



Book of Mormon

Seminary Teacher Manual

Book of Mormon

Seminary Teacher Manual

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Comments and corrections are appreciated. Please send them, including errors, to:

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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.”

To achieve our purpose, we teach students the doctrines and principles of the gospel as found in the scriptures and 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 help 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 can be found in the appendix at the end 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.
- Master key scripture passages and Basic Doctrines.

This teacher manual has been prepared to help you be successful in accomplishing these aims.

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 when planning how to help your students understand the scriptures, be taught by the Holy Ghost, and feel a desire to apply what they learn.

In this course, the 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, including the story line, people, places, and events. As you become familiar with the context and content of each scripture block, seek to identify doctrines and principles it contains, and decide which of these truths are most important for your students to understand and apply. Once you have identified what your focus will be, you can determine which methods,

approaches, and activities will best help your students learn and apply the sacred truths found in the scriptures.

This manual 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 some of the suggestions for a scripture block, or you may adapt the suggested ideas to the needs and circumstances of the students you teach. 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” (“A Panel Discussion with Elder Dallin H. Oaks” [Seminaries and Institutes of Religion Satellite Broadcast, Aug. 7, 2012], 6, si.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 them.



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 kept His commandments. Lehi and

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

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).

1 Nephi contains the firsthand account of a people who made the journey to the land of promise.

Using the Daily Teacher Manual

Book Introduction

Book introductions provide an overview of each book in the Book of Mormon. Among other things, they explain who wrote each book, they describe the authors’ purposes in writing, and they provide a summary of the content of each book.

Scripture Block Introduction

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

Verse Grouping and Contextual Summary

Scripture blocks are often divided into smaller segments or groups of verses where a change in topic or action occurs. The reference for each verse grouping is followed by a brief summary of the 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 highlighted in bold to help you identify and emphasize 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.

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

Ether 2:1–12

The Jaredites begin their journey toward the promised land

To help students see how following the instructions we receive from God can prepare us to receive further guidance and direction from Him, conduct the following activity:

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.

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 the blessing the Jaredites received after they followed the first set of instructions.

- What happened after the Jaredites followed the Lord’s first set of instructions? (The Lord gave them additional instructions through the brother of Jared.)
- What 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 they write this truth in their scriptures next to Ether 2:6.)

To help students better understand and apply this principle, invite them to think of an impression or prompting they have received recently from the Lord. Then read the following statement by Elder Richard G. Scott 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.” (“Using the Supernal Gift of Prayer,” *Ensign* or *Liahona*, May 2007, 9).

Invite students to answer the following questions in notebooks or scripture study journals. You may want to write them on the board or read them slowly so students can write them down.

- When have you followed a spiritual prompting and then received further direction from God?

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.

Scripture Mastery

The 25 scripture mastery passages found in the Book of Mormon are highlighted in context in the lessons in which they appear. Each of these lessons also contains a teaching idea for each of these passages. To help you be consistent in teaching scripture mastery, there are Scripture Mastery Review activities scattered throughout the manual. For additional scripture mastery teaching ideas, see the appendix at the end of this manual.

Column Space

Column space 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

Additional quotations and explanations are provided at the end of some lessons to give you additional understanding of 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

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.

Conclude by sharing an experience when the Lord blessed you for being faithful in a lonely or difficult circumstance.

Scripture Mastery Review

Write *exhort* on the board. Explain that the word *exhort* means to strongly urge others to act in a certain way. Explain that Mormon’s final words in Mormon 7 are a good example of an exhortation. Give pieces of paper to the students and tell them they are going to write an exhortation based on one of their favorite scripture mastery passages in the Book of Mormon. At the top of the piece of paper, have students write: “I would speak somewhat unto the youth of the last days.” Invite each student to choose a favorite scripture mastery passage and then write an exhortation to the youth of the last days based on the passage they have chosen. Their exhortation could include a summary of the main truths found in the scripture mastery passage, an explanation of why these truths are important for youth today, and an invitation to act in accordance with these truths. The exhortations might conclude with a promise like the one found in Mormon 7:7 or Mormon 7:10. You could ask a few students to share their finished exhortations with the class. You might also collect these exhortations to use as clues for future scripture mastery activities or to display in the classroom.

Note: You may use this activity at any time during the lesson. For example, you may use it at the end of the lesson, or you may use it after discussing Mormon 7.

Commentary and Background Information

Mormon 7. Mormon’s final plea to believe in Christ

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles explained Mormon’s final plea to believe in Christ, a plea he wrote to people in our day after having watched the destruction of his entire nation:

“In a soliloquy of death, Mormon reached across time and space to all, especially to that ‘remnant of the house of Israel’ who would one day read his majestic record. Those of another time and place must learn what those lying before him had forgotten—that all must ‘believe in Jesus Christ, that he is the Son of God,’ that following his crucifixion in Jerusalem he had, ‘by

the power of the Father . . . risen again, whereby he hath gained the victory over the grave; and also in him is the sting of death swallowed up.

“‘And he bringeth to pass the resurrection of the dead . . . [and] the redemption of the world.’ Those who are redeemed may then, because of Christ, enjoy ‘a state of happiness which hath no end.’ [Mormon 7:2, 5–7.] . . .

“To ‘believe in Christ,’ especially when measured against such tragic but avoidable consequences, was Mormon’s last plea and his only hope. It is the ultimate purpose of the entire book that would come to the latter-day world bearing his name” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 321–22).

Supplemental Teaching Idea

Mormon 7:8–9. The Bible and the Book of Mormon

Display a copy of the Book of Mormon labeled “this.” Then display a copy of the Bible labeled “that.” Invite students to read Mormon 7:8–9 silently, looking for

what Mormon said about the relationship between “this” (the Book of Mormon) and “that” (the Bible).

- How has your study of the Book of Mormon strengthened your testimony of the truths in the Bible? How has your study of the Bible strengthened your testimony of the Book of Mormon?

Daily Seminary Program (Released-Time and Early-Morning)

This manual contains the following elements for daily seminary teachers: 160 daily teacher lessons, teaching helps, and resources for teaching scripture mastery and Basic Doctrines.

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 highlighted 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 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/Church History, Aug. 10, 1993], 2, si.lds.org).

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, which should allow for interruptions in students’ school and community schedules and also leave a number of days to review scripture content or work on scripture mastery. You may adapt the lessons and pacing as needed for the length of time you have to teach this course. (See the appendix at the end of this manual for a sample pacing guide.)

Make-up 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 make-up 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 the S&I website, so you do not need to provide the entire manual to students who need to do make-up 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.”

Teaching Helps

Teaching helps appear in the margins of 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.

Scripture Mastery and Basic Doctrines

To help students treasure up eternal truths and to increase their confidence in learning and teaching from the scriptures, Seminaries and Institutes of Religion (S&I) has selected a number of scripture passages for students to master during each course of study. In addition, a list of Basic Doctrines has been included to highlight key doctrines that students should come to understand, believe, and live throughout their four years in seminary and for the rest of their lives. The manual for each course was prepared to highlight the Basic Doctrines as they emerge during a student’s sequential study of the scriptures. Many of the scripture mastery passages were chosen with the Basic Doctrines in mind, so as you teach the scripture mastery passages to students, