Eyring of the First Presidency:



"I came home late from a Church assignment. It was after dark. My father-in-law, who lived near us, surprised me as I walked toward the front door of my house. He was carrying a load of pipes over his shoulder, walking very fast and dressed in his work clothes. I knew that he had been building a system to pump water from a stream below us up to our property.

"He smiled, spoke softly, and then rushed past me into the darkness to go on with his work. I took a few steps toward the house, thinking of what he was doing for us, and just as I got to the door, I heard in my mind—not in my own voice—these words: 'I'm not giving you these experiences for yourself. Write them down.'

"I went inside. I didn't go to bed. Although I was tired, I took out some paper and began to write. And as I did, I understood the message I had heard in my mind. I was supposed to record for my children to read, someday in the future, how I had seen the hand of God blessing our family. Grandpa didn't have to do what he was doing for us. He could have had someone else do it or not have done it at all. But he was serving us, his family, in the way covenant disciples of Jesus Christ always do. I knew that was true. And so I wrote it down, so that my children could have the memory someday when they would need it.

"I wrote down a few lines every day for years. I never missed a day no matter how tired I was or how early I would have to start the next day. Before I would write, I would ponder this question: 'Have I seen the hand of God reaching out to touch us or our children or our family today?'" (Henry B. Eyring, "O Remember, Remember," *Ensign* or *Liahona*, Nov. 2007, 66–67).

- Why do you think it is important for us to write about experiences that strengthen us spiritually?
- How might we benefit from following President Eyring's example?
- How might our record help others?

Explain that President Eyring told of the blessings he received because he kept a daily record of God blessing his family. Ask a student to read the following statement aloud:



"As I kept at it, something began to happen. As I would cast my mind over the day, I would see evidence of what God had done for one of us that I had not recognized in the busy moments of the day. As that happened, and it happened often, I realized that trying to remember had allowed God to show me what He had done.

"More than gratitude began to grow in my heart. Testimony grew. I became ever more certain that our Heavenly Father hears and answers prayers. I felt more gratitude for the softening and refining that come because of the Atonement of the Savior Jesus Christ. And I grew more confident that the Holy Ghost can bring all things to our remembrance—even things

we did not notice or pay attention to when they happened” (Henry B. Eyring, “O Remember, Remember,” 67).

- Why do you think President Eyring’s testimony grew as a result of recording these experiences?

Explain that some students might feel that they have not had anything happen to them that would be valuable enough to record. To help them, you may want to invite a student to read aloud the following statement by Elder John H. Groberg, who served as a member of the Seventy:



“Some people say, ‘I don’t have anything to record. Nothing spiritual happens to me.’ I say, ‘Start recording, and spiritual things will happen. They are there all the time, but we become more sensitive to them as we write’” (John H. Groberg, “Writing Your Personal and Family History,” *Ensign*, May 1980, 48).

- What are some ways in which your faith has been strengthened as you have recorded spiritual experiences or as you have read spiritual experiences of parents or ancestors? (Encourage students not to share any experiences that are too sacred or personal unless they feel prompted to do so. You may also want to share an experience.)

Invite students to ask themselves if they have neglected to write about experiences that have strengthened them spiritually. Encourage them to write about these experiences and to continue recording other experiences throughout their lives. You might suggest that they follow President Eyring’s example, writing something every day.

### ***Follow up on goals and challenges***

After you challenge students to do something specific, such as write in a journal, consider ways to follow up, reminding them of the commitment they have made. Give them opportunities to share their experiences as they apply the truths they learn in class. Through sharing their experiences, they can inspire one another to live the gospel. You might consider providing such opportunities at the beginning of a lesson. Not every student needs to share.

## LESSON 132

# 3 Nephi 24–26

### Introduction

Jesus Christ fulfilled a commandment from Heavenly Father to share with the Nephites some prophecies from the prophet Malachi (see 3 Nephi 26:2). These prophecies taught that members of the house of Israel needed to repent and return to the Lord in preparation for the Savior's Second Coming.

Jesus Christ also expounded unto the Nephites "all things, even from the beginning until the time that he should come in his glory" (3 Nephi 26:3). Mormon taught that those who believe the Book of Mormon will have even greater things manifested unto them (see 3 Nephi 26:9).

### Suggestions for Teaching

#### *Adapting your lesson plan*

You should make diligent effort to cover the entire scripture block. However, remember that you are teaching students, not lessons. Do not be so focused on rigidly following the lesson plan that you do not allow for the possibility of inspiration or unanticipated student participation during the class.

### 3 Nephi 24

*Jesus Christ quotes Malachi's teachings regarding how the house of Israel can return to the Lord*

Invite students to imagine that they have a close friend or family member who is struggling to maintain a testimony of the gospel and is drifting away from the Lord and His Church.

- What would you do to try to help this person?

As students study 3 Nephi 24 today, invite them to look for truths that can help those who may be drifting away from the Lord and His Church.

Explain that Jesus Christ fulfilled a commandment from the Father (see 3 Nephi 26:2) to give the Nephites some of the prophecies of Malachi, an Old Testament prophet who lived in the Holy Land about 170 years after Lehi and his family left Jerusalem. Summarize 3 Nephi 24:1–6 by explaining that Malachi prophesied that Jesus Christ would purify the world at His Second Coming. As part of this purification, the wicked will be destroyed.

Invite students to read 3 Nephi 24:7 silently, and ask them to identify the Lord's counsel to those who had begun to drift away from Him.

- What do you think it means that the people had "gone away" from the Lord's ordinances? (They were no longer keeping the covenants and ordinances of the gospel.)
- What promise did the Lord give to those who had gone away from Him and His ordinances but had agreed to return?

Write the following principle on the board: **If we will return unto the Lord, He will return unto us.**

- What do you think it means to “return” to the Lord? How do we “return” to Him?
- What do you think it means that the Lord will “return unto” those who return to Him?

Invite a student to read 3 Nephi 24:8–9 aloud. Ask the class to follow along, looking for one way the Lord indicated the people could return to Him.

- What is one way the Lord indicated the people could return to Him? (As students respond, invite them to consider marking “tithes and offerings” in verse 8. If necessary, explain that “tithes” refers to the payment of tithing, which is 10 percent of a person’s income. “Offerings” can refer to fast offerings and other contributions we make to the Lord and His Church.)
- How is willingness to pay tithing an indication that someone desires to return to the Lord?

Invite a student to read 3 Nephi 24:10–12 aloud. Ask the class to follow along, looking for the Lord’s promises to those who return to Him by paying a full and honest tithe.

- What does the Lord promise to those who pay a full and honest tithe?
- In what ways have you been blessed as a result of paying your tithing? How are these examples of “the windows of heaven” being opened for you?

Summarize 3 Nephi 24:13–18 by explaining that the Lord pointed out that some in ancient Israel had questioned the need to keep the ordinances of the gospel. They complained that the proud and the wicked seemed to prosper despite their unrighteousness. In 3 Nephi 24:16, the Lord responded that a “book of remembrance” would be kept wherein the names of the faithful would be recorded (see D&C 85:7–9; 128:6–7; Moses 6:5–8). The Lord then indicated that when He comes again, He will preserve the faithful and reserve them to Himself as a treasure, or “make up [His] jewels.”

### 3 Nephi 25

*Jesus Christ quotes Malachi’s prophecy that Elijah would return prior to the Second Coming*

Draw or display a picture of a tree on the board. Point out and label the three essential parts of a tree: branches, trunk, and roots.

- What would happen to a tree if we eliminated one of its vital parts?

Above the picture of the tree, write the word *Family*. Invite students to think of this tree as a family tree.

- If the trunk of the tree represents you, what might the branches and roots represent? (You might label the parts of the tree as follows: trunk = me; roots = ancestors; branches = posterity.)

As students study 3 Nephi 25 today, invite them to look for how their actions can affect their family tree in the eternities.

Invite a student to read 3 Nephi 25:1 aloud. Ask the class to follow along, looking for what those who are proud and wicked will experience at the Second Coming of Jesus Christ.

- What will the proud and wicked experience at the Second Coming of the Lord?

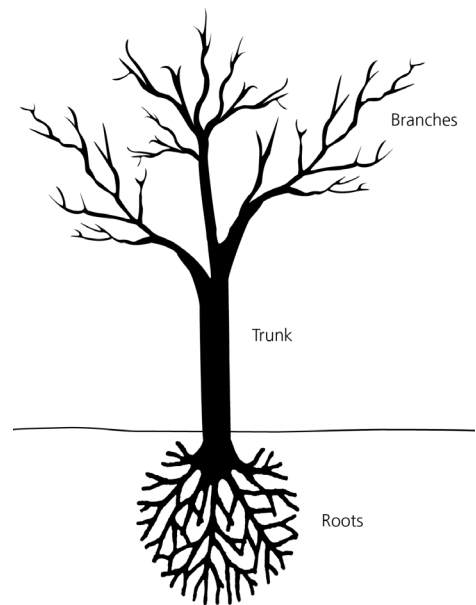
Explain that the reference to the wicked being like stubble in the day of burning means that the wicked will be destroyed as part of the Lord's cleansing of the earth at His Second Coming.

- Based on our discussion about the family tree, what do you think the phrase "it shall leave them neither root nor branch" means for the wicked?

Erase or cover up the roots and branches from the picture on the board to illustrate that the tree is incomplete and limited without these vital parts.

Invite a student to read 3 Nephi 25:5–6 aloud. Ask the class to follow along, looking for how the Savior said He would help the families of the world before His Second Coming.

- Whom did the Savior say He would send before the Second Coming?
- Who is Elijah? (You may want to show students the picture *Elijah Appearing in the Kirtland Temple* [*Gospel Art Book* (2009), no. 95; see also [lds.org/media-library](http://lds.org/media-library)]. Remind students that Elijah is a prophet who held the keys of the sealing power and performed many mighty miracles [see 1 Kings 17–18; 2 Kings 1–2].)
- What do you think the phrase "turn the heart of the fathers to the children, and the heart of the children to their fathers" (3 Nephi 25:6) means? (Explain that the Prophet Joseph Smith taught that the word *turn* as used in this verse means to bind or seal [see *Teachings of Presidents of the Church: Joseph Smith* (2007), 472].)



Explain to students that the resurrected prophet Elijah appeared to Joseph Smith and Oliver Cowdery on April 3, 1836, in the Kirtland Temple and conferred upon them the sealing keys of the Melchizedek Priesthood (see D&C 110:13–16). These keys opened the doors to family history and temple work for the living and for the dead.

- What is our role in binding families together in the last days?

Write the following incomplete principle on the board: **As we do family history and temple work, ...**

- What will happen as we fulfill our responsibility to do family history and temple work for our ancestors? (After students respond, add the following to the incomplete principle on the board: **our hearts will be turned to our ancestors.**)
- What are some ways in which you can participate in family history and temple work? (List students' responses on the board. Their answers may include talking to parents, grandparents, and other relatives about their childhoods or conversion to the gospel and making a record of their stories; writing in a journal; exploring FamilySearch.org or helping with indexing; and performing ordinances in the temple for their ancestors and others.)
- How do you think our ancestors feel toward us for doing this work for them?
- What experiences have you had with doing family history and temple work for your own ancestors?

Ask students to write on a piece of paper one goal that will help them more fully participate in family history and temple work. Encourage them to take the paper home and place it where it will remind them of their goal.



### 3 Nephi 26

*Jesus Christ expounds the scriptures, and Mormon teaches what must be done to receive the greater things the Savior revealed*

Summarize 3 Nephi 26:1–5 by explaining that after the Savior shared the prophecies of Malachi, He taught the people “all things which should come upon the face of the earth” from the Creation to the Final Judgment (3 Nephi 26:3–4).

Invite a student to read 3 Nephi 26:6–8 aloud, and ask the class to look for how much of what Jesus Christ taught was recorded in the Book of Mormon. Then invite students to read 3 Nephi 26:9–11 silently, looking for the reason Mormon did not include in his abridgment everything the Savior taught the Nephites.



Emphasize that the word *believe* in these verses implies that we need to act on the doctrines and principles God has revealed and not merely hope that they are true.

- According to 3 Nephi 26:9, what does the Lord promise to those who believe and act on what He has revealed? (As students respond, emphasize that **as we believe and act on what God has revealed, we prepare ourselves to receive greater revelation.**)
- Why do you think it is necessary that we believe in the truths we have already received before we can receive additional truth?
- How can we show that we believe what the Lord has revealed?

Promise students that as they faithfully study and apply the principles in the Book of Mormon, they will receive increased understanding of the gospel. Help students ponder how well they are receiving the truths in the Book of Mormon by inviting them to respond to the following questions in notebooks or study journals (you may want to write these questions on the board).

- What are you doing in your life that demonstrates your belief in the Book of Mormon?
- When has reading the Book of Mormon with real intent led you to receive personal revelation?

## LESSON 133

# 3 Nephi 27

### Introduction

Soon after the Savior's ministry among the Nephites, the twelve newly called Nephite disciples met together in mighty prayer and fasting. Jesus Christ appeared to them and

answered their question concerning the name they should give the Church. He taught them about His gospel and commanded them to be like Him.

### Suggestions for Teaching

#### 3 Nephi 27:1–12

*Jesus Christ teaches the twelve disciples that His Church should bear His name*

Divide the class into groups of three or four. If your class is small, have each student work individually. Ask each group (or individual) to imagine that they are going to start a new club or sports team. Ask each group to decide what type of club or sports team they will be creating, such as a science club or a football team, and then have them choose a name for their organization. Have each group write their name on a piece of paper. Then collect the groups' papers. (This activity should be brief.)

Read aloud the name on each paper. After you read each name, ask the class to guess, based on the name, the type of club or team it is.

- What can a name communicate about an organization and the people in it?

Explain that soon after Jesus Christ's visit to the Nephites, His twelve Nephite disciples united in fasting and prayer. They wanted to know what the name of the Church should be. As they were praying, the Savior appeared and began to teach them (see 3 Nephi 27:1–3).

Invite a few students to take turns reading aloud from 3 Nephi 27:4–7. Ask the class to follow along, looking for what the Savior taught His disciples.

- What did the Savior say His Church should be called?
- What reasons did He give for naming the Church after Himself?

Invite students to search 3 Nephi 27:8–12 silently, looking for the Savior's description of His true Church. While they study, write the following incomplete statement on the board: *The true Church of Jesus Christ must be ...*

After students have had sufficient time to search these verses, ask them how they would complete the sentence on the board based on what they have read.

(Students should be able to identify the following truth: **The true Church of Jesus Christ must be called by His name and be built upon His gospel.** Complete the statement on the board so that it conveys this truth.)

- Why do you think it is important for the Savior's Church to bear His name?
- Why do you think it is important for the Church to not just bear Jesus Christ's name but also be built on His gospel?

### 3 Nephi 27:13–22

*Jesus Christ defines His gospel and teaches what we must do to stand guiltless before Him and His Father*

To prepare students to study 3 Nephi 27:13–22, pour a small pile of salt on a plate or table at the front of the class. Then take a small pinch of pepper and sprinkle a few flakes on top of the salt.

- If the salt symbolizes us being clean and pure, what might the pepper represent?

Ask students to think about how they have felt when they have been caught doing something wrong. (Do not ask them to share these experiences.) Then ask them to imagine what it will be like to stand before the Lord to be judged. Encourage them to ponder the following question:

- How will you feel before the Lord if you have not repented of your sins?

Explain that the word *gospel* means “good news” (see Bible Dictionary, “Gospels”). Invite a few students to take turns reading aloud from 3 Nephi 27:13–15, and ask the class to look for good news in these verses. Ask students to report what they find.

- The Savior testified that He came into the world to do the will of His Father. According to 3 Nephi 27:14, what did Heavenly Father send Jesus Christ into the world to do? (After students respond, write the following truth on the board: **Jesus Christ did the will of His Father in accomplishing the Atonement.**)
- Because the Savior fulfilled the will of His Father, what will happen for all mankind? (We will be lifted up before Him to be judged of our works.)

Invite students to read 3 Nephi 27:16 silently, looking for what we must do to prepare for judgment. Ask students to report what they find.

Invite a student to read 3 Nephi 27:17–19 aloud. Ask the class to follow along, looking for what will happen to those who do not repent or endure to the end.

- What will happen to those who do not repent or endure to the end?
- From what you have read, why do all of Heavenly Father’s children need the Atonement of Jesus Christ?



**3 Nephi 27:20** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read 3 Nephi 27:20–22 aloud, and ask the class to look for the Savior’s invitation to us.

- What is the Savior’s invitation in these verses?
- What promise is given to those who accept the Savior’s invitation?

- What principle can we identify from verse 20? (Students may use their own words, but help them identify the following principle: **If we repent, come unto Jesus Christ, and are baptized and sanctified by receiving the Holy Ghost, then we can stand spotless before Him at the last day.** Invite students to consider marking each element of this principle in their scriptures.)

Help students understand that to be sanctified is to become “free from sin, pure, clean, and holy through the Atonement of Jesus Christ” (Guide to the Scriptures, “Sanctification,” scriptures.lds.org). When we sin after we are baptized, we can again be sanctified by the Holy Ghost when we sincerely repent and renew our covenants through the ordinance of the sacrament.

Point students’ attention back to the mound of salt with the flakes of pepper. Rub together a plastic spoon and a wool cloth to create static electricity. (If these materials are not available, you could try rubbing a different plastic object on your clothes or hair.) Then move the plastic spoon over the flakes of pepper. This should cause the pepper flakes to be lifted from the pile of salt and to stick to the spoon, leaving the salt without spots of pepper.

- How can this demonstration relate to the principle we identified in 3 Nephi 27:20?

Earlier in the lesson, you asked students to ponder how they would feel before the Lord if they were guilty of sin. At this point in the lesson, invite them to ponder how they might feel before the Savior if they know they have been made clean through His Atonement.

Invite students to record their answers to the following question in their class notebooks or study journals:

- Based on what you have studied today, how would you explain the good news of the gospel of Jesus Christ to a friend?

### ***Testify of Jesus Christ***

The Atonement of Jesus Christ is the fundamental truth upon which all gospel doctrines and principles are established. It should be at the heart of all gospel teaching and learning. Look for opportunities to testify often of Jesus Christ and to help students increase in their love for Him and their desire to be His true disciples.

Invite a few students to share with the class what they wrote. Share your testimony that if we repent, come unto Jesus Christ, and are baptized and sanctified by receiving the Holy Ghost, then we can stand spotless before Him at the last day. Encourage students to consider what they each may need to do to be able to stand spotless before God at the last day.

### **3 Nephi 27:23–33**

*Jesus Christ instructs His disciples to become even as He is*

Summarize 3 Nephi 27:23–33 by explaining that the Savior gave instructions to His twelve Nephite disciples and taught them about their responsibilities. Invite

students to read 3 Nephi 27:27 silently, looking for the commandment He gave the disciples to help them fulfill their role as judges of the people.

- What commandment did Jesus Christ give to His disciples?
- What truth can we identify from the commandment the Lord gave His disciples? (Students may use their own words, but help them identify the following truth: **The Lord commands His disciples to become as He is.** Invite students to consider writing this statement in their scriptures next to verse 27 and to consider marking the cross-reference to 3 Nephi 12:48 in footnote *d*.)
- Why is it important for disciples of Jesus Christ to be like Him?

Ask students to review 3 Nephi 27:21.

- According to verse 21, what did the Savior command the disciples to do?
- What is the relationship between doing the works of the Savior and becoming like Him?
- What are some works we can do as we follow His example?
- In what ways have you been blessed as you have tried to follow the Savior's example?

Conclude class by testifying of the blessings that come as we strive to become like Jesus Christ. Invite students to choose one way in which they will seek to become more like the Savior by doing what He did.

## LESSON 134

# 3 Nephi 28

### Introduction

When Jesus Christ asked each of His twelve Nephite disciples what they desired of Him, nine requested to speedily return to Him when their ministry on the earth was complete. Three desired to remain on the earth to bring souls to Him until His Second Coming. The Lord honored both sets of righteous

desires. Mormon provided some details of the Three Nephites' ministry, and he also shared what the Lord had revealed to him about the physical change the Three Nephites experienced so they could remain on the earth.

### Suggestions for Teaching

#### 3 Nephi 28:1–11

##### *Jesus Christ grants the desires of His Nephite disciples*

Invite students to ponder how they would respond if Jesus Christ appeared to them and asked, “What is it that ye desire of me?” Ask them to write their responses in their class notebooks or study journals. Give them the opportunity to report what they have written if they feel comfortable doing so.

Invite a student to read 3 Nephi 28:1–3 aloud. Ask the class to follow along, looking for the response of nine Nephite disciples when the Lord asked them this question.

- What did nine of the Nephite disciples desire?
- What did the Savior say about the desire of these nine disciples?

Invite a few students to take turns reading aloud from 3 Nephi 28:4–9. Ask the class to follow along, looking for what the remaining three disciples desired of the Savior.

- What did the remaining three disciples desire of the Savior? (It may be helpful to draw students' attention to the following statement in 3 Nephi 28:9: “Ye have desired that ye might bring the souls of men unto me.”)
- What did the Savior say about the desire of these three disciples?
- According to 3 Nephi 28:8–9, what did the Savior promise the Three Nephites so their righteous desires could be fulfilled?

### ***Avoid speculation about the Three Nephites***

Many have heard stories about supposed visits of the Three Nephites. Rather than share these stories, teach what is taught in the scriptures. Remember Mormon's statement that the Three Nephites would be among the Gentiles and Jews, who would “know them not” (3 Nephi 28:27–28). Refrain from discussing stories or other information about the Three Nephites that is not found in Church-approved sources.

Invite a student to read 3 Nephi 28:10 aloud, and ask the class to look for the blessings the Lord said the Three Nephites would receive as a result of their desires.

- What did the Lord say the Three Nephites would receive as a result of their desires?
- What truths can we learn about the Lord from 3 Nephi 28:1–10? (Students' responses to this question may include that **the Lord blesses us according to our righteous desires** and that **the Lord is pleased when we desire to help others come unto Him**. Write these truths on the board.)
- What are some of the blessings we can receive as a result of having righteous desires?
- When have you felt that the Lord has blessed you because of your righteous desires?

Point out that one righteous desire we can have is to help others come to the Savior.

- How can we show the Lord that we desire to help others come to Him?
- When have you felt that the Lord was pleased with you as you tried to help others come to Him?

Testify that the Lord will bless us as we cultivate and act on our righteous desires, including the desire to help others come to Him.

Refer students to the desires they wrote about at the beginning of class. Invite them to evaluate their desires based on the truths they have identified in 3 Nephi 28:1–10. Encourage students to act on their righteous desires, including their desire to help others come to the Savior.

### 3 Nephi 28:12–35

#### *Mormon describes the ministry of the Three Nephites*

Invite a student to read 3 Nephi 28:12–16 aloud. Ask the class to follow along, looking for what happened to the Nephite disciples after the Savior departed from them. Explain that the three Nephite disciples who were “caught up into heaven” (verse 13) experienced transfiguration—a temporary change in their bodies.

- According to 3 Nephi 28:15, what was one reason these three disciples needed to be transfigured? (So “they could behold the things of God.”)

Explain that beginning with 3 Nephi 28:17, we read Mormon’s description of the ministry of the Three Nephites. Invite students to read 3 Nephi 28:17 silently, looking for what Mormon did not know about the physical condition of the Three Nephites when he wrote this account. Ask students to report what they find. (You may want to tell students that later in the lesson, they will learn more about the change that the Three Nephites experienced.)

Invite a few students to take turns reading aloud from 3 Nephi 28:18–23. Ask the class to follow along, looking for how the Lord blessed the Three Nephites so they could carry out their righteous desires.

- What did the Three Nephites do to fulfill their desire to bring others to the Savior?
- In what ways did the Lord bless them so they could fulfill their desire?

Divide students into pairs. Invite them to read 3 Nephi 28:25–32 aloud, looking for people who have benefited and will yet benefit from the ministry of the Three Nephites. You may want to suggest that students mark what they find. Invite students to discuss with their partners something they learned about the ministry of the Three Nephites.

### 3 Nephi 28:36–40

#### *Mormon learns about the nature of translated beings*

Remind students that when Mormon first wrote about the transfiguration of the Three Nephites, he said that he did not fully understand the change in their physical condition during their ministry on the earth (see 3 Nephi 28:17).

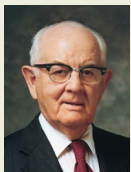
Ask students if they have ever had a question about the gospel or if they have ever read something in the scriptures that they did not understand.

- Where do you normally turn when you have questions about the gospel or about scripture passages? Why?

Invite a student to read 3 Nephi 28:36–37 aloud. Ask the class to follow along, looking for what Mormon did to find the answer to his question.

- What principle can we learn from Mormon about how to receive additional understanding? (Though students may answer this question in different ways, be sure they identify the following principle: **When we lack understanding, we can inquire of Heavenly Father and receive knowledge from Him.** Write this principle on the board. Invite students to consider writing it in their scriptures next to verses 36–37.)
- What are some situations in which we might need to ask Heavenly Father for greater understanding?

Invite a student to read aloud the following statement, in which President Spencer W. Kimball (1895–1985) highlights a few circumstances in which we can pray for help:



"We each have so much need for his help as we seek to learn gospel truths and then live them, as we seek his help in the major decisions of our lives, decisions involving schooling, marriage, employment, place of residence, raising our families, serving with each other in the work of the Lord, and seeking his forgiveness and continual guidance and protection in all we do. Our list of needs is long and real and heartfelt. ...

"After a lifetime of prayers, I know of the love and power and strength that comes from honest and heartfelt prayer. I know of the readiness of our Father to assist us in our mortal experience, to teach us, to lead us, to guide us. Thus, with great love, our Savior has said, 'What I say unto one I say unto all; pray always.' (D&C 93:49.)" (Spencer W. Kimball, "Pray Always," *Ensign*, Oct. 1981, 3, 6).

- When have you or your family received answers to your prayers? (Caution students not to share anything that is too personal or sacred.)



Testify of the blessings that have come into your life as you have taken your challenges and questions to Heavenly Father. Encourage students to go to Heavenly Father in prayer as they seek to understand the gospel and face life's challenges.

Remind students that Mormon's question was about the change that happened to the Three Nephites. Write *Translated Beings* on the board. Explain that the change experienced by the Three Nephites is called translation. As Mormon inquired about the Three Nephites, he learned about the nature of translated beings.

Divide the class into three groups. Invite one group to review 3 Nephi 28:7–9, another group to read 3 Nephi 28:37–38, and another group to read 3 Nephi 28:39–40. Invite each group to look for words and phrases that describe translated beings.

- What can we learn from these verses about translated beings? (Ask a student to serve as a scribe and write the other students' answers on the board under the heading *Translated Beings*. Answers should include that translated beings do not "taste of death," do not feel pain, do not experience sorrow except for the sorrow they feel because of the sins of the world, cannot be tempted by Satan, are sanctified and holy, and cannot be held by "the powers of the earth.")
- Why were the changes that the Three Nephites experienced necessary? (The changes were necessary so the Three Nephites could fulfill their righteous desire to remain on the earth and continue to bring souls unto Christ until the Savior's Second Coming.)

You may need to explain that although translated beings do not suffer the pains of death, they are not resurrected. They will not receive that "greater change" until the Judgment Day, when they will be changed from mortality to immortality quickly—"in the twinkling of an eye" (see 3 Nephi 28:8, 40).

Conclude by testifying of the principles and doctrines discussed in class. Invite students to act upon the promptings they have received from the Spirit.

## LESSON 135

# 3 Nephi 29–30

### Introduction

As Mormon concluded his account of the Savior's visit among the Nephites, he explained that the coming forth of the Book of Mormon would be a sign that the Lord was fulfilling His covenant with the house of Israel. He also warned that those

who reject the works of God will be subject to God's judgments. Finally, he recorded the Savior's invitation for all people to repent and be numbered among the house of Israel.

### Suggestions for Teaching

#### *Follow up on goals and challenges*

As part of lesson 131, you encouraged students to write about experiences that have strengthened them spiritually. Before you begin today's lesson, consider reminding them of this challenge. You might also give them the opportunity to talk about how they have benefited from recording their experiences.

### 3 Nephi 29

*Mormon testifies that the Lord will fulfill His covenant with the house of Israel in the last days*

Copy the following chart on the board before class begins (or prepare it as a handout for each student):

_____ 1. Gentiles	a. Two meanings: (1) the descendants of the Old Testament prophet Jacob (Israel), with whom the Lord made covenants, and (2) true believers in Jesus Christ who have made covenants with God
_____ 2. House of Israel	b. A promise to the faithful that included gospel blessings, priesthood authority, eternal families, and a land of inheritance
_____ 3. Spurn	c. Two meanings: (1) people of non-Israelite or non-Jewish lineage and (2) people without the gospel
_____ 4. The Lord's covenant with Israel	d. Deep sadness and regret
_____ 5. Wo	e. To disregard or reject with disdain or contempt

Begin class by inviting students to come to the board to write doctrines, teachings, or aspects of the Church that they love or consider precious. After students have finished, ask:

- Have you ever heard or witnessed any of these things being disdained or disregarded by others?

As students study 3 Nephi 29 today, invite them to look for what Mormon prophesied would be disdained or disregarded in the last days, as well as the warning he gave to those who would do so.

Explain that after Mormon wrote about the Savior's visit to the Nephites, he prophesied of the fulfillment of the Lord's promises in the last days. To help students understand some of the words and phrases that Mormon used in his prophecy, draw their attention to the chart on the board (or give each student a copy of it).

Invite students to match the words in the first column of the chart with their correct definitions in the second column (answers: 1–c, 2–a, 3–e, 4–b, 5–d). As students report their answers, make sure they understand each of the definitions.

After students are familiar with these terms, invite them to read 3 Nephi 29:1–3 silently, looking for an event that will show that the Lord is keeping His promises to the house of Israel in the last days. (It may be helpful to explain that the phrase "these sayings" in 3 Nephi 29:1 refers to the writings of the Book of Mormon.)

- How would you summarize the prophecy recorded in these verses? (Help students understand that the coming forth of the Book of Mormon is a sign that the Lord is fulfilling His covenant to gather Israel in the latter days.)

Invite students to hold up their copies of the Book of Mormon. Explain that they have in their hands the fulfillment of Mormon's prophecy and that they can be assured that the Lord is preparing His people for His coming.

Refer to the definition of *spurn* from the matching activity. Invite a student to read 3 Nephi 29:4–5 aloud. Ask the class to follow along, looking for what Mormon said people in the last days would spurn.

- What did Mormon say people in the last days would spurn? ("The doings of the Lord.")
- According to verse 5, whom would people in the latter days deny?

Refer to the definition of the word *wo* from the matching activity. Invite students to consider marking this word in verses 5–7 and writing this definition next to these verses.

- What do you think Mormon meant when he wrote, "Wo unto him that spurneth at the doings of the Lord ... [and] shall deny the Christ and his works" (verse 5)? (Help students identify the following principle: **Those who spurn the Lord's doings and deny Him will eventually experience sadness and regret.** Write this principle on the board.)

Explain that 3 Nephi 29:6–8 can help us to better understand this principle. Invite a student to read these verses aloud. Ask the class to follow along, looking for the Lord's doings, or works, that people in the latter days deny or spurn.

- According to these verses, what are some examples of the Lord's doings that people deny or spurn? (List students' responses on the board with the responses students wrote at the beginning of class.)
- Why do you think sadness and regret are the eventual consequences of spurning the Savior and His works?

- What blessings come from accepting and believing in revelation, miracles, and other doings of Jesus Christ?
- How can the Book of Mormon and its teachings help people accept and believe in the Savior and His works?

### 3 Nephi 30

#### *The Lord exhorts the Gentiles to repent and come unto Him*

Invite students to think of a group that they are part of (such as a school class, sports team, or ward or branch).

- What are some of the benefits you receive from being part of that group?

Refer to the definition of “house of Israel” from the matching activity, and ask students to ponder some of the benefits or blessings of being numbered among true believers in Jesus Christ.

Refer to the word *Gentiles* from the matching activity. Invite students to consider the following questions:

- Can Gentiles receive the same blessings as members of the house of Israel? If so, how?

As students study 3 Nephi 30, invite them to look for how the Gentiles can be numbered among and receive the same blessings as the house of Israel.

Inform students that in 3 Nephi 30, Mormon fulfilled a commandment from the Lord to record an invitation from Jesus Christ specifically to the Gentiles, or people without the gospel. Invite students to read 3 Nephi 30:1–2 silently, looking for as many invitations to the Gentiles as they can find.

- What did the Savior invite the Gentiles of the last days to do? (Students’ responses should include the following: “turn ... from your wicked ways,” “repent of your evil doings,” and “come unto me, and be baptized in my name.” Invite students to consider marking these phrases in verse 2.)
- What blessings does Jesus Christ promise to the Gentiles if they will accept His invitations and come unto Him? (Receiving a remission of sins, being filled with the Holy Ghost, and being numbered among His people. Invite students to consider marking these blessings in verse 2 as well.)
- Based on what you may have marked in verse 2, what if–then principle can we identify? (Students should identify a principle similar to the following: **If we repent, come unto Jesus Christ, and be baptized, then we will receive a remission of our sins, be filled with the Holy Ghost, and be numbered with the house of Israel.** Write this principle on the board.)

To help students understand this principle, invite a student to read aloud the following statements from *True to the Faith*:

“It does not matter if your lineage in the house of Israel is through bloodlines or by adoption. As a member of the Church, you are counted as a descendant of Abraham and an heir to all the

promises and blessings contained in the Abrahamic covenant" (*True to the Faith: A Gospel Reference* [2004], 112).

"As a member of The Church of Jesus Christ of Latter-day Saints, you are a child of the covenant (see 3 Nephi 20:25–26). You have received the everlasting gospel and inherited the same promises given to Abraham, Isaac, and Jacob. You have the right to the blessings of the priesthood and to eternal life, according to your faithfulness in receiving the ordinances of salvation and keeping the associated covenants. Nations of the earth will be blessed by your efforts and by the labors of your posterity" (*True to the Faith*, 5–6).

- Why is it a blessing to be numbered among the Lord's people?

Explain that even though 3 Nephi 30:2 is addressed to those who are not members of the Church, we can use Jesus Christ's invitation to measure our own efforts to keep the covenants we have made with God.

Invite students to use 3 Nephi 30:2 to evaluate their efforts to come unto Christ by turning from "evil doings." Make a copy of the following chart for each student. (Or you could read the items on the chart slowly and have students copy them in notebooks or study journals.) Explain that some of the actions listed on the chart represent serious sins. Students can use the material provided in parentheses to adapt each category to their own situations and to help them evaluate themselves regarding related but less serious actions.



Have students evaluate themselves silently and privately, and tell them it is not necessary to record their responses. Also remind them that sharing past transgressions publicly is inappropriate.

## Self-Evaluation

"Evil doings" mentioned in 3 Nephi 30:2	I do this often. I sometimes do this. I never do this.
Lying and deceiving (leading someone to believe something that is not true)	
Secret abominations (private actions that are sinful or offensive to God)	
Idolatries (giving priority to the things of the world over the things of God)	
Priestcrafts (participating in religious activities to glorify oneself rather than to serve God and others)	
Envyings (being jealous or resentful of what someone else has)	
Strifes (contention, fighting, or quarreling)	

Testify that as we repent and come unto Jesus Christ, He will bless us and number us among His people.

Invite students to determine which “evil doings” they may need to more fully turn away from in order to come unto Christ. Consider asking them to complete the following statement on a separate piece of paper: “I will come unto Christ by ... , so I can receive the full blessings of the covenant.” Suggest that they carry the paper with them as they strive to accomplish their goals.

## HOME-STUDY LESSON

# 3 Nephi 23–30 (Unit 27)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 3 Nephi 23–30 (unit 27) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (3 Nephi 23)**

Students continued to study the words of Jesus Christ to the Nephites. They learned that the Savior commanded the people to search diligently the words of Isaiah and other prophets. When the Savior chastened the people for not keeping accurate records of their own spiritual history, students learned that when we record spiritual experiences, we invite the Lord to give us more revelation.

#### **Day 2 (3 Nephi 24–26)**

As students pondered the words of Malachi that Jesus Christ shared with the Nephites, they were reminded that at His Second Coming, Jesus Christ will purify His people and judge the wicked. Further reflection on the principle of tithing and the prophesied latter-day return of Elijah helped students realize that if we return unto the Lord, He will return unto us and that as our hearts are turned to our fathers, we are helping to prepare the earth for the Second Coming of Jesus Christ. Mormon's explanation as to why he did not include all of the Savior's teachings among the Nephites helped students discover that as we believe what God has revealed, we prepare ourselves to receive greater revelation.

#### **Day 3 (3 Nephi 27)**

While the twelve Nephite disciples continued in prayer and fasting, the Savior visited them and explained that the true Church of Jesus Christ is called by His name and built upon His gospel. From what the Savior taught His disciples, students also learned that the foundation of the gospel of Jesus Christ is that He did the will of His Father in accomplishing the Atonement. With this understanding of the gospel, students also learned that if we live the principles of the gospel, then we will be able to stand spotless before Jesus Christ at the last day.

#### **Day 4 (3 Nephi 28–30)**

As the resurrected Jesus Christ honored the desires of His Nephite disciples, students learned that the Lord blesses us according to our righteous desires. From Mormon's example of asking the Lord for additional knowledge concerning the Three Nephites, students learned that if we inquire of the Lord for understanding, we will receive revelation. Mormon's conclusion to the Savior's ministry among the Nephites taught students that the coming forth of the Book of Mormon is a sign that the Lord is fulfilling His covenant with the house of Israel and that if we come unto Christ, we can be numbered among His people.

### Introduction

While there are many valuable principles found in 3 Nephi 23–30, the first half of this lesson focuses on what students can learn in 3 Nephi 24–25 about preparing for the Second Coming of Jesus Christ. The second half of the lesson focuses on

principles in 3 Nephi 27 that can help students reflect on what it means to be a disciple of Jesus Christ and how they can be more like Him.

## Suggestions for Teaching

### 3 Nephi 23–26

#### *The resurrected Jesus Christ expounds the scriptures to the Nephites*

Invite students to give examples of events that require careful preparation over a period of time. (Examples could include a long-distance race, a musical concert, or a dramatic play.) Ask them to describe what might happen to someone who tried to participate in these events without the necessary preparation.

Invite a student to read 3 Nephi 24:2 aloud. Ask the class to follow along and to identify what event they think the prophet Malachi was foretelling. Once students have identified “the day of his coming” as the Second Coming of Jesus Christ, invite them to mark the question Malachi asked: “Who may abide the day of his coming, and who shall stand when he appeareth?”

- Why is this an important question for those living in the last days to consider?

Invite a student to read aloud the following statement by President Henry B. Eyring of the First Presidency concerning how paying tithing can help us be prepared for the Savior’s Second Coming:



“By our decision now to be a full-tithe payer and our steady efforts to obey, we will be strengthened in our faith and, in time, our hearts will be softened. It is that change in our hearts through the Atonement of Jesus Christ, beyond the offering of our money or goods, that makes it possible for the Lord to promise full-tithe payers protection in the last days. We can have confidence that we will qualify for that blessing of protection if we commit now to pay a full tithe and are steady in doing it” (Henry B. Eyring, “Spiritual Preparedness: Start Early and Be Steady,” *Ensign* or *Liahona*, Nov. 2005, 40).

- According to President Eyring, how can paying tithing help us prepare to meet the Savior?

Invite a student to read aloud Malachi’s prophecy concerning the coming of Elijah in 3 Nephi 25:5–6. To help students better understand how the fulfillment of this prophecy can affect them, invite a student to read aloud the following invitation from Elder David A. Bednar of the Quorum of the Twelve Apostles:



“I invite the young people of the Church to learn about and experience the Spirit of Elijah. ...

“As you respond in faith to this invitation, your hearts shall turn to the fathers. The promises made to Abraham, Isaac, and Jacob will be implanted in your hearts. ... Your love and gratitude for your ancestors will increase. Your testimony of and conversion to the Savior will become deep and abiding. And I promise you will be protected against the intensifying influence of the adversary. As you participate in and love this holy work, you will be safeguarded in your youth and throughout your



lives" (David A. Bednar, "The Hearts of the Children Shall Turn," *Ensign* or *Liahona*, Nov. 2011, 26–27).

- What experiences have you had doing family history and temple work that have strengthened you spiritually?

### 3 Nephi 27–30

*Jesus Christ reveals the name and key features of His Church and honors the righteous desires of His disciples; Mormon concludes His record of the Savior's ministry among the Nephites*

Write the following statement by the Prophet Joseph Smith on the board. (You may want to do this before class and cover it until this point in the lesson. This statement is found in *Teachings of Presidents of the Church: Joseph Smith* [2007], 49.)

*"The fundamental principles of our religion are the testimony of the Apostles and Prophets, concerning Jesus Christ, that He died, was buried, and rose again the third day, and ascended into heaven" (Joseph Smith).*

Ask a student to read the statement aloud.

Explain that just as the Prophet Joseph Smith declared, the Savior taught the Nephites that the center of His gospel is His atoning sacrifice. Write the following truth on the board: **The foundation of the gospel of Jesus Christ is that He did the will of His Father in accomplishing the Atonement.**

Invite students to scan 3 Nephi 27 and identify phrases in which the Savior taught this doctrine. Ask them to share the passages they discovered.

Explain that 3 Nephi 27:16–20 contains the Savior's teachings on how we can invite the power of His Atonement into our lives. Write the following statement on the board: *If we ... , then we ...*

Invite students to read 3 Nephi 27:20 silently, looking for words or phrases they can use to fill in the blanks on the board.

- From what you learn in this verse, how would you complete the statement on the board? (Students may use different words, but they should identify something like the following principle: **If we repent and are baptized, then we can be sanctified by the Holy Ghost and stand spotless before God.**)
- How can following this principle help us to be true disciples of Jesus Christ?

Explain that the ultimate challenge and highpoint of our discipleship is found in 3 Nephi 27:21, 27. Invite students to read these verses silently. As they read, write the following statement on the board: *The Lord Jesus Christ expects His disciples to do His works and become ...*

Ask students how they would complete this statement, based on what they read in 3 Nephi 27:27. (As students respond, complete the statement on the board to read

as follows: **The Lord Jesus Christ expects His disciples to do His works and become as He is.)**

Read aloud the following statement by President James E. Faust (1920–2007) of the First Presidency:



"Let us consider some of the things Jesus did that we can all emulate.

"1. Jesus 'went about doing good.' [Acts 10:38.] We can all do something good every day—for a family member, a friend, or even a stranger—if we will look for those opportunities.

"2. Jesus was the Good Shepherd who watched over His sheep and had concern for those that were lost. We can seek out the lonely or those who are less active and befriend them.

"3. Jesus had compassion on many, including a poor leper. We too can have compassion. We are reminded in the Book of Mormon that we are 'to mourn with those that mourn.' [Mosiah 18:9.]

"4. Jesus bore witness of His divine mission and of His Father's great work. For our part, we can all 'stand as witnesses of God at all times.' [Mosiah 18:9.]" (James E. Faust, "Discipleship," *Ensign* or *Liahona*, Nov. 2006, 21).

Divide students into pairs or small groups. Invite each pair or group to write down two or three ways they can implement President Faust's four suggestions in their lives.

After they have finished, invite each pair or group to share one idea at a time from their lists. On the board, write their ideas for how we can do the Savior's works and become more like Him. Invite students to silently commit to act on one or two of these ideas during the coming week. Bear your testimony that we can all become like the Savior if we exercise faith in Him.

### Next Unit (4 Nephi 1–Mormon 8)

Encourage students to look for answers to the following questions as they study the next unit: How can a people go from being peaceful and prosperous to being wicked? How did the Nephites go from the most prosperous and happiest people to ever live upon the earth to becoming completely wicked? What were Mormon's final words?

# Introduction to Fourth Nephi: The Book of Nephi

## Why study this book?

As students study 4 Nephi, they will learn about the blessings that come to people who are united in living the gospel of Jesus Christ. Following the Savior's ministry among the descendants of Lehi, all the people throughout the land were converted. As they obeyed the commandments, they enjoyed peace, prosperity, and marvelous spiritual blessings. Mormon declared, "Surely there could not be a happier people among all the people who had been created by the hand of God" (4 Nephi 1:16). Students will also learn important lessons from the people's gradual decline into a state of wickedness.

## Who wrote this book?

Mormon compiled and abridged the records of four writers to create the book of 4 Nephi. The first of these was Nephi, for whom the book was named. Nephi was the son of Nephi, who was one of the twelve disciples chosen by the Lord during His ministry among the descendants of Lehi (see 3 Nephi 11:18–22; 12:1). The other three authors were Nephi's son Amos and Amos's sons Amos and Ammaron (see 4 Nephi 1:19, 21, 47).

## To whom was this book written and why?

Mormon did not address the book of 4 Nephi to a particular audience, and he did not state why he wrote it. However, this book contributes to the overarching purposes of the Book of Mormon—to witness that Jesus is the Christ and to make known the covenants of the Lord (see the title page of the Book of Mormon). It does so by illustrating the blessings that result when people repent, come unto Jesus Christ, and make covenants with Him. It also shows the destructive consequences that occur when people deny the Savior and His gospel and forsake their covenants.

## When and where was it written?

The original records used as sources for the book of 4 Nephi were likely written between AD 34 and AD 321. Mormon abridged those records sometime between AD 345 and AD 385. Mormon did not say where he was when he compiled this book.

## What are some distinctive features of this book?

In only 49 verses, the book of 4 Nephi narrates a period of nearly 300 years—almost one-third of the entire Nephite history covered by the Book of Mormon. The brevity of 4 Nephi contributes to its power. It succinctly highlights the contrast between the people's righteousness immediately following the Savior's ministry among them and their wickedness four generations later. The book's first 18 verses illustrate the blessings enjoyed by a society that is built upon the gospel of

Jesus Christ. Later verses provide a witness of the destructiveness of pride, showing how this society gradually weakened until it was almost entirely consumed in sin.

## Outline

**4 Nephi 1:1–18** Following the ministry of Jesus Christ, all the people throughout the land are converted and baptized. They no longer divide themselves as Nephites and Lamanites. They “have all things common” (4 Nephi 1:3), they experience many miracles, and they prosper and live in unity and happiness for 110 years.

**4 Nephi 1:19–34** Nephi dies, and his son Amos keeps the records. Amos later passes the records to his son Amos. Many people allow Satan to “get hold on their hearts” (4 Nephi 1:28). Divisions, pride, and false churches arise among the people. The wicked begin to persecute the members of the true Church and the “disciples of Jesus who did tarry with them” (4 Nephi 1:30).

**4 Nephi 1:35–49** The people again divide themselves as Nephites and Lamanites. The Lamanites willfully rebel against the gospel and build up the secret combinations of Gadianton. Eventually, the Nephites also become wicked. Amos dies, and his brother Ammaron keeps the records for a time before being constrained by the Holy Ghost to hide them.

## LESSON 136

# 4 Nephi

### Introduction

After Jesus Christ's ministry among the descendants of Lehi, the people applied His teachings and enjoyed many years of unity, prosperity, and happiness. They united as "the children of Christ" and no longer referred to themselves as Nephites or Lamanites (4 Nephi 1:17). However, they eventually

became prideful and increasingly wicked, and they again divided themselves as Nephites and Lamanites. Nearly 300 years after the Savior's visit, almost all the people had become wicked.

### Suggestions for Teaching

#### 4 Nephi 1:1–18

*All the people are converted and experience peace and happiness*

Before class, write the following question on the board:

*How do you think your life would be different if everyone in your school were converted unto the Lord?*

#### **Engage students' attention as they arrive**

Find ways to help students begin thinking about the lesson as soon as they enter the classroom. You might write a question on the board, or you might display an object or a picture. This helps students focus their attention and prepare their minds and hearts to learn.

Refer to the question on the board. Remind students that being converted unto the Lord includes more than simply being a member of His Church. It involves "changing one's beliefs, heart, and life to accept and conform to the will of God ... [and] become a disciple of Christ" (Guide to the Scriptures, "Conversion, Convert," scriptures.lds.org).

Invite students to discuss the question on the board in pairs. Then ask a few students to report their answers to the class.

Erase the question on the board, and replace it with the following incomplete statement: *When we are converted unto the Lord, ...*

As students study 4 Nephi today, invite them to look for principles that help them understand the blessings they can receive as they are converted unto the Lord. (The incomplete statement on the board will help students identify two principles recorded in 4 Nephi 1:1–18.)

Explain that 4 Nephi is a record of several generations of Lehi's descendants who lived after Jesus Christ's visit.

Ask a student to read 4 Nephi 1:1–2 aloud. Invite the class to follow along, looking for what happened as the people became converted unto the Lord.

- According to verse 2, what happened as the people became converted unto the Lord? (Help students identify the following principle: **When we are converted unto the Lord, we avoid contention.** Write this principle on the board. Invite students to consider marking the words in verse 2 that teach this principle.)
- Why do you think becoming converted unto the Lord helps us avoid engaging in contention with others?

Write the following scripture references on the board: *4 Nephi 1:3, 5, 7, 10–13, 15.* Divide the class into pairs. Invite them to study these verses in their companionships, looking for words and phrases that describe what the people experienced because they were all converted unto the Lord.

- What words and phrases describe what the people experienced because they were converted unto the Lord?

Invite a student to read 4 Nephi 1:16–17 aloud. Ask the class to follow along, looking for what ceased to exist among the people because they were converted unto the Lord.

- What ceased to exist among the people? (You may need to explain that tumults refer to public commotions or uproars, that whoredoms refer to sexual sins, and that lasciviousness refers to lustfulness and immorality.)
- What do you think the phrase “nor any manner of -ites” (verse 17) means?
- What are some examples of names or labels that may divide people today?
- According to verses 16–17, how were the people blessed because they were converted unto the Lord? (Help students identify the following principle: **When we are converted unto the Lord, we are blessed with happiness and unity as the children of Christ.** Write this principle on the board.)

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



“Your happiness now and forever is conditioned on your degree of conversion and the transformation that it brings to your life” (Richard G. Scott, “Full Conversion Brings Happiness,” *Ensign or Liahona*, May 2002, 25).

- Why do you think our happiness depends on how converted we are to the Lord?

Refer to the two principles written on the board and ask:

- What would you enjoy the most about living in a society in which everyone was converted unto the Lord? Why?

Invite students to tell the class about a time when they were part of a group that was unified in righteousness, such as their family, a quorum or class, or a group of friends.

- What was it like to be part of this group?
- How can your efforts to become more converted unto the Lord influence the happiness and well-being of those around you? (Make sure students understand that our conversion and righteous actions contribute not only to our own happiness but also to the happiness and well-being of others. When members of a family, quorum, class, or other group are unified in righteousness, they can experience greater happiness than they would be able to experience on their own.)

Testify of the happiness that comes from true conversion and being united in righteousness. Encourage students to strengthen their conversion to the Lord and help those around them to do the same.

Summarize 4 Nephi 1:18 by explaining that the people lived in this happy and blessed condition for many years.

#### **4 Nephi 1:19–49**

*The Nephites become increasingly wicked until only a few righteous people remain*

- What do you think could destroy a society like the one described in 4 Nephi 1:1–18?

Invite several students to take turns reading aloud from 4 Nephi 1:19–20, 23–26. Ask the class to follow along, looking for what threatened the unity and happiness of the people. Invite students to consider marking what they find.

- What influences began to threaten the unity and happiness of the people? (Students may mention various answers, but make sure they identify pride as one of these influences. Write *Pride* on the board.)

Divide the class into three groups. Assign each group one of the following scripture blocks: 4 Nephi 1:27–33; 4 Nephi 1:34–39; and 4 Nephi 1:40–45. (You may want to write these references on the board.) Ask the groups to read their verses together, looking for what resulted as the people were influenced by pride. After sufficient time, invite a member of each group to write the results they found on the board under the word *Pride*.

- What principle can we learn from these verses? (Although students may use different words, they should identify the following principle: **The sin of pride creates division, hardens hearts, and leads to wickedness.** Write this principle on the board.)
- How can the pride of a few people affect the happiness of a whole group?

Write on the board the following statement by President Henry B. Eyring of the First Presidency. (This statement is found in “Our Hearts Knit as One,” *Ensign* or *Liahona*, Nov. 2008, 70.)

*"Pride is the great enemy of unity" (President Henry B. Eyring).*

Invite students to consider writing this statement in their scriptures next to 4 Nephi 1:24.

- In what ways do you think pride is the enemy of unity?

Invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency. Ask the class to listen for a way that pride can destroy unity.



"At its core, pride is a sin of comparison, for though it usually begins with 'Look how wonderful I am and what great things I have done,' it always seems to end with 'Therefore, I am better than you.'

"When our hearts are filled with pride, we commit a grave sin, for we violate the two great commandments [see Matthew 22:36–40]. Instead of worshipping God and loving our neighbor, we reveal the real object of our worship and love—the image we see in the mirror" (Dieter F. Uchtdorf, "Pride and the Priesthood," *Ensign* or *Liahona*, Nov. 2010, 56).

- Based on President Uchtdorf's statement, how can pride destroy unity?

Ask students to think about times when they have seen pride damage happiness and unity. You may want to share your testimony that the sin of pride creates division and leads to wickedness.

Invite students to consider their roles in different groups to which they belong, such as their families, quorums or classes, wards or branches, and seminary class. (You may want to mention other groups as well.) Ask them to ponder whether they have done or are doing anything that manifests pride in their relationships with the other people in these groups. Encourage them to repent and to think of ways they can overcome pride and promote unity and righteousness in these groups.

Summarize 4 Nephi 1:46–49 by explaining that the Gadianton robbers spread throughout the land and the majority of the people remained wicked. A righteous man named Ammaron kept the sacred records and "did hide them up unto the Lord" (4 Nephi 1:49).

Testify that as we seek to become more converted to Jesus Christ and live with others in unity, we can experience happiness like that described in 4 Nephi 1:1–18. Invite students to act on any promptings they may have received to apply the truths discussed today.



# Introduction to the Book of Mormon

## Why study this book?

As students study this book, they will learn valuable lessons from Mormon, a disciple of Jesus Christ who lived faithfully despite being surrounded throughout his life by “a continual scene of wickedness and abominations” (Mormon 2:18). Students will also benefit from studying the words of Moroni, who testified to latter-day readers that “Jesus Christ hath shown you unto me, and I know your doing” (Mormon 8:35). As students read about the destruction that came as a consequence of the Nephites’ wickedness, they will learn the importance of living according to the commandments and covenants of the gospel of Jesus Christ.

## Who wrote this book?

Mormon wrote the first seven chapters of this book as a brief account of the wickedness and wars among the Nephites and Lamanites in his day. He also made a full account of the events from his lifetime on the large plates of Nephi (see Mormon 2:18; 5:9). When Mormon was about 10 years old, the record keeper Ammaron charged him to take responsibility for the sacred records when he came of age. He was to record everything he observed concerning the people (see Mormon 1:4). At age 15, Mormon was “visited of the Lord, and tasted and knew of the goodness of Jesus” (Mormon 1:15). In the same year, the Nephites appointed Mormon to lead their armies (see Mormon 2:1). Obedient to Ammaron’s counsel, he later obtained the large plates of Nephi and began to make his record. He also abridged the large plates of Nephi, which included writings from prophets and record keepers from Lehi through Ammaron, and inserted the small plates of Nephi into that abridgement. Near the end of his life, Mormon deposited all the records in the Hill Cumorah, except for a few plates that he gave to his son Moroni (see Mormon 6:6). He then led the Nephites in their last great battle against the Lamanites. Before Mormon died, he directed Moroni to complete his record. Moroni added the writings that comprise chapters 8–9 of this book.

## To whom was this book written and why?

Mormon wrote to Gentiles and members of the house of Israel in the latter days, desiring to “persuade all [the] ends of the earth to repent and prepare to stand before the judgment-seat of Christ” (Mormon 3:22). As Moroni concluded his father’s book, he directly addressed those who would read his words. He warned them of the consequences of their sins and invited them to “come unto the Lord with all [their] heart” (Mormon 9:27).

## When and where was it written?

Mormon likely wrote chapters 1–7 of this book between AD 345 and AD 401 (see Mormon 2:15–17; 8:5–6). He finished his writings after the final battle between the Nephites and the Lamanites at Cumorah in AD 385 (see Mormon 6:10–15; 7:1). Moroni probably wrote the material in chapters 8–9 between the years AD 401 and

AD 421, as he wandered “for the safety of [his] life” (see Mormon 8:4–6; Moroni 1:1–3).

## What are some distinctive features of this book?

This book describes the fulfillment of prophecies by Nephi, Alma, Samuel the Lamanite, and Jesus Christ regarding the destruction of the Nephites (see 1 Nephi 12:19; Alma 45:9–14; Helaman 13:8–10; 3 Nephi 27:32). Mormon refers to some of his writings as “my record of the destruction of my people” (Mormon 6:1). He showed that the downfall of the Nephites was a consequence of their wickedness (see Mormon 4:12; 6:15–18).

## Outline

**Mormon 1** Ammaron commissions Mormon to keep a record of the people in his day. The Nephites overcome the Lamanites in battle. Wickedness prevails throughout the land, the three Nephite disciples cease to minister among the people, and the gifts of the Spirit are generally withdrawn. However, Mormon is “visited of the Lord.”

**Mormon 2–3** The Nephites appoint Mormon to lead their armies. He leads them in battles against the Lamanites for more than 30 years. Despite great destruction and suffering, the Nephites refuse to repent. Mormon retrieves the plates of Nephi from a hill called Shim and begins his record. After several victories, the people begin to boast in their own strength and swear oaths of vengeance against the Lamanites. Mormon refuses to lead them any longer. He writes to persuade all people in the latter days to prepare to stand before the judgment seat of Christ.

**Mormon 4** No longer led by Mormon, the Nephite armies continue to battle against the Lamanites. Thousands on both sides are slain. The descendants of Lehi become more wicked than at any other time in their history, and the Lamanites begin to annihilate the Nephites. Mormon takes custody of all the Nephite records and moves them from the hill called Shim to a hill called Cumorah.

**Mormon 5–7** Mormon resumes command of the Nephite armies, though he knows they will be destroyed. He prophesies of the coming forth of the Book of Mormon. He gathers the Nephites to Cumorah for a final battle against the Lamanites. After the battle, he laments the destruction of his people. Mormon writes to persuade the descendants of the Lamanites to believe in Jesus Christ and be baptized.

**Mormon 8–9** After Mormon’s death, Moroni continues the record. He prophesies of the Book of Mormon coming forth by the power of God in a day of unbelief and wickedness. He testifies of Jesus Christ and teaches that miracles and signs accompany faith in Him. He exhorts those who read his words to come unto the Lord and be saved.

## LESSON 137

# Mormon 1–2

### Introduction

Although Mormon grew up in a time of great wickedness, he chose to be faithful. Because of his faithfulness, he was told that he would be entrusted with the people's sacred records later in his life. At age 15, he was "visited of the Lord" (Mormon 1:15). He desired to help the Nephites repent, but

because of their willful rebellion he was forbidden by the Lord to preach to them. At this young age, he was appointed to lead the Nephite army. Because many of the Nephites had lost the Holy Ghost and other gifts of God, they were left to their own strength as they battled the Lamanites.

### Suggestions for Teaching

#### Mormon 1:1–5

*Mormon learns that he will someday be entrusted with the Nephites' sacred records*

Write the following question on the board before class so students can think about it as they arrive: *How do you feel when people call you a Mormon?*

At the beginning of class, invite students to respond to the question on the board. After they have discussed the question, ask a student to read aloud the following statement by President Gordon B. Hinckley (1910–2008):



"While I sometimes regret that people do not call this church by its proper name, I am happy that the nickname they use is one of great honor made so by a remarkable man and a book which gives an unmatched testimony concerning the Redeemer of the world.

"Anyone who comes to know the man Mormon, through the reading and pondering of his words, ... will come to know that *Mormon* is not a word of disrepute, but that it represents the greatest good—that good which is of God" (Gordon B. Hinckley, "*Mormon Should Mean 'More Good,'*" *Ensign*, Nov. 1990, 52–53).

As students study Mormon 1–2 today, invite them to look for principles they can learn from the record Mormon kept and from his righteous example.

To help students understand the context of Mormon 1–2, explain that almost 300 years after the Savior appeared to the Nephites, almost everyone in the land was living in wickedness. At this time Ammaron, a righteous man who had served as a record keeper, was "constrained by the Holy Ghost [to] hide up the records which were sacred" (see 4 Nephi 1:47–49). About this same time, Ammaron visited Mormon and instructed him concerning his future responsibility for the records.

Write the name *Mormon* on the board. Ask a student to read Mormon 1:2 aloud. Invite the class to follow along, looking for words and phrases Ammaron used to describe Mormon. Ask them to report what they find, and list their responses on the board below "Mormon." You may need to explain that the word *sober* means calm, serious, and thoughtful.

- What do you think it means to be "quick to observe"?

As part of this discussion, invite a student to read the following explanation by Elder David A. Bednar of the Quorum of the Twelve Apostles:



"When we are quick to observe, we promptly look or notice and obey. Both of these fundamental elements—looking and obeying—are essential to being quick to observe. And the prophet Mormon is an impressive example of this gift in action" (David A. Bednar, "Quick to Observe," *Ensign*, Dec. 2006, 32).

Invite a student to read Mormon 1:3–5 aloud, and ask the class to identify Ammaron's instructions to Mormon.

- What did Ammaron ask Mormon to do?
- Why do you think Mormon needed to be sober and quick to observe in order to fulfill these responsibilities?

### Mormon 1:6–19

*Because of the people's willful rebellion, the Lord forbids Mormon to preach to them*

Summarize Mormon 1:6–12 by explaining that while Mormon was in his youth, there were a number of battles between the Nephites and the Lamanites.

Explain that during this time the Nephites lost precious gifts from the Lord. Invite several students to take turns reading aloud from Mormon 1:13–19. Before the verses are read, assign one half of the class to look for gifts that the Lord began to take away from the Nephites. Assign the other half to look for reasons why the Lord took these gifts away from the Nephites. Invite students from each group to share their findings with the class.

- According to Mormon 1:13–14, what happens when people rebel and turn away from the Lord? (Students may give varied responses. Consider summarizing their responses by writing the following truth on the board: **When people are wicked and unbelieving, they lose spiritual gifts from the Lord and the influence of the Holy Ghost.**)

Point out that the Nephites' rebellion was extreme. However, this principle applies to us individually when we disobey God's commandments.

- Which of the gifts listed in Mormon 1:13–14 would be most difficult for you to lose? Why?
- According to verse 15, what was Mormon experiencing while many of the Nephites were losing the gifts of God and the influence of the Holy Ghost? (Add the phrases "*visited of the Lord*" and "*tasted and knew of the goodness of Jesus*" to the list of Mormon's attributes on the board.)
- Why do you think Mormon was able to have spiritual experiences even though he was in the midst of great wickedness?

**Mormon 2:1–15*****Mormon leads the Nephite armies and sorrows over their wickedness***

Ask a student who is 15 years old (or close to age 15) to read Mormon 2:1–2 aloud. Invite the class to look for additional attributes of the prophet Mormon. Ask them to report what they find, and add their responses to the list on the board.

- In what ways might the attributes listed on the board have helped Mormon as a leader of an army?

Summarize Mormon 2:3–9 by telling students that the Lamanites attacked the Nephite armies with such force that the Nephites were frightened and retreated. The Lamanites drove them from one place to another until the Nephites gathered in one place. Eventually, Mormon’s army withstood the Lamanites and caused them to flee.

Invite several students to take turns reading aloud from Mormon 2:10–15. Ask the class to follow along, looking for the spiritual condition of the Nephites after these battles.

- Why were the Nephites sorrowing? (See Mormon 2:10–13. They sorrowed only because of the consequences of their sins, not because they regretted their actions.)
- What do you think it means that “the Lord would not always suffer them to take happiness in sin” (verse 13)?

Write the following on the board:

*Sorrowing only because of the consequences of sin ...*

Ask students to review Mormon 2:14, looking for what the Nephites did not do, because they were sorrowing only for the consequences of sin. Invite them to report what they find. Complete the statement on the board so that it conveys the following truth: **Sorrowing only because of the consequences of sin can prevent us from coming unto Jesus Christ with broken hearts and contrite spirits.**

- How might sorrowing only because of the consequences of sin prevent us from coming unto Jesus Christ and repenting?
- What should we feel sorrow for when we sin?
- What do you think it means to have a broken heart and a contrite spirit? (To be humble and repentant [see Guide to the Scriptures, “Broken Heart,” scriptures.lds.org].)

Invite students to ponder how they respond when they realize they have sinned. Encourage them to come unto the Savior with a humble heart so they can be forgiven and experience peace.

## Mormon 2:16–29

### *Mormon obtains the plates and records an account of the wickedness of his people*

Summarize Mormon 2:16–18 by explaining that as battles with the Lamanites continued, Mormon found himself near a hill called Shim, where Ammaron had hidden the Nephite records. He removed the plates of Nephi and began to record what he had observed among the people since the time he was a child.

Invite a student to read Mormon 2:18–19 aloud. Ask the class to follow along, looking for Mormon’s description of the spiritual conditions of the people in his day. Also ask them to look for his personal expression of hope.

- How did Mormon describe the spiritual conditions in his day? (“A continual scene of wickedness and abominations.”)
- From what you have learned about Mormon, why do you think he could be confident that he would “be lifted up at the last day”? (You may want to help students understand that when Mormon spoke of being “lifted up at the last day,” he referred to being resurrected and brought into the presence of God to remain with Him forever.)
- What principle can we learn from Mormon’s example? (Students may share many different responses. Their responses should express the following principle: **We can choose to live righteously, even in a wicked society.** Write this truth on the board, and invite students to consider writing this truth in their scriptures.)
- In what ways are we surrounded by wickedness today?
- What blessings do we receive as we choose to live righteously, even when we are surrounded by wickedness? (You may also want to refer students to the blessings Mormon received as recorded in Mormon 1:15 and Mormon 2:19.)
- When have you seen friends or family members stand firm in obeying God’s will even when those around them did not?

Encourage students to think of a specific area of their lives in which they can do more to stand for what is right. Invite them to write in notebooks or study journals about how they would like to respond the next time they are challenged in that specific area. Testify that, like Mormon, we can choose to live righteously and that the Lord will help us stand firmly for what is right, even when others around us do not.

Summarize Mormon 2:20–29 by explaining that the Nephites defeated the Lamanites in battle again. However, the Nephites did not have the Spirit of the Lord with them.

## LESSON 138

# Mormon 3–4

### Introduction

After retaking their lands from the Lamanites, the Nephites prepared again for battle. Mormon pleaded with the Nephites to repent. Instead, they boasted in their own strength and swore to avenge their fallen brethren. Because the Lord had forbidden His people to seek revenge, Mormon refused to

lead the Nephite army, and they were defeated. As the Nephites persisted in wickedness, God poured out His judgments upon them, and the Lamanites began to sweep them from the earth.

### Suggestions for Teaching

#### Mormon 3:1–8

*The Lord spares the Nephites in battle to grant them the opportunity to repent, but they harden their hearts*

Before class, write the following question on the board:

*When have you felt that the Lord was trying to get your attention and encourage you to change something in your life?*

Begin by asking students to ponder the question on the board. (Ensure that they do not feel obligated to share anything.)

Explain that the Lord wanted to get the attention of the Nephites so they would change their wicked ways. However, the Nephites hardened their hearts and failed to realize that the Lord was blessing them. After the Nephites made a treaty with the Lamanites and the Gadianton robbers to divide their lands (see Mormon 2:28), the Lord protected them, allowing them to live for 10 years without conflict. During those years, Mormon helped the Nephites prepare for coming attacks (see Mormon 3:1).

Invite a student to read Mormon 3:2–3 aloud. Ask the class to follow along, looking for what the Lord wanted the Nephites to do during the time of peace He had given them.

- What message did the Lord command Mormon to give the Nephites?
- How did the Nephites respond to the message?
- According to Mormon 3:3, why had the Lord spared the Nephites in their recent battles despite their wickedness? (Invite students to consider marking the phrase “the Lord ... [had] granted unto them a chance for repentance.”)

Summarize Mormon 3:4–8 by explaining that the Lord spared the Nephites twice more in battle, despite their wickedness and their unwillingness to turn to Him.

- What truth can you identify from the Lord’s dealings with the Nephites recorded in Mormon 3:3–8? (Students may give different answers. Summarize

their answers by writing the following truth on the board: **The Lord gives us multiple chances to repent of our sins.** Invite students to consider writing this truth in their scriptures.)

- What does this truth teach us about the Lord's character? (Answers may include that the Lord is merciful and patient.)

Invite a student to read aloud the following statement:

"Satan wants you to think that you cannot repent, but that is absolutely not true. The Savior has promised you forgiveness if you will humble yourself and make the effort that repentance requires. If you have sinned, the sooner you repent, the sooner you begin to make your way back and find the peace and joy that come with forgiveness" (*For the Strength of Youth* [booklet, 2011], 28).

Testify of God's kindness and patience in giving us opportunities to repent.

### **Pondering**

One way to help students deepen their understanding of what they are learning is to give them time in class to ponder. You could invite students to silently consider how a principle has influenced their lives or how they might apply it. As students learn to ponder the scriptures in class and on their own, the Holy Spirit will often reveal truth to them.

Ask students to silently ponder the following questions. (You may want to display the questions.)

- What are some things in your life that you feel the Lord wants you to repent of or change?
- How will you begin implementing these changes in your life?

### **Mormon 3:9–22**

*The Nephites increase in wickedness, and Mormon refuses to lead their armies*

Invite a student to read Mormon 3:9–10 aloud. Ask the class to follow along, looking for how the Nephites acted in response to their multiple victories over the Lamanites. (You may need to tell students that the word *avenge* in verse 9 means to seek revenge.)

- How did the Nephites respond following their victories over the Lamanites?

Invite a student to read Mormon 3:11–13 aloud. Ask the class to look for Mormon's response when the Nephites swore to seek revenge.

- What did Mormon do when the Nephites expressed a desire for revenge upon the Lamanites?
- Despite Mormon's love for the Nephites, why were his prayers for them "without faith" (verse 12)?
- What does verse 13 teach us about the hardness of the Nephites' hearts?



Write the following incomplete statement on the board: *If we choose to not repent, then ...*

Invite a student to read Mormon 3:14–15 aloud. Ask the class to follow along, looking for what the Lord said would happen to the Nephites.

- What did the Lord say would happen to the Nephites?

After students respond, complete the statement on the board so that it conveys the following principle: **If we choose to not repent, then we will experience the full consequences of our sins.**

Explain that the full consequences of our sins ultimately include being cut off from God's presence, because "no unclean thing can inherit the kingdom of God" (Alma 40:26). To help students understand additional consequences we may experience if we do not repent, ask a student to read aloud the following statement:

"If you delay repentance, you may lose blessings, opportunities, and spiritual guidance. You may also become further entangled in sinful behavior, making it more difficult to find your way back" (*For the Strength of Youth*, 28).

- How do the principle on the board and this statement help us understand the importance of choosing to repent?

Summarize Mormon 3:16–19 by explaining that after Mormon refused to lead the Nephite armies, he recorded the consequences of the Nephites' wicked decisions for the benefit of future generations.

Invite students to read Mormon 3:20–22 with a partner, looking for doctrine Mormon wanted us to know.

- What doctrine did Mormon want us to know? (Students may identify several truths, including the following: **We will all stand before the judgment seat of Christ to be judged of our works, whether they be good or evil.** Write this doctrine on the board. Encourage students to consider marking the phrases in verse 20 that teach this doctrine.)
- How can understanding this doctrine impact our choices and actions?
- According to verse 22, what did Mormon invite us to do to act on this truth?

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles. Ask the class to listen for what can help us prepare to stand before the judgment seat of Jesus Christ.



"If you have made covenants, keep them. If you haven't made them, make them. If you have made them and broken them, repent and repair them. It is *never* too late so long as the Master ... says there is time. Please listen to the prompting of the Holy Spirit telling you right now, this very moment, that you should accept the atoning gift of the Lord Jesus Christ and enjoy the fellowship of His labor. Don't delay. It's getting late" (Jeffrey R. Holland, "The Laborers in the Vineyard," *Ensign or Liahona*, May 2012, 33).

Share your testimony that we will stand before the judgment seat of Jesus Christ to be judged of our works. Remind students of their responses regarding what they want to change or repent of in their lives. Testify to students that as they act on their commitments to repent, the Lord will forgive them and they will one day stand spotless before Him. Encourage students to follow through with their commitments.

## Mormon 4

### *The Lamanites begin to sweep the Nephites off the earth*

Invite students to ponder the following question:

- Do you ever wonder when the consequences of wrong choices will catch up to someone who is knowingly choosing wrong?

Invite students to read Mormon 4:1–2 silently, looking for what happened to the Nephite army as they sought revenge upon the Lamanites. Then ask students to read Mormon 4:4 silently, looking for why the Nephite armies were unsuccessful. Ask students to report what they find.

Ask a student to read Mormon 4:5 aloud. Invite the class to follow along, looking for truths this verse teaches about the results of persisting in wickedness. As students share what they have found, write on the board the following truth from Mormon 4:5: **“The judgments of God will overtake the wicked.”** You might suggest that students mark this truth in their scriptures.

Invite students to read Mormon 4:10–12 silently, looking for descriptions of the Nephites’ wickedness. Ask students to report what they find.

Invite a few students to take turns reading aloud from Mormon 4:13–14, 18, 21–22. Ask the class to follow along, looking for how the judgments of God were poured out on the Nephites.

- For you, what is the saddest part of this account?

Refer students to the principles you have written on the board. Invite them to ponder how they can apply these truths in their lives. Encourage them to act on the promptings of the Holy Spirit that they receive as they ponder.

Testify of the kindness and love of the Lord in giving us sufficient chances to repent. Also testify that consequences will always come to those who persist in sin.

## LESSON 139

# Mormon 5–6

### Introduction

Mormon prophesied that his record would come forth in the last days to persuade those who read it that Jesus is the Christ. He encouraged those who would read the record to repent and prepare for their own judgment before God. Among his own people, Mormon reconsidered his resignation as the Nephites' military commander, agreeing to lead them

in battle again. However, the people refused to repent, and they were pursued by the Lamanites until the entire Nephite nation was destroyed. As Mormon looked upon this scene of death and destruction, he lamented the fall of his people and their unwillingness to repent and return to Jesus Christ.

### Suggestions for Teaching

#### Mormon 5:1–9

##### *Mormon decides to lead the Nephite army again, but the Lamanites prevail*

Mention a natural disaster that could be a threat in your area—for example, an earthquake, tsunami, volcano eruption, or hurricane. Ask students to imagine that they have been warned that this natural disaster will occur in their community in a matter of days.

- Where would you turn for help?

Remind students that the Nephites faced a similar level of danger, but their impending disaster was spiritual. Also remind students that the Nephites were at war and that because of their wickedness, Mormon had refused to lead their armies (see Mormon 3:16).

Invite a student to read Mormon 5:1–2 aloud. Ask the class to follow along, looking for who the Nephites believed could deliver them from their afflictions.

- Who did the Nephites turn to for deliverance from their afflictions?
- Though it is true that Mormon could lead the Nephites in a military battle, why did Mormon believe that the people would not be delivered from their afflictions?

Summarize Mormon 5:3–7 by explaining that under the leadership of Mormon, the Nephites repelled a few waves of Lamanite attacks, but eventually the Lamanites “did tread the people of the Nephites under their feet” (verse 6). As the Nephites retreated, those who could not flee quickly enough were destroyed.

Invite a student to read Mormon 5:8–9. Ask the class to look for Mormon’s reason for not writing a full account of the things he saw.

- Why did Mormon refrain from giving a full description of what he witnessed?

### Mormon 5:10–24

*Mormon explains that the intent of the Book of Mormon record is to persuade people to believe in Jesus Christ*

Invite a student to read Mormon 5:10–11 aloud. Ask the class to follow along, looking for a word that Mormon used three times to describe how people in the last days would feel as they learned about the fall of the Nephite nation.

- What word did Mormon use to describe how people in our day would feel as they learned about the fall of the Nephites? (Invite students to consider marking the word *sorrow* in verse 11.)

Draw students' attention to Mormon's statement in Mormon 5:11 that if his people had repented, they would have been "clasped in the arms of Jesus."

- What principle does this teach us about the result of our own repentance? (Help students identify the following principle: **Through repentance, we can be clasped in the arms of Jesus.** Write this principle on the board.)
- What do you think it means to be "clasped in the arms of Jesus"? (You may want to point out that the word *clasped* means to be held tightly or securely or to be embraced.)

Display the picture Jesus Carrying a Lost Lamb (*Gospel Art Book* [2009], no. 64; see also [lds.org/media-library](http://lds.org/media-library)). To help students better understand the symbolism of being "clasped in the arms of Jesus," invite one of them to read aloud the following statement by Elder Kent F. Richards of the Seventy:



"All that will come may be 'clasped in the arms of Jesus' [Mormon 5:11]. All souls can be healed by His power. All pain can be soothed. In Him, we can 'find rest unto [our] souls' [Matthew 11:29]. Our mortal circumstances may not immediately change, but our pain, worry, suffering, and fear can be swallowed up in His peace and healing balm" (Kent F. Richards, "The Atonement Covers All Pain," *Ensign or Liahona*, May 2011, 16).

- Why do you think it is necessary for us to repent in order to be "clasped in the arms of Jesus" and allow His peace and healing in our life?

Invite students to write a response to one of the following questions in their class notebooks or study journals. (You may want to write these questions on the board or read them slowly so students can write them.)

- When have you felt “clasped in the arms of Jesus”?
- What can you do to more fully receive the Lord’s comfort, protection, and forgiveness?

Explain that Mormon 5:12–13 contains Mormon’s prophecy that his writings would be hidden and then brought forth to be read by all people.

Invite students to read Mormon 5:14–15 silently, looking for what the Lord intended Mormon’s writings to do for people in the last days.

- According to Mormon 5:14–15, what are the purposes of the Book of Mormon? (Make sure students express that **the Book of Mormon was written to persuade people that Jesus is the Christ, to help fulfill God’s covenant with the house of Israel, and to help descendants of the Lamanites believe the gospel more fully.**)
- How has your study of the Book of Mormon helped you more fully believe in Jesus Christ?

Remind students that Mormon had spent his life trying to help his people repent, but they ultimately refused to do so. On the board next to the principle about repentance that you wrote earlier in the lesson, write the following: *If we refuse to repent, ...*

Invite a student to read Mormon 5:16–19 aloud, and ask the class to look for the results of the Nephites’ refusal to repent.

- What do you think it means to be “without Christ and God in the world” (Mormon 5:16)? (Answers may include that it means to live without faith in Jesus Christ or Heavenly Father and without divine influence and guidance.)
- Chaff is a light husk on the outside of grain. When the grain is harvested, the chaff is discarded. What do you think is the meaning of the phrase “driven about as chaff before the wind” (Mormon 5:16)?
- What would it be like to be on a boat with no way to sail or steer and no anchor (see Mormon 5:18)? How is this situation similar to that of the Nephites?
- What do Mormon’s words teach us about those who refuse to repent? (Students’ answers should express that refusal to repent results in a loss of guidance from the Lord. Complete the statement on the board by writing the following truth: **If we refuse to repent, the Spirit will withdraw and we will lose the Lord’s guidance.**)

Ask students to silently ponder how they have seen this principle in their lives or in the lives of others.

Invite students to quickly review the two principles you have written on the board.

- In your own words, how would you express the difference between the outcome of sincerely repenting and the outcome of refusing to repent?

Invite students to read Mormon 5:22–24 silently, looking for what Mormon exhorted people in the latter days to do. You may want to suggest that students mark what they find.

Testify of the truth of the two contrasting principles on the board.

## Mormon 6

### *Mormon recounts the final Nephite battle and mourns the destruction of his people*

Summarize Mormon 6:1–6 by explaining that the Lamanites allowed the Nephites to gather to the land of Cumorah for a battle. Mormon was growing old, and he knew this would be the “last struggle of [his] people” (verse 6). He entrusted a few of the sacred records to his son Moroni, and he hid the rest of the records in the Hill Cumorah. He recorded what he witnessed of the final destruction of his people.

Ask a student to read Mormon 6:7–9 aloud. Invite the class to follow along, thinking about how Mormon might have felt as he wrote these words.

- How do you think Mormon might have felt as he wrote these words? Why?
- Why do you think the Nephites awaited death with “awful fear” (Mormon 6:7)?

Divide students into pairs or small groups. Invite them to read Mormon 6:10–15 together and to add up the numbers of Nephites who died in this battle in the land of Cumorah.

- How many Nephites died in this battle? (In this battle 230,000 Nephites died, which Mormon said was “all my people, save it were ... a few” [Mormon 6:15].)

Display the picture *Mormon Bids Farewell to a Once Great Nation* by Arnold Friberg. This image is available at [lds.org/media-library](http://lds.org/media-library).



Read Mormon 6:16–22 aloud to students as they follow along in their scriptures. Then ask them to write in their class notebooks or study journals about the thoughts and impressions that came to them as they read and listened to these verses. After sufficient time, you may want to give them an opportunity to share some of the thoughts they have written.

Testify to students of the love that Heavenly Father, Jesus Christ, prophets, leaders, and parents have for them. Encourage them to exercise faith in Jesus Christ and to repent of their sins so they can be “clasped in the arms of Jesus” (Mormon 5:11), who stands “with open arms to receive” them (Mormon 6:17).

## LESSON 140

# Mormon 7

### Introduction

After the final battle between the Nephites and Lamanites, Mormon wrote to the future descendants of the Book of Mormon people about the importance of knowing who they are and what they must do to be saved. With great love for the future descendants of his enemies, Mormon taught the importance of following the gospel of Jesus Christ so that it

might be “well with [them] in the day of judgment” (Mormon 7:10).

*Note:* This lesson may not require a full class session to teach. You might consider using any remaining time to review doctrinal mastery passages with students.

### Suggestions for Teaching

#### Mormon 7

*In Mormon’s final testimony, he exhorts the descendants of the Lamanites to believe in Jesus Christ and follow His gospel*

Write the number 230,000 on the board. Ask students if they remember how this number relates to the destruction of the Nephites. (It is the number of Nephite soldiers who died in the final battle, recorded in Mormon 6. You may want to emphasize that the numbers in Mormon 6:10–15 appear to refer only to those who fought in the battle, not to the many others who were killed as a result of the battle.)

Have students imagine that they have survived a great battle in which their family members and friends have been killed and their nation has been conquered. Give them a moment to think about what they might say if they wrote a message to the descendants of the people who killed their loved ones and conquered their nation.

Point out that Mormon 7 contains Mormon’s final writings on the golden plates. Invite a few students to take turns reading aloud from Mormon 7:1–4. Ask the class to follow along, looking for some of Mormon’s final words to the descendants of the Lamanites.

- What did Mormon want the descendants of the Lamanites to know?
- What attributes of the Savior do you see in Mormon’s words to his enemies?

Help students understand that Mormon taught the descendants of the Lamanites what they needed to do to be saved. He had charity for all people, even his enemies.

Write the following heading on the board:

*Some things we must do to be saved:*

Explain that to be saved in the kingdom of God, we must become like Heavenly Father and Jesus Christ. Mormon’s teachings in Mormon 7 can help us understand



some of the things we must do to become more like Them and qualify to receive salvation.

Invite students to read Mormon 7:5, 8, 10 silently, looking for what Mormon taught that we must do to be saved. Ask students to report what they find, and list their answers on the board. (Their answers could include the following: come to a knowledge of our fathers, repent of all our sins, believe that Jesus Christ is the Son of God and He overcame physical death, be baptized, lay hold upon the gospel of Jesus Christ as found in the scriptures, and be baptized with fire and the Holy Ghost.)

Point out that the teachings listed on the board include the “first principles and ordinances of the Gospel” (Articles of Faith 1:4). Explain that if the Nephites had followed the principles described in verses 5–10, they could have been spared from destruction (see Mormon 3:2). Consider inviting one or more students to recite Articles of Faith 1:4.

### ***Encourage students to mark and annotate their scriptures***

You can help students capture and retain the things they learn by encouraging them to mark and annotate their scriptures. To mark means to designate, distinguish, set apart, or bring attention to, which can be done by underlining, shading, or outlining key words or passages. To annotate means to add explanatory notes and commentary. Allow students to choose how and whether they will mark and annotate their scriptures.

Invite a student to read Mormon 7:6–7 aloud. Ask the class to follow along, looking for some of the blessings promised to those who accept and obey the principles and ordinances of the gospel. Invite students to consider marking what they find.

- Which of the blessings listed in verses 6–7 will God give to all of His children who have been or will be born? (Resurrection. Remind students that being resurrected after we die is a blessing of the Savior’s Atonement that all people will receive, regardless of how they lived in mortality.)
- Which of the blessings listed in verses 6–7 does the Lord offer to all those who accept and obey the principles and ordinances of His gospel?

Invite students to think about one of the blessings mentioned in verse 7 that they would especially like to receive and why. After students have had time to ponder, invite them to share their thoughts with a partner. Or you could invite a few students to share with the entire class.

- What do we call the blessing of being able to “dwell in the presence of God” in a state of endless happiness? (Eternal life.)
- What principle can we learn from Mormon 7:5–10 about who will receive eternal life? (Using their own words, students should identify a principle such as the following: **All who accept and obey the principles and ordinances of the gospel of Jesus Christ will receive eternal life.** Write this principle on the board, and invite students to consider writing it in their scriptures.)



- Why do you think Mormon might have chosen to finish his writings by teaching this principle?
- How can accepting and obeying this principle help people in our day?

Invite a student to read aloud the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles. Ask students to listen for Elder Ballard's counsel on how we can apply this principle in our lives:



"Live the doctrine of Christ, the simple and basic principles of the gospel, each day—have faith in the Lord Jesus Christ, repent, honor the covenant of baptism, live worthy of the Holy Ghost as your companion, and endure to the very end. Do this every day, and the Spirit of the Lord will be with you to keep you safely on the pathway that leads to eternal life" (M. Russell Ballard, "Follow the Doctrine and Gospel of Christ" [Brigham Young University fireside, Nov. 7, 2010], 8, [speeches.byu.edu](http://speeches.byu.edu)).

- According to Elder Ballard, how are we blessed as we live the basic principles of the gospel each day?
- What are some specific ways in which you have been blessed as you have sought to live according to the principles of the gospel?

Consider sharing your testimony that all who accept and obey the principles and ordinances of the gospel will receive eternal life. Ask students to write in their class notebooks or study journals one way in which they will seek to better live according to the basic principles and ordinances of the gospel. Invite a few students to share with the class what they wrote if they feel comfortable doing so.

## HOME-STUDY LESSON

# 4 Nephi 1:1–Mormon 8:11 (Unit 28)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied 4 Nephi 1:1–Mormon 8:11 (unit 28) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (4 Nephi 1)**

As students studied the conditions among the Nephites during the period of almost 200 years after the Savior's visit, they learned that when a group of people is converted to the Lord, it brings unity and happiness. They also recognized that the sin of pride creates division and leads to greater wickedness.

#### **Day 2 (Mormon 1–2)**

From the example of Mormon's righteous life, students learned about the qualities of being sober and quick to observe. They learned that we can choose to live righteously, even in a wicked society. From the example of the Nephite people's wickedness, students came to understand the following principles: Wickedness and unbelief drive away the gifts of the Lord and the influence of the Holy Ghost. If our sorrow for sin is unto repentance, it will lead us to come unto Christ with a humble heart. Sorrow only for the consequences of sin leads to damnation (or being stopped in our progress toward eternal life).

#### **Day 3 (Mormon 3–6)**

As students studied the Lord's patience with the Nephites, they learned that in His mercy, the Lord gives us sufficient opportunities to repent of our sins. However, the Nephites refused to repent and wanted to seek revenge on the Lamanites. Because the Lord forbids the seeking of revenge, Mormon chose to step down from leading the Nephite armies. The outcome of the Nephites' efforts to seek revenge allowed students to understand that the judgments of God will overtake the wicked. Mormon witnessed the entire destruction of his people and lamented their fall.

#### **Day 4 (Mormon 7:1–8:11)**

Mormon finished his record by addressing the descendants of the Lamanites. Students learned that the Lord offers salvation to all and will redeem those who accept the principles and ordinances of His gospel. Mormon died, and Moroni wrote of conditions after the destruction of the Nephites. From Moroni's example, students learned that even when they are alone, they can choose to remain faithful.

### Introduction

In this lesson, students will review the destruction of the Nephites and learn about Mormon's desire for his people to be "clasped in the arms of Jesus" (Mormon 5:11). Students will learn how to invite the Lord's embrace in their own lives. From the

Nephites' refusal to repent, students will understand the sad consequences people experience when they do not repent.

## Suggestions for Teaching

### 4 Nephi 1–Mormon 4

#### *The Nephite people fall from righteousness and happiness to wickedness*

Ask students to determine how many years of Nephite history they studied this week. Help them use the dates in the chapter summaries or at the bottom of the page in 4 Nephi 1 and Mormon 8 of their scriptures to figure this out. (These chapters cover almost 400 years, or over one third of the history of the Nephites.)

Ask half of the class to use their scriptures and study journals to review what they have learned about the Nephites' happiness in 4 Nephi 1. Have the other half of the class use Mormon 1–2 and their study journals to review who Mormon was and why he was so admirable. Ask each group to present a summary of what they have learned. Then ask:

- What is one truth you learned from studying these chapters, and why is it important to you?

Explain that despite Mormon's efforts to help the Nephites spiritually prepare themselves for battle, they refused to repent and turn to the Lord. As a result of their wickedness, they were left to their own strength, and the Lamanites began to overpower them (see Mormon 3–4).

### Mormon 5:8–24

#### *Mormon explains that the Book of Mormon record was written to persuade people to believe in Jesus Christ*

Ask students if they have ever felt sad for someone who had to endure the consequences of a wrong choice. You might share an appropriate (and nonjudgmental) example of sorrow you have felt for someone who had to suffer negative consequences for a choice he or she made. Explain that Mormon wrote that the people in the last days would sorrow as they read about the destruction of the Nephites.

Invite students to read Mormon 5:10–11 silently, looking for what Mormon said the Nephites could have enjoyed. After students respond, ask the following questions:

- What do you think it means to be “clasped in the arms of Jesus”? (The word *clasped* means to be held tightly or securely or to be embraced, which is a gesture of protection and affection.)
- According to Mormon 5:11, what can we do to receive this kind of embrace? (**Through repentance we can be “clasped in the arms of Jesus.”** Write this principle on the board.)

Read or invite a student to read aloud the following statement by Elder Kent F. Richards of the Seventy. Ask the class to listen for what it means to be “clasped in the arms of Jesus.”



"All that will come may be 'clasped in the arms of Jesus' [Mormon 5:11]. All souls can be healed by His power. All pain can be soothed. In Him, we can 'find rest unto [our] souls' [Matthew 11:29]. Our mortal circumstances may not immediately change, but our pain, worry, suffering, and fear can be swallowed up in His peace and healing balm" (Kent F. Richards, "The Atonement Covers All Pain," *Ensign or Liahona*, May 2011, 16).

Invite students to think about times when they have felt "clasped in the arms of Jesus" as a result of repentance. Also ask them to ponder what they may need to do in order to be clasped in His arms now. Testify of the comforting and protective results of repentance.

To illustrate another principle in Mormon 5, place a cork or another floating object in a pan of water. Have two or three students blow it in different directions. Ask how much influence the cork has on where it is going. Encourage students, as they continue to study, to watch for how this cork might be like the Nephites.

Write on the board: *When we refuse to repent ...* Then invite a student to read Mormon 5:2, 16–19 aloud. Ask the class to follow along, looking for results of the Nephites' refusal to repent.

Ask students to use what they find in these verses to complete the sentence on the board. As they respond, you might ask some of the following questions to help students understand some of the words and phrases in the verses:

- In verse 16, what do you think it means to be "without Christ and God in the world"? (To live without faith in Jesus Christ or Heavenly Father and without Their influence and guidance.)
- What do you think it means to be "driven about as chaff before the wind" (Mormon 5:16)? (You might explain that chaff refers to the grasses and outer covering of grains that are blown away in the wind during threshing.)
- How do you think you would feel if you were on an anchorless boat in the ocean, with no way to sail or steer? How is this situation similar to the Nephites' condition?

Explain that Mormon 5 teaches that **when we refuse to repent, the Spirit withdraws and we lose guidance from the Lord**. Write this principle on the board to complete the statement you started writing earlier. Ask students to ponder times in their lives when they may have experienced this principle.

You may want to have students contrast the two principles written on the board by asking the following question:

- From the two truths written on the board, how is the outcome of repenting different from the outcome of refusing to repent?

Invite students to read Mormon 5:22–24 silently, looking for what Mormon invited all of us to do so that we will not become like the Nephites of his time. You might encourage students to mark what they find.

Testify of the truth of the two principles written on the board.

**Mormon 6:1–8:11**

*After witnessing the final destruction of his people, Mormon writes to the Lamanite descendants and then dies, leaving his son Moroni alone*

Invite students to summarize the final destruction of the Nephites, using the chapter headings for Mormon 6–8 if necessary.

Invite students to silently read and ponder Mormon 7:10, the last words Mormon wrote before he died.

**Next Unit (Mormon 8:12–Ether 3:28)**

Share the following information with students, and ask them to look for answers to the questions as they study the next unit: Moroni spoke with Jesus Christ and was shown our day. What did Moroni warn us about? The brother of Jared also had great faith. He saw Jesus Christ and spoke with Him face to face. How does knowing that both Moroni and the brother of Jared saw and spoke to Christ help you trust their words?

## LESSON 141

# Mormon 8

### Introduction

After writing about the destruction of his people and the death of his father, Moroni prophesied of the coming forth of the Book of Mormon and warned of the consequences of

rejecting it. Moroni saw that the Nephite record would come forth in a day of great wickedness, when many would love worldly possessions more than God.

### Suggestions for Teaching

#### Mormon 8:1–25

##### *Moroni prophesies of the coming forth of the Book of Mormon*

Before class, prepare a display of objects or pictures representing technological advances. At the beginning of class, direct students' attention to the display. Read aloud the following statement by President Ezra Taft Benson (1899–1994):



"I would like to speak about one of the most significant gifts given to the world in modern times. The gift I am thinking of is more important than any of the inventions that have come out of the industrial and technological revolutions. This is a gift of greater value to mankind than even the many wonderful advances we have seen in modern medicine. It is of greater worth to mankind than the development of flight or space travel. I speak of the gift of ..." (Ezra Taft Benson, "The Book of Mormon—Keystone of Our Religion," *Ensign*, Nov. 1986, 4).

- Would you like to have the gift that President Benson talked about? Why?
- What do you think the gift might be?

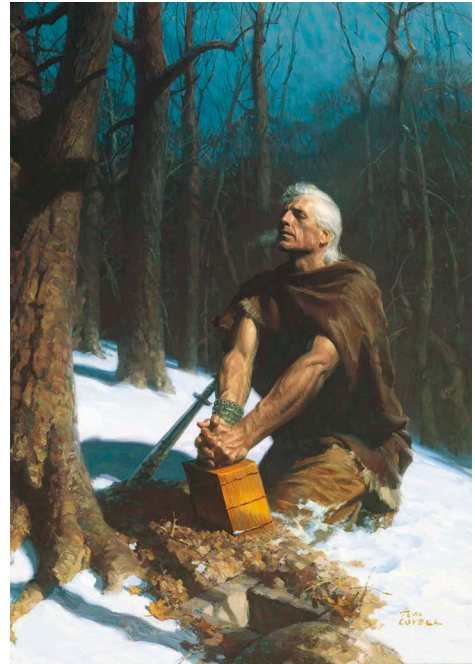
Explain that Moroni taught about this gift. Ask students to read Mormon 8:12 to find out what the gift is. Help students understand that the phrase "this record" refers to the Book of Mormon. Explain that President Benson spoke of the gift of the Book of Mormon.

As students study Mormon 8 today, invite them to look for truths that help them better understand why the Book of Mormon is more valuable than advancements in any of the fields mentioned by President Benson.

Summarize Mormon 8:1–12 by explaining that Mormon was killed after the last battle between the Nephites and the Lamanites, and his son Moroni was left alone, without any family members or any of his people. It is likely that at least 15 years passed between the time when Mormon wrote his final words and the time when Moroni began to write on the plates. Moroni finished and preserved the Book of Mormon record in order to help people of a future day repent and come unto Christ.

Show a picture that includes a depiction of the golden plates (such as Moroni Hides the Plates in the Hill Cumorah [*Gospel Art Book* (2009), no. 86; see also [lds.org/media-library](http://lds.org/media-library)]). Point out that when some people think of the golden plates, they might think of their monetary value. Explain that the golden plates were estimated as weighing between 40 and 60 pounds (18–27 kg). Invite students to guess what the golden plates might be worth in monetary value today.

To help students understand the eternal value of the Book of Mormon, invite a student to read Mormon 8:13–15 aloud. Ask the class to follow along, looking for what Moroni taught about the worth of the Book of Mormon.



- According to Mormon 8:14, what aspect of the plates was really “of great worth”? (Help students see that because the Lord will not allow anyone to “get gain” from the golden plates, the plates themselves “are of no worth.” However, the record that was written on the plates “is of great worth.”)

Write the following truth on the board: **The record of the Book of Mormon is of great worth.**

- In what ways is the Book of Mormon more valuable than technological or medical inventions?
- If a friend asked you why the Book of Mormon is valuable to you, what would you say?
- Moroni said that the Book of Mormon could only be brought forth by someone who had “an eye single to [God’s] glory” (Mormon 8:15). What do you think this means? (As students discuss this question, you may want to invite them to read Joseph Smith—History 1:46, which contains Moroni’s later instructions to Joseph Smith, before he brought forth the Book of Mormon.)

Invite a student to read Mormon 8:16 aloud. Ask the class to follow along, looking for what Moroni recorded about the way in which Joseph Smith would bring forth the Book of Mormon.

- What truth does this verse teach about how Joseph Smith brought forth the Book of Mormon? (Students should identify a truth similar to the following: **Joseph Smith brought forth the Book of Mormon by the power of God.** Write this truth on the board, and invite students to consider writing it in their scriptures next to Mormon 8:16.)
- How does this truth help explain the great worth of the Book of Mormon?
- How might this truth affect how we regard the Prophet Joseph Smith?

To help prepare students to study and understand the content of Mormon 8:17–22, ask them to imagine coming across someone who is drowning. They throw the drowning person a life preserver, but rather than taking hold of it, the person rejects it and pushes it away.

- What would you try to communicate to this person?

Explain that we read in Mormon 8:17–22 that Moroni warned those who would condemn or oppose the Book of Mormon and the Lord’s work of salvation. Invite students to read these verses and look for Moroni’s warnings.

- What are Moroni’s warnings to those who reject or condemn the Book of Mormon and oppose the Lord’s work of salvation?
- How are those who condemn the Book of Mormon and oppose the Lord’s work like a drowning person who refuses to take hold of a life preserver?

Summarize Mormon 8:23–25 by explaining that Moroni encouraged people of the latter days to read the words of Isaiah. He further explained that the prophets of the Book of Mormon had prayed for their brethren—meaning the Lamanites and their descendants—and for the person who would bring forth the Book of Mormon—meaning the Prophet Joseph Smith.

### **Mormon 8:26–41**

#### ***Moroni sees the last days and condemns the spiritual wickedness of our time***

Explain that Moroni described the conditions that would exist when the Book of Mormon would come forth. Ask students to imagine themselves in the place of Moroni, living more than 1,600 years ago and receiving a vision of our day.

Invite students to write a paragraph in their class notebooks or study journals, describing the spiritual conditions of our day. When students have had enough time to write, invite several of them to share what they have written.

#### ***Asking students to share written responses***

From time to time, encourage students to share what they write in notebooks or study journals. Be sure to thank students for sharing and to sincerely compliment them. As you take time in class to do this, you will help to cultivate a learning environment of love and respect.

Ask several students to take turns reading aloud from Mormon 8:26–32. As these verses are read, invite students to compare their paragraphs with Moroni’s prophetic description of our day.

- What evidence have you seen of Moroni’s prophetic description of our day being fulfilled?

Invite a student to read Mormon 8:33 aloud. Ask the class to follow along, looking for what Moroni invited the people of our day to do.

- What did Moroni invite the people of our day to do?



- According to this verse, why did Moroni invite the people of our day to “look . . . unto the revelations of God”? (Invite students to consider marking the phrase “the time cometh at that day when all these things must be fulfilled.”)

Write the following truth on the board: **The revelations of God will all be fulfilled.**

Invite a student to read Mormon 8:34–35 aloud. Ask the class to follow along and try to visualize the great prophet Moroni speaking directly to them. Ask students to look as they follow along for why Moroni’s prophecies so accurately reflect our day. Invite students to report what they find.

- How might knowing that Moroni saw our day influence the way we read the Book of Mormon?

Invite a student to read aloud the following statement by President Ezra Taft Benson (1899–1994), in which he spoke of Book of Mormon prophecies:



“If they saw our day, and chose those things which would be of greatest worth to us, is not that how we should study the Book of Mormon? We should constantly ask ourselves, ‘Why did the Lord inspire Mormon (or Moroni or Alma) to include that in his record? What lesson can I learn from that to help me live in this day and age?’” (Ezra Taft Benson, “The Book of Mormon—Keystone of Our Religion,” 6).

- How can knowing that Moroni and other prophets saw us and our day strengthen your faith in the Book of Mormon?
- How can knowing that these prophets saw our day help us better understand the truth that the Book of Mormon is of great worth?

Summarize Mormon 8:36–41 by explaining that Moroni saw the wickedness of people in the latter days. They would be prideful and would care more about possessions and fine clothing than about the poor and the needy. Moroni rebuked these people and prophesied that the Lord would punish them.

Review the three bolded truths on the board. Then invite a student to read aloud the following statement by President Thomas S. Monson:



“I implore each of us to prayerfully study and ponder the Book of Mormon each day. As we do so, we will be in a position to hear the voice of the Spirit, to resist temptation, to overcome doubt and fear, and to receive heaven’s help in our lives. I so testify with all my heart” (Thomas S. Monson, “The Power of the Book of Mormon,” *Ensign* or *Liahona*, May 2017, 87).

- What did President Monson invite us to do with the Book of Mormon?
- What blessings did he promise those who prayerfully study and ponder the Book of Mormon every day?

Invite students to write in their class notebooks or study journals about how the Book of Mormon has blessed their lives. Consider asking a few students to share with the class what they wrote.

Encourage students to study and ponder the truths in the Book of Mormon each day.

## LESSON 142

# Mormon 9

### Introduction

Moroni finished his father's record by calling upon those who do not believe in Jesus Christ to turn to the Lord through repentance. He taught that God is a God of miracles who does not change and that miracles cease only because of

unbelief. He encouraged people to believe in Jesus Christ and to pray to the Father in the name of Jesus Christ in order to receive the things they need.

### Suggestions for Teaching

#### Mormon 9:1–6

*Moroni calls upon those who do not believe in Jesus Christ to repent*

Display the picture *The Second Coming* (*Gospel Art Book* [2009], no. 66; see also [lds.org/media-library](http://lds.org/media-library)).

- What are various reactions people may have when they are brought to stand in the Lord's presence?

Remind students that in their study of Mormon 8 they learned that Moroni prophesied that the Book of Mormon would come forth in a day of great wickedness and unbelief. Explain that Mormon 9 contains Moroni's words to people in our day who do not believe in Jesus Christ. As students study Mormon 9 today, invite them to look for what Moroni wrote to help people in the latter days prepare to stand in the Lord's presence.

Invite a few students to take turns reading aloud from Mormon 9:1–5. Ask the class to follow along, looking for words and phrases that describe how people who have chosen to not believe in Jesus Christ and have not repented of their sins will feel when they stand before Him.

- According to these verses, how will the wicked feel in the presence of Jesus Christ?
- Why will they feel this way?

Invite a student to read Mormon 9:6 aloud. Ask the class to follow along, looking for what those who are unbelieving must do so they can feel comfortable in the Lord's presence.

- What must those who are unbelieving do so they can feel comfortable in the Lord's presence?



- What do you think it means to be “cleansed by the blood of the Lamb”? (To be made clean through the Atonement of Jesus Christ.)
- What principle can we identify from Moroni’s teachings in Mormon 9:6? (Using their own words, students may identify a principle such as the following: **Those who turn from their unbelief to the Lord can be cleansed from their sins through the Atonement of Jesus Christ.**)
- Why is it necessary to believe in the Lord before we can be cleansed from our sins?

Invite students to think of someone they know who may not believe in Jesus Christ or is questioning his or her belief in Him.

- What would you encourage this person to do in order to turn from his or her unbelief to the Lord? (As students respond, you might ask them to explain why they would give that advice.)

Testify that through repentance and righteous living, we can prepare to be clean and comfortable in the Lord’s presence. Invite students to ponder what they should do now to be prepared to meet the Lord.

### **Mormon 9:7–20**

#### *Moroni declares that God performs miracles*

Write *miracles* on the board. Ask students how they would define this word. After a few students have responded, invite the class to look up *miracles* in the Bible Dictionary. Ask them to read the entry, looking for information that might clarify or add to the definitions they have suggested.

- Why do you think some people do not believe in miracles?

Summarize Mormon 9:7 by explaining that Moroni addressed people in the last days who would claim that revelation, prophecy, spiritual gifts, and miracles no longer occur.

Divide students into pairs. Invite one partner to read Mormon 9:8–11 silently while the other reads Mormon 9:16–19 silently. Ask each student to write the main points Moroni made to persuade people to believe in miracles. When students have had enough time to finish, invite them to report to their partners what they have written.

On the left side of the board, write *Miracles cease when we ...*

On the right side of the board, write *Miracles can happen when we ...*

Invite a student to read Mormon 9:20 aloud, and ask the class to look for three reasons why God might cease to do miracles among His children. Invite a student to write these reasons on the board to complete the statement on the left side of the board, as shown in the following chart.

Ask students to rephrase each statement regarding why miracles cease in a way that expresses a condition that makes miracles possible. Their responses should be similar to the examples on the right side of the chart.

Miracles cease when we ...	Miracles can happen when we ...
Dwindle in unbelief	Increase our faith
Depart from the right way	Live in the right way, or keep God's commandments
Know not the God in whom we should trust	Come to know and trust in God

Invite students to quickly review Mormon 9:9, 19, looking for Moroni's teachings about God's nature. After students report what they have found, ask:

- Since we know God is unchanging and that He performed miracles among His children in former times, what truth can we learn from verse 19 about His willingness to perform miracles in our lives today? (Although students may use different words, they should express the following truth: **God has always performed miracles, and because He is unchangeable, He still works miracles according to our faith.** Write this truth on the board, and invite students to consider writing it next to Mormon 9:19–20 in their scriptures.)

To help students consider ways in which God is still a God of miracles, invite a student to read the following statement by Sister Sydney S. Reynolds, who served as a member of the Primary General Presidency:



"I believe that all of us can bear witness to ... miracles. We know children who pray for help to find a lost item and find it. We know of young people who gather the courage to stand as a witness of God and feel His sustaining hand. We know friends who pay their tithing with the last of their money and then, through a miracle, find themselves able to pay their tuition or their rent or somehow obtain food for their family. We can share experiences of prayers answered and priesthood blessings that gave courage, brought comfort, or restored health. These daily miracles acquaint us with the hand of the Lord in our lives" (Sydney S. Reynolds, "A God of Miracles," *Ensign*, May 2001, 12).

Invite students to think about experiences they (or family members or friends) have had that have helped them know that God works miracles today according to our faith. Encourage them to write one of these experiences in their class notebooks or study journals. After sufficient time, invite a few students to share what they wrote. Consider sharing an experience of your own as well.

### ***Calling on individual students***

Calling on individual students can encourage participation from those who do not share often. Help students be prepared to participate by giving them time to think before calling on them. Take care not to embarrass them or pressure them to participate if they are uncomfortable doing so.

### Mormon 9:21–37

#### *Moroni admonishes unbelievers to believe in Jesus Christ and to pray in His name*

Invite a student to read Mormon 9:21 aloud. Ask the class to follow along, looking for what Moroni taught about praying to Heavenly Father.

- What promise did Moroni give? (Students' answers should reflect the following principle: **If we pray in faith and in the name of Christ, doubting nothing, Heavenly Father will give us what we ask for.**)
- What do you think is the difference between merely praying for something we want and praying in faith in the name of Jesus Christ?

To help students understand what it means to pray “in the name of Christ,” invite a student to read aloud the following statement:

“We pray in Christ’s name when our mind is the mind of Christ, and our wishes the wishes of Christ—when His words abide in us (John 15:7). We then ask for things it is possible for God to grant. Many prayers remain unanswered because they are not in Christ’s name at all; they in no way represent His mind but spring out of the selfishness of man’s heart” (Bible Dictionary, “Prayer”).

- How can this statement help us if we do not receive what we pray for?
- How can we ensure that the things we pray for reflect what the Lord wants for us?
- When have you seen the promise given in Mormon 9:21 fulfilled? (You may need to give students time to think about this question before they respond.)

Summarize Mormon 9:22–25 by explaining that the Savior promised great blessings to those who believe in Him.

Invite students to read Mormon 9:27–29 silently, looking for additional instructions Moroni recorded to help us pray in faith in the name of Jesus Christ.

- What instructions did Moroni record to help us pray in faith in the name of Jesus Christ?

Summarize Mormon 9:30–37 by telling students that Moroni was concerned that some people in the last days would reject the message of the Book of Mormon because of the imperfections of those who wrote it and of the language it was written in. However, Moroni and others prayed in faith that the Book of Mormon would come forth in the latter days so that the descendants of their brethren, the Lamanites, could be restored to “the knowledge of Christ” and to the covenants that God had made with the house of Israel.

Briefly review the truths students identified in this lesson. Share your testimony of these truths, and encourage students to act on what they have learned.

# Introduction to the Book of Ether

## Why study this book?

As students study the book of Ether, they will learn about the Jaredites—a group of people who traveled to the Western Hemisphere and lived there for many centuries before the arrival of the people of Lehi. Students will learn important principles about prayer, revelation, and the relationship between exercising faith in Jesus Christ and receiving spiritual knowledge. They will also learn about the role of prophets in persuading people to repent and about the consequences that come to those who reject Jesus Christ and His prophets.

## Who wrote this book?

Moroni abridged this book from 24 gold plates called the plates of Ether. The book is named for the prophet Ether, who was the last prophet of the Jaredites and who created a record of their history (see Ether 15:33–34). About 500 years before Moroni made his abridgment of the sacred records, some of the people of Limhi discovered the plates of Ether as they were searching for the land of Zarahemla (see Mosiah 8:7–11; Ether 1:2). Nephite prophets and record keepers passed the plates of Ether down until they came into Moroni's possession. Moroni stated that he did not include even "the hundredth part" of the record in his abridgment (Ether 15:33).

## To whom was this book written and why?

Because Moroni abridged the plates of Ether after the Jaredites and his own people had been destroyed, he intended this book for the people of our day. Moroni admonished latter-day Gentiles to repent, serve God, and do away with secret combinations (see Ether 2:11–12; 8:23). He also recorded the words of Jesus Christ, inviting "all ye ends of the earth" to repent, come unto Him, be baptized, and receive the knowledge that is withheld from the world because of unbelief (see Ether 4:13–18).

## When and where was it written?

Ether completed the record of his people during and after the final great battle that killed all but two of the Jaredites—himself and Coriantumr (see Ether 13:13–14; 15:32–33). He then hid his writings "in a manner that the people of Limhi did find them" (Ether 15:33; see also Mosiah 8:7–9). Moroni abridged the record of Ether between AD 400 and AD 421 (see Mormon 8:3–6; Moroni 10:1). Moroni wrote that the Jaredites were destroyed in "this north country" (Ether 1:1), indicating he may have been in the land where they were destroyed when he abridged their record.

## What are some distinctive features of this book?

Unlike other books in the Book of Mormon, the book of Ether does not relate the history of the descendants of Lehi. The book recounts how the Jaredites came forth

from the Tower of Babel and traveled to the land of promise, where eventually they were destroyed. The book of Ether is a second witness to the record of the Nephites, illustrating that “whatsoever nation shall possess [the promised land] shall serve God, or they shall be swept off ... when they are ripened in iniquity” (Ether 2:9).

Jesus Christ’s premortal appearance to the brother of Jared “ranks among the greatest moments in recorded history.” This event “established the brother of Jared among the greatest of God’s prophets forever” (Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 17). Moroni’s account of the vision provides a powerful witness of Jesus Christ and presents distinctive teachings about the nature of spirit bodies (see Ether 3:4–17).

## Outline

**Ether 1–3** The Lord preserves the language of the Jaredites at the Tower of Babel and promises to lead them to a choice land and make them a great nation. He leads them to the seashore and instructs them to make barges for their journey across the ocean. The Lord reveals Himself and “all things” (Ether 3:26) to the brother of Jared.

**Ether 4–5** Moroni seals the writings of the brother of Jared. He records Jesus Christ’s explanation that these writings will be revealed to those who exercise faith in Him. Moroni teaches that three latter-day witnesses will join the Father, the Son, and the Holy Ghost in testifying of the Book of Mormon.

**Ether 6–11** The Jaredites travel to the promised land. The people multiply and begin to spread over the land. A succession of righteous and wicked kings rule over many generations. The Jaredites are nearly destroyed because of secret combinations. Many prophets warn the people to repent, but the people reject them.

**Ether 12** Moroni teaches that faith is required before a person can receive a spiritual witness. He expresses to the Lord his concern that Gentiles in the future will mock his weakness in writing the sacred record, and he records the Lord’s response to him. Moroni exhorts latter-day readers to seek Jesus Christ.

**Ether 13–15** Moroni discusses Ether’s prophecy of the New Jerusalem. After the Jaredites reject Ether, he witnesses and records their entire destruction.



## LESSON 143

# Ether 1

### Introduction

Moroni abridged the book of Ether from the 24 gold plates found by the search party sent by Limhi (see Mosiah 8:7–11). These plates contained the history of the Jaredite people. The account of the Jaredites begins with Jared and his brother seeking the Lord’s compassion and guidance for their families and friends when the Lord confounded the languages of the

people at the Tower of Babel (see Genesis 11). Because the brother of Jared prayed to the Lord faithfully, the Lord preserved the language of Jared, his brother, and their families and friends. The Lord declared that He would lead them to a promised land, where they would become a great nation.

### Suggestions for Teaching

#### Ether 1:1–32

*Moroni records the genealogy of Ether back to Jared at the Tower of Babel*

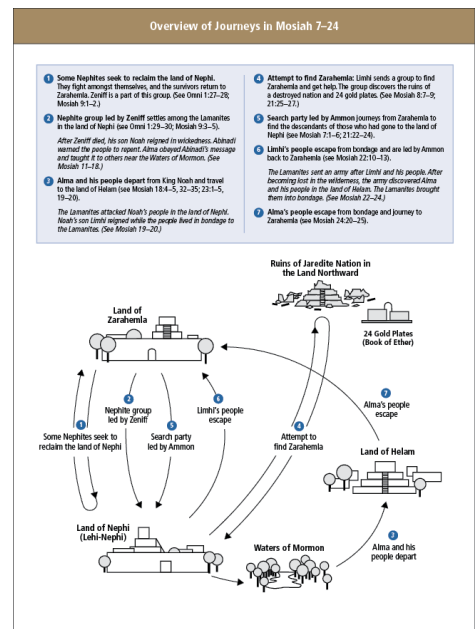
To help students remember where the book of Ether came from, review with them the diagram titled “Overview of Journeys in Mosiah 7–24” in the appendix of this manual. Ask them to refer to journey 4: attempt to find Zarahemla. Then invite them to look for what Limhi’s people found on this journey. Ask them to turn to the first page of the book of Ether. The summary below the title explains that the book of Ether was taken from the 24 plates found by the people of Limhi.

Explain that after Moroni finished the record of his father, he wrote an abridgment, or an abbreviated version, of the record found on the 24 gold plates. This record contained the history of the Jaredites, who lived on the American continent before the Nephites and Lamanites.

Invite a few students to take turns reading aloud from Ether 1:1–5. Ask the class to follow along, looking for what Moroni chose to include in his abridgment of the Jaredite record.

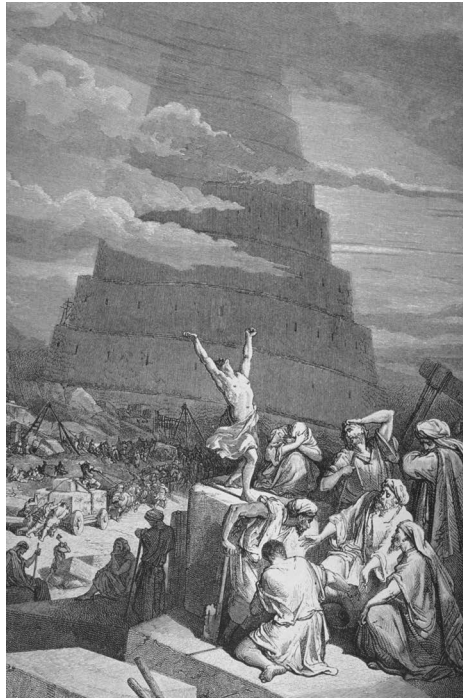
- According to verse 5, what did Moroni choose to include in his abridgment of the Jaredite record?

If you have access to a depiction of the Tower of Babel, consider displaying it.



Ask students to summarize what they know about the tower referred to in Ether 1:5 and what happened to those who tried to build it. (It was called the Tower of Babel. The Lord confounded the language of the people who tried to build it and scattered them because of their wickedness [see Genesis 11:1–9].)

Summarize Ether 1:6–32 by explaining that Moroni began his account of the Jaredite history by recording the ancestry of the prophet Ether, who wrote the history on the 24 gold plates. Moroni recorded Ether’s ancestry back to a man named Jared, who lived during the time of the Tower of Babel.



### **Ether 1:33–43**

*Through the prayers of the brother of Jared, his family and friends receive mercy and guidance*

Ask students if any of them have ever been in a place where they could not understand the language that people around them were speaking. Invite them to share how they felt in that situation. Then ask them to imagine how it must have felt for the people around the Tower of Babel when they realized that everyone’s language was being confounded.

- If you were in that situation, whose communication would you miss the most? Why?

Invite a student to read Ether 1:33–34 aloud. Ask the class to follow along, looking for who Jared wanted to be able to communicate with.

- Who did Jared want to be able to communicate with?
- What did Jared propose so that his family and friends could continue to communicate with one another?
- From Ether 1:33–34, what do you learn about how Jared felt about his brother and about his brother’s prayers?

Divide the class into pairs. In each partnership, have the students take turns reading aloud from Ether 1:35–42. Ask them to look for the prayers of the brother of Jared and for the Lord’s answers to those prayers. When students have had enough time to read, ask:

- What stands out to you about the prayers of the brother of Jared? (Invite students to consider marking the phrase “cry unto the Lord” or similar phrases in verses 34, 35, 36, 37, 38, and 39.)
- In what ways is crying unto Heavenly Father different from just “saying a prayer”?

- How did the Lord answer the prayers of the brother of Jared? (Invite students to consider marking phrases about the Lord's compassion in verses 35, 37, and 40.)
- What principle can we learn from the way the brother of Jared prayed and the way the Lord answered his prayers? (Following students' responses, write on the board the following principle: **As we consistently cry unto God in faith, He will have compassion on us.** Invite students to consider writing this principle in their scriptures.)

### *Identify doctrines and principles*

One central purpose of the scriptures is to teach doctrines and principles of the gospel. Identifying doctrines and principles as they are found in the scriptures is one of the Fundamentals of Gospel Teaching and Learning. Learning how to identify them takes thoughtful effort and practice. It is important that when they are identified, they are clearly and simply stated to ensure these truths are clear in students' minds.

Invite a student to read aloud the following statements by President Spencer W. Kimball (1895–1985) and Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles. Ask students to listen for what it means to consistently cry unto God in faith.



"Do you get answers to your prayers? ... Do you offer a few trite words and worn-out phrases, or do you talk intimately to the Lord? Do you pray occasionally when you should be praying regularly, often, constantly?" (Spencer W. Kimball, "Prayer," *New Era*, Mar. 1978, 17).



"Let your Father in Heaven know of your feelings, your needs, your concerns, your hopes and aspirations. Speak to Him with total confidence, knowing that He will hear and respond" (Richard G. Scott, "The Power of a Strong Testimony," *Ensign*, Nov. 2001, 88).

- What stands out to you in these statements about how we can more consistently cry unto God?

Testify that you know Heavenly Father loves us and desires to bless us when we call upon Him regularly.

Before class, write the following questions on the board. (Or you might consider providing them on a handout or reading them aloud slowly so students can write them down.)

*When have you felt Heavenly Father's compassion in answer to prayer?*

*What can you do to make your prayers more meaningful?*

Invite students to answer these questions in their class notebooks or study journals. You may want to give them an opportunity to share what they write.

Explain that the account in Ether 1 can give us additional insights into God's love for us and the blessings that come through prayer.

Invite a student to read Ether 1:43 aloud. Ask the class to follow along, looking for blessings that God promised even though the brother of Jared had not specifically asked for them.

- What additional blessings did the Lord promise the people? (The Lord promised to direct them to a land of promise. In addition, He gave them specific instructions about how to make initial preparations for their journey. He also promised that He would raise up a great nation from their families and that there would be no greater nation on the earth.)
- According to Ether 1:43, what reason did the Lord give for promising blessings beyond those the brother of Jared had requested? (The Lord promised additional blessings because the brother of Jared had been faithful in his prayers. You may want to suggest that students mark the following phrase in Ether 1:43: "because this long time ye have cried unto me.")
- What principle can we learn from Ether 1:43? (Students may use different words, but they should identify the following principle: **If we pray regularly to God with faith, we can receive blessings beyond those we request.** You may want to suggest that students write this principle in their scriptures.)
- What does this principle teach us about the character of our Heavenly Father?
- When have you seen this principle in your life or in the life of someone you know?

After students share their answers, you may want to share examples from your life or the lives of others. The Prophet Joseph Smith is a good example of this principle. He received blessings beyond those he requested when he prayed to know which church was true (see Joseph Smith—History 1:10–20) and when he prayed to know of his standing before the Lord (see Joseph Smith—History 1:29–47).

To conclude, encourage students to make an effort to pray with greater sincerity. Also encourage them to remember that Heavenly Father is filled with compassion and that He will answer their prayers according to their faithfulness and according to what He knows will bring the greatest blessings into their lives.

## LESSON 144

# Ether 2

### Introduction

After departing from the Tower of Babel, Jared and his brother and their families and friends were led by the Lord through the wilderness. The Lord instructed the brother of Jared to build eight barges to carry his people over the sea to

a land of promise. As the brother of Jared and his people obeyed the Lord in faith, the Lord gave them the guidance and direction necessary to be successful in their journey.

### Suggestions for Teaching

#### *Creating interest and focus*

Plan activities that will create interest and help learners focus their attention on the scriptures in the lesson. These activities are most effective when they are brief and when they lead learners to focus on the main principles of the lesson.

### Ether 2:1–15

#### *The Jaredites begin their journey toward the promised land*

Before class, hide something representing a treasure in the room where you meet. Prepare a series of three or four clues that guide students to the treasure. You will give the first clue to the students. That clue will lead to the next one, which will lead to the next one, and so on until the students find the treasure. After they have found the treasure, ask:

- What would have happened if you had ignored the first clue? (They would not have found the second clue.)

Invite students to review Ether 1:41–42 silently, looking for the Lord’s first set of instructions to guide the Jaredites to the promised land. Invite students to report what they find.

To help students see how the Jaredites responded to these instructions, invite a student to read Ether 2:1–3 aloud.

- How did the Jaredites respond to the Lord’s first set of instructions?

Invite a student to read Ether 2:4–6 aloud. Ask the class to follow along, looking for what the Jaredites received after they followed the first set of instructions.

- What did the Jaredites receive after they followed the Lord’s first set of instructions? (The Lord gave them additional instructions through the brother of Jared.)
- What principle can we learn from this account about how to receive guidance from the Lord? (Students may use different words, but their answers should reflect the following principle: **As we act in faith on direction the Lord has given us, we can receive further guidance from Him.** You may want to suggest that students write this principle in their scriptures next to Ether 2:6.)

- Why do you think we sometimes need to respond to a spiritual prompting before we can receive additional revelation?

To help students better understand this principle, invite them to think of an impression or prompting they have received recently from the Lord. Then invite a student to read aloud the following statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles about how we often receive revelation:



“It will come a piece at a time, in packets, so that you will grow in capacity. As each piece is followed in faith, you will be led to other portions until you have the whole answer. That pattern requires you to exercise faith in our Father’s capacity to respond. While sometimes it’s very hard, it results in significant personal growth” (Richard G. Scott, “Using the Supernal Gift of Prayer,” *Ensign* or *Liahona*, May 2007, 9).

Invite students to answer the following question in their class notebooks or study journals. You may want to write it on the board or read it slowly so students can write it down.

- When have you followed a spiritual prompting and then received further direction from God?

After sufficient time, consider inviting a few students to share what they wrote with the class. You might also consider sharing an experience of your own.

Summarize Ether 2:8–12 by explaining that the Lord told the brother of Jared that when the Jaredites arrived in the promised land, they would need to “serve him, the true and only God” (verse 8) if they were to become the great nation He had promised they could become. If they did not serve Him, they would be “swept off” the land (verses 8–10). Moroni said that this was an “everlasting decree” (verse 10), meaning that it would apply to all who would live in that land.

Invite students to read Ether 2:13–15 silently, looking for what the Jaredites did when they reached the seashore.

- What did the Jaredites do? (They pitched their tents and stayed at the seashore for four years.)
- Why did the Lord chasten the brother of Jared?
- How do you think the Lord’s chastening could be a blessing to the brother of Jared and his people as they continued their journey toward the promised land?

### **Ether 2:16–25 (also Ether 3:1–6; 6:4–9)**

#### ***The Jaredites build barges to cross the ocean to the promised land***

Ask students to think of a challenge they might have or an important decision they might need to make, now or in the future. For example, they might think about a difficult family situation, challenges in school, deciding whom to marry, or choosing a profession to pursue. Invite them to ponder how the Lord might give

them direction or help. As they study the rest of Ether 2, encourage them to look for principles that will help them receive the Lord's help in making good decisions.

Invite a student to read Ether 2:16–17 aloud. Ask the class to follow along, looking for what the Lord told the Jaredites to do to progress toward the promised land. When the student has finished reading, ask if someone would like to come to the board and quickly draw what they think the Jaredites' barges may have looked like.



Copy the following chart on the board. Provide the chart as a handout or ask students to copy it in their class notebooks or study journals.

### Crossing the Ocean: Problems and Solutions

Ether 2:18–19		Ether 2:20–25; 3:1–6; 6:4–9	
Problem with the barges	Solution	What the Lord did	What the brother of Jared did

Invite students to search Ether 2:18–19 on their own to find the three problems that the brother of Jared noticed in the barges.

- What problems did the brother of Jared notice? (Following students' responses, write *No air*, *No steering*, and *No light* in the three boxes on the left-hand side of the chart under "Problem with the barges." Encourage students to do the same on their copies of the chart.)

After students have identified the problems, divide students into pairs and invite them to study together Ether 2:20–25; 3:1–6; 6:4–9. (*Note:* The passages in Ether 3 and 6 will be covered in greater detail in lessons 145 and 147.) Give them time to complete the rest of the chart.

When students have had enough time to complete the chart, invite a few students to come to the board to fill out the chart with the answers they found. Then ask the following questions:

- Based on the solution to the concern about air, how does the Lord sometimes help us solve our problems or answer our questions? (Sometimes the Lord tells us how to solve a problem and expects us to follow His instructions.)
- Based on the solution to the concern about steering, how does the Lord sometimes help us solve our problems or answer our questions? (Sometimes the Lord takes care of the solution Himself.)
- Based on the solution to the concern about light, how does the Lord sometimes help us solve our problems or answer our questions? (Sometimes the Lord

requires us to come up with a solution and ask for His approval and help in carrying it out.)

Write the following principle on the board, and invite students to consider writing it in their scriptures next to Ether 2:20–25: **As we call upon the Lord and do our part to solve our problems, we can receive the Lord’s help.** Remind students of the important decision they thought about earlier in the lesson. Then ask them to ponder the following questions:

- What do you think the Lord might expect you to do in making this decision?
- What might the Lord do to help you?

Share your testimony that when we faithfully call upon the Lord and do our part to solve our problems, He will direct us and help us according to His wisdom and power.

Give students a few minutes to write about how they will apply what they have learned today. You might consider inviting them to respond to the following question in their class notebooks or study journals:

- How can you demonstrate trust in the Lord as you think about this decision?



## LESSON 145

# Ether 3

### Introduction

Responding to the Lord's question—"What will ye that I should do that ye may have light in your vessels?"—the brother of Jared prepared 16 stones and humbly asked the Lord to touch them "that they may shine forth in darkness" (Ether 2:23; 3:4). Because the brother of Jared had great

faith, he saw the Savior's finger touch the stones. The Lord then showed Himself to the brother of Jared and revealed many things. The Lord commanded the brother of Jared to write what he had seen and heard and to seal up these writings until the Lord would desire them to come forth.

### Suggestions for Teaching

#### Ether 3:1–20

*The Lord touches stones to provide light for the Jaredite barges and shows Himself to the brother of Jared*

Invite a student to act as scribe. Then ask students the following question and ask the scribe to list students' answers on the board.

- What are some things teenagers sincerely pray for?

Ask students to imagine that one of their friends is praying for one of the things listed on the board. This friend would like to know how to improve his or her prayers and actions to be able to receive the Lord's help and guidance. Encourage students to think about this request as they study the example of the brother of Jared in Ether 3, looking for insights that they might share with their friend.

Remind students that in the previous lesson, they discussed the account of the brother of Jared asking the Lord about how to provide light in the Jaredites' barges.

Summarize Ether 3:1 by explaining that as part of the solution for lighting the barges, the brother of Jared carefully prepared 16 small stones and carried them to the top of a mountain.

Invite students to read Ether 3:2–3 with a partner, looking for phrases that indicate that the brother of Jared recognized his dependence on the Lord. Ask them to report their findings to each other.

As students read Ether 3:2, they may have questions about the phrases "we are unworthy before thee" and "our natures have become evil continually." Help them see that when the brother of Jared used these words, he referred to the condition we have inherited "because of the fall." We are physically and spiritually separated from God, and we further separate ourselves from Him when we sin. Compared to Him, we are weak and unworthy. Without His help, we could never return to dwell in His presence.

- How would you describe the attitude of the brother of Jared as he prepared to present his solution for lighting the barges to the Lord? (He was humble.)

Write the following incomplete statement on the board: *As we humbly call upon the Lord, ...*

Ask a student to read Ether 3:4–6 aloud. Invite the class to follow along, looking for words and phrases that illustrate the faith of the brother of Jared as he called upon the Lord in prayer.

- Which words or phrases in verses 4–6 illustrate the faith of the brother of Jared as he called upon the Lord in prayer? (Invite students to consider marking the following phrase in verse 4: “And I know, O Lord, that thou hast all power, and can do whatsoever thou wilt for the benefit of man.”)
- Based on what we discovered in verses 4–6, how would you complete the statement on the board to identify a principle? (Students may give a variety of answers. After they respond, complete the statement on the board so that it conveys the following principle: **As we humbly call upon the Lord, He will bless us according to our faith and His will.**)
- Why do you think it is important for us to exercise faith in the Lord and seek His will when we ask for His help?

Refer to the list on the board from the beginning of the lesson. Invite students to share their thoughts on how someone might show faith in the Lord in those particular situations. After students have shared, refer to the principle you have written on the board.

- What experiences have you or a loved one had that have helped you know that this principle is true? (You may want to share an experience you have had when you received blessings because you exercised faith in the Lord.)

### ***Sharing personal experiences***

When you share experiences you have had as you have sought to live gospel principles, you can help students understand how to apply those principles themselves. Keep your stories brief, and always include statements of testimony that convey what you learned or how you were blessed through your experiences. This will invite the Holy Ghost to bear witness of the truths you share.

To help students apply this principle in their lives, invite them to think about a situation in which they need the Lord’s help. Give them time to write in their class notebooks or study journals about one way they can exercise more faith as they humbly seek the Lord’s help. Encourage students to follow through on what they have written.

Show the picture *The Brother of Jared Sees the Finger of the Lord* (*Gospel Art Book* [2009], no. 85; see also [lds.org/media-library](http://lds.org/media-library)).

Invite a few students to take turns reading aloud from Ether 3:7–12. Ask the class to follow along, looking for how the brother of Jared continued to exercise faith after he saw the finger of the Lord touch the stones.

- How did the brother of Jared continue to exercise faith in the Lord?

Point out that when the Lord asked, “Believest thou the words which I shall speak?” the brother of Jared said, “Yea, Lord” (Ether 3:11–12).

- Why is it significant that the brother of Jared committed to believe the Lord’s words before he heard them?
- What principle do these verses teach us about how we can exercise faith in Jesus Christ? (Help students identify the following principle: **We can exercise faith in Jesus Christ by choosing to believe the words He will speak to us.** Write this principle on the board. Invite students to consider writing this principle in their scriptures next to verses 11–12.)

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

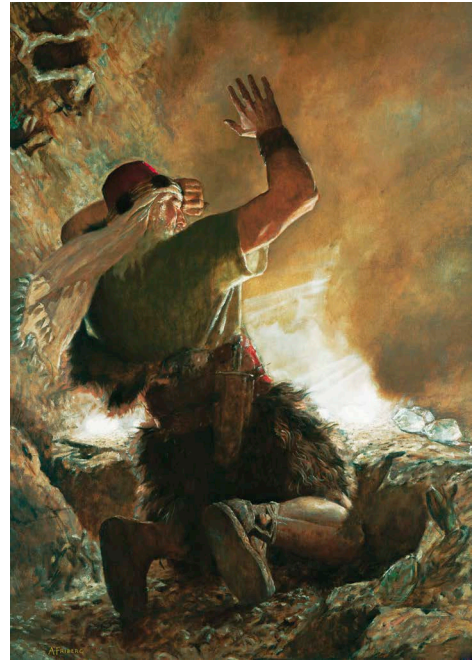


“Redemptive faith must often be exercised toward experiences in the future—the unknown, which provides an opportunity for the miraculous. Exacting faith, mountain-moving faith, faith like that of the brother of Jared, *precedes* the miracle and the knowledge. . . . Faith is to agree unconditionally—and in advance—to whatever conditions God may require in both the near and distant future” (Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 18–19).

Read aloud the following scenarios. After each scenario is read, invite students to explain why it is important for the person to exercise faith in Jesus Christ by choosing in advance to believe the words the Lord will speak to her or him:

1. A young woman is preparing to receive her patriarchal blessing.
2. A young man is awaiting his mission call and assignment.
3. A young woman is praying for guidance on how to help a friend.

Encourage students to consider whether they have enough faith in the Lord to commit to believe and follow what He will reveal to them even before He reveals it.



Ask a student to read Ether 3:13 aloud. Invite the class to follow along, looking for what the brother of Jared experienced after he committed to believe the words the Lord would speak to him.

- What did the brother of Jared experience?

Invite students to study Ether 3:14–20, either individually or in pairs. Ask them to identify gospel truths the brother of Jared either learned or had confirmed to him during his experience in the Lord’s presence. You may want to suggest that they mark these truths in their scriptures. Invite students to report what they find. As students report, help them identify the following truths, and write them on the board:

***Jesus Christ was prepared from the foundation of the world to redeem us*** (see Ether 3:14).

***God created us in His own image*** (see Ether 3:15).

***Jesus Christ showed Himself in the spirit before He was born in the flesh*** (see Ether 3:16).

***Jesus Christ’s physical body is in the likeness of His spirit body*** (see Ether 3:16–17).

***Jesus Christ ministers to people to help them know that He is God*** (see Ether 3:18).

Invite students to choose one truth on the board that they feel is important to know or is particularly meaningful to them. Ask a few of them to share which truth they chose and why it is meaningful to them.

Point out that the brother of Jared learned these truths about Jesus Christ after exercising faith in Him. Add the following truth to the list on the board: **As we exercise faith in Jesus Christ, we will come to know Him better.**

### **Ether 3:21–28**

***The Lord commands the brother of Jared to write the things he has seen and to seal up his record***

Summarize Ether 3:21–28 by explaining that the Lord commanded the brother of Jared to write down the things he had seen and heard and to seal up his writings. The Lord also explained that He would prepare a way for the writings of the brother of Jared to be translated in the future—through two stones. These stones were part of what is called a Urim and Thummim (see D&C 17:1; see also Bible Dictionary, “Urim and Thummim”).

Conclude by sharing your testimony of the truths you have discussed and encouraging students to apply what they have learned today—to exercise their faith in Jesus Christ by choosing to believe the words He will speak to them.

## HOME-STUDY LESSON

# Mormon 8:12–Ether 3:28 (Unit 29)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Mormon 8:12–Ether 3:28 (unit 29) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Mormon 8:12–41)**

Students discovered that Moroni saw our day and that he wrote a prophetic description of the circumstances in which we live. They were able to see why the Book of Mormon is a valuable gift from the Lord that can guide them through the last days. Based on Moroni's description of the last days, students also learned that God will hold us accountable for how we treat the poor and those in need.

#### **Day 2 (Mormon 9)**

Moroni finished his father's record by proclaiming that if we will repent and call upon God, we will be spotless when we come into His presence. From Moroni, students learned that because God is unchangeable, He will provide miracles according to His children's faith and that if we pray in faith to Heavenly Father in the name of Jesus Christ, He will grant us blessings that will help us work out our salvation.

#### **Day 3 (Ether 1–2)**

Students learned that the book of Ether is Moroni's abridgment of the 24 gold plates discovered by Limhi's people, as recorded in the book of Mosiah. These plates gave an account of the Jaredites, who were guided by the Lord to the promised land. By studying the Jaredites' experiences, students learned that as we act in faith on direction the Lord has given us, we can receive further guidance from Him. At one point during the journey to the promised land, the Lord chastened the brother of Jared for failing to call upon Him. By studying this experience, students learned the importance of calling upon Heavenly Father regularly in prayer. The brother of Jared's experience with the Lord when building the barges helped students recognize that as we strive to do our part to solve our problems, we can receive the Lord's help.

#### **Day 4 (Ether 3)**

As the brother of Jared tried to solve the problem of providing light in the barges, he demonstrated that as we humbly call upon the Lord, He will answer us according to our faith and His will. Students learned that as we exercise faith in the Lord, we will grow closer to Him. The brother of Jared lived these principles, and he saw the spirit body of the Savior and a marvelous vision of all the inhabitants of the earth.

## Introduction

The book of Ether is Moroni's abridgment of the Jaredite record. The prophet Ether made this record on 24 gold plates, which were discovered by a group of King Limhi's people. The following teaching idea will help students understand some principles about prayer that are taught in Ether 1.

## Suggestions for Teaching

### Ether 1

*Through the prayers of the brother of Jared, he and his family and friends receive mercy and guidance*

Begin class by asking students to think about a situation they were in when they really felt the need to pray for help. Invite a few students to share their experiences, or share one of your own experiences.

Remind students that the book of Ether is Moroni's abridgment of the record of the Jaredites. Jared, his brother, their friends, and their families lived during the time of the Tower of Babel (approximately 2200 BC), when God confounded the people's language.

Invite a student to read Ether 1:33–35 aloud. Ask the class to follow along, looking for reasons why Jared and his brother felt the need to pray for help. (Before the student reads, you may want to explain that the phrase “cry unto the Lord” is another way of saying “pray.”)

- What help did Jared and his brother need from the Lord?
- What do these verses tell you about how Jared felt about his brother's faith?

Divide students into pairs. Invite each partnership to take turns reading aloud to one another from Ether 1:35–42. Before they read, ask them to look for (1) each time the brother of Jared cried to the Lord and (2) each time the Lord showed compassion to the brother of Jared as a result of his prayers. After sufficient time, invite a few pairs to share an example of the Lord showing compassion to the brother of Jared and his family because of their repeated prayers.

- What principles can we learn about prayer from these verses? (As students share the principles they have identified, emphasize the following principle: **As we consistently cry unto God in faith, He will have compassion on us.** Write this principle on the board.)

Explain to students that it is important to remember that “prayer is the act by which the will of the Father and the will of the child are brought into correspondence with each other. The object of prayer is not to change the will of God, but to secure for ourselves and for others blessings that God is already willing to grant, but that are made conditional on our asking for them” (Bible Dictionary, “Prayer”).

Invite students to review Ether 1:34, 36, 38, looking for what the brother of Jared asked for in his prayers. Ask a student to list the things the students identify under the phrase “cry unto God” in the principle you wrote on the board.

Emphasize that Jared and his brother had faith and were willing to be obedient to the Lord. Suggest that students mark the phrase “let us be faithful unto the Lord” at the end of Ether 1:38.

Invite students to review Ether 1:35, 37, 40–42, looking for the specific ways God blessed the brother of Jared and his family and friends. As students identify these blessings, have a student list them under the word *compassion* in the principle you wrote on the board. Point out that the Lord gave the brother of Jared the blessings that he prayed for.

Write the following questions on the board, or prepare them on a handout. Ask students to refer to the principle written on the board and, in their partnerships, discuss the questions. These questions will help them understand and feel the importance of the principle.

*How do you think “crying unto God” is different from just “saying a prayer”?*

*When have you or someone you know experienced Heavenly Father’s compassion in answer to a prayer?*

*What can you learn about the Lord from His responses to the prayers of the brother of Jared?*

Once students have had time to discuss these questions, you might ask them to share an experience they discussed in their groups or to share insights from their discussion.

Share your testimony of Heavenly Father’s love for us and His desire to bless us as we regularly call upon Him. Invite students to consider how they could apply the principle on the board. For example, they might set a goal to pray more regularly or choose one way to make their prayers more sincere. You may want to give them time to write what they desire to do in their study journals.

Explain that a study of the prayers of the brother of Jared can give us additional insight into the Lord’s love for us and the blessings that come through prayer. Invite a student to read Ether 1:43 aloud. Ask the class to follow along, looking for the additional blessing God promised Jared and his brother.

After students report what they have learned, point out that the brother of Jared had not specifically prayed for the blessing of having his posterity become a great nation. You might suggest that students mark in their scriptures the phrase at the end of Ether 1:43 that shows why God answered the brother of Jared’s prayer in this way: “because this long time ye have cried unto me.”

- What principles can we learn from the Lord’s generosity to Jared and his brother, as shown in Ether 1:43?

There are several principles that can be learned from this scripture. One important principle is that **if we pray regularly to God with faith, we can receive blessings beyond those we request.**

- When have you had an experience that shows this principle is true? Do you know someone who has had such an experience, or can you think of someone in the scriptures who has? (Tell students you will give them a moment to think of examples before you ask them to respond. You might also want to share an example from your own life.)

To conclude this lesson, share your testimony that God hears and answers our prayers. He is full of wisdom and compassion and delights to bless His children. He is pleased when we sincerely and consistently pray to Him. Encourage students to make an effort to pray with more faith. Encourage them to remember that Heavenly Father is filled with compassion and will answer their prayers according to what He knows will bring the greatest blessings into their lives.

### **Next Unit (Ether 4–12)**

Explain that in the next unit, students will learn more about the Jaredites. Although prophets warned the Jaredites not to appoint kings, the people did so, and the kings led the people into captivity. Men who desire worldly power usually use secret combinations to further their selfish desires. Moroni recorded many marvelous things that were done because some of the people had great faith. He taught that those who humble themselves before God and have faith in Him will receive His grace to help them overcome their weakness.



## LESSON 146

# Ether 4–5

### Introduction

The Lord commanded Moroni to seal up the recorded vision of the brother of Jared and explained that these writings would be revealed when people have faith as the brother of

Jared did. Moroni prophesied that three witnesses would bear testimony of the truthfulness of the Book of Mormon in the latter days.

### Suggestions for Teaching

#### Ether 4:1–7

##### *Moroni records and seals up the full account of the brother of Jared's vision*

Invite students to think of an object that is especially valuable to them or their family and that they might want to keep out of the reach of small children. As an example, you may want to display or describe something that is valuable to you.

- Why would you not allow a child to handle such an object?
- What would a child need to learn or do before you would trust him or her with the object?

Explain that truths of the gospel are valuable to the Lord. He wants to share all of them with us, but He waits until we are ready to receive them. As students study Ether 4 during this lesson, encourage them to look for principles that can help them prepare to receive truth from the Lord.

Invite a few students to take turns reading aloud from Ether 4:1–5, and ask the class to look for what the Lord commanded Moroni to record and “seal up.”

- What was Moroni commanded to “seal up”?

Explain that Moroni included the vision of the brother of Jared in what is often called the sealed portion of the Book of Mormon. (You may want to display the chart titled “The Plates and Their Relationship to the Published Book of Mormon,” which is located in the appendix at the end of this manual.)

- How did Moroni describe what the brother of Jared saw? (See Ether 4:4.)

To help students learn more about what the Lord showed the brother of Jared, invite a student to read Ether 3:25–26 aloud. Ask the class to follow along, looking for what the Lord showed the brother of Jared.

- What did the Lord show the brother of Jared?

Explain that we also learn from 2 Nephi 27:7–10 that the sealed portion of the Book of Mormon contains a revelation of “all things from the foundation of the world unto the end thereof.”

Invite a student to read Ether 4:6–7 aloud. Ask the class to follow along, looking for what must happen before the revelation given to the brother of Jared will be made known. Invite students to consider marking what they find in their scriptures.

- What must happen before God will reveal in our day the knowledge He gave to the brother of Jared?
- What are some ways in which the brother of Jared demonstrated his faith in the Lord?

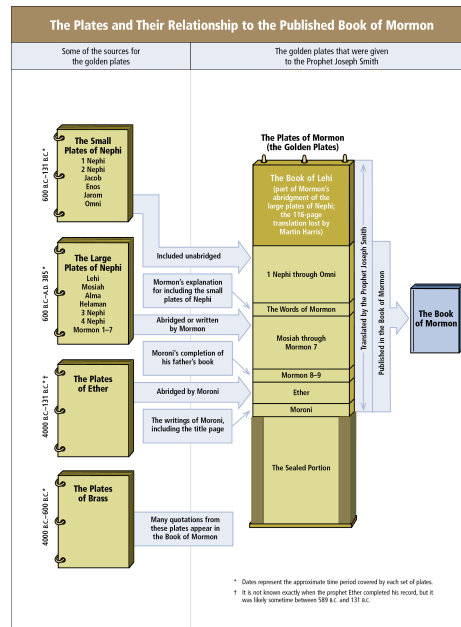
## Ether 4:8–19

### *The Lord teaches how we can receive revelation*

Remind students that the brother of Jared had previously received great knowledge and help through revelation because of his faith and belief in the words of the Lord. Explain that Ether 4:8–15 records the Savior’s teachings about what can prevent us from receiving truth from Him, as well as what we can do to receive additional truth.

Invite a student to read Ether 4:8 aloud. Ask the class to follow along, looking for what can prevent us from receiving additional truth from the Lord. You may want to explain that to be *accursed* in this verse means to become separated spiritually from God.

- According to verse 8, what can prevent us from receiving additional truth from the Lord? (Contending against the Lord’s word and denying “these things,” meaning the writings in the Book of Mormon.)
- What do you think it means to “contend against the word of the Lord”?
- Why do you think that contending against the word of the Lord would prevent someone from receiving additional truth from Him?



Invite a student to read Ether 4:10–11 aloud. Ask the class to follow along, looking for what will happen if we choose to believe the words that the Lord has already given us.

- How will the Lord bless those who choose to believe His words? (Help students identify the following principle: **If we believe the words of the Lord, then He will confirm their truth to us through the Holy Ghost.** Invite students to consider marking the phrases in their scriptures that teach this principle.)
- Why do you think we need to first believe the Lord’s words before we can know of their truth?
- What are some ways in which we can show the Lord that we believe His words? (Invite a student to record the class’s responses on the board. Their responses may include the following: having meaningful personal scripture study, following promptings from the Holy Ghost, following local Church leaders, studying the scriptures in church and seminary, and following the words of latter-day prophets.)

Invite students to ponder how demonstrating belief in the words of the Lord in one of these ways has led them to receive a confirmation of their truthfulness through the Holy Ghost. Encourage a few students to share what they have experienced.

Refer again to the examples written on the board. Ask students to consider those examples as they silently ponder how well they show their belief in the word of God. Suggest that for each example, they mentally rate themselves on a scale of 1 to 10, with a rating of 10 meaning that the example refers to something they do well. Invite students to write in their class notebooks or study journals about one way they can show more faith in the direction they have received from the Lord. Encourage students to follow through with the goals they have written.

Hold up a piece of cloth. Explain that the Lord taught additional principles that can help us receive revelation. When He taught these principles, He referred to a veil. A veil is a curtain or piece of cloth that is used to cover or hide something.

Invite students to find the phrase in Ether 4:15 that includes the word *veil*.

- What kind of veil did the Lord refer to? (A “veil of unbelief.”) How is unbelief like a veil?
- The word *rend* means to tear or divide. What do you think it means to “rend [the] veil of unbelief”?

Write the following incomplete statement on the board: *The Lord will bless us with further revelation as we ...*

Ask a student to read Ether 4:13–15 aloud. Invite the class to follow along, searching for things they can do to receive revelation from the Lord.

- Based on what we read in verses 13–15, how would you complete the statement on the board to convey a principle? (Write students’ responses on the board. Answers may include the following ways to state the principle: **The Lord will bless us with further revelation as we come unto Him. The Lord will bless us with further revelation as we pray with a broken heart and a contrite spirit.**)

To help students understand these principles better, consider asking the following questions:

- What does it mean to you to come unto the Lord? (Answers may include studying His words, turning our hearts to Him, repenting, and following and obeying Him.)
- What does it mean to have a broken heart and a contrite spirit? (To be humble, repentant, and receptive to the Lord's will [see Guide to the Scriptures, "Broken Heart," scriptures.lds.org].) Why are these attitudes necessary as we pray for continuing revelation from the Lord?

Invite students to contemplate how they might incorporate these principles in their efforts to receive revelation.

Summarize Ether 4:17–19 by explaining that the Lord declared that the coming forth of the Book of Mormon would be a sign that the latter-day work of God had commenced. He also urged all people to repent, come unto Him, and be baptized.

## Ether 5

### *Moroni declares that three witnesses will see and bear testimony of the plates*

Explain that Ether 5 contains Moroni's counsel to Joseph Smith about his translation of the Book of Mormon.

Invite a student to read Ether 5:1–3 aloud. Ask the class to follow along and to imagine what it may have been like for Joseph Smith to translate the Book of Mormon and realize that this counsel was written directly to him by Moroni over 1,400 years earlier.

- What did Moroni say about the plates he had "sealed up"?
- According to Ether 5:2–3, what would Joseph be privileged to do with the plates?

Ask students if they can name the Three Witnesses of the Book of Mormon and recall what they experienced. (If students need help, invite them to read "The Testimony of Three Witnesses" at the front of the Book of Mormon.)

Explain that in the late 1830s a spirit of faultfinding spread among the members of the Church. During this period, many Saints left the Church, including the Three Witnesses. Although David Whitmer never returned, Oliver Cowdery and Martin Harris later rejoined the Church. But even while the Three Witnesses were not members of the Church, none of them ever denied the experience they had had with the golden plates, and they continued to testify that the Book of Mormon is the word of God. (See Dallin H. Oaks, "The Witness: Martin Harris," *Ensign*, May 1999, 36–37.)

- How does the fact that the Three Witnesses maintained their testimony of the Book of Mormon even while they were not members of the Church help confirm the truthfulness of their testimony?

Invite a student to read Ether 5:4–6 aloud. Ask the class to follow along, looking for three additional individuals who bear record of the Book of Mormon.

- According to verse 4, who are three additional individuals who bear record or testify of the Book of Mormon? (The Father, the Son, and the Holy Ghost.)

You may want to share your testimony of the Book of Mormon and invite students to apply the principles you have discussed today.

## LESSON 147

# Ether 6

### Introduction

After making preparations according to the commandments of the Lord, the Jaredites boarded their vessels, trusting that the Lord would bring them through their difficult journey to the promised land. The Lord sent a wind that tossed the barges on the waves and buried them in the sea many times,

yet that wind propelled the vessels toward the promised land. Upon establishing themselves in the new land, the people chose a king, despite warnings from the brother of Jared.

### Suggestions for Teaching

#### Ether 6:1–12

*The Lord causes a wind to drive the Jaredite barges to the promised land*

Begin class by asking students to name faraway destinations that they would like to visit.

- What are some problems or challenges that could make your journey difficult or even prevent you from reaching your desired destination?

On one side of the board, write *Us*, and on the other side, write *Eternal Life*. Ask students what problems or challenges could prevent us from making it safely through mortality and reaching eternal life. Write their responses on the board in between *Us* and *Eternal Life*.

Explain that the account of the Jaredites' journey to the promised land contains principles that can guide us in our journey through mortality toward eternal life. As students study Ether 6 today, encourage them to look for principles that will help them with challenges like those listed on the board.

Divide students into pairs. Invite them to study Ether 6:1–11 with their partners, looking for phrases that describe how the Jaredites were able to have a safe and successful journey to the promised land. Invite students to consider marking what they find.

After sufficient time, invite students to report to the class what they found. Some of the phrases they report might reflect the following aspects of the Jaredites' journey: The Lord provided light for them during their journey (see verses 2–3); strong winds tossed them upon the waves of the sea and propelled them toward the promised land (see verse 5); when they were buried by the waves, they prayed and were brought back to the surface (see verses 6–7); and they praised the Lord all day long (see verse 9).

- What truths or principles can we identify from these phrases about how we can journey safely toward eternal life? (Students' answers may include the following: **The Lord provides light for us during our journey through mortality. Trials and adversity can propel us toward eternal life. If we sincerely pray, God can lift us above trials and adversity.** Invite students to consider writing these truths in their scriptures next to the verses that teach them.)

- How does the Lord provide light for us during our journey through mortality?
- What do you think determines whether the winds and storms of life hinder us or propel us toward eternal life?
- Describe a time when you have felt God lift you above trials and adversity as you have sincerely prayed to Him.

Refer to the list of challenges on the board and ask:

- How can the truths we identified help us overcome these kinds of challenges?



To help students identify another principle from these same verses, divide students into groups of three or four, and provide each group with a copy of the following handout. Invite them to look again at verses 1–11 as needed and to discuss the questions on the handout together.

### Crossing the Sea

- What do you think it means that the Jaredites embarked on their journey “commending themselves unto the Lord their God” (Ether 6:4)?
- Why might it have been difficult to trust in the Lord in this situation?
- What do you think would have been difficult about traveling in a Jaredite barge?
- What do you think the phrase “mountain waves” (Ether 6:6) means? How do you think you would have felt if you had been in a Jaredite barge when such a wave caused it to be “buried in the depths of the sea”? (Remember that the Jaredites had to wait for their barges to surface before they could unplug a hole and receive air.)
- How did the Jaredites show their trust in the Lord as they crossed the sea? (See Ether 6:7, 9.)
- According to Ether 6:11, how long did the Jaredites travel this way?



After sufficient time, invite students to report their answers to the questions on the handout.

Invite students to read Ether 6:12 silently, looking for the result of the Jaredites’ journey. Ask students to report what they find.

- Based on what you have learned from the Jaredites’ journey, what will the Lord do for us as we trust in Him and do His will? (One of the principles students should identify is that **as we trust in the Lord and do His will, He will direct the course of our lives and lead us to eternal life.** Write this principle on the board.)
- What can you do to develop or strengthen your trust in Jesus Christ?

Invite students to ponder experiences in which they have trusted in the Lord and done His will and have witnessed Him direct them toward eternal life. Ask a few

students to share their experiences with the class. You may also want to share an experience.

### ***Invite students to share experiences***

When you invite students to ponder how they know a principle is true, you provide an opportunity for the Spirit to inspire them as they search their memories for feelings and experiences. As students respond, they will be expressing testimony, even though their responses may not include such phrases as “I would like to bear my testimony” or “I know.”

Invite students to reflect on how they might better trust in the Lord and follow His directions in difficult situations they may be facing right now. Encourage them to act on the promptings they receive from the Lord.

### **Ether 6:13–30**

*The Jaredites teach their children to walk humbly before the Lord; the people desire a king*

Summarize Ether 6:13–21 by explaining that when the Jaredites arrived in the promised land, they began to establish their families and raise crops. They taught their children to walk humbly before the Lord, and they multiplied and grew strong in the land. As Jared and his brother neared the end of their lives, they gathered their people together and asked what they would like to have done for them.

Invite a student to read Ether 6:22 aloud. Ask the class to follow along, looking for what the people asked of Jared and his brother.

- What did the people want? (A king.)

Ask students to search Ether 6:23 to identify what the brother of Jared warned would happen if they chose a king.

- What did the brother of Jared warn would result from having a king?

Summarize Ether 6:24–30 by explaining that Jared was willing to allow the people to have a king and asked them to select one of his or his brother’s sons to be king. Only one of their sons, Orihah, would agree to serve as king. Eventually, Jared and his brother died. Orihah reigned in righteousness.

Conclude today’s lesson by inviting students to review the truths they discovered and ponder how they will apply them in their lives.



## LESSON 148

# Ether 7–11

### Introduction

The brother of Jared was saddened by his people's request to be led by a king. He said, "Surely this thing leadeth into captivity" (Ether 6:23). His prophecy was fulfilled two generations later. During the reigns of many kings, the

Jaredites went through several cycles of hearkening to the prophets and living in righteousness and then rejecting the prophets and living in wickedness.

### Suggestions for Teaching

#### Ether 7

*Orihah rules in righteousness and is succeeded by Kib, whose son Corihor rebels against his father and seizes the kingdom; Corihor's brother, Shule, regains it; and prophets condemn the wickedness of the people*

Draw a simple prison cell on the board.

Ask students to describe how people might feel while they are in captivity. Point out that sinful behavior can lead people to spiritual and physical captivity.

- In what ways do sinful behaviors lead to captivity?

Students may mention ideas such as the following: Choosing to break the Word of Wisdom or view pornography can lead to the captivity of addiction.

All forms of sin decrease the power of the Holy Spirit in our lives. Explain that this lesson will help students see how they can avoid captivity.

Remind students that when the brother of Jared learned that the people wanted a king, he prophesied that their choice would lead to captivity (see Ether 6:22–23). Despite this, the Jaredite people chose to have a king. Their first king was Orihah, one of Jared's sons. Their second king was Orihah's son Kib.

Invite students to read Ether 7:1–2 silently to learn if the prophecy of the brother of Jared was fulfilled in the days of Orihah. Ask them to report what they learn.

- What would you say to someone who lived in the days of King Orihah and did not believe that the brother of Jared's prophecy was going to be fulfilled?

Invite a few students to take turns reading aloud from Ether 7:3–7. Ask the class to follow along, looking for the way in which the prophecy of the brother of Jared began to be fulfilled. Ask them to report what they find. Make sure they understand that King Kib and his people were brought into captivity—"Kib dwelt in captivity, and his people" (Ether 7:7).



- What principles can you identify based on what you have read so far in Ether 7? (As students share what they have learned, be sure the following principle is clear: **Rejecting the words of prophets can lead to captivity.** Write this principle on the board next to the drawing of the prison cell.)

Invite students to read Ether 7:8–13 to learn about Shule, who was born to Kib while Kib was in captivity. Before they read, ask them to imagine that they are news reporters assigned to cover the account in Ether 7:8–13. Then ask each student to report to another member of the class what he or she would highlight from the account.

Summarize Ether 7:14–22 by explaining that after Shule became king and Corihor repented of what he had done, Corihor’s son Noah led a rebellion against Shule and Corihor. The country was again divided between two kings and two peoples until a battle in which Shule killed Noah’s son Cohor. Cohor’s son Nimrod gave Cohor’s part of the kingdom to Shule.

Explain that during Shule’s reign, prophets came among the people. Ask a student to read Ether 7:23–25 aloud. Invite the class to follow along, looking for what the prophets taught and how the people reacted.

- What did the prophets teach?
- How did the people respond to the prophets? How did Shule respond?
- How did Shule’s protection of the prophets bless his people?

Invite a student to read Ether 7:26–27 aloud. Ask the class to follow along, looking for what happened when the people obeyed the words of the prophets and repented.

- What happened when the people followed the counsel of the prophets and repented?
- What principle can we identify from verse 26? (Students may use different words, but help them identify the following principle: **As we follow the counsel of prophets and repent, we will prosper.**)
- What does it mean to prosper? (To be blessed by God both spiritually and temporally.)
- Why do following the counsel of prophets and repenting help us to prosper?
- How have you been blessed because you have obeyed the counsel of prophets? (You could invite students to write their answers in their class notebooks or study journals before asking them to share their answers with the class.)

Encourage students to think of one way they can better listen to and obey the words of the prophets.

### **Ether 8:1–9:13**

#### *Jared and then Akish become Jaredite kings through secret combinations*

Summarize Ether 8:1–14 by explaining that after Shule’s reign, Omer became the king. Omer’s son Jared rebelled against his father and set his heart upon becoming king. He was able to gain half of the kingdom for a time, but he was later defeated

and compelled to give up his half of the kingdom. Then Jared's daughter planned a way for Jared to become king. She reminded her father of the secret combinations known in ancient times. She then said that she would dance before a man named Akish, whom she knew would desire her in marriage. When Akish asked for her in marriage, Jared was to tell Akish that he must kill Omer, the king. Jared and his daughter carried out this plan. Akish asked for Jared's daughter in marriage and then entered into a secret combination with his family and friends to kill Omer, the king.

- What is a secret combination? (A secret combination is "an organization of people bound together by oaths to carry out the evil purposes of the group" [Guide to the Scriptures, "Secret Combinations," scriptures.lds.org].)

Invite a few students to take turns reading aloud from Ether 8:15–19. Ask the class to follow along, looking for what these verses teach about secret combinations.

- What are the motives of those who embrace secret combinations? (To get power so they can commit wicked acts.)
- Whose power is behind secret combinations? (The devil.)
- Which phrase in Ether 8:18 shows how the Lord feels about secret combinations? ("Most abominable and wicked above all.")

Invite a student to read Ether 8:20–22, 25 aloud. Ask the class to follow along, looking for additional things they can learn about secret combinations. Ask them to give particular attention to the effect that secret combinations have on societies. (Note that the phrase "buildeth it up" at the beginning of Ether 8:25 refers to building up secret combinations.)

- From what you have read, what effect do secret combinations have on societies?
- What principle can we learn from these verses? (As students express their ideas, make sure they identify the following truth: **Supporting secret combinations leads to the destruction of people and nations.**)

Invite the class to read Ether 8:23–24, 26 silently, looking for what Moroni wanted us to do as a result of his warnings about secret combinations.

- What did Moroni tell us to do? (Be aware of secret combinations and seek to make sure they are done away with in our societies.)
- As recorded in Ether 8:26, what was Moroni's hope for us in the last days?

Summarize Ether 9:1–13 by explaining that as a result of their secret combination, Akish and his friends were able to overthrow the kingdom of Omer. However, God warned Omer that he should flee with his family, thereby saving their lives. Omer's wicked son Jared became king and gave his daughter to Akish in marriage. Akish and his friends continued their evil plans, killing Jared and even one of Akish's sons. These actions led to a war between Akish and his sons that eventually destroyed almost all the Jaredites and restored Omer to the throne. (Emphasize that these events show that secret combinations lead to the destruction of societies.)

**Ether 9:14–11:23**

*One king succeeds another, some ruling in righteousness and some in wickedness*

Explain that chapters 9–11 of Ether record that many more kings ruled the Jaredites after Jared—some in righteousness and some in wickedness. Remind students of the following principle, which was discussed earlier: **Rejecting the words of prophets can lead to captivity**. Ask half of the class to study Ether 9:26–35 (during the reign of Heth), and ask the other half to study Ether 11:1–8 (during the reigns of Com and Shiblom). Ask both groups to look for evidence of this principle. Invite students to briefly report what they find.

You may want to conclude this lesson by reviewing the truths you have discussed. Share your testimony about the importance of following the counsel of prophets. You may want to share an experience from your life that taught you the importance of following the counsel of prophets. Encourage students to begin following any counsel from the prophets that they previously may have rejected or ignored, so the Lord can bless them more abundantly.

## LESSON 149

# Ether 12:1–22

### Introduction

After recounting many years of Jaredite history, Moroni introduced the ministry of the prophet Ether. Moroni then interrupted the historical account to record some of the

blessings that come to those who exercise faith in Jesus Christ. This lesson covers Ether 12:1–22, while lesson 150 deals with Ether 12:23–41.

### Suggestions for Teaching

#### Ether 12:1–4

##### *Ether preaches repentance to the Jaredites*

Begin class by inviting a student to come to the board and draw some waves and a boat secured by an anchor.

- Why is it important for a boat to have an anchor?
- What dangers or difficulties might a boat encounter if it does not have an anchor?
- What influence do waves have on a boat? (Answers might include that waves cause a boat to move around, drift, or be tossed to and fro.)

Label the boat with the words *Your Life*.

- If the boat represents our lives, what could the waves be likened to? (Answers might include social pressures, adversity, false teachings, or wickedness.)
- How might a person's life be like a boat without an anchor?

Encourage students to look for examples of spiritual anchors as they study Ether 12.

Explain that Ether 12 begins with Moroni's introduction of Ether, a Jaredite prophet who preached during a time when the people rejected the prophets and lived in wickedness.

Invite a few students to take turns reading aloud from Ether 12:1–3. Ask the class to follow along, looking for anything that stands out to them about Ether's actions.

- What stands out to you about Ether's actions?

Invite a student to read Ether 12:4 aloud. Ask the class to follow along, looking for what those who believe in God can "hope for" despite being surrounded by difficulties and wickedness. Invite students to report what they find. As they respond, you might want to point out that the "better world" we are to hope for is "a place at the right hand of God."

- What does it mean to have a place at the right hand of God? (To return to His presence and receive eternal life.)
- How do you think having hope "with surety" is different from merely wishing for something? (In the scriptures, hope refers to having confidence that we can receive the blessings God promises us if we keep our covenants with Him.)

- According to Ether 12:4, how do we gain hope of receiving a place at the right hand of God? (As students respond, explain that the faith mentioned in Ether 12:4 refers to faith in Jesus Christ.) How does faith in Jesus Christ allow us to hope “with surety” for a place at the right hand of God?

On the board, label the anchor with the words *Faith and Hope*.

- What principle can we learn from Ether 12:4 about what happens when we have hope and faith in Jesus Christ? (Though students may respond with different words, they should express the following principle: **When we have hope and faith in Jesus Christ, we will become steadfast and we will abound in good works and glorify God.** Invite students to consider marking the phrases in this verse that teach this principle.)
- What do you think it means to “abound” in good works? (To do many good things.)
- What are some ways in which we can “glorify God”?
- Think of people you know who always seem to abound in good works and are not ashamed to glorify God. What are some specific things they do that make them good examples of this principle?

As students continue to study Ether 12, encourage them to look for examples of faith and hope mentioned by Moroni.

### Ether 12:5–22

#### *Moroni recounts miracles and mighty works that came by faith*

Write the following phrase on the board: *I would like to gain a spiritual witness that ...*

Invite students to suggest any gospel truths, principles, or statements of doctrine for which people may seek a spiritual witness. As students respond, write their answers on the board. (Responses might include a witness that the Book of Mormon is true; living a clean and virtuous life is important; the Word of Wisdom is a law of God; I should prepare to serve a mission.)

Invite students to think of a gospel truth of which they would like to receive a spiritual witness or stronger testimony.

Explain that some people have the following attitude: “I will not believe or live according to a gospel principle until I see evidence that it is true.” Invite a student to read Ether 12:5–6 aloud. Ask the class to follow along, looking for how these verses relate to this attitude.



them easily.

**Ether 12:6** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate

- According to Ether 12:6, what must happen before we can receive a witness?
- What do you think the phrase “trial of your faith” refers to?

After students respond, you may want to explain that some people mistakenly interpret “trial of faith” to always refer to hardship. The phrase “trial of faith” can describe anything that gives us an opportunity to demonstrate or exercise our faith in Jesus Christ. To help students gain a better understanding of this phrase, invite a student to read aloud the following statement by Elder Richard G. Scott (1928–2015) of the Quorum of the Twelve Apostles. Before the statement is read, ask the class to listen for Elder Scott’s explanation of the phrase “trial of faith.”



“You can learn to use faith more effectively by applying this principle taught by Moroni: ‘... ye receive no witness until after the *trial of your faith*’ [Ether 12:6; italics added]. Thus, every time you *try your faith*, that is, act in worthiness on an impression, you will receive the confirming evidence of the Spirit. Those feelings will fortify your faith. As you repeat that pattern, your faith will become stronger” (Richard G. Scott, “The Sustaining Power of Faith in Times of Uncertainty and Testing,” *Ensign or Liahona*, May 2003, 76).

- How is the process described by Elder Scott different from the attitude of those who want evidence before they will believe or act?
- What principle can we learn from Ether 12:6 about what we must do if we desire to receive a spiritual witness from the Lord? (Help students identify the following principle: **If we desire a spiritual witness, then we must first exercise faith in Jesus Christ and His gospel.** Write this principle on the board.)

Invite a student to read the following statement by Sister Bonnie L. Oscarson, Young Women General President. Ask the class to listen for how we can exercise faith in Jesus Christ in order to receive a spiritual witness of truth.



“Sometimes we try to do it backward. For example, we may take this approach: I will be happy to live the law of tithing, but first I need to know that it’s true. Maybe we even pray to gain a testimony of the law of tithing and hope the Lord will bless us with that testimony before we have ever filled out a tithing slip. It just doesn’t work that way. The Lord expects us to exercise faith. We have to consistently pay a full and honest tithe in order to gain a testimony of tithing. This same pattern applies to all the principles of the gospel, whether it is the law of chastity, the principle of modesty, the Word of Wisdom, or the law of the fast” (Bonnie L. Oscarson, “Be Ye Converted,” *Ensign or Liahona*, Nov. 2013, 77).

- Why do you think it is important for us to exercise faith in Jesus Christ through our actions before we receive a spiritual witness?

Explain that Ether 12:7–22, 30–31 includes several examples of miracles that occurred as a result of people exercising faith in Jesus Christ. Write the following scripture references on the board: *Ether 12:7–12*; *Ether 12:13–18*; *Ether 12:19–22*, 30–31. Divide the class into three groups, and assign one of the scripture passages to each group. Ask students to look for blessings—including spiritual witnesses and miracles—that came as a result of the faith of the people described in each passage.

Encourage them to notice the use of the phrase “after they had faith” or “until after their faith” in verses 7, 12, 17, 18, and 31. (You may want to suggest that students mark these phrases each time they appear.) After sufficient time, invite students from each of the three groups to report what they found.

Invite students to ponder a time when they or people they know have received spiritual witnesses or miracles after demonstrating faith in the Lord. Invite a few students to share the experiences they thought of. (Be sure students understand that they should not feel obligated to share experiences that are too personal or private.) You may also want to share an experience.

Ask students to recall the gospel truth of which they would like to receive a spiritual witness. Invite them to write in notebooks or study journals something they might do to exercise more faith in the Lord so they can obtain this spiritual witness.



## LESSON 150

# Ether 12:23–41

### Introduction

In humble prayer, Moroni expressed a concern. He worried about the weakness he perceived in his writing and in the writing of other Book of Mormon prophets. The Lord

responded with a promise to strengthen those who humble themselves and have faith in Him.

### Suggestions for Teaching

#### Ether 12:23–41

##### *Moroni teaches that the Lord can help us overcome our weaknesses*

Write the word *strong* on one side of the board and the word *weak* on the other side of the board. Give students time to ponder what they feel are their strengths. Then invite them to think about a few of their weaknesses or inadequacies.

Ask students to ponder a weakness that they have which they would like to overcome. Explain that Moroni taught about why we have weaknesses and how we can overcome them.

Invite a student to read Ether 12:23–25 aloud. Ask the class to follow along, looking for the weakness Moroni felt he and other writers of the Book of Mormon had. Before students read, you may want to explain that the word *Gentiles* in these verses refers to people or nations in the latter days “that are without the gospel” (Guide to the Scriptures, “Gentiles,” scriptures.lds.org).

- What weakness did Moroni feel he and other writers of the Book of Mormon had?
- What did Moroni worry would happen because of the weakness of those who wrote the Book of Mormon?

Invite a student to read Ether 12:26–27 aloud. Ask the class to follow along, looking for the Lord’s answer to Moroni’s concern. Invite students to report what they find.



them easily.

**Ether 12:27** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate

- What principle can we learn from the first sentence of Ether 12:27? (After students respond, write the following principle on the board: **If we come unto Jesus Christ, then He will show us our weakness.**)
- What are some things we can do to come unto Jesus Christ? (Answers might include that we can pray, fast, repent, study the scriptures, participate in temple worship, serve others, and seek to develop Christlike attributes.)
- Why do you think it is important for us to recognize our weaknesses?

To help students answer this question, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



"Often we try to avoid looking deeply into our souls and confronting our weaknesses, limitations, and fears. Consequently, when we do examine our lives, we look through the filter of biases, excuses, and stories we tell ourselves in order to justify unworthy thoughts and actions.

"But being able to see ourselves clearly is essential to our spiritual growth and well-being. If our weaknesses and shortcomings remain obscured in the shadows, then the redeeming power of the Savior cannot heal them and make them strengths [see Ether 12:27]. Ironically, our blindness toward our human weaknesses will also make us blind to the divine potential that our Father yearns to nurture within each of us" (Dieter F. Uchtdorf, "Lord, Is It I?" *Ensign* or *Liahona*, Nov. 2014, 58).

- How can seeing ourselves clearly, including our weaknesses, prepare us for spiritual growth?
- According to verse 27, why does the Lord give us weakness? (To help us be humble that we may draw upon His grace.)

Write the following incomplete statement on the board: *If we humble ourselves and exercise faith in the Lord, then ...*

- How would you complete this principle, based on the Lord's teachings in verse 27? (After students respond, complete the statement on the board so that it conveys the following principle: **If we humble ourselves and exercise faith in the Lord, then He will make weak things become strong unto us.** Invite students to consider marking the words in this verse that teach this principle.)
- How does the Lord "make weak things become strong unto [us]"? (Through His grace. You may need to explain that grace is a "divine means of help or strength, given through the bounteous mercy and love of Jesus Christ" [Bible Dictionary, "Grace"].)

Invite students to share experiences they have had when the Lord has helped them (or someone they know) to overcome a weakness. (Remind students that they should not share experiences that are too personal or private.) You might also want to share the following experience from a young woman or an experience of your own.

"I have always been a naturally shy person around people I don't know very well. ...

"School started, and it seemed as if Satan knew my weakness and set out to intensify it. ...

"One night before bed, I was reading in Ether 12. ... 'If [men] humble themselves before me, and have faith in me, then will I make weak things become strong unto them.' ...

"Tears filled my eyes. I knew that what I felt was my desire to come unto Christ. Suddenly I understood that the Lord had a plan for me. I also realized that the Lord wanted to help me make good friends. If I just had humility and faith, the Lord would help make my weakness a strength. ...

"Lately I have seen how the Lord has kept His promise. ... How grateful I am for the lesson I learned that night and for all the peace and serenity that comes with knowing God lives, He loves us individually, and He wants to help His children" (Raina Nibarger, "Shy No More," *New Era*, Oct. 2009, 45).

To encourage application of the principles taught in Ether 12:27, write the following phrases on the board:

1. *Recognize my weakness*
2. *Humble myself*
3. *Exercise faith in Jesus Christ*

Invite students to write these phrases in their class notebooks or study journals. Ask them to write under the appropriate phrases (1) a weakness they feel they have, (2) a way they can humble themselves, and (3) a way they can exercise faith in Jesus Christ so they can receive His help, or grace, to overcome the weakness they have listed. (Caution students to not write anything that may be too personal or private.) Testify to students that as they follow through with what they have written, the Lord will "make weak things become strong unto them" (Ether 12:27).

Invite a student to read Ether 12:29 aloud. Ask the class to follow along, looking for how Moroni responded to this message from the Lord. Invite students to report what they find.

Invite a student to read Ether 12:32–33 aloud. Ask the class to follow along, looking for what Moroni remembered the Lord had done and said that also brought comfort to Moroni.

- What had the Lord done and said that also brought comfort to Moroni?

Summarize Ether 12:34–40 by explaining that Moroni prayed for the Gentiles and was told by the Lord that he had been faithful and would be made strong.

To conclude, read Ether 12:41 aloud to the class. Ask them to follow along, looking for Moroni's invitation. (Invite students to consider marking the phrase "seek this Jesus of whom the prophets and apostles have written.")

Testify of the principles you have discussed today, and invite students to apply these principles in their lives.

## HOME-STUDY LESSON

# Ether 4–12 (Unit 30)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Ether 4–12 (unit 30) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Ether 4–5)**

Moroni sealed up the writings of the brother of Jared and taught about the conditions we must meet before we will receive that record. From these teachings, students learned that as we exercise great faith in the word of the Lord, He will, in His own due time and way, bless us with further revelation.

#### **Day 2 (Ether 6)**

From the Jaredites' example of exercising faith in the Lord while crossing "the great waters" (Ether 6:3) in their barges, students learned that as we trust in the Lord and do His will, He will direct the course of our lives. The winds blew the barges to the promised land, and students learned that if we trust in the Lord, adversity and hardship can help us progress and attain promised blessings.

#### **Day 3 (Ether 7–11)**

When the Jaredites ignored the brother of Jared's warning and chose to have a king, students discovered that rejecting the words of the prophets leads to captivity. Shule was a king who ruled in righteousness. As his people began to repent and listen to the prophets, they began to prosper. Students learned that as we repent of our iniquities, we begin to prosper. The Jaredites eventually fell into wickedness and illustrated the truth that supporting secret combinations leads to the destruction of individuals and societies.

#### **Day 4 (Ether 12)**

From the prophet Ether, students learned that when we have hope and faith in Jesus Christ, we will receive strength to be steadfast and abound in good works. Moroni wrote that if we desire a witness, then we must first exercise faith in Jesus Christ. From the Lord's answer to Moroni's concerns about his and the other Book of Mormon writers' weakness in writing, students discovered that if we humble ourselves and exercise faith in the Lord, then He will make our weakness become strong.

### Introduction

This lesson focuses on Ether 12:23–41. Moroni taught why people have weaknesses and what they must do to overcome them.

## Suggestions for Teaching

### Ether 4–11; 12:6

#### *The Jaredites prosper and are blessed when they are righteous*

Assign three students to review and summarize the following chapters using the chapter summaries: Ether 4–5; Ether 6; and Ether 7–11. Ask another student to review Ether 12:6. Ask them to share with the class one or two principles they learned.

### Ether 12:23–41

#### *Moroni expresses concern about how the Gentiles will respond to the Book of Mormon*

Write the word *strong* on one side of the board and *weak* on the other. Give students a moment to ponder what they feel are their strengths and what they feel are a few of their weaknesses or inadequacies. Explain that in Ether 12, Moroni taught how our weakness can become strong.

Invite a student to read Ether 12:23–25 aloud. Ask the class to follow along, looking for the weakness Moroni felt he and other Book of Mormon writers had.

- What weakness did Moroni mention in these verses?
- What did Moroni worry would happen because of the weakness of those who wrote the Book of Mormon?

After students respond, have them read silently the Lord's response to Moroni's concern in Ether 12:26–27, looking for why God gives us weaknesses. After students have had time to read the verses, remind them that Ether 12:27 is a scripture mastery passage.

To help students better understand the word *weakness* in these verses, ask a student to read the following statement by Elder Neal A. Maxwell (1926–2004) of the Quorum of the Twelve Apostles:



"When we read in the scriptures of man's 'weakness,' this term includes the generic but necessary weakness inherent in the general human condition in which the flesh has such an incessant [or constant] impact upon the spirit. ... Weakness likewise includes, however, our specific, individual weaknesses, which we are expected to overcome" (Neal A. Maxwell, *Lord, Increase Our Faith* [1994], 84).

You may need to explain that the general human condition Elder Maxwell spoke of refers to the weakness that comes to men and women through the Fall of Adam. Because of the Fall, we are all prone to temptation and human imperfection in addition to our own personal shortcomings.

Invite students to identify a principle taught in Ether 12:27. (Students may use different wording, but they should identify the following principle: **If we humble ourselves and exercise faith in the Lord, then He will make weak things become strong unto us.**)

To encourage application of this principle, write the following on the board:

1. *Recognize my weakness*
2. *Humble myself*
3. *Exercise faith in Christ*

Invite students to write these phrases at the top of a piece of paper. Under the headings, ask the students to ponder and write, now or later, (1) a weakness they feel they have, (2) how they can humble themselves regarding that weakness, and (3) how they can exercise faith in Christ so they can receive His help, or grace, to overcome the weakness they have listed.

When they have finished, encourage students to place the paper in their personal journals or in some other place where they will see it often and be reminded of the effort they desire to make. Testify to the students that as they humbly strive to overcome their weaknesses, the Lord will help “make weak things become strong unto them” (Ether 12:27).

Invite students to read Ether 12:26, 28, looking for how the Lord further responded to Moroni’s concerns about his weakness in writing. You may want to ask the following questions:

- In Ether 12:26, Moroni mentioned meekness, which is to be gentle, humble, and submissive to divine will. Why do you think it requires meekness to overlook the weaknesses of others?
- How can the Lord’s grace (His help or divine enabling power) help us not take advantage of the weaknesses of others?

Emphasize that **as we develop faith, hope, and charity, the Lord’s grace will help us when we are faced with the weaknesses of others.** Summarize Ether 12:29–32 by explaining that Moroni reviewed the importance of exercising faith and the witnesses and miracles it brings. Ask students to read Ether 12:33–35 and identify what Moroni wrote about the importance of exercising charity.

- Why is it important to have charity when we are confronted with the weaknesses of others?

Invite students to share with a fellow student what they are doing to seek to have the grace of Jesus Christ more fully in their lives. Time permitting, you may want to invite a few students to share with the class how seeking to be closer to Jesus Christ has influenced their lives.

### **Next Unit (Ether 13:1–Moroni 7:19)**

As students prepare to study the next unit, encourage them to consider the following: What if all of your friends and family were killed and you were the only one left alive who was faithful to the gospel of Jesus Christ? Both Ether and Moroni experienced this type of aloneness. How can you endure any trial and obtain

eternal life? Moroni 7 explains how faith, hope, and charity are necessary to obtain these gifts.

## LESSON 151

# Ether 13–15

### Introduction

Moroni recorded Ether's prophecies about the New Jerusalem and the Jerusalem of old. Ether warned Coriantumr, a Jaredite king, that his people would be destroyed if he and his household would not repent. When Coriantumr and his

people refused to repent, war and wickedness escalated for many years until the entire Jaredite nation was destroyed. Only Ether and Coriantumr survived to witness the fulfillment of Ether's prophecy.

### Suggestions for Teaching

#### *Foster a climate of love and respect*

Students who feel loved, trusted, and valued by you and their fellow students will want to come to class. They will be more open to the influence of the Holy Spirit and will have a stronger desire to participate.

### Ether 13:1–12

*Moroni records Ether's prophecies about the New Jerusalem and the Jerusalem of old*

Explain that some cities are known by names that describe their significant features. Read the following descriptive names for cities, and ask students to guess which city matches each name: the City of Light (Paris, France); the Eternal City (Rome, Italy); the Windy City (Chicago, Illinois, United States); the Pearl of the Orient (Manila, Philippines); and the City of Palaces (Mexico City, Mexico). Ask students to suggest what these descriptive names might communicate about the cities.

Point out that Moroni recorded Ether's prophecies about three cities: the New Jerusalem (see Ether 13:6–8, 10); the city of Enoch, which would “come down out of heaven” (Ether 13:3; see also Moses 7:62–64); and Jerusalem in the Holy Land (see Ether 13:11). Tell the class that Ether taught the Jaredites that the land upon which they lived was the site of a future city of great importance (see Ether 13:2–3).

Invite a few students to take turns reading aloud from Ether 13:4–8. Ask the class to follow along, looking for the descriptive name Ether used when referring to Jerusalem and the New Jerusalem.

- What descriptive name did Ether use for Jerusalem in the Holy Land and the New Jerusalem that will someday be built on the American continent? (“Holy city.”)
- What do you think it would be like to live in a city known as “a holy city”?

Invite a student to read Ether 13:10–11 aloud. Ask the class to follow along, looking for how people will qualify to live in these holy cities.

- How will people qualify to live in these cities? (By having their garments made “white through the blood of the Lamb.”)



- What does it mean for people to have their garments made “white through the blood of the Lamb”? (It means that people have become clean and purified from sin through the Atonement of Jesus Christ, the Lamb of God [see 1 Nephi 12:11; Alma 5:21].)

### **Ether 13:13–15:34**

*The Jaredites reject Ether’s prophetic warnings and persist in wickedness and war until they are destroyed*

Summarize Ether 13:13–14 by explaining that the Jaredites rejected Ether and cast him out from among them. During the day, Ether “hid himself in the cavity of a rock,” where he finished his record of the Jaredites. At night, he went out to see the things that were happening to his people, the Jaredites. He wrote about the things he saw.

To prepare students to study the remainder of the account in the book of Ether, invite them to think of the last time they became angry or lost their temper (or saw someone else become angry).

- What are some of the potential dangers or negative consequences of becoming angry?

As students continue to study Ether 13–15 today, invite them to look for what can happen when we allow anger to influence our actions.

Invite a few students to take turns reading aloud from Ether 13:15–19. Ask the class to follow along, looking for descriptions of the Jaredite society. After they have read, invite them to describe the Jaredite society in their own words. Then invite a student to read Ether 13:20–21 aloud. Ask the class to follow along, looking for the message the Lord commanded Ether to deliver to Coriantumr.

- What was Ether’s message to Coriantumr? (If Coriantumr and his household would repent, the Lord would spare the people and allow Coriantumr to retain his kingdom. If they would not repent, everyone in the kingdom but Coriantumr would be destroyed. Invite students to consider marking Ether’s prophecy in verses 20–21. As students continue their study of Ether 13–15 today, invite them to look for how the words of Ether were fulfilled.)

Invite a student to read Ether 13:22 aloud. Ask the class to follow along, looking for how Coriantumr and his people responded to Ether’s message.

- How did Coriantumr and his people respond?

Summarize Ether 13:23–14:20 by explaining that wars continued in the land. Three men in succession—Shared, Gilead, and Lib—tried to take the kingdom from Coriantumr. Eventually, secret combinations gained more power, and the entire nation became engulfed in war. Coriantumr’s final foe was a man named Shiz.

Ask a few students to take turns reading aloud from Ether 14:21–24. Invite the class to follow along, looking for what motivated Shiz in his fight against Coriantumr.

- According to verse 24, why did Shiz pursue Coriantumr so relentlessly? (Shiz had sworn to seek revenge against Coriantumr because Coriantumr had killed Shiz’s brother. Shiz also wanted to prove the prophecy of Ether wrong.)

Summarize Ether 14:25–31 by explaining that as the fighting continued, Coriantumr was seriously wounded by Shiz and “was carried away as though he were dead” (verse 30).

Invite a student to read Ether 15:1–4 aloud. Ask the class to follow along, looking for what Coriantumr attempted to do to spare the remainder of the people from destruction.

- What did Coriantumr do? (He offered to give up the kingdom to Shiz.)
- If you had been in Shiz’s situation, what would you have done? Why?

Ask a student to read Ether 15:5 aloud. Invite the class to follow along, looking for how Shiz responded to Coriantumr’s offer.

- How did Shiz respond to Coriantumr’s offer? (He said that he would spare the people if he could be allowed to kill Coriantumr.)
- Why do you think Shiz made this decision? (It seems that Shiz was still determined to seek revenge against Coriantumr for the death of his brother and to disprove Ether’s prophecy [see also Ether 14:24].)

Invite a student to read Ether 15:6 aloud. Ask the class to follow along, looking for a phrase that describes each group of people’s attitude toward the other. After students report what they find, invite them to consider marking the repeated phrase “stirred up to anger.”

- Why do you think the people were “stirred up to anger”?

Summarize Ether 15:6–11 by explaining that the people of Coriantumr and the people of Shiz continued to battle one another.

Divide students into pairs. Invite students to read Ether 15:12–17 aloud with their partners. Ask them to look for what happened because the people were angry and sought vengeance against one another. When they have had time to read, ask a few students to report what they found.

- What principles about anger and revenge can we identify? (Students may identify a few different principles, including the following: **Anger and vengeance can lead us to make choices that hurt ourselves and others.**)
- What consequences can anger have for an individual or a family?

Ask students to think about how they have seen anger or vengeance lead to hurt and regret.

Invite a student to read aloud the following statement by Elder David E. Sorensen (1933–2014) of the Presidency of the Seventy. Ask the class to listen for what he encouraged us to do rather than give in to feelings of anger or desires for revenge.



“When someone has hurt us or those we care about, that pain can almost be overwhelming. It can feel as if the pain or the injustice is the most important thing in the world and that we have no choice but to seek vengeance. But Christ, the Prince of Peace, teaches us a better way. It can be very difficult to forgive someone the harm they’ve done us, but when we do, we open ourselves up to a

better future. No longer does someone else's wrongdoing control our course. When we forgive others, it frees us to choose how we will live our own lives. Forgiveness means that problems of the past no longer dictate our destinies, and we can focus on the future with God's love in our hearts" (David E. Sorensen, "Forgiveness Will Change Bitterness to Love," *Ensign* or *Liahona*, May 2003, 12).

- According to this statement, what should we do rather than seek vengeance?
- When have you seen someone choose to forgive another instead of giving in to feelings of anger or desires for revenge?

Invite students to ponder about whom they may need to forgive. Encourage them to act on any promptings they receive to forgive others.

Remind students that Ether had warned the people to repent (see Ether 12:2–3; 13:20). Invite students to quickly review Ether 13:22 and Ether 15:6 to see how the people responded to Ether and the Lord's warnings to repent. Write the following incomplete statement on the board: *If we reject the Lord's warnings to repent, ...*

Invite a student to read Ether 15:18–19 aloud. Ask the class to follow along, identifying ways to complete the statement on the board. After students share their ideas, complete the statement by writing the following principle: **If we reject the Lord's warnings to repent, His Spirit will withdraw and Satan will gain power over our hearts.**

- How did the Jaredites' refusal to repent earlier affect their ability to change later?

Summarize Ether 15:20–32 by explaining that the armies of Coriantumr and Shiz fought until only Coriantumr and Shiz remained. Then Coriantumr killed Shiz. As Ether had prophesied, all the people in the kingdom had been killed except Coriantumr, who then lived to see another people—the people of Zarahemla—inherit the land (see Ether 13:21; Omni 1:20–22).

Ask a student to read Ether 15:33 to show that the words of the Lord spoken by Ether were fulfilled.

Testify that as we repent and retain the influence of the Spirit, we will be able to resist the power of Satan and to forgive those who hurt or anger us. Encourage students to turn to Heavenly Father in prayer for the help they need if they feel anger toward another person.

# Introduction to the Book of Moroni

## Why study this book?

As students study the book of Moroni, they can draw strength from the powerful examples and teachings of Moroni and his father, Mormon. They will learn about basic ordinances and practices of the Church of Jesus Christ; the importance of doing righteous works with real intent; the way to judge between good and evil; the relationship between faith, hope, and charity; and the salvation of little children. Students will also read Moroni's exhortation to pray to know for themselves that the Book of Mormon is true (see Moroni 10:3–5) and to “come unto Christ, and be perfected in him” (Moroni 10:32).

## Who wrote this book?

Moroni wrote this book, which includes his own words, the words of Jesus Christ to His twelve Nephite disciples (see Moroni 2), and the words of his father, Mormon (see Moroni 7–9). Before the Nephites were destroyed, Moroni served among them as a military leader and a Church leader (see Mormon 6:12; Moroni 8:1). Like other major writers and compilers of the Book of Mormon, Moroni was a witness of the Savior. He testified, “I have seen Jesus, and ... he hath talked with me face to face” (Ether 12:39). Moroni was faithful to his testimony, refusing to deny Christ during a time when the Lamanites were killing every Nephite who would not deny Him (see Moroni 1:1–3). In 1823, approximately 1,400 years after completing the record of the Book of Mormon, Moroni appeared to the Prophet Joseph Smith as a resurrected being and informed Joseph that the record was deposited in a hill near his home (see Joseph Smith—History 1:29–35). At that time and periodically during the next four years, Moroni instructed Joseph Smith “respecting what the Lord was going to do, and how and in what manner his kingdom was to be conducted in the last days” (Joseph Smith—History 1:54).

## To whom was this book written and why?

Moroni stated, “I write a few more things, that perhaps they may be of worth unto my brethren, the Lamanites, in some future day” (Moroni 1:4; see also Moroni 10:1). He also declared that he spoke “unto all the ends of the earth,” warning that at the judgment bar of God, all would be held accountable for the words he had written (see Moroni 10:24, 27). In preparation for this event, Moroni invited all to “come unto Christ” (Moroni 10:30, 32).

## When and where was it written?

Moroni likely wrote and compiled this book between the years AD 401 and AD 421 (see Mormon 8:4–6; Moroni 10:1). He did not say where he was when he wrote it—only that he wandered wherever he could for the safety of his life (see Moroni 1:1–3).

## What are some distinctive features of this book?

This book provides details concerning Jesus Christ's instructions to His twelve Nephite disciples as He gave them power to confer the gift of the Holy Ghost (see Moroni 2; see also 3 Nephi 18:36–37). It also includes the only instructions in the Book of Mormon regarding the performance of priesthood ordinations and the prayers used in the ordinance of the sacrament (see Moroni 3–5). Other distinctive features of this book include Mormon's teachings on discerning good from evil (see Moroni 7:12–19), the ministering of angels (see Moroni 7:29–39), charity as the pure love of Christ (see Moroni 7:44–48), and the salvation of little children (see Moroni 8). It also includes Mormon's description of the depravity of the Nephites and Lamanites before their final battle at Cumorah (see Moroni 9). Moroni included his own teachings on gifts of the Spirit (see Moroni 10:8–26). He also recorded an invitation, found in Moroni 10:3–5, that provides a key contribution to the Book of Mormon. Referring to this passage, President Gordon B. Hinckley (1910–2008) explained that the Book of Mormon “is the only book that contains within its covers a promise that by divine power the reader may know with certainty of its truth” (Gordon B. Hinckley, “A Testimony Vibrant and True,” *Ensign*, Aug. 2005, 4).

## Outline

**Moroni 1–6** While wandering for the safety of his life, Moroni records ordinances and practices of the Church of Jesus Christ. These include conferring the gift of the Holy Ghost, performing priesthood ordinations, administering the sacrament, and qualifying for baptism. Moroni also discusses the spiritual nourishment of Church members as well as the purposes of Church meetings and how they were conducted.

**Moroni 7** Moroni records a sermon given by Mormon, who taught about the Light of Christ, the importance of doing righteous acts with real intent, discerning the difference between good and evil, laying hold upon every good thing, and the relationship between faith, hope, and charity.

**Moroni 8–9** Moroni records letters from Mormon explaining why little children do not need baptism and describing the gross wickedness among the Nephites and the Lamanites.

**Moroni 10** Moroni exhorts all who read the Book of Mormon to pray to know of its truthfulness, to deny not the power and gifts of God, and to come unto Christ and be perfected in Him.

## LESSON 152

# Moroni 1–3

### Introduction

After completing his abridgment of the plates of Ether, Moroni supposed that he would not write any more. However, he was inspired to “write a few more things, that perhaps they may be of worth unto [his] brethren, the

Lamanites, in some future day, according to the will of the Lord” (Moroni 1:4). His words affirm his faithfulness to Jesus Christ, and they also outline important ordinances of the gospel.

## Suggestions for Teaching

### Teach by the Spirit

In your preparation and your teaching, strive to be guided by the Holy Ghost. When the teacher and the students are guided by the Spirit, “he that preacheth and he that receiveth, understand one another, and both are edified and rejoice together” (D&C 50:22).

### Moroni 1

#### *Moroni wanders for the safety of his life and continues his writings*

Invite a student to read aloud the following story told by a young woman who stood up for her beliefs at school:

“My teacher was in the front of the class, talking about a snippet of a movie we were about to watch. ... My teacher ... nonchalantly explained that ... the movie had a mature rating. I was stunned. ... I never thought this would happen.

“I sat in my chair, thinking about what I should do” (Catherine Hall, “Standing Up, Standing Out,” *New Era*, Feb. 2012, 11).

- What are some of the choices this young woman could have made in this situation?
- Why might some of these choices have been difficult to make?

As students study Moroni 1 today, invite them to think about how Moroni’s example relates to situations like the one this young woman found herself in.

To help students understand the context of Moroni 1, explain that after Moroni finished abridging the record of Ether, he chose to engrave some final writings on the golden plates.

Invite a few students to take turns reading aloud from Moroni 1:1–3. Ask the class to follow along, looking for the situation that Moroni was in at this time. Ask them to report what they find.

- What does it mean to you to “not deny the Christ”?

Point out that we may not be threatened with physical death as we stand as a witness of Jesus Christ, but we may face other difficult circumstances as we do so.

- What truth can we learn from Moroni's example about standing as a witness of Jesus Christ? (Help students identify the following principle: **We can choose to stand as a witness of Jesus Christ, especially in difficult circumstances.** Invite students to consider writing this principle in their scriptures.)
- What are some circumstances in which youth today can choose to stand as witnesses of Jesus Christ?

Invite a student to continue reading aloud the account of the young woman you discussed at the beginning of class. Ask students to listen for how this young woman stood as a witness of Jesus Christ.

"A thought kept coming into my head: We have been asked not to watch offensive movies. I tried to rationalize that because I was in school, the part of the movie we were going to watch would be appropriate. But the thought of not watching offensive movies trumped my rationalizations.

"I calmly raised my hand, and in front of my whole class, I asked to sit outside of class while the movie played. I felt everyone's eyes on me as I pushed in my chair and grabbed my book. I saw the looks on their faces; they simply didn't understand.

"While sitting in the hallway, I felt very happy. I knew I had done the right thing, no matter what my peers or teacher said. I felt stronger too. I knew I didn't have to watch an inappropriate movie clip just because my teacher had presented it to us.

"... I believe that when we are faced with moments of adversity and we stand up to them, we are made stronger than if we had sat down and let them happen.

"This is an inner strength that is found through our Savior. If we look to Him in our times of difficulty, we will be made strong. Our faith in Him can help us face adversity" (Catherine Hall, "Standing Up, Standing Out," 11).

- What stands out to you about this young woman's experience of standing as a witness of Jesus Christ in difficult circumstances?
- When have you or someone you know shown a determination to stand as a witness of Jesus Christ in difficult circumstances?

Invite students to ponder how they can follow Moroni's example of standing as a witness of Jesus Christ, even in difficult circumstances. Ask them to record their thoughts in their class notebooks or study journals.

Invite a student to read Moroni 1:4 aloud. Ask the class to follow along, looking for why Moroni chose to continue to write.

- Why did Moroni continue to write, even while the Lamanites were seeking to take his life? (Moroni wrote for the benefit of the descendants of those who sought to take his life.)
- What principle can we learn from Moroni's desire to help the Lamanites? (Students may identify a principle such as the following: **We can demonstrate our commitment to follow Jesus Christ by choosing to show love to our enemies.**)

Explain that Moroni's commitment to Jesus Christ led him to write about a few key aspects of the Church that he felt were "of worth" (Moroni 1:4). As students study Moroni 2–3, invite them to consider how these things might be of worth to them.

## Moroni 2

### *Moroni records Jesus Christ's instructions on conferring the gift of the Holy Ghost*

Invite a young man to come to the front of the class. Ask the class to imagine this young man in the future as a full-time missionary. He and his companion have been teaching someone the gospel, and the person has decided to be baptized. The young man in your class is invited to perform the ordinance of confirmation, which includes bestowing the gift of the Holy Ghost. Ask the young man the following question:

- What might you do to prepare to perform this ordinance? (After the young man responds, invite the rest of the class to also share their thoughts.)

Explain that when the resurrected Savior visited the Nephites, "he touched with his hand the disciples whom he had chosen" and "gave them power to give the Holy Ghost" (3 Nephi 18:36, 37). Moroni included in his record some of the Savior's instructions to the twelve Nephite disciples about how to give the gift of the Holy Ghost.

Invite a student to read Moroni 2:1–3 aloud, and ask the class to look for the following information. (You may want to write the following statements on the board.)

1. What the person performing the ordinance should do to prepare
2. How the ordinance is to be performed
  - According to footnote *b* for Moroni 2:2, what priesthood is required to confer the gift of the Holy Ghost? (The Melchizedek Priesthood.)
  - What should a Melchizedek Priesthood holder do to prepare to give the gift of the Holy Ghost? (He should "call on the Father in [Jesus Christ's] name, in mighty prayer" [Moroni 2:2].)
  - How do you think prayer can help a person prepare to perform a priesthood ordinance?
  - How is the ordinance of confirmation to be performed? (By the laying on of hands and in the name of Jesus Christ. Explain that for part of this ordinance, Melchizedek Priesthood holders are to use certain words.)

Write the following truth on the board: **Melchizedek Priesthood holders bestow the gift of the Holy Ghost on baptized Church members by the laying on of hands.**

## Moroni 3

### *Moroni records Jesus Christ's instructions on ordaining priests and teachers*

Explain that Moroni 3 records Moroni's instructions on how to ordain priests and teachers.



Invite a student to read Moroni 3:1–4 aloud. Ask the class to follow along, looking for how individuals are ordained to priesthood offices.

- How are individuals ordained to priesthood offices? (Students should identify the following doctrine: **Individuals are ordained to priesthood offices by the laying on of hands by those having authority.**)
- Why is it necessary for an individual to be ordained to a priesthood office by someone who currently holds that office, or a greater office, in the priesthood?

To help students understand that the authority to perform all priesthood duties comes from Jesus Christ and Heavenly Father, invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"Acting with divine authority requires more than mere social contract. It cannot be generated by theological training or a commission from the congregation. No, in the authorized work of God there has to be power greater than that already possessed by the people in the pews or in the streets or in the seminaries—a fact that many honest religious seekers had known and openly acknowledged for generations leading up to the Restoration. ...

"... [The priesthood line of authority of each priesthood holder in the Church] goes back in an unbroken chain to angelic ministers who came from the Son of God Himself, bearing this incomparable gift from heaven" (Jeffrey R. Holland, "Our Most Distinguishing Feature," *Ensign* or *Liahona*, May 2005, 44).

- Why is it important for you to know that every priesthood holder in this Church can trace his authority back to Jesus Christ?

Before class, prepare to bring a record of the priesthood line of authority of someone in your family or your ward or branch and share it with the class.

Explain that a priesthood line of authority traces a priesthood holder's authority to Jesus Christ. Melchizedek Priesthood holders may request a record of their line of authority on LDS.org. The Church does not provide records of lines of authority for Aaronic Priesthood holders. However, if an Aaronic Priesthood holder was ordained by a Melchizedek Priesthood holder, he may be able to learn about the line of authority of the man who ordained him.

Read the line of authority you have brought to class. Share your feelings about priesthood holders being able to trace their authority to the Savior.

Invite a few students to share their feelings about how the priesthood has blessed their lives. You may also want to share how your life has been blessed because of the priesthood.

Review the truths you have discussed today. Encourage students to stand as witnesses of Jesus Christ at all times.

## LESSON 153

# Moroni 4–5

### Introduction

Moroni recorded the Savior's instructions to the Nephites regarding the administration of the sacrament, including the

prayers that priesthood holders were to use in blessing the bread and wine.

### Suggestions for Teaching

#### *Inviting the Holy Ghost to witness of the truth*

As you help students identify and understand principles and doctrines of the gospel, teach in a way that invites the Holy Ghost to witness of the truth. Once students gain a spiritual witness of a gospel doctrine, they will be more likely to take action and live the gospel more fully.

### Moroni 4–5

*Moroni explains how the sacrament is to be administered*

Before class, write the following statement on the board:

\_\_\_\_\_ is “the most sacred and important meeting in the Church.”

Begin class by asking students what word or words they think go in the blank and why. After students respond, read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



“The ordinance of the sacrament makes the sacrament meeting the most sacred and important meeting in the Church” (Dallin H. Oaks, “Sacrament Meeting and the Sacrament,” *Ensign* or *Liahona*, Nov. 2008, 17).

Explain that as part of his record, Moroni included the prayers as given by the Lord for the administration of the sacrament. As students study these prayers in Moroni 4–5 today, invite them to look for truths that can help them better understand the importance of the sacrament.

To help students understand one of the purposes of the sacrament, invite a student to read Moroni 4:1–3 aloud and another student to read Moroni 5:1–2 aloud. Ask students to identify the phrases in Moroni 4:3 and Moroni 5:2 that explain what the sacramental bread and water represent. Invite students to consider marking these phrases in their scriptures. (You may want to remind the class that today the

Church uses water in the sacrament instead of wine, as allowed by a revelation given to Joseph Smith [see D&C 27:2].)

- What does the bread represent? (Jesus Christ's body [see Matthew 26:26; 3 Nephi 18:6–7].)
- What does the water represent? (Jesus Christ's blood [see Matthew 26:27–28; 3 Nephi 18:8–11].)

Write the following statement on the board: **The emblems of the sacrament help us remember the Savior Jesus Christ and His atoning sacrifice.**

- In addition to the Savior's body and blood, which He sacrificed for us, what can we remember about Him and His Atonement as we partake of the sacrament? (As students answer this question, they might mention the Savior's physical suffering and death on the cross. They should mention His Resurrection, when His body was reunited with His spirit three days after He took death upon Himself. They should also mention His intense spiritual suffering and anguish when He took our sins upon Himself, causing Him to bleed from every pore. Because He took physical death upon Himself, all people will be resurrected. Because He suffered for our sins, we can be forgiven of our sins when we repent.)
- What can we do to focus on remembering the Savior and His Atonement during the sacrament?
- What difference has it made for you personally to remember the Savior and His sacrifice as you have partaken of the emblems of the sacrament?

After students share their insights, invite them to write in their class notebooks or study journals one way they can focus their thoughts on the Savior and His Atonement during their next opportunity to partake of the sacrament. (You may want to invite a few students to share what they have written.)



To help students understand additional purposes of the sacrament, draw the following chart on the board and invite students to copy it in their class notebooks or study journals. (Alternatively, you could provide students with copies of it.)

### The Covenant of the Sacrament

What I covenant to do	What I think it means to keep this part of my covenant	What I will do to keep this part of my covenant

What I covenant to do	What I think it means to keep this part of my covenant	What I will do to keep this part of my covenant

Remind students that as we partake of the sacrament, we make covenants, or sacred agreements, with God. Invite students to review Moroni 4:3 silently. In the first column of the chart have them write the three promises they make when they partake of the sacrament. Ask them to check their answers with someone sitting near them.

After sufficient time, ask a student to summarize for the class what we promise to do as we partake of the sacrament. Then write the following principle on the board:

**As we partake of the sacrament, we promise to be willing to take upon ourselves the Lord's name, always remember Him, and keep His commandments.**

Invite students to fill in the second column of the chart individually. After sufficient time, invite a few students to share what they have written. As students share what they have written, use some or all of the following material to help them deepen their understanding of each portion of the covenant.

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



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

Explain that when we witness our willingness to take upon ourselves the name of Jesus Christ, we commit to live as His disciples. We promise that we will not bring shame or reproach upon His name. We commit to serve Him and our fellowman. We also show that we are willing to be identified with Him and His Church.

- How have you tried to show your willingness to take the Lord's name upon yourself? What effect has this had in your life?

Invite students to compare the prayer on the bread in Moroni 4:3 with the prayer on the wine in Moroni 5:2. Ask them what differences and similarities they notice. Point out that the promise to "always remember him" appears in both prayers.

- What do you think it means to “always remember him”?

Invite a student to read aloud the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Ask the class to listen for what we can do to help us always remember the Savior.



“We should first put in place the things that make it possible to always remember Him—frequent prayer and scripture study, thoughtful study of apostolic teachings, weekly preparation to partake of the sacrament worthily, Sunday worship, and recording and remembering what the Spirit and experience teach us about discipleship.

“Other things may come to your mind particularly suited to you at this point in your life. ...

“... I can attest that over time our desire and capacity to always remember and follow the Savior will grow. We should patiently work toward that end and pray always for the discernment and divine help we need” (D. Todd Christofferson, “To Always Remember Him,” *Ensign*, Apr. 2011, 51).

- What have you done to “always remember him”?
- How does always remembering the Savior help us keep the other parts of our covenant?

To emphasize our promise to keep the commandments, invite a student to read aloud the following statement from *For the Strength of Youth*:

“Heavenly Father has given you agency, the ability to choose right from wrong and to act for yourself. Next to the bestowal of life itself, the right to direct your life is one of God’s greatest gifts to you. While here on earth, you are being proven to see if you will use your agency to show your love for God by keeping His commandments” (*For the Strength of Youth* [booklet, 2011], 2).

- What do you do each day to help yourself keep God’s commandments?

Explain that as we keep the covenants we make with the Lord, He promises to bless us (see D&C 82:10). Write the following incomplete statement on the board: *As we faithfully keep the covenant we make during the sacrament, ...*

Ask students to search Moroni 4:3 and Moroni 5:2, looking for what the Lord promises us if we keep the covenant we make when we partake of the sacrament.

Invite students to complete the statement on the board based on what they learned from Moroni 4:3 and Moroni 5:2. (One way to finish the statement would be as follows: **As we faithfully keep the covenant we make during the sacrament, we can always have the Lord’s Spirit to be with us.**)

- How is this promise that the Spirit can always be with us worth our efforts to keep this covenant?

Invite a student to read the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Ask the class to listen for what the Spirit can do for us.



"The Spirit of the Lord can be our guide and will bless us with direction, instruction, and spiritual protection during our mortal journey" (David A. Bednar, "That We May Always Have His Spirit to Be with Us," *Ensign* or *Liahona*, May 2006, 31).

- When have you received guidance, direction, instruction, or protection because of the companionship of the Holy Ghost? (In addition to asking students to share experiences, you may want to share an experience of your own.)
- Each week during the sacrament, we have the opportunity to consider how well we are keeping the covenant described in the sacrament prayers. How can this help us in our efforts to always have the Spirit with us?
- As you ponder what you have learned today about partaking of the sacrament, what part of the sacrament prayers is especially meaningful to you? Why?

Testify of the blessings that will come into our lives as we remember and keep the covenant we make each week when we partake of the sacrament.

Ask students to write in the third column of the chart one thing they will do during the week to keep each part of the covenant better. Invite them to share some of their ideas (but ensure that they understand that they should not share anything that is too personal or private).

Conclude by encouraging students to follow through on their ideas for keeping the covenant of the sacrament more fully.

## LESSON 154

# Moroni 6

### Introduction

As Moroni neared the completion of his writings on the plates, he explained some of the qualifications for individuals to be baptized into the Church. He then outlined the responsibilities of Church members to care for each other. He

also explained the purposes of Church meetings and emphasized the need for Church meetings to be conducted by the influence of the Holy Ghost.

### Suggestions for Teaching

#### Moroni 6:1–3

##### *Moroni sets forth the requirements for baptism*

Ask students to imagine they have a seven-year-old sibling who will be turning eight in a few months.

Ask them also to imagine that their parents have asked them to teach a family home evening lesson on how to prepare for baptism. Invite a few students to tell what they would teach in order to help their younger sibling prepare to be baptized.

Explain that Moroni 6 contains Moroni's description of the requirements for baptism, as well as the responsibilities and blessings of Church membership. As students study this chapter today, invite them to look for truths about the ordinance of baptism and membership in the Church.

Invite a student to read Moroni 6:1–2 aloud. Ask the class to follow along, looking for requirements for baptism. Invite students to report what they find.

- What do you think it means that those wanting to be baptized are to bring “forth fruit meet that they [are] worthy of it”? (They are to live in obedience to God's commandments, showing that they are ready to make and keep the baptismal covenant.)
- Why do you think it is important for an individual to have “a broken heart and a contrite spirit” prior to being baptized? (You may want to explain that the phrase “a broken heart and a contrite spirit” refers to a person's humility and willingness to repent and obey the Lord's commandments.)

Invite a student to read Moroni 6:3 aloud, and ask the class to identify what we covenant to do at baptism. Students should identify the following truth: **Through baptism, we covenant to take upon ourselves the name of Jesus Christ and serve Him to the end.** (You may want to ask students to recall what they learned in the previous lesson about what it means to take upon ourselves the name of Jesus Christ.)

- From your experience, why does an individual who wants to be baptized need a determination to serve Jesus Christ to the end?
- What have you done to maintain and strengthen your determination to serve the Lord?

## Moroni 6:4

### *Moroni explains how to care for and spiritually nourish members of the Church*

Tell students that after describing the requirements for baptism, Moroni explained what was done in his day to help newly baptized individuals remain faithful to their covenants. Invite students to read Moroni 6:4 silently, looking for what Church members did to help new converts. Ask students to report what they find.

- Why did Church leaders in Moroni's day take and record the names of new converts? (Invite students to consider marking these reasons in verse 4.)

Ask students to summarize what Moroni 6:4 teaches about our responsibilities toward other members of the Church, especially new members. (For example, students might respond as follows: **We have a responsibility to remember other members of the Church and to nourish them spiritually by the good word of God.** They may also say that **we have a responsibility to help each other be continually watchful unto prayer** and that **we have a responsibility to help each other rely on the Savior and His Atonement.**)

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"Most people don't come to church looking merely for a few new gospel facts or to see old friends, though all of that is important. They come seeking a spiritual experience. They want peace. They want their faith fortified and their hope renewed. They want, in short, to be nourished by the good word of God, to be strengthened by the powers of heaven. Those of us who are called upon to speak or teach or lead have an obligation to help provide that, as best we possibly can"

(Jeffrey R. Holland, "A Teacher Come from God," *Ensign*, May 1998, 26).

- How can we fulfill our responsibility to remember each other?
- How do you think we can nourish each other with "the good word of God"?
- What blessings come from being nourished by the word of God?

Ask students to consider the people who make efforts, or who have made efforts, to remember and nourish them spiritually. Ask them if they have ever thought, for instance, about all of the individuals who have prayed for them, prepared lessons for them, encouraged them in their activity in the Church, and helped them through challenges they have faced. Invite a few students to share how they have been blessed because someone has remembered them and nourished them by the word of God. Encourage students to thank people whose efforts have helped them.

Ask students to consider specific individuals whom the Lord may want them to remember or nourish. Invite students to write in their class notebooks or study journals what they can do to better fulfill the responsibilities they have toward other members of the Church. Encourage them to give special attention to the needs of new members and those who may be less active.



**Moroni 6:5–9**

*Moroni describes the purposes of Church meetings and how meetings are to be conducted*

Ask students to imagine that each of them is a parent of a young man or young woman who, for the past few weeks, has said that he or she does not want to go to church because it seems meaningless and boring. Invite students to consider what they might say to encourage the teenager to go to church and how they might help him or her understand the right reasons for attending church regularly.

Write the following incomplete statement on the board: *As Church members, we are to meet together often to ...*

Invite a student to read Moroni 6:5–6 aloud. Ask the class to follow along and look for ways to complete the statement on the board. As students report what they find, write their responses on the board. Their responses could include the following truths:

**As Church members, we are to meet together often to fast and to pray.**

**As Church members, we are to meet together often to strengthen each other spiritually.**

**As Church members, we are to meet together often to partake of the sacrament in remembrance of Jesus Christ.**

As you think about the needs of the students in your class, consider using some or all of the following material to help them understand and feel the truth and importance of the principles they identified from Moroni 6:5–6. For the first principle on the board, consider asking the following questions:

- In addition to fasting and praying on our own, why do you think it is important for us to meet together often to fast and to pray?
- What experiences have taught you the importance of praying and fasting with members of your ward or branch?

For the second principle on the board, consider asking:

- How might our experience at church be influenced if we attend with the desire to strengthen others spiritually?

Invite a student to read aloud the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. Before the statement is read, explain that Elder Oaks shared a portion of a letter from a friend who learned how to strengthen others while attending church.



"Years ago, I changed my attitude about going to church. No longer do I go to church for my sake, but to think of others. I make a point of saying hello to people who sit alone, to welcome visitors, ... to volunteer for an assignment. ...

"In short, I go to church each week with the intent of being active, not passive, and making a positive difference in people's lives. Consequently, my attendance at Church meetings is so much more enjoyable and fulfilling" (Mark Skousen, as

quoted in Dallin H. Oaks, "Unselfish Service," *Ensign* or *Liahona*, May 2009, 96).

- How can seeking to strengthen others while we attend church help us to have a “more enjoyable and fulfilling” experience there?
- What are some experiences you have had as you have sought to strengthen others at church?

For the third principle on the board, consider asking these questions:

- Why do you think it is important to partake of the sacrament on a regular basis?
- How have you been blessed by regularly partaking of the sacrament in remembrance of Jesus Christ?

Invite a student to read Moroni 6:7 aloud. Ask the class to follow along, looking for why it may be necessary for a person to no longer be numbered among the members of the Church. Invite students to report what they learn. You may want to explain that in this verse, the phrase “blotted out” refers to excommunication, or loss of Church membership, which is a form of Church discipline. Explain that if Church members commit serious sin and do not repent, they can be excommunicated, or lose their membership in the Church and the blessings of their covenants.

*Note:* If students have questions about what “serious sins” include, consider sharing the following statement from *True to the Faith*:

“Bishops and branch presidents and stake, mission, and district presidents have a responsibility to help members overcome transgression through repentance. The most serious transgressions, such as serious violations of civil law, spouse abuse, child abuse, adultery, fornication, rape, and incest, often require formal Church discipline. Formal Church discipline may include restriction of Church membership privileges or loss of Church membership” (*True to the Faith* [2004], 37).

Ask a student to read Moroni 6:8 aloud. Invite the class to follow along, looking for the promise given to those who choose to repent. Ask students to report what they find.

- What principle can we identify from verse 8? (Help students identify the following principle: **As often as we repent and seek forgiveness with real intent, we will be forgiven.** Invite students to consider marking the words in this verse that teach this principle.)
- Why do you think this principle is so important for us to understand and remember?

Summarize Moroni 6:9 by explaining that Moroni recorded that Church meetings were conducted by the power of the Holy Ghost.

Remind students that earlier in the lesson, you asked them to think about what parents might say to encourage a young man or young woman to attend church. To conclude the lesson, ask students what they have considered that they might share. Then share your testimony about the blessings of attending church and any other principles you have discussed today. Invite students to apply these principles in their lives.

## LESSON 155

# Moroni 7:1–19

### Introduction

Moroni recorded a sermon that his father, Mormon, had delivered many years earlier. This lesson covers the first part of the sermon, in which Mormon taught about doing

righteous works with real intent and about how we can discern between good and evil. Lesson 156 covers the rest of the sermon.

### Suggestions for Teaching

#### *Follow the promptings of the Holy Ghost*

As you decide which principles and doctrines to emphasize, continually seek direction from the Holy Ghost.

#### **Moroni 7:1–11**

*Mormon teaches the followers of Jesus Christ to do good works with real intent*

Display a piece of fruit that appears good on the outside.

- Have you ever discovered that a piece of fruit was not as good on the inside as it appeared on the outside? (Invite a few students to share examples. You may want to relate an experience of your own.)
- In what ways might a person be like a piece of fruit that appears good on the outside but is rotten on the inside?

Explain that in Moroni 7 Moroni recorded the words of his father, Mormon, about the importance of being righteous in our hearts as well as doing righteous works. Summarize Moroni 7:1–3 by explaining that Mormon addressed members of the Church whom he described as “the peaceable followers of Christ” (verse 3).

Ask a student to read Moroni 7:4–5 aloud. Invite the class to follow along and look for how Mormon knew these people were “peaceable followers of Christ” (Moroni 7:3).

- According to verses 4–5, how did Mormon know these Church members were “peaceable followers of Christ”? (Because of their “peaceable walk with the children of men” [Moroni 7:4] and their good works.)

Explain that in Moroni 7:6 we read that Mormon taught that we must do good works with “real intent” in order to profit from them. Write the phrase *real intent* on the board.

- What do you think this phrase means?

To help students understand the meaning of the phrase “real intent,” ask one of them to read aloud the following explanation by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



"We must not only *do* what is right. We must act for the right reasons. The modern term is *good motive*. The scriptures often signify this appropriate mental attitude with the words *full purpose of heart* or *real intent*.

"The scriptures make clear that God understands our motives and will judge our actions accordingly" (Dallin H. Oaks, *Pure in Heart* [1988], 15).

Invite several students to take turns reading aloud from Moroni 7:7–11. Ask the class to follow along, looking for Mormon's warnings to people who do good works without real intent.

- What warnings did Mormon give to those who do good works without real intent? (He warned that their works will not profit them and that their works will be counted for evil rather than righteousness.)
- How would you summarize a principle from these verses about what we must do to be blessed for our good works? (While students may mention a number of truths, help them identify the following principle: **To be blessed for our good works, we must act with real intent.** Write this principle on the board.)

Explain that some people can become discouraged because they may not feel like they always have real intent or perfect motives when doing good works or keeping the commandments.

- What do you think can help you to have real intent and be purely motivated to do good works?

To encourage students not to give up trying to have real intent as they strive to do good and keep the commandments, invite a student to read aloud the following statement by Elder Michael T. Ringwood of the Seventy:



"The good news of the gospel of Jesus Christ is that the desires of our hearts can be transformed and our motives can be educated and refined" (Michael T. Ringwood, "Truly Good and without Guile," *Ensign* or *Liahona*, May 2015, 61).

Consider sharing the following example: Some people might not attend church with real intent. However, if they continue attending church and do all they can to participate and worship, they will have experiences that will help them find joy in attending church. Their reasons for attending will change. They will attend because they want to be there—they want to worship God, renew their covenants, and serve others.

Assure students that God will bless us as we try to keep the commandments for the right reasons, even though our desires and efforts to obey God may not yet be perfect.

- Why do you think it is important to do good works with real intent?

- What difference have you noticed when you have done good works with the right intent?

To help students further understand and feel the truth and importance of the principle they identified from verses 6–11, prepare several small pieces of paper before class. On each piece of paper, write a commandment. Examples might include fasting, paying tithing, serving others, studying the scriptures, honoring parents, and any other commandments you feel may be helpful for students to discuss. Place the pieces of paper in a container.

In class, invite a student to come to the front of the room. Ask him or her to take a piece of paper from the container and read it to the class. Then ask the class to do one or both of the following:

1. Suggest ways to obey that commandment with real intent.
2. Share how they have felt blessed when they have obeyed that commandment with real intent.

Repeat this activity a few times. Following this activity, invite students to write in their class notebooks or study journals one commandment they will seek to better obey with real intent. Ask them to write down any ideas they have for how they could improve and what they will do to implement these ideas in their lives.

### **Moroni 7:12–19**

#### ***Mormon teaches how to judge between good and evil***

Explain that Isaiah prophesied that in the last days, some people would call evil good and good evil (see Isaiah 5:20).

- What are some examples of people calling evil good and good evil?
- Why do you think it is important not to confuse good and evil?

Invite a few students to take turns reading aloud from Moroni 7:12–17. Ask the class to follow along, looking for words or phrases that can help us judge good from evil. Invite students to consider marking phrases that are especially meaningful to them.

- According to these verses, how can we know that something comes from God? (Help students identify the following truth: **That which is of God invites us to do good, believe in Jesus Christ, and love and serve God.**)
- How can we know that something comes from the devil? (Help students identify the following truth: **Anything that persuades us to do evil, deny Jesus Christ, or fight against God comes from the devil.**)
- What are some ways God invites and entices us to do good continually?
- How does the devil invite and entice us to sin?
- According to Moroni 7:16, what is given to every person to help us know good from evil?

Explain that the Spirit of Christ is also called the Light of Christ (see Moroni 7:18). To help students understand the Light of Christ, invite a student to read aloud the

following statement by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"The Holy Ghost and the Light of Christ are different from each other. ...

"Regardless of whether this inner light, this knowledge of right and wrong, is called the Light of Christ, moral sense, or conscience, it can direct us to moderate our actions—unless, that is, we subdue it or silence it. ...

"Every man, woman, and child of every nation, creed, or color—everyone, no matter where they live or what they believe or what they do—has within them the imperishable Light of Christ" (Boyd K. Packer, "The Light of Christ," *Ensign*, Apr. 2005, 8, 9, 10).

- Why is it important to know that everyone has been blessed with the Light of Christ?

Invite students to read Moroni 7:18–19 silently and look for Mormon's counsel about how to respond to the Light of Christ within us. Ask students to report what they learn.

- What do you think it means to "search diligently in the light of Christ"? (It suggests seeking the Lord's help to discern good from evil.)
- What principle can we learn from Moroni 7:19? (Students should identify the following principle: **As we search diligently in the Light of Christ, we can discern between good and evil.**)
- When have you sought to know if something was good or appropriate? What did you do to "search diligently in the light of Christ" to learn if it was good or appropriate?

Invite students to write a list of their favorite television shows, movies, songs, music groups, internet sites, apps, video games, or personal possessions. (You may want to modify this list according to students' needs and interests.) Display or read aloud the following questions, and invite students to "search diligently in the light of Christ" (Moroni 7:19) as they record their answers to these questions. Do not rush this activity. Give students sufficient time to ponder and write. Inform students that you will not ask them to share what they write.

- How well do these things invite you to do good, to believe in Jesus Christ, and to love God and serve Him?
- Do any of these things try to persuade you to do evil, to doubt Jesus Christ, or to stop serving God?
- Do you feel that you should eliminate any of these things from your life? If so, how will you do it?

Point out that sometimes it may be difficult to do what we know is right when it requires giving up something we enjoy. To help students support one another in this effort, ask:

- What advice would you offer to help someone give up things that are not good or appropriate?

To conclude, testify that as we follow the Light of Christ, we can recognize that which is good, avoid Satan's deceptions, and live as followers of Jesus Christ. Encourage students to apply the principles you have discussed today.

## HOME-STUDY LESSON

# Ether 13:1–Moroni 7:19 (Unit 31)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Ether 13:1–Moroni 7:19 (unit 31) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Ether 13–15)**

The Jaredites rejected the prophet Ether and persisted in wickedness and war until they ultimately destroyed one another. From this account, students learned that if we reject the Lord's warnings to repent, His Spirit withdraws and Satan gains power over our hearts. Students were also able to see that anger and vengeance lead us to make choices that hurt ourselves and others. In his account of the destruction of the Jaredites, Moroni gave his readers hope by declaring that the New Jerusalem, or Zion, would be built in the latter days.

#### **Day 2 (Moroni 1–5)**

While Moroni was wandering for the safety of his life, he recorded further information on the priesthood and ordinances of the gospel. He wrote that conferring the gift of the Holy Ghost and ordaining to priesthood offices are done by the laying on of hands by those in authority. Moroni's attention to the sacrament provided students a chance to ponder how the emblems of the sacrament can help them remember the Atonement of Jesus Christ. They were also reminded that as they faithfully keep the covenants associated with the sacrament, they can always have the Lord's Spirit to be with them.

#### **Day 3 (Moroni 6)**

Moroni emphasized the importance of baptism, fellowship in the Church, and directing Church meetings through the Holy Ghost. Students learned that through baptism we covenant to take upon us the name of Jesus Christ and serve Him to the end. They also learned about the responsibility they have to spiritually nourish other Church members by meeting together often to fast and pray and to partake of the sacrament in remembrance of Jesus Christ. In addition, students learned that as often as we repent and seek forgiveness with real intent, we will be forgiven.

#### **Day 4 (Moroni 7:1–19)**

Moroni recorded a discourse given by his father, who taught that in order to be blessed for our good works, we must do them with real intent of heart. In this discourse Mormon also taught how we can make righteous judgments. Students discovered that whatever comes from God invites us to do good and to love and serve God, and whatever persuades us to do evil and fight against God comes from the devil. Mormon implored his listeners to search diligently to follow the Light of Christ, which would give them power to discern between good and evil.



## Introduction

Today's lesson emphasizes the reasons and need for each of us to attend Church meetings. It also encourages students in their determination to discern between good and evil and to search diligently in the Light of Christ in order to make good judgments.

## Suggestions for Teaching

### Ether 14–15

#### *Moroni records the end of the Jaredite civilization*

Write 2,000,000 on the board. Ask students to imagine how many people two million is compared to the number of people who live in their city. Invite a student to read Ether 15:1–2 aloud. Ask the class to follow along, looking for what happened to two million Jaredites.

Ask if any of the students can summarize the events that led to the destruction of the Jaredites as recorded in Ether 14–15. If students have trouble responding, invite them to review the following scripture passages: Ether 14:5–10, 24; 15:1–6, 19, 22.

- What are some lessons we can learn from the destruction of the Jaredites?

These two truths were highlighted in the students' lessons during the week: (1) **If we reject the Lord's warnings to repent, His Spirit withdraws and Satan gains power over our hearts.** (2) **Anger and vengeance lead people to make choices that hurt themselves and others.**

- What are some situations in which these lessons could apply in the life of a young man or young woman today?

### Moroni 1–3

#### *Moroni testifies that he will not deny the Christ*

Invite a student to read Moroni 1:1–4 aloud. Ask the class to follow along, looking for what Moroni wrote about his situation after abridging the account of the Jaredites.

- Why would the Lamanites have killed Moroni?
- What does this show about Moroni's faith and courage? How can we develop such a firm testimony of Jesus Christ?

### Moroni 4–6

#### *Moroni records the sacrament prayers, the qualifications for baptism, and the reasons for Church meetings*

Write the following phrase on the board: *Why I should go to church on Sunday*. Invite students to search Moroni 4–6 and prepare a one- to two-minute response to this statement by making a few notes in their study journals. Encourage them to include in their responses at least two of the following elements (you may want to write these on the board or prepare them on a handout):

1. A scripture passage from Moroni 4–6 that explains a reason for meeting together at church.

2. A doctrine or principle that explains why we should attend Church meetings.
3. A personal experience that illustrates why we should attend Church meetings.
4. A personal testimony of the importance of attending Church meetings.

Once students have had sufficient time to prepare their thoughts, invite a few of them to share their insights with the class.

After students have shared what they have learned, add your testimony of the truths they identified and of the importance of meeting together in Church meetings regularly.

### **Moroni 7:1–19**

#### *Mormon teaches how to judge between good and evil*

Before class, fill a cup with water and another cup with a mixture of water and white vinegar (or salt). The cups should look identical. Inform the class that you have two cups of water that appear to be identical, but one of them tastes sour (or salty). Ask for a volunteer to determine which cup holds the good water and which cup holds the sour (or salty) water. (They might do this by tasting it or by smelling it.)

- How can we tell that something is evil without actually trying it?

Explain that in his record Moroni included a sermon from his father, Mormon, that gives insight into this question. Invite a student to read Moroni 7:11–13, 15–16 aloud. Ask the class to follow along and to choose at least one phrase that explains how we can discern between good and evil. Allow a few students an opportunity to share a phrase they chose.

Invite a student to read Moroni 7:19 aloud. Ask the class to follow along, looking for what Mormon said we should do in order to know good from evil.

- What did Mormon counsel us to do so that we can discern between good and evil? (Students should be able to identify the following principle: **As we search diligently in the Light of Christ, we can discern between good and evil.**)
- From your studies this week, what do you understand the Light of Christ to be?
- When has the Light of Christ helped you discern between good and evil?

Give students a minute or two to write a list of their favorite television shows, songs, music groups, internet sites, apps, video games, or personal possessions. Invite them to use Moroni 7:16–19 to determine whether the items on their lists help them come closer to God or move farther from Him.

Remind students of the invitation they received in their study this week to eliminate from their lives those things that are not good and to “lay hold upon every good thing” (Moroni 7:19). You may want to share an experience you have had when you followed the Light of Christ and were able to discern between good and evil.

**Next Unit (Moroni 7:20–10:34)**

Invite students to consider the following questions as they study the next unit: What is charity? How can a person obtain charity? Why shouldn't little children or infants be baptized? How did Mormon and Moroni stay faithful even when they were surrounded by wickedness? What were Moroni's final words? Why are they important?

## LESSON 156

# Moroni 7:20–48

### Introduction

Moroni recorded the conclusion of the sermon that his father, Mormon, had delivered in a synagogue years earlier. In the sermon, Mormon taught his listeners how to “lay hold upon every good thing” (Moroni 7:20, 25). He explained the

relationship between faith, hope, and charity, and concluded with a plea to his people to “pray unto the Father with all the energy of heart” for the gift of charity, “the pure love of Christ” (Moroni 7:47, 48).

### Suggestions for Teaching

#### Moroni 7:20–39

*Mormon teaches that through faith in Jesus Christ, we can lay hold on every good thing*

Begin class by asking the following questions:

- What are some good things that you think God wants us to receive in this life, as well as in the next? (List students’ responses on the board.)

Explain that Heavenly Father has many blessings in store for us, and He wants to give us all that He has (see D&C 84:38). Remind students that in Moroni 7:19 we learn that Mormon exhorted Church members to “lay hold upon every good thing” and that by doing so each of us will become “a child of Christ,” or a covenant follower of the Savior who is born again and redeemed from his or her sins (see Mosiah 5:7; 15:10–12; 27:25).

Invite a student to read Moroni 7:20 aloud. Ask the class to follow along, looking for the question Mormon asked. Ask students to report what they find. (You may want to invite them to consider marking this question in their scriptures.) As students study Moroni 7:20–48 today, invite them to look for what Mormon taught about how we can “lay hold upon every good thing” and become children of Christ.

Invite a few students to take turns reading aloud from Moroni 7:21–24. Ask the class to follow along, looking for what these verses teach about where all good things come from. Invite students to report what they find.

To help students understand how to “lay hold upon every good thing,” ask a few of them to take turns reading aloud from Moroni 7:25–26, 32–38. Invite the rest of the class to follow along, looking for how we can lay hold upon every good thing. (When a student reads verse 33, you may want to explain that the phrase “expedient in me” refers to things that are in harmony with the Lord’s will.) Invite students to report what they find.

- Based on what you have read, how would you answer Mormon’s question in Moroni 7:20? (As students respond, help them identify the following principle: **As we exercise faith in Jesus Christ, we can lay hold on every good thing that is expedient for us.** Write this principle on the board.)

Invite students to ponder what good things would be expedient or good for them to receive in this life and the next.

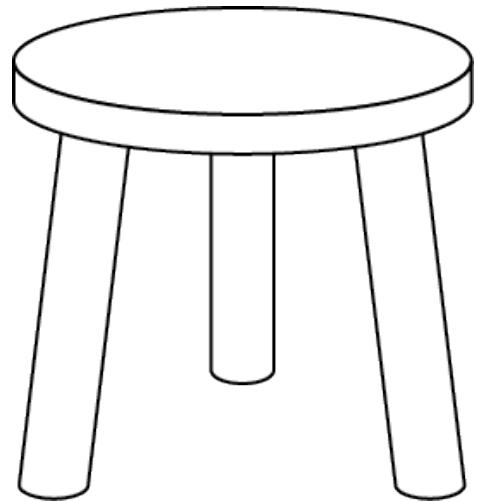
Share your testimony that great blessings come through the Savior, His gospel, and His Atonement. Invite students to write down a goal that will help them exercise greater faith in Jesus Christ and lay hold on all the good things that Heavenly Father desires to give them. Encourage students to exercise greater faith in Jesus Christ.

### Moroni 7:40–43

*Mormon teaches that faith in Jesus Christ leads us to have hope for eternal life*

Draw a picture of a three-legged stool on the board (or display a three-legged stool).

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



“Three divine principles form a foundation upon which we can build the structure of our lives. . . . Together they give us a base of support like the legs of a three-legged stool” (M. Russell Ballard, “The Joy of Hope Fulfilled,” *Ensign*, Nov. 1992, 33).

Label one of the legs of the stool with the phrase *Faith in Jesus Christ*. Ask students to think about what the other two legs might represent. Then invite students to read Moroni 7:40 silently to find out what the second leg represents. (The second leg represents hope.)

Read aloud the following expressions of hope. Invite students to listen for differences between these two expressions.

1. I hope it rains today.
2. I have hope in the promise of the Lord that I can feel peace through repentance.
  - In what ways are these expressions different? (Help students see that in the first example, the word *hope* refers to an uncertain wish. In the second example, the word *hope* is an expression of confidence. It is a motivation for action, and it is centered in the Atonement of Jesus Christ.)

To help students understand the word *hope* as it is used in the scriptures, invite a student to read aloud the following statement by President Dieter F. Uchtdorf of the First Presidency:



"Hope is a gift of the Spirit [see Moroni 8:26]. ...

"Hope is not knowledge [see Romans 8:24], but rather the abiding trust that the Lord will fulfill His promise to us. It is confidence that if we live according to God's laws and the words of His prophets now, we will receive desired blessings in the future [see D&C 59:23]. It is believing and expecting that our prayers will be answered. It is manifest in confidence, optimism, enthusiasm, and patient perseverance" (Dieter F. Uchtdorf, "The Infinite Power of Hope," *Ensign* or *Liahona*, Nov. 2008, 21, 22).

Invite a student to read Moroni 7:41 aloud. Ask the class to follow along, looking for what Mormon taught we should hope for. As students report what they find, label the second leg of the stool with the phrase *Hope to be raised to eternal life*.

- According to Moroni 7:41, how can we have hope to be raised to eternal life? (Although students may use different words, they should identify the following principle: **If we exercise faith in Jesus Christ, we can obtain hope through His Atonement to be raised to eternal life.** Write this principle on the board.)

*Note:* You might point out that in scripture, many of the same expressions used to define hope are also true of faith, as President Uchtdorf's statement demonstrates.

Invite students to read Moroni 7:42–43 on their own, looking for characteristics we need in order to have faith and hope. Ask them to report what they have found. (You may want to explain that to be meek and lowly of heart means to be humble, gentle, and submissive to the Lord's will.)

- Why do you think meekness and lowliness of heart are necessary in order to have faith and hope in the Atonement of Jesus Christ?

Invite students to respond to the following question in notebooks or study journals:

- How does your faith in Jesus Christ and His Atonement give you hope that you will receive eternal life?

### **Moroni 7:44–48**

#### *Mormon teaches the importance of charity*

Refer back to the three-legged stool. Invite students to read Moroni 7:44 silently and identify a label for the third leg of the stool. As students report what they find, label the third leg with the word *Charity*. Ask them to define *charity* in their own words.



**Moroni 7:45, 47–48** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read Moroni 7:45 aloud. Ask the class to follow along, looking for how Mormon described charity.

Invite students to choose descriptions of charity in Moroni 7:45 and explain what they think those descriptions mean. Clarify their explanations as needed. (For example, “suffereth long” means that someone endures trials patiently. “Envieth not” means that a person is not jealous of others. “Not puffed up” means that someone is humble. “Seeketh not her own” describes the quality of putting God and others before self. “Not easily provoked” means not angered easily. “Believeth all things” describes someone who accepts all truth.)

Ask a student to read Moroni 7:46–47 aloud. Invite the class to follow along, looking for how Mormon continued to describe and define charity.

- How does Mormon define charity in Moroni 7:47? (“The pure love of Christ.”)
- What do you think it means that charity will never fail?

To help students better understand charity as the unfailing, pure love of Christ, invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



“[Charity] is shown perfectly and purely in Christ’s unfailing, ultimate, and atoning love for us. . . . It is Christ’s love for us that ‘beareth all things, believeth all things, hopeth all things, endureth all things.’ It is as demonstrated in Christ that ‘charity never faileth.’ It is that charity—his pure love for us—without which we would be nothing, hopeless, of all men and women most miserable. Truly, those found possessed of the blessings of his love at the last day—the Atonement, the Resurrection, eternal life, eternal promise—surely it shall be well with them” (Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 336).

Invite a student to read Moroni 7:48 aloud. Ask the class to follow along, looking for what we can do to be filled with this perfect love of Jesus Christ. As students offer answers, make sure they identify the following principle: **If we pray unto the Father with all the energy of heart and live as true followers of Jesus Christ, we can be filled with charity.** Write this principle on the board.

- Why do you think we can be filled with charity if we pray with all the energy of our hearts and live as true followers of Jesus Christ?
- As we become filled with Jesus Christ’s love for us, how do you think the way in which we treat other people will change?

Ask students how they might respond in each of the following situations if they lack charity. Then ask how they might respond if they are filled with charity. (You may want to adapt these situations according to the needs and interests of the students you teach.)

1. People make fun of you or someone else at school.
2. You have a brother or sister who frequently annoys you.
3. Someone you know has committed a serious sin.

4. You do not like a new quorum or class adviser as much as you liked a previous adviser.
  - When have you witnessed examples of charity in others? (You may also want to share an experience of your own.)
  - When have you felt that the Lord has helped you to feel more charitable toward others?

Testify of the influence that faith, hope, and charity have had in your life. Ask students to review Moroni 7:45 and choose one element of charity in which they need to improve. Encourage them to pray for the gift of charity as they strive to improve in this area.



## LESSON 157

# Moroni 8

### Introduction

Continuing to add to the sacred record, Moroni included an epistle, or letter, he had received from his father, Mormon. In the epistle, Mormon recorded a revelation he had received about why little children do not need baptism. Mormon also

taught about how we can prepare to dwell with God. He concluded his epistle by expressing concern about the Nephites' wickedness and their impending destruction.

### Suggestions for Teaching

#### Moroni 8:1–24

*Mormon teaches that little children are alive in Christ*

Read aloud the following account told by President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles:



"Two missionaries were laboring in the mountains of the southern United States. One day, from a hilltop, they saw people gathering in a clearing far below. The missionaries did not often have many people to whom they might preach, so they made their way down to the clearing.

"A little boy had drowned, and there was to be a funeral. His parents had sent for the minister to 'say words' over their son. The missionaries stood back as the itinerant minister faced the grieving father and mother and began his sermon. If the parents expected to receive comfort from this man of the cloth, they would be disappointed.

"He scolded them severely for not having had the little boy baptized. They had put it off because of one thing or another, and now it was too late. He told them very bluntly that their little boy had gone to hell. It was their fault. They were to blame for his endless torment.

"After the sermon was over and the grave was covered, the elders approached the grieving parents. 'We are servants of the Lord,' they told the mother, 'and we have come with a message for you'" (Boyd K. Packer, "And a Little Child Shall Lead Them," *Ensign* or *Liahona*, May 2012, 7).

#### *Teach by the Spirit*

The Lord said, "The Spirit shall be given unto you by the prayer of faith; and if ye receive not the Spirit ye shall not teach" (D&C 42:14). Pray for the ability to be directed by the Holy Ghost, and give special attention to the whisperings of the Holy Ghost while you teach.

Invite students to consider what they would have said to these parents if they had been one of these missionaries.

As students study Moroni 8 today, invite them to look for principles and doctrines that can help them in situations like this.

Explain that Moroni 8 contains a letter Mormon wrote to his son Moroni.

Invite a student to read Moroni 8:4–6 aloud, and ask the class to look for why Mormon wrote this letter to Moroni. (You may need to explain that in verse 6, the word *gross* means serious, shameful, or grievous.)

- Why did Mormon write this letter to Moroni?

Invite a student to read Moroni 8:7 aloud. Ask the class to follow along, looking for what Mormon did when he learned of this problem.

- What can we learn from Mormon's example?

Invite a student to read Moroni 8:8–9 aloud, and ask the class to look for the answer to Mormon's prayer. As students report what they find, you may need to explain that the phrase "the curse of Adam" refers to Adam's separation from God's presence as a result of the Fall. This separation includes both physical and spiritual death. Some people mistakenly believe that every child is born in a sinful condition because of the Fall. With this incorrect idea, they think that little children are unworthy to be in God's presence if they die without having been baptized. As you explain this, you may want to have students recite the second article of faith. You might also suggest that they cross-reference Moroni 8:8–9 with Articles of Faith 1:2.

Ask a student to read Moroni 8:10 aloud. Invite the class to follow along, looking for what Mormon instructed Moroni to teach about who needs repentance and baptism.

- What doctrine can we identify from verse 10 about who needs repentance and baptism? (Help students identify the following doctrine: **Repentance and baptism are necessary for all who are accountable and capable of committing sin.** Encourage students to consider marking the phrases in Moroni 8:10 that teach this doctrine.)

It may help to clarify that sin is "willful disobedience to God's commandments" (Guide to the Scriptures, "Sin," scriptures.lds.org). In Moroni 8, the term "little children" refers to children who have not yet reached the age of accountability. The Lord has said that children begin to become accountable before Him at age eight. Revelations on this truth are found in Joseph Smith Translation, Genesis 17:11 (in the appendix of the Latter-day Saint edition of the King James Version of the Bible), and Doctrine and Covenants 68:25–27.

Invite a student to read aloud the following statement by Elder Bruce R. McConkie (1915–1985) of the Quorum of the Twelve Apostles. Ask the class to listen for how children become accountable:



"Accountability does not burst full-bloom upon a child at any given moment in his life. Children become accountable gradually, over a number of years. Becoming accountable is a process, not a goal to be attained when a specified number of years, days, and hours have elapsed. In our revelation the Lord says, 'They cannot sin, for power is not given unto Satan to tempt little children, until they begin to become accountable before me.' (D&C 29:47.) There comes a time, however, when accountability is real and actual and sin is attributed in the lives of those who

develop normally. It is eight years of age, the age of baptism. (D&C 68:27.)" (Bruce R. McConkie, "The Salvation of Little Children," *Ensign*, Apr. 1977, 6).

Divide the class in half. Invite half of the students to read Moroni 8:11–18 silently and the other half to read Moroni 8:11, 19–24 silently. (You may want to write these references on the board.) Before they read, ask students in both groups to look for truths Mormon taught as he explained why baptizing little children is wrong. After students have had enough time to read, invite a few from each group to report the truths they have found. List these truths on the board. Students may identify the following truths:

**Little children are alive in Christ** (see verses 12 and 22).

**God is not a partial God** (see verse 18).

**God is unchangeable** (see verse 18).

- What do you think it means that little children and those "without the law" are "alive in Christ"? (Moroni 8:12, 22). (Little children and people who are not capable of understanding the gospel are not considered accountable. When they break or transgress a law, it is not accounted as sin, but since the law was broken, Christ's Atonement makes the payment for the broken law. They are redeemed through the Atonement of Jesus Christ. [See also Moroni 8:10; D&C 29:46–47.]
- What difference might it make in someone's life to know that little children are redeemed through the Atonement of Jesus Christ?
- Why is it important to know that God is not partial, or unfair, in His desires and efforts to redeem His children?

Remind students of the account shared by President Packer that you read at the beginning of class. Invite a student to read aloud the following continuation of that account:



"As the sobbing parents listened, the two elders read from the revelations and bore their testimony. ...

"The elders came as comforters, as teachers, as servants of the Lord, as authorized ministers of the gospel of Jesus Christ" (Boyd K. Packer, "And a Little Child Shall Lead Them," 7).

Divide students into pairs, and ask them to share with their partners what they would have said to the grieving parents. Encourage them to share the truths they have learned from Moroni 8 as well as their own testimonies. (If you prefer, you could invite one or more students to share with the entire class.)

**Moroni 8:25–30*****Mormon teaches what those who are accountable must do to dwell with God***

Explain that after Mormon taught Moroni about why little children do not need baptism, he taught about why baptism is needed for those who are accountable.

Invite a student to read Moroni 8:25–26 aloud. Ask the class to follow along, looking for blessings that come to people who exercise faith, repent, and are baptized.

- What blessings come to those who exercise faith, repent, and are baptized? (As students report what they have found, list their responses on the board. Answers may include that faith, repentance, and baptism lead to remission of sins, meekness and lowliness of heart, the visitation of the Holy Ghost, hope, perfect love, and, ultimately, the blessing of dwelling with God.)

Point out that in verse 25 we read that faith, repentance, and baptism are done “unto the fulfilling the commandments.”

Write the following principle on the board: **Through faithful obedience to the principles, ordinances, and commandments of the gospel of Jesus Christ, we can receive the Holy Ghost, which prepares us to dwell with God.**

- How does the Holy Ghost help us prepare to live with God?

Point out that Mormon explained what would happen to the Nephites because they were prideful. Invite a student to read Moroni 8:27–29 aloud, and ask the class to look for the result of the Nephites’ pride.

- What did Mormon say would happen to the Nephites because of their pride?
- What did happen to the Nephites?

To conclude the lesson, testify that through faithful obedience to the commandments we can receive the Holy Ghost and be prepared to dwell with God. Invite students to apply what they have learned in this lesson by continuing to have faith, repent, and live according to the covenants they made at baptism.

## LESSON 158

# Moroni 9

### Introduction

In his final recorded epistle to his son Moroni, Mormon sorrowed for the wicked state of the Nephites. He urged Moroni to labor diligently to help the Nephites repent. Mormon also recounted the sufferings of the people caused

by their wickedness. Notwithstanding the corrupt condition of his people, he encouraged Moroni to be faithful in Jesus Christ and have hope in the promise of eternal life.

### Suggestions for Teaching

#### *Edifying teaching*

When you decide what to teach from a scripture block and how to teach it, select truths and methods of teaching that will edify students and allow them to be uplifted by the Holy Ghost.

#### **Moroni 9:1–20**

##### *Mormon laments the wickedness of the Nephites and the Lamanites*

Ask students to ponder whether they have ever tried to help someone, only to have their efforts rejected.

- How might some people respond when their good intentions are repeatedly rejected by those they are trying to help?

Explain to the class that Moroni 9 is a letter written by the prophet Mormon to his son Moroni. As students study Moroni 9 today, invite them to look for principles that can guide them when their efforts to help others are rejected.

Invite a student to read Moroni 9:1 aloud. Ask the class to follow along, looking for the word Mormon used to describe the situation of the Nephites. After students respond, you may need to explain that the word *grievous* refers to something that is very painful, distressing, or sorrowful.

Write the following scripture references on the board: *Moroni 9:2–5; Moroni 9:7–10; Moroni 9:11–15; Moroni 9:16–19*. Divide students into four groups. Assign each group to read one of the scripture passages listed on the board, looking for the grievous things Mormon described. Invite a student from each group to report what they find.

Invite a student to read Moroni 9:20 aloud. Ask students to look for Mormon's description of his people. Invite students to report what they find.

- What do you think it means to be “without principle”? (To live without standards and without honoring and keeping the commandments of God.)
- What do you think it means to be “past feeling”? (To be hard-hearted against the Spirit of the Lord and the Light of Christ and to not distinguish between right and wrong.)

Explain that in Moroni 9:6, Mormon counseled his son on how to respond to the grievous circumstances they were in. Invite a student to read Moroni 9:6 aloud. Ask the class to follow along, looking for what Mormon counseled his son to do.

- What did Mormon counsel his son to do? (Invite students to consider marking the phrase “notwithstanding their hardness, let us labor diligently” in verse 6.)
- What principle can we learn from this verse about serving those who do not respond positively to our efforts to help them? (Help students identify the following principle: **We are to labor diligently in God’s service, even if those we serve do not respond positively.** Write this principle on the board, and invite students to consider writing it in their scriptures.)
- According to verse 6, why did Mormon continue to labor among people who hardened their hearts against the word of God?

Present the following situations (or create a few of your own). Invite one or more students to explain how they might relate the principle on the board to each situation you present.

1. As president of your Young Women class, you are responsible for five other young women in your ward. One of these young women has not come to Church meetings or activities for over a year. After you have personally invited her to come for the past three months, she still has not come to any meetings or activities.
2. As a home teacher, you work diligently to minister to each of your assigned families. However, for the past few months, one of your families has not returned your phone calls or answered the door when you have stopped by.
3. You feel impressed to invite one of your good friends to meet with the missionaries. He dismisses your invitation, yet you continue to feel impressions to ask him again.



Show students the video “Strengthen Thy Brethren” (10:16), in which Elder Mervyn B. Arnold of the Seventy gives an account of a priesthood leader who labored diligently with a young man even though he was repeatedly rejected. Show the video from time code 0:24 to 3:03. If you are unable to show the video, invite a student to read aloud the following account as told by Elder Arnold. Invite students to listen for what the young man finally saw in his priesthood leader.



“As a member of the branch presidency in Fortaleza, Brazil, Brother Marques with the other priesthood leaders developed a plan to reactivate those who were less active in his branch. One of those who was less active was a young man by the name of Fernando Araujo. Recently I spoke to Fernando, and he told me of his experience:

“‘I became involved in surfing competitions on Sunday mornings and stopped going to my Church meetings. One Sunday morning Brother Marques knocked on my door and asked my nonmember mother if he could talk to me. When she told him I was sleeping, he asked permission to wake me. He said to me, “Fernando, you are late for church!” Not listening to my excuses, he took me to church.

"The next Sunday the same thing happened, so on the third Sunday I decided to leave early to avoid him. As I opened the gate I found him sitting on his car, reading the scriptures. When he saw me he said, "Good! You are up early. Today we will go and find another young man!" ...

"After eight Sundays I could not get rid of him, so I decided to sleep at a friend's house. I was at the beach the next morning when I saw a man dressed in a suit and tie walking towards me. When I saw that it was Brother Marques, I ran into the water. All of a sudden, I felt someone's hand on my shoulder. It was Brother Marques, in water up to his chest! He took me by the hand and said, "You are late! Let's go." ...

"That day as we walked out of the ocean, I was touched by Brother Marques's sincere love and worry for me. ... Brother Marques didn't just give me a ride to church—the quorum made sure I remained active. They planned activities that made me feel needed and wanted, I received a calling, and the quorum members became my friends'" (Mervyn B. Arnold, "Strengthen Thy Brethren," *Ensign or Liahona*, May 2004, 46–47).

- What stands out to you about Brother Marques's efforts to help Fernando?
- How have you or others you know been blessed by continuing to love and serve someone who did not respond positively at first?

Testify that we and others will be blessed as we continue to love and serve those around us, even if they do not respond positively to our efforts. Invite students to ponder how they can apply this principle in their lives. Encourage them to follow through on any promptings they receive.

### Moroni 9:21–26

#### *Mormon encourages Moroni to be faithful*

Invite students to name any recent events in their community or nation or in the world that could cause people to feel discouraged.

Invite students to read Moroni 9:21–22, 25–26 silently. Ask them to look for the counsel Mormon gave to Moroni about what he should do in his discouraging circumstances. To help students analyze these verses, ask the following questions:

- What counsel did Mormon give his son Moroni that may have encouraged him?
- What did Mormon suggest ought to "rest in [Moroni's] mind forever"? (Moroni 9:25). How might remembering the Savior and His Atonement help us when we are discouraged or when we are surrounded by wickedness?
- What principle can we learn from these verses about how to respond to the difficulties and wickedness that may surround us? (Though students may use different words, they should express that **if we are faithful in Jesus Christ, He will lift us up even when difficulties and wickedness surround us**. You may want to write this principle on the board and suggest that students write it in their scriptures.)
- What are some ways in which the Savior might lift us up when we are surrounded by difficulties and wickedness?
- Does being lifted up mean that we are immediately freed from difficulties? How do Mormon and Moroni's lives instruct us about what it means to be lifted up?

- What experiences in your life or in the lives of those close to you demonstrate that this principle is true?

Testify of the strength you have received from being faithful in Jesus Christ.

Encourage students to ponder ways they can be more faithful and more mindful of Jesus Christ, even when they are discouraged or surrounded by wickedness.



## LESSON 159

# Moroni 10:1–7

### Introduction

Moroni exhorted the Lamanites and all others who would read his testimony to ask God to confirm the truth of his words. He taught that God would manifest the truth of the Book of Mormon and the reality of Jesus Christ by the power of the Holy Ghost. (*Note:* You may want to leave time at the

end of the lesson for students to share their testimonies of the Book of Mormon. To ensure that there is sufficient time, prayerfully select the portions of this lesson that will be most beneficial to your students.)

### Suggestions for Teaching

#### *Share your testimony*

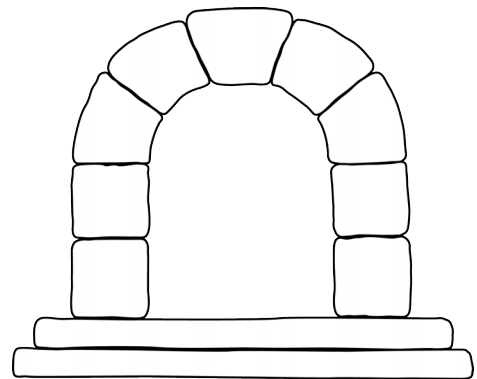
Take frequent opportunities to testify of Jesus Christ, His gospel, and the Book of Mormon. Encourage students to bear their testimonies as well. The sharing of a testimony blesses the person who bears it and can strengthen the faith and testimonies of others.

### Moroni 10:1–7

*Moroni exhorts us to obtain a testimony of the Book of Mormon and of Jesus Christ*

Before class begins, draw on the board or display the following picture, which was used in lesson 1:

Begin the lesson by referring to the picture and reminding students of the Prophet Joseph Smith’s statement that the Book of Mormon is “the keystone of our religion” (see the sixth paragraph of the introduction to the Book of Mormon). Invite students to consider how their testimonies of the Book of Mormon have grown over the course of this school year and how this growth may have helped strengthen their testimonies of other gospel truths as well.



As students study Moroni 10:1–7 today, invite them to look for a principle that Moroni taught about how we can receive or strengthen our testimonies of the Book of Mormon.

Summarize Moroni 10:1–2 by explaining that about 1,400 years before the Prophet Joseph Smith received the golden plates, Moroni concluded his father’s record by writing his final exhortation to those who would receive the Book of Mormon in the latter days. (It may be helpful to explain that the word *exhort* means to strongly encourage or urge someone. This word appears eight times in Moroni 10.)

Explain that Moroni exhorted all who receive the Book of Mormon to seek a testimony of its truth and divinity. Invite a student to read Moroni 10:3–4 aloud. Ask the class to follow along, looking for phrases that describe how we can obtain a testimony of the Book of Mormon through the Holy Ghost. Invite students to consider marking these phrases as they discover them.

- Which phrases in these verses describe how we can obtain a testimony of the Book of Mormon through the Holy Ghost?

As students report the phrases they have identified, write the phrases on the board. Their responses should include the following:

*“Read these things”*

*“Remember how merciful the Lord hath been ... and ponder it in your hearts”*

*“Ask with a sincere heart, with real intent, having faith in Christ”*

- According to verse 4, what will happen if we do the things outlined in verses 3–4? (After students respond, write the following principle on the board: **If we read the Book of Mormon, remember and ponder the Lord’s mercy, and ask God sincerely with faith in Jesus Christ, then we will receive a testimony of the Book of Mormon by the power of the Holy Ghost.**)
- In what ways might the Holy Ghost testify to us of the truthfulness of the Book of Mormon? (Be sure students understand that most revelation does not come in a spectacular fashion. While some individuals may have overwhelming spiritual experiences, most will experience something quiet and subtle, such as a warm, peaceful feeling or an assurance. You might also want to explain that as we study the scriptures, the Spirit may testify of the truth of what we are reading. Then, when we specifically ask to know the truth of the Book of Mormon, the Spirit will confirm the witnesses we have already received.)

To help students better understand what we can do to receive a witness from the Holy Ghost that the Book of Mormon is true, use the following teaching ideas to discuss each of the things Moroni taught.

1. “Read these things”



Invite a student to read aloud the following statement by President Thomas S. Monson. Ask students to listen for how President Monson reiterated Moroni’s promise. (If time permits, consider instead showing part of the video of President Monson’s general conference address “The Power of the Book of Mormon” [time code 1:23–2:06]. This video is available on LDS.org.)



"If you are not reading the Book of Mormon each day, please do so. If you will read it prayerfully and with a sincere desire to know the truth, the Holy Ghost will manifest its truth to you. If it is true—and I solemnly testify that it *is*—then Joseph Smith was a prophet who saw God the Father and His Son, Jesus Christ.

"Because the Book of Mormon is true, The Church of Jesus Christ of Latter-day Saints is the Lord's Church on the earth, and the holy priesthood of God has been restored for the benefit and blessing of His children" (Thomas S. Monson, "The Power of the Book of Mormon," *Ensign* or *Liahona*, May 2017, 86–87).

- Why is studying the Book of Mormon key to obtaining a testimony of its truthfulness?
  - According to President Monson, how is the Book of Mormon related to the other stones in the arch?
  - Why do you think it is important for us to continue to study the Book of Mormon, even after this year in seminary?
2. "Remember how merciful the Lord hath been ... and ponder it in your hearts"

Explain that Moroni taught that those who read the Book of Mormon and desire to know of its truthfulness should "remember how merciful the Lord hath been ... and ponder it in [their] hearts" (Moroni 10:3).

Invite students to share examples of the Lord's mercy in the Book of Mormon that have been meaningful to them. For example, they might mention how Nephi, Alma the Younger, or the 2,000 stripling warriors experienced the Lord's mercy or compassion.

Explain that remembering and pondering instances of the Lord's mercy can soften our hearts and prepare us to feel the influence of the Holy Ghost.

To help students better understand this concept, invite a student to read aloud the following explanation by Elder Marvin J. Ashton (1915–1994) of the Quorum of the Twelve Apostles:



"Dictionaries say that *ponder* means to weigh mentally, think deeply about, deliberate, meditate. ...

"By pondering, we give the Spirit an opportunity to impress and direct. Pondering is a powerful link between the heart and the mind. As we read the scriptures, our hearts and minds are touched. If we use the gift to ponder, we can take these eternal truths and realize how we can incorporate them into our daily actions" (Marvin J. Ashton, "There Are Many Gifts," *Ensign*, Nov. 1987, 20).

Invite students to ponder for a moment when they have experienced the Lord's mercy or compassion toward them or recognized it in the life of someone they know.

- What evidence of the Lord's mercy have you witnessed in your life?

- When has pondering the Lord’s mercy helped you feel the influence of the Holy Ghost?

3. “Ask with a sincere heart, with real intent, having faith in Christ”

Point out that Moroni taught that if we want to receive a witness of the truthfulness of the Book of Mormon, we should ask God in the name of Jesus Christ “with a sincere heart, with real intent, having faith in Christ” (Moroni 10:4).

- What do you think it means to ask God with a sincere heart, real intent, and faith in Jesus Christ? (Help students understand that to pray sincerely and with real intent means that we “intend to act on the answer [we] receive from God” [*Preach My Gospel: A Guide to Missionary Service* (2004), 111].)

Invite a student to read aloud the following account, in which a man prayed with real intent to obtain a witness of the truthfulness of the Book of Mormon:

“Occasionally I prayed to know what was right, but it was more of a passing thought than a sincere question. Then one night I decided to pray with ‘real intent.’

“I told Heavenly Father that I wanted to know Him and to be part of His true Church. I promised: ‘If Thou wilt let me know whether Joseph Smith is a real prophet and whether the Book of Mormon is true, I’ll do whatever Thou would have me do. If The Church of Jesus Christ of Latter-day Saints is the true Church, I’ll follow it and never give it up.’

“I had no spectacular manifestation, but I felt at peace and went to bed. Several hours later I awoke with a distinct thought: ‘Joseph Smith is a true prophet, and the Book of Mormon is true.’ The thought was accompanied by indescribable peace. I fell asleep again, only to awake later with the exact same thought and feeling.

“Since that time, I have never doubted that Joseph Smith is a true prophet. I know that this is the Savior’s work and that Heavenly Father will answer our sincere petitions” (Rodolfo Armando Pérez Bonilla, “How I Know,” *Ensign*, Oct. 2011, 64).

- How did this man demonstrate real intent?
- What were the results of his efforts?



**Moroni 10:4–5** is a doctrinal mastery passage. You may want to suggest that students mark doctrinal mastery passages in a distinctive way so they can locate them easily.

Invite a student to read Moroni 10:5–7 aloud. Ask the class to follow along, looking for what else Moroni promised that we can know through the Holy Ghost.

- What principle can we learn from Moroni 10:5? (Students may use different words, but they should identify the following principle: **We can know the truth of all things by the power of the Holy Ghost.**)
- According to verses 6–7, what specifically can the Holy Ghost help us know is true? (That Jesus Christ lives.)

Allow sufficient time at the end of this lesson to invite students to share their testimonies of the Book of Mormon and of Jesus Christ. Consider bearing your own testimony of the Book of Mormon and of the Savior.

After students have had sufficient time to share their testimonies, invite a student to read aloud the following account by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



"A few years ago I showed one of my senior brethren a talk I had prepared for future delivery. He returned it with a stimulating two-word comment: 'Therefore, what?' The talk was incomplete because it omitted a vital element: what a listener should *do*" (Dallin H. Oaks, "Following the Pioneers," *Ensign*, Nov. 1997, 72).

- What will you do because you know the Book of Mormon is true? (Consider inviting students to write their responses in their class notebooks or study journals before inviting a few of them to share their responses with the class.)

Assure students that as they continue to study the Book of Mormon throughout their lives, their faith in Jesus Christ and His gospel will grow. Conclude by inviting students to accept President Monson's invitation to study the Book of Mormon every day, and to live faithful to the testimonies they have received.

## LESSON 160

# Moroni 10:8–34

### Introduction

After teaching how to obtain a witness of the truth of all things through the Holy Ghost, Moroni exhorted those who would read his words to receive and recognize spiritual gifts.

Moroni concluded the Book of Mormon record by exhorting all people to come unto Jesus Christ, lay hold on every good gift He offers, and be perfected through Him.

## Suggestions for Teaching

### *Love your students*

When you express love and concern for your students, you reflect the love that God has for them. As you conclude this course of study, seek to help students know they are beloved sons and daughters of God.

### Moroni 10:8–29

#### *Moroni teaches about gifts of the Spirit and their purpose in the Lord's work*

Invite students to think of a time when they needed Heavenly Father's help to do something that they could not do on their own. Ask a few students to share their experiences with the class. (For example, students may have needed guidance in knowing how to help a family member or friend. Or they may have needed Heavenly Father's help to succeed on a difficult test in school or to fulfill a particular Church calling or assignment.) You may also want to share an experience.

Ask a student to read Moroni 10:8 aloud. Invite the class to follow along, looking for the phrase that describes the spiritual abilities or blessings God gives to the faithful.

- How did Moroni refer to the spiritual abilities or blessings God gives to the faithful? ("Gifts of God." Explain that we often refer to these gifts as gifts of the Spirit or spiritual gifts.)
- What truth can we learn from Moroni 10:8 about why God grants gifts of the Spirit to His children? (After students respond, write the following truth on the board: **God grants gifts of the Spirit to profit His children.** You may need to explain that in this context, *profit* means to bless or help.)

Invite several students to take turns reading aloud from Moroni 10:9–17. Ask the class to follow along, looking for the gifts of the Spirit that Moroni described in these verses. Invite students to consider marking what they find.

- Which gifts of the Spirit did you find in these verses?
- What examples of these gifts have you seen in the Church?
- How can gifts of the Spirit profit the person who receives them?

- When have you seen people receive blessings because others have exercised their spiritual gifts? (You may want to be prepared to share an example that you have seen.)

Invite a student to read Moroni 10:18–19, 24 aloud. Ask the class to follow along, looking for what can prevent someone from receiving spiritual gifts.

- What can prevent someone from receiving spiritual gifts?
- Why do you think people in a condition of unbelief cannot recognize or receive the power and gifts of God?

Summarize Moroni 10:20–23 by explaining that Moroni wrote about the need to have faith, hope, and charity in order to receive the gifts of God and to be saved in His kingdom.

Invite a student to read Moroni 10:23 aloud. Ask the class to follow along, looking for a blessing of having faith. (Before students read, you may want to explain that the phrase “expedient unto me” refers to things that are in harmony with God’s will.)

- What blessing did Moroni teach would come to those who have faith?
- What principle can we identify in verse 23? (As students respond, write the following principle on the board: **If we have faith, we will be able to do all that the Savior wants us to do.** Invite students to consider marking this principle in Moroni 10:23.)
- When have you exercised faith in the Savior to accomplish something He wanted you to do?

Invite students to apply the truths they have learned by seeking spiritual gifts and exercising faith in Jesus Christ to help them accomplish the things He wants them to do.

Summarize Moroni 10:25–29 by explaining that Moroni warned that those who reject the gifts and power of God through unbelief will experience sorrow and suffering. Moroni also testified that what he had written was true.

### **Moroni 10:30–34**

#### ***Moroni invites all to come unto Jesus Christ and be perfected in Him***

To prepare students to identify a principle in Moroni 10:30–34, invite students to respond to the following question:

- Is it possible for us to be perfect?

After a brief discussion ask a student to read 3 Nephi 12:48 aloud.

- What did the Savior say is the ultimate aim for each of us? (To become perfect.)

Explain that in the final verses of the Book of Mormon, Moroni taught how it is possible for us to become perfect.

Copy the following chart on the board, leaving out the answers in parentheses.

What I must do	What God promises
(Answers may include that we must come unto Jesus Christ; seek for and receive good gifts; avoid evil gifts and unclean things; deny ourselves of all ungodliness; and love God with all our might, mind, and strength.)	(Answers may include that He will fulfill His covenants; His grace will be sufficient for us; we will be perfect in Jesus Christ; we will receive the grace of God; we will be sanctified and receive a remission of our sins; and we will become holy, without spot.)

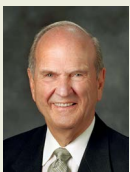
Ask a few students to take turns reading aloud from Moroni 10:30–33. Invite the class to follow along, looking for phrases that describe what we must do and what God promises to do to help us become pure and perfect.

- Which phrases in these verses describe what we must do and what God promises to do to help us become pure and perfect? (Invite a student to record students' responses in the appropriate columns of the chart.)

Point out that the word *grace* refers to the divine help and strength we receive because of Jesus Christ (see Bible Dictionary, "Grace"). The word *sanctified* means having been made "free from sin, pure, clean, and holy through the Atonement of Jesus Christ (Moses 6:59–60)" (Guide to the Scriptures, "Sanctification," scriptures.lds.org).

- How would you summarize as a principle what Moroni taught about becoming pure and perfect? (Students may use different words, but their answers should reflect the following principle: **As we come unto Jesus Christ, we can be purified and perfected in Him.**)

Point out that some people may become discouraged because of their imperfections. Invite a student to read aloud the following statement by President Russell M. Nelson of the Quorum of the Twelve Apostles. Ask the class to listen for when we can ultimately become perfect.



"We need not be dismayed if our earnest efforts toward perfection now seem so arduous [or difficult] and endless. Perfection is pending. It can come in full only after the Resurrection and only through the Lord. It awaits all who love him and keep his commandments" (Russell M. Nelson, "Perfection Pending," *Ensign*, Nov. 1995, 88).

- According to President Nelson, when can we ultimately become perfect?
- Why is it important to know that it is only through Jesus Christ that we can become pure and perfect?

Share your testimony that as we come unto Jesus Christ, we can be purified and perfected in Him.

Invite students to choose one or two of the phrases from the first column of the chart on the board that indicate what we can do to become pure and perfect through Jesus Christ. Give them a few minutes to write in their class notebooks or study journals any thoughts or impressions they have about how they can improve in these areas.



Conclude this lesson by reading Moroni 10:34 to the class. Ask students to follow along, looking for how Moroni finished the Book of Mormon.

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles, who shared the following thoughts on Moroni's concluding words in the Book of Mormon:



"Thus the Book of Mormon ends ... on the promise of the Holy Resurrection [see Revelation 14:6]. That is most fitting, for this sacred testament—written by prophets, delivered by angels, protected by God—speaks as one 'crying from the dead,' exhorting all to come unto Christ and be perfected in him, a process culminating in the perfection of celestial glory" (Jeffrey R. Holland, *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 339).

Invite students to write any thoughts or impressions they have as they conclude this year's course of study on the Book of Mormon. Consider inviting students to share what they have written with the class. Testify of the blessings Heavenly Father has promised them if they will come unto Jesus Christ by following His teachings and exercising faith in Him. Encourage students to make their study of the Book of Mormon a lifelong pursuit.

## HOME-STUDY LESSON

# Moroni 7:20–10:34 (Unit 32)

### Preparation Material for the Home-Study Teacher

#### *Summary of Daily Home-Study Lessons*

The following summary of the events, doctrines, and principles students learned as they studied Moroni 7:20–10:34 (unit 32) is not intended to be taught as part of your lesson. The lesson you teach concentrates on only a few of these doctrines and principles. Follow the promptings of the Holy Spirit as you consider the needs of your students.

#### **Day 1 (Moroni 7:20–48)**

As students continued their study of Mormon's sermon to the people in the synagogue, they learned the following important principles about faith, hope, and charity: As we exercise faith in Jesus Christ, we can lay hold upon every good thing. If we exercise faith in Jesus Christ, we can obtain hope through His Atonement to be raised to eternal life. If we pray unto the Father with all the energy of heart and live as true followers of Jesus Christ, we can be filled with charity.

#### **Day 2 (Moroni 8–9)**

By studying the epistle from Mormon to Moroni recorded in Moroni 8, students learned that repentance and baptism are necessary for all who are accountable and capable of committing sin. They also studied the doctrine that little children are saved through the Atonement of Jesus Christ. By studying the epistle recorded in Moroni 9, students learned that we are to labor diligently in God's service even if those we serve do not respond positively. In addition, students learned from Mormon's and Moroni's examples that if we are faithful in Jesus Christ, He can lift us up even when difficulties and wickedness surround us.

#### **Day 3 (Moroni 10:1–7, 27–29)**

As students studied Moroni's concluding testimony, they were reminded that if we seek in faith, we can receive a testimony of the Book of Mormon and of Jesus Christ through the Holy Ghost. They also learned that those who have received the Book of Mormon will be accountable to God for their response to it.

#### **Day 4 (Moroni 10:8–26, 30–34)**

Students learned that God grants gifts of the Spirit to profit His children. They also learned that if we have faith, we will be able to do what Heavenly Father wants us to do. They also studied Moroni's final words in the Book of Mormon, which teach that as we come unto Jesus Christ, we can be purified and perfected through His Atonement.

### Introduction

This lesson can help students better understand what it means to lay hold upon good things. Students will be given the chance to explain how a person can learn for himself or herself that the Book of Mormon is true. They will also be able to share their testimonies of the Book of Mormon and discuss how their testimonies

have been strengthened this year. Moroni 7–9 contains epistles, or letters, from Mormon that Moroni included in his book.

## Suggestions for Teaching

### **Moroni 7:20–48**

*Moroni records Mormon’s teachings on faith in Jesus Christ, hope, and charity*

Write the words *touch* and *lay hold* on the board. Ask a student to come to the front of the classroom and demonstrate for the class what it means to touch the Book of Mormon. Then ask the student to show what it means to lay hold on the Book of Mormon.

Invite students to read Moroni 7:19 silently, looking for what Mormon said we should lay hold upon.

- What did Mormon say we are to lay hold upon?
- What do you think it means to “lay hold upon every good thing”? (Help students understand that “every good thing” can include righteous goals, actions, thoughts, principles, and objects.)

Explain that Mormon went on to teach how we can “lay hold upon every good thing.” Invite a few students to take turns reading aloud from Moroni 7:20–22, 25. Ask the class to follow along, looking for Mormon’s counsel on what we must do to “lay hold upon every good thing.”

Write the following incomplete statement on the board: *As we . . . , we can lay hold upon every good thing.*

- After reading these verses, how would you complete this statement? (One answer students may give is that **as we exercise faith in Jesus Christ, we can lay hold upon every good thing.**)

Remind students that in this chapter Mormon also testified that through faith in Jesus Christ we can be filled with the gift of charity (see Moroni 7:48). Invite the class to try to recite the scripture mastery passage Moroni 7:45, 47–48 from memory. Class members could also read the verses aloud.

- What is your favorite phrase in Moroni 7:45, 47–48? Why is that phrase meaningful to you?
- When have you seen someone be charitable, or when have you felt the Lord helping you to be charitable? (You may want to share your own answers to these questions.)

### **Moroni 10**

*Moroni exhorts us to obtain a testimony of the Book of Mormon and come unto Jesus Christ*

Review with students the purpose of the keystone in an arch. Discuss how the idea of a keystone relates to the Book of Mormon. (You may want to refer students to the picture in unit 1, day 3 of their study guides.) Invite students to share how the Book of Mormon is the keystone of their testimonies.

Invite a student to read Moroni 10:3–5 aloud. Ask the class to follow along and to consider why these verses are important to share with all people, whether or not they are members of our Church. Invite a few students to share their thoughts. Then ask the following question:

- What does Moroni say we need to do to know the truth? (As students respond, you may want to write their answers on the board. Point out that these answers are ways that we can seek in faith to know “the truth of all things” [Moroni 10:5].)

Invite a student to read Moroni 10:6–7 aloud. Ask the class to follow along.

- In addition to the truthfulness of the Book of Mormon, what else can we know by the power of the Holy Ghost? (The Holy Ghost will confirm that Jesus is the Christ.)

Write the following principle on the board: **If we ask God in faith and with real intent, we can receive a testimony of the Book of Mormon and of Jesus Christ through the Holy Ghost.**

Remind students that Moroni left a final invitation for all people who would read the Book of Mormon. Invite a student to read his invitation, which is found in Moroni 10:30, 32–33, aloud. Ask the class to follow along, looking for ways that we can “come unto Christ.” (You may want to suggest that they mark what they find.)

- What invitation did Moroni extend to us at the end of this sacred record?
- What phrases in these verses help you know how to “come unto Christ”?
- What principles can you learn from these verses? (Students’ responses may include the following principle: **As we come unto Jesus Christ, we can be purified and perfected through His Atonement.** You may want to write this principle on the board.)
- What does it mean to you that you can be made perfect only through Jesus Christ?

Invite each student to choose one of the following questions and think of a response to it. (You may want to display these questions on the board or prepare them on a handout before class.) After sufficient time, ask a few students to share their responses with the class.

- How have you come to know that the Book of Mormon is true?
- How has the Savior helped you become more than you ever could on your own?
- When you look back on your study of the Book of Mormon this year, what is something you would like to do to improve your study of the scriptures?

After students have shared their answers, you may want to share your testimony of the Book of Mormon and of the Atonement of Jesus Christ. In addition, share with students your appreciation for them and their efforts to study and learn in seminary this year. Encourage them to continue reading the scriptures each day and striving to apply what they learn in their lives.



# Appendix

# Scripture Reading Charts

Book of Mormon Reading Chart											
1 Nephi	1	2	3	4	5	6	7	8	9	10	11
	12	13	14	15	16	17	18	19	20	21	22
2 Nephi	1	2	3	4	5	6	7	8	9	10	11
	12	13	14	15	16	17	18	19	20	21	22
	23	24	25	26	27	28	29	30	31	32	33
Jacob	1	2	3	4	5	6	7				
Enos	1										
Jarom	1										
Omni	1										
Words of Mormon			1								
Mosiah	1	2	3	4	5	6	7	8	9	10	11
	12	13	14	15	16	17	18	19	20	21	22
	23	24	25	26	27	28	29				
Alma	1	2	3	4	5	6	7	8	9	10	11
	12	13	14	15	16	17	18	19	20	21	22
	23	24	25	26	27	28	29	30	31	32	33
	34	35	36	37	38	39	40	41	42	43	44
	45	46	47	48	49	50	51	52	53	54	55
	56	57	58	59	60	61	62	63			
Helaman	1	2	3	4	5	6	7	8	9	10	11
	12	13	14	15	16						
3 Nephi	1	2	3	4	5	6	7	8	9	10	11
	12	13	14	15	16	17	18	19	20	21	22
	23	24	25	26	27	28	29	30			
4 Nephi	1										
Mormon	1	2	3	4	5	6	7	8	9		
Ether	1	2	3	4	5	6	7	8	9	10	11
	12	13	14	15							
Moroni	1	2	3	4	5	6	7	8	9	10	

Daily Scripture Reading Chart											
Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22	22	22
23	23	23	23	23	23	23	23	23	23	23	23
24	24	24	24	24	24	24	24	24	24	24	24
25	25	25	25	25	25	25	25	25	25	25	25
26	26	26	26	26	26	26	26	26	26	26	26
27	27	27	27	27	27	27	27	27	27	27	27
28	28	28	28	28	28	28	28	28	28	28	28
29	(29)	29	29	29	29	29	29	29	29	29	29
30		30	30	30	30	30	30	30	30	30	30
31		31		31		31	31		31		31

# Pacing Guide for Daily Teachers

## *Suggested Schedule for 36-Week School Year*

Week	Lessons	Scripture Block
1	Day 1: Lesson 1 Title Page, Introduction, and Testimonies of the Three and Eight Witnesses Day 2: Lesson 2 Studying the Scriptures Day 3: Lesson 3 The Role of the Learner Day 4: Lesson 4 The Plan of Salvation Day 5: Lesson 5 Overview of the Book of Mormon	
2	Day 1: Lesson 6 1 Nephi 1 Day 2: Lesson 7 1 Nephi 2 Day 3: Flexible Day (see suggestions for flexible days) Day 4: Lesson 8 1 Nephi 3–4 Day 5: Lesson 9 1 Nephi 5	1 Nephi 1–5
3	Day 1: Lesson 10 1 Nephi 6; 9 Day 2: Flexible Day (see suggestions for flexible days) Day 3: Lesson 11 1 Nephi 7 Day 4: Lesson 12 1 Nephi 8 Day 5: Lesson 13 1 Nephi 10–11	1 Nephi 6–11
4	Day 1: Lesson 14 1 Nephi 12–13 Day 2: Lesson 15 1 Nephi 14 Day 3: Lesson 16 1 Nephi 15 Day 4: Lesson 17 1 Nephi 16 Day 5: Lesson 18 1 Nephi 17	1 Nephi 12–17
5	Day 1: Flexible Day (see suggestions for flexible days) Day 2: Lesson 19 1 Nephi 18 Day 3: Lesson 20 1 Nephi 19 Day 4: Lesson 21 1 Nephi 20–22 Day 5: Lesson 22 2 Nephi 1	1 Nephi 18–2 Nephi 1
6	Day 1: Lesson 23 2 Nephi 2 (Part 1) Day 2: Lesson 24 2 Nephi 2 (Part 2) Day 3: Lesson 25 2 Nephi 3 Day 4: Lesson 26 2 Nephi 4 Day 5: Lesson 27 2 Nephi 5	2 Nephi 2–5



Week	Lessons	Scripture Block
7	Day 1: Lesson 28 2 Nephi 6–8 Day 2: Flexible Day (see suggestions for flexible days) Day 3: Lesson 29 2 Nephi 9:1–26 Day 4: Lesson 30 2 Nephi 9:27–54; 10 Day 5: Lesson 31 2 Nephi 11 and 16	2 Nephi 6–11, 16
8	Day 1: Lesson 32 2 Nephi 12–15 Day 2: Lesson 33 2 Nephi 17–20 Day 3: Lesson 34 2 Nephi 21–24 Day 4: Lesson 35 2 Nephi 25 Day 5: Flexible Day (see suggestions for flexible days)	2 Nephi 12–25
9	Day 1: Lesson 36 2 Nephi 26 Day 2: Lesson 37 2 Nephi 27 Day 3: Lesson 38 2 Nephi 28 Day 4: Lesson 39 2 Nephi 29–30 Day 5: Lesson 40 2 Nephi 31	2 Nephi 26–31
10	Day 1: Flexible Day (see suggestions for flexible days) Day 2: Lesson 41 2 Nephi 32 Day 3: Lesson 42 2 Nephi 33 Day 4: Lesson 43 Jacob 1:1–2:11 Day 5: Lesson 44 Jacob 2:12–35	2 Nephi 32–Jacob 2
11	Day 1: Lesson 45 Jacob 3–4 Day 2: Lesson 46 Jacob 5:1–51 Day 3: Lesson 47 Jacob 5:52–77; 6 Day 4: Lesson 48 Jacob 7 Day 5: Lesson 49 Enos	Jacob 3–Enos
12	Day 1: Lesson 50 Jarom and Omni Day 2: Lesson 51 Words of Mormon–Mosiah 1 Day 3: Flexible Day (see suggestions for flexible days) Day 4: Lesson 52 Mosiah 2 Day 5: Lesson 53 Mosiah 3	Jarom–Mosiah 3
13	Day 1: Lesson 54 Mosiah 4 Day 2: Lesson 55 Mosiah 5–6 Day 3: Lesson 56 Mosiah 7–8 Day 4: Lesson 57 Mosiah 9–10 Day 5: Lesson 58 Mosiah 11:1–12:17	Mosiah 4–Mosiah 12:17

Week	Lessons	Scripture Block
14	Day 1: Lesson 59 Mosiah 12:18–14:12 Day 2: Lesson 60 Mosiah 15–17 Day 3: Lesson 61 Mosiah 18 Day 4: Lesson 62 Mosiah 19–20 Day 5: Lesson 63 Mosiah 21–22	Mosiah 12:18–Mosiah 22
15	Day 1: Lesson 64 Mosiah 23–24 Day 2: Lesson 65 Mosiah 25 Day 3: Lesson 66 Mosiah 26 Day 4: Lesson 67 Mosiah 27 Day 5: Flexible Day (see suggestions for flexible days)	Mosiah 23–Mosiah 27
16	Day 1: Lesson 68 Mosiah 28–29 Day 2: Lesson 69 Alma 1–2 Day 3: Lesson 70 Alma 3–4 Day 4: Lesson 71 Alma 5:1–36 Day 5: Lesson 72 Alma 5:37–62	Mosiah 28–Alma 5
17	Day 1: Lesson 73 Alma 6–7 Day 2: Lesson 74 Alma 8 Day 3: Lesson 75 Alma 9–10 Day 4: Lesson 76 Alma 11 Day 5: Lesson 77 Alma 12	Alma 6–12
18	Day 1: Lesson 78 Alma 13 Day 2: Lesson 79 Alma 14 Day 3: Lesson 80 Alma 15–16 Day 4: Flexible Day (recommended class period for <i>administering</i> the 1 Nephi 1–Alma 16 learning assessment) Day 5: Flexible Day (recommended class period for <i>reviewing</i> the 1 Nephi 1–Alma 16 learning assessment)	Alma 13–16
19	Day 1: Lesson 81 Alma 17 Day 2: Lesson 82 Alma 18 Day 3: Lesson 83 Alma 19–20 Day 4: Lesson 84 Alma 21–22 Day 5: Lesson 85 Alma 23–24	Alma 17–24
20	Day 1: Lesson 86 Alma 25–26 Day 2: Lesson 87 Alma 27–29 Day 3: Flexible Day (see suggestions for flexible days) Day 4: Lesson 88 Alma 30 Day 5: Lesson 89 Alma 31	Alma 25–31

Week	Lessons	Scripture Block
21	Day 1: Lesson 90 Alma 32 Day 2: Lesson 91 Alma 33 Day 3: Lesson 92 Alma 34–35 Day 4: Lesson 93 Alma 36 Day 5: Lesson 94 Alma 37	Alma 32–37
22	Day 1: Lesson 95 Alma 38 Day 2: Lesson 96 Alma 39 Day 3: Flexible Day (see suggestions for flexible days) Day 4: Lesson 97 Alma 40 Day 5: Lesson 98 Alma 41	Alma 38–41
23	Day 1: Lesson 99 Alma 42 Day 2: Lesson 100 Alma 43–46 Day 3: Lesson 101 Alma 47–48 Day 4: Lesson 102 Alma 49–51 Day 5: Flexible Day (see suggestions for flexible days)	Alma 42–51
24	Day 1: Lesson 103 Alma 52–55 Day 2: Lesson 104 Alma 56–58 Day 3: Lesson 105 Alma 59–63 Day 4: Lesson 106 Helaman 1–2 Day 5: Flexible Day (see suggestions for flexible days)	Alma 52–Helaman 2
25	Day 1: Lesson 107 Helaman 3–4 Day 2: Lesson 108 Helaman 5 Day 3: Lesson 109 Helaman 6–7 Day 4: Lesson 110 Helaman 8–9 Day 5: Lesson 111 Helaman 10	Helaman 3–10
26	Day 1: Lesson 112 Helaman 11–12 Day 2: Flexible Day (see suggestions for flexible days) Day 3: Lesson 113 Helaman 13 Day 4: Lesson 114 Helaman 14 Day 5: Lesson 115 Helaman 15–16	Helaman 11–16
27	Day 1: Lesson 116 3 Nephi 1 Day 2: Flexible Day (see suggestions for flexible days) Day 3: Lesson 117 3 Nephi 2–5 Day 4: Lesson 118 3 Nephi 6–7 Day 5: Lesson 119 3 Nephi 8–10	3 Nephi 1–10

Week	Lessons	Scripture Block
28	Day 1: Lesson 120 3 Nephi 11:1–17 Day 2: Lesson 121 3 Nephi 11:18–41 Day 3: Lesson 122 3 Nephi 12 Day 4: Lesson 123 3 Nephi 13 Day 5: Lesson 124 3 Nephi 14	3 Nephi 11–14
29	Day 1: Lesson 125 3 Nephi 15–16 Day 2: Lesson 126 3 Nephi 17 Day 3: Lesson 127 3 Nephi 18 Day 4: Lesson 128 3 Nephi 19 Day 5: Flexible Day (see suggestions for flexible days)	3 Nephi 15–19
30	Day 1: Lesson 129 3 Nephi 20 Day 2: Lesson 130 3 Nephi 21–22 Day 3: Lesson 131 3 Nephi 23 Day 4: Lesson 132 3 Nephi 24–26 Day 5: Lesson 133 3 Nephi 27	3 Nephi 20–27
31	Day 1: Lesson 134 3 Nephi 28 Day 2: Lesson 135 3 Nephi 29–30 Day 3: Lesson 136 4 Nephi Day 4: Lesson 137 Mormon 1–2 Day 5: Lesson 138 Mormon 3–4	3 Nephi 28–Mormon 4
32	Day 1: Lesson 139 Mormon 5–6 Day 2: Lesson 140 Mormon 7:1–8:11 Day 3: Lesson 141 Mormon 8:12–41 Day 4: Lesson 142 Mormon 9 Day 5: Lesson 143 Ether 1	Mormon 5–Ether 1
33	Day 1: Lesson 144 Ether 2 Day 2: Lesson 145 Ether 3 Day 3: Flexible Day (see suggestions for flexible days) Day 4: Lesson 146 Ether 4–5 Day 5: Lesson 147 Ether 6	Ether 2–6
34	Day 1: Lesson 148 Ether 7–11 Day 2: Lesson 149 Ether 12:1–22 Day 3: Lesson 150 Ether 12:23–41 Day 4: Lesson 151 Ether 13–15 Day 5: Lesson 152 Moroni 1–3	Ether 7–Moroni 3

Week	Lessons	Scripture Block
35	Day 1: Lesson 153 Moroni 4–5 Day 2: Lesson 154 Moroni 6 Day 3: Lesson 155 Moroni 7:1–19 Day 4: Lesson 156 Moroni 7:20–48 Day 5: Lesson 157 Moroni 8	Moroni 4–8
36	Day 1: Lesson 158 Moroni 9 Day 2: Lesson 159 Moroni 10:1–7, 27–29 Day 3: Lesson 160 Moroni 10:8–26, 30–34 Day 4: Flexible Day (recommended class period for <i>administering</i> the Alma 17–Moroni 10 learning assessment) Day 5: Flexible Day (recommended class period for <i>reviewing</i> the Alma 17–Moroni 10 learning assessment)	Moroni 9–10

# Suggestions for Flexible Days

The pacing guide for daily teachers is based on a 36-week or 180-day school year. This manual provides 160 daily lessons, leaving 20 days for which no teaching material is provided. These 20 “flexible days” should be used wisely for worthwhile goals and activities, including the following:

1. **Assessments.** The Objective of Seminaries and Institutes of Religion is to “help youth and young adults understand and rely on the teachings and Atonement of Jesus Christ, qualify for the blessings of the temple, and prepare themselves, their families, and others for eternal life with their Father in Heaven” (*Gospel Teaching and Learning: A Handbook for Teachers and Leaders in Seminaries and Institutes of Religion* [2012], 1). With this objective in mind, Seminaries and Institutes has prepared learning assessments. These assessments are intended to help students understand, explain, believe, and live what they are learning in class.

In 2014, requirements for seminary graduation were adjusted so that students must pass the learning assessments for each course of study in order to graduate. You should administer learning assessments once during each half of the school year. Each assessment has two parts: (1) administering the assessment, which will take approximately 40 minutes, or one daily class period, and (2) correcting and discussing the assessment with students the following class period. This review is an essential part of helping students learn from the experience. If your class meets for longer than 60 minutes, you should only take one class period to administer and review the assessment.

Assessments are to be used to help students master key doctrines of the gospel. While announcing the addition of learning assessments to seminary graduation requirements, Elder Paul V. Johnson of the Seventy said:

“A teacher’s attitude is going to make a big difference. If the teachers can see how this blesses the lives of the students, they’ll view [assessments] as a way to help their students. ...

“I think if there were a caution, it would be that we don’t want the teachers to view this as some sort of manipulation device or a club—maybe a club in two meanings of the word—a blunt instrument to beat somebody with, or some elite club for only certain students. We want them to view this as something that will really bless their lives” (“Elevate Learning Announcement” [Seminaries and Institutes of Religion global faculty meeting, June 20, 2014]).

2. **Adapting the daily lessons.** You may want to spend extra time on a lesson that takes longer to teach effectively. You may also want to use the supplemental teaching ideas that appear at the end of some lessons (web and mobile versions) or take time to answer students’ questions about a particular scripture passage or gospel topic. Flexible days allow you to take advantage of these

opportunities while maintaining your pacing schedule and fulfilling your commission to teach the scriptures sequentially.

3. **Teaching the *Doctrinal Mastery Book of Mormon Teacher Material*.** For additional information about Doctrinal Mastery, see the *Doctrinal Mastery Core Document* and the *Doctrinal Mastery Book of Mormon Teacher Material* on LDS.org or in the Gospel Library app.
4. **Reviewing previous material.** It is helpful for students to periodically look back at what they have learned in previous lessons or from a particular book of scripture. You could provide students with an opportunity to explain a truth from a previous lesson and share how that truth has influenced their lives. You could also create and administer a quiz or learning activities that review previous material.
5. **Allowing for schedule interruptions.** School activities or assemblies, community events, weather, and other interruptions may require you to cancel or shorten class periodically. Flexible days can be used to compensate for such interruptions.

# Pacing Guide for Home-Study Teachers

This manual contains 32 home-study lessons that correspond to the 32 units in the *Book of Mormon Study Guide for Home-Study Seminary Students*. You will likely need to plan for an additional four classes in order to administer and review the required learning assessments, for a total of 36 classes. You may adapt the lessons and pacing as needed for the number of weeks you have to teach your class.

Unit	Home-Study Lesson
Unit 1	Day 1: Studying the Scriptures Day 2: The Plan of Salvation Day 3: Title Page, Introduction, and Testimonies of Witnesses Day 4: Overview of the Book of Mormon <i>Teacher Lesson: Studying the Scriptures—Overview of the Book of Mormon</i>
Unit 2	Day 1: 1 Nephi 1 Day 2: 1 Nephi 2 Day 3: 1 Nephi 3–4 Day 4: 1 Nephi 5–6; 9 <i>Teacher Lesson: 1 Nephi 1–6; 9</i>
Unit 3	Day 1: 1 Nephi 7 Day 2: 1 Nephi 8 Day 3: 1 Nephi 10–11 Day 4: 1 Nephi 12–14 <i>Teacher Lesson: 1 Nephi 7–8; 10–14</i>
Unit 4	Day 1: 1 Nephi 15 Day 2: 1 Nephi 16 Day 3: 1 Nephi 17 Day 4: 1 Nephi 18–19 <i>Teacher Lesson: 1 Nephi 15–19</i>
Unit 5	Day 1: 1 Nephi 20–22 Day 2: 2 Nephi 1 Day 3: 2 Nephi 2 Day 4: 2 Nephi 3 <i>Teacher Lesson: 1 Nephi 20–2 Nephi 3</i>



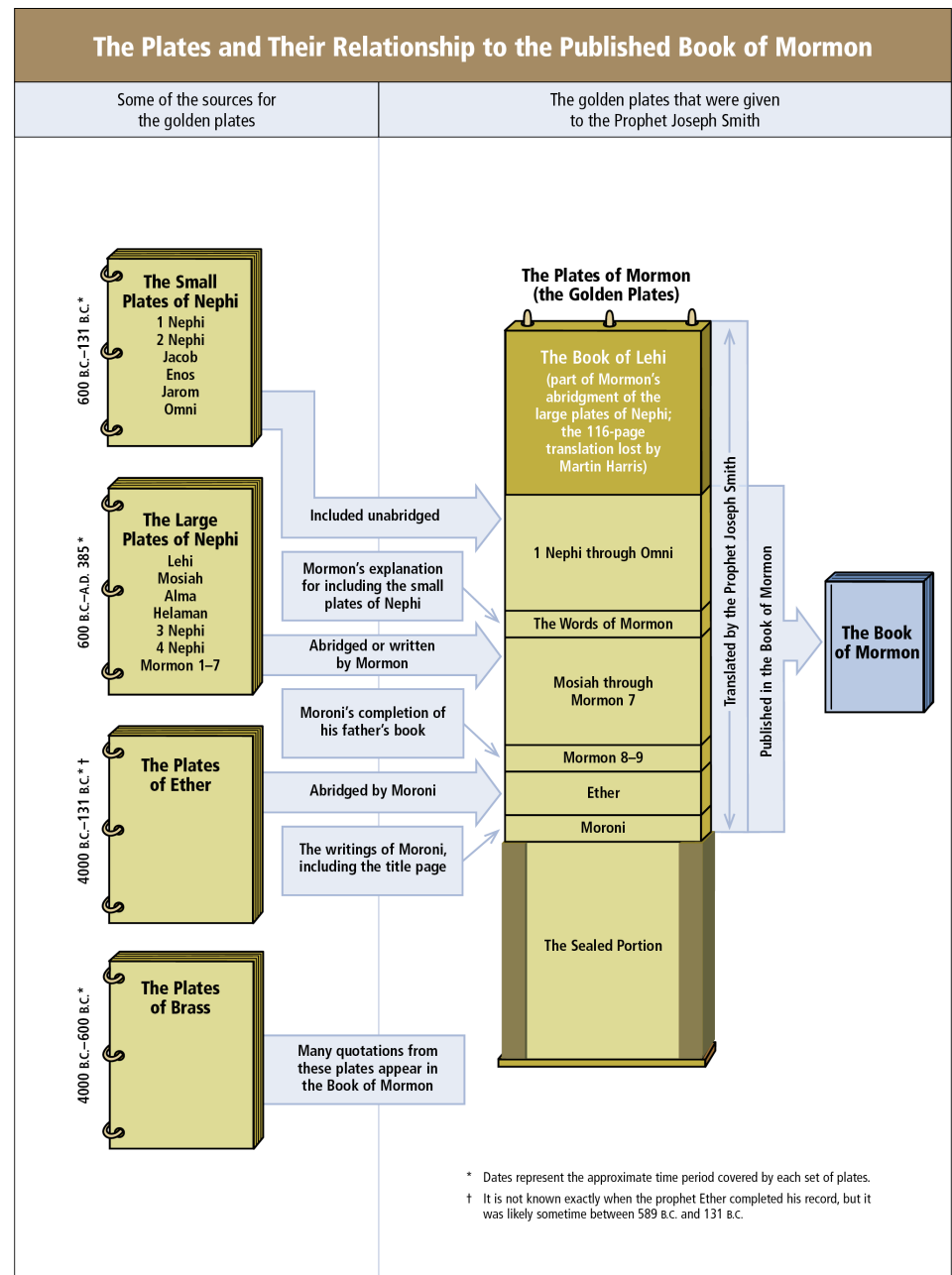
Unit	Home-Study Lesson
Unit 6	Day 1: 2 Nephi 4–5 Day 2: 2 Nephi 6–8 Day 3: 2 Nephi 9 Day 4: 2 Nephi 9–10 <i>Teacher Lesson: 2 Nephi 4–10</i>
Unit 7	Day 1: 2 Nephi 11–16 Day 2: 2 Nephi 17–20 Day 3: 2 Nephi 21–24 Day 4: 2 Nephi 25 <i>Teacher Lesson: 2 Nephi 11–25</i>
Unit 8	Day 1: 2 Nephi 26–27 Day 2: 2 Nephi 28 Day 3: 2 Nephi 29–30 Day 4: 2 Nephi 31 <i>Teacher Lesson: 2 Nephi 26–31</i>
Unit 9	Day 1: 2 Nephi 32 Day 2: 2 Nephi 33 Day 3: Jacob 1–2 Day 4: Jacob 3–4 <i>Teacher Lesson: 2 Nephi 32–Jacob 4</i>
Unit 10	Day 1: Jacob 5–6 Day 2: Jacob 7 Day 3: Enos Day 4: Jarom and Omni <i>Teacher Lesson: Jacob 5–Omni</i>
Unit 11	Day 1: Words of Mormon–Mosiah 2 Day 2: Mosiah 3 Day 3: Mosiah 4 Day 4: Mosiah 5–6 <i>Teacher Lesson: Words of Mormon–Mosiah 6</i>
Unit 12	Day 1: Mosiah 7–8 Day 2: Mosiah 9–10 Day 3: Mosiah 11–14 Day 4: Mosiah 15–17 <i>Teacher Lesson: Mosiah 7–17</i>

Unit	Home-Study Lesson
Unit 13	Day 1: Mosiah 18 Day 2: Mosiah 19–20 Day 3: Mosiah 21–24 Day 4: Mosiah 25 <i>Teacher Lesson: Mosiah 18–25</i>
Unit 14	Day 1: Mosiah 26 Day 2: Mosiah 27 Day 3: Mosiah 28–29 Day 4: Alma 1–4 <i>Teacher Lesson: Mosiah 26–Alma 4</i>
Unit 15	Day 1: Alma 5:1–36 Day 2: Alma 5:37–62 Day 3: Alma 6–7 Day 4: Alma 8–10 <i>Teacher Lesson: Alma 5–10</i>
Unit 16	Day 1: Alma 11 Day 2: Alma 12 Day 3: Alma 13 Day 4: Alma 14–16 <i>Teacher Lesson: Alma 11–16</i>
Recommended class period for <i>administering</i> the 1 Nephi 1–Alma 16 learning assessment	
Recommended class period for <i>reviewing</i> the 1 Nephi 1–Alma 16 learning assessment	
Unit 17	Day 1: Alma 17–18 Day 2: Alma 19–20 Day 3: Alma 21–22 Day 4: Alma 23–24 <i>Teacher Lesson: Alma 17–24</i>
Unit 18	Day 1: Alma 25–29 Day 2: Alma 30 Day 3: Alma 31 Day 4: Alma 32 <i>Teacher Lesson: Alma 25–32</i>
Unit 19	Day 1: Alma 33–35 Day 2: Alma 36 Day 3: Alma 37 Day 4: Alma 38 <i>Teacher Lesson: Alma 33–38</i>

Unit	Home-Study Lesson
Unit 20	Day 1: Alma 39 Day 2: Alma 40–41 Day 3: Alma 42 Day 4: Alma 43–44 <i>Teacher Lesson: Alma 39–44</i>
Unit 21	Day 1: Alma 45–49 Day 2: Alma 50–52; 54–55 Day 3: Alma 53; 56–58 Day 4: Alma 59–63 <i>Teacher Lesson: Alma 45–63</i>
Unit 22	Day 1: Helaman 1–2 Day 2: Helaman 3–4 Day 3: Helaman 5 Day 4: Helaman 6–9 <i>Teacher Lesson: Helaman 1–9</i>
Unit 23	Day 1: Helaman 10 Day 2: Helaman 11–12 Day 3: Helaman 13–14 Day 4: Helaman 15–16 <i>Teacher Lesson: Helaman 10–16</i>
Unit 24	Day 1: 3 Nephi 1 Day 2: 3 Nephi 2–5 Day 3: 3 Nephi 6–10 Day 4: 3 Nephi 11:1–17 <i>Teacher Lesson: 3 Nephi 1–11:17</i>
Unit 25	Day 1: 3 Nephi 11:18–12:48 Day 2: 3 Nephi 13 Day 3: 3 Nephi 14 Day 4: 3 Nephi 15–16 <i>Teacher Lesson: 3 Nephi 11:18–16:20</i>
Unit 26	Day 1: 3 Nephi 17 Day 2: 3 Nephi 18 Day 3: 3 Nephi 19 Day 4: 3 Nephi 20–22 <i>Teacher Lesson: 3 Nephi 17–22</i>

Unit	Home-Study Lesson
Unit 27	Day 1: 3 Nephi 23 Day 2: 3 Nephi 24–26 Day 3: 3 Nephi 27 Day 4: 3 Nephi 28–30 <i>Teacher Lesson: 3 Nephi 23–30</i>
Unit 28	Day 1: 4 Nephi 1 Day 2: Mormon 1–2 Day 3: Mormon 3–6 Day 4: Mormon 7:1–8:11 <i>Teacher Lesson: 4 Nephi 1:1–Mormon 8:11</i>
Unit 29	Day 1: Mormon 8:12–41 Day 2: Mormon 9 Day 3: Ether 1–2 Day 4: Ether 3 <i>Teacher Lesson: Mormon 8:12–Ether 3:28</i>
Unit 30	Day 1: Ether 4–5 Day 2: Ether 6 Day 3: Ether 7–11 Day 4: Ether 12 <i>Teacher Lesson: Ether 4–12</i>
Unit 31	Day 1: Ether 13–15 Day 2: Moroni 1–5 Day 3: Moroni 6 Day 4: Moroni 7:1–19 <i>Teacher Lesson: Ether 13–Moroni 7:19</i>
Unit 32	Day 1: Moroni 7:20–48 Day 2: Moroni 8–9 Day 3: Moroni 10:1–7, 27–29 Day 4: Moroni 10:8–26, 30–34 <i>Teacher Lesson: Moroni 7:20–10:34</i>
Recommended class period for <i>administering</i> the Alma 17–Moroni 10 learning assessment	
Recommended class period for <i>reviewing</i> the Alma 17–Moroni 10 learning assessment	

# The Plates and Their Relationship to the Published Book of Mormon



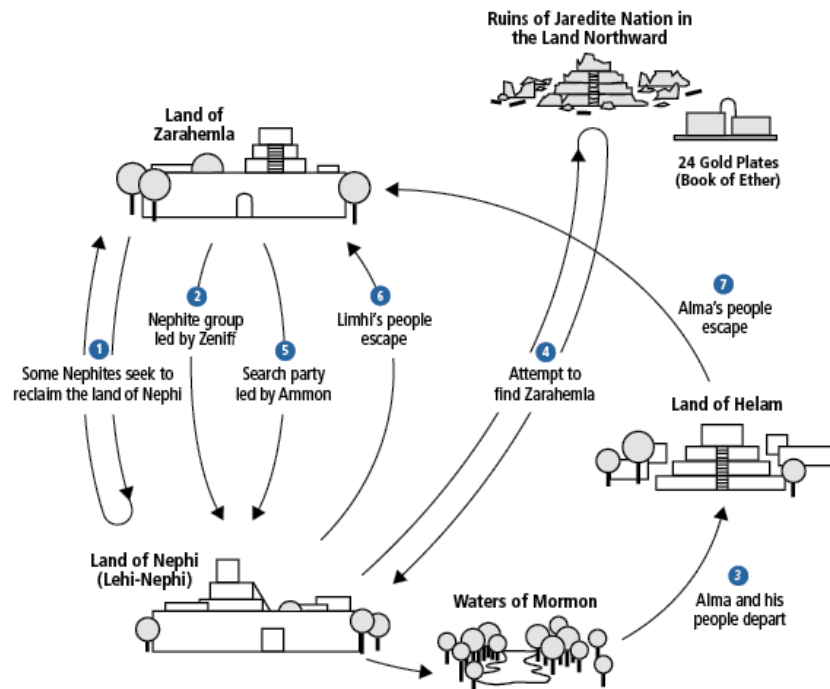
# Possible Route of Lehi's Journey in the Wilderness



# Overview of Journeys in Mosiah 7–24

## Overview of Journeys in Mosiah 7–24

- 1 Some Nephites seek to reclaim the land of Nephi. They fight amongst themselves, and the survivors return to Zarahemla. Zeniff is a part of this group. (See Omni 1:27–28; Mosiah 9:1–2.)
- 2 Nephite group led by Zeniff settles among the Lamanites in the land of Nephi (see Omni 1:29–30; Mosiah 9:3–5).  
*After Zeniff died, his son Noah reigned in wickedness. Abinadi warned the people to repent. Alma obeyed Abinadi's message and taught it to others near the Waters of Mormon. (See Mosiah 11–18.)*
- 3 Alma and his people depart from King Noah and travel to the land of Helam (see Mosiah 18:4–5, 32–35; 23:1–5, 19–20).  
*The Lamanites attacked Noah's people in the land of Nephi. Noah's son Limhi reigned while the people lived in bondage to the Lamanites. (See Mosiah 19–20.)*
- 4 Attempt to find Zarahemla: Limhi sends a group to find Zarahemla and get help. The group discovers the ruins of a destroyed nation and 24 gold plates. (See Mosiah 8:7–9; 21:25–27.)
- 5 Search party led by Ammon journeys from Zarahemla to find the descendants of those who had gone to the land of Nephi (see Mosiah 7:1–6; 21:22–24).
- 6 Limhi's people escape from bondage and are led by Ammon back to Zarahemla (see Mosiah 22:10–13).  
*The Lamanites sent an army after Limhi and his people. After becoming lost in the wilderness, the army discovered Alma and his people in the land of Helam. The Lamanites brought them into bondage. (See Mosiah 22–24.)*
- 7 Alma's people escape from bondage and journey to Zarahemla (see Mosiah 24:20–25).



# Possible Book of Mormon Sites in Relation to Each Other







# SEMINARIES AND INSTITUTES OF RELIGION

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THE CHURCH OF  
**JESUS CHRIST**  
OF LATTER-DAY SAINTS

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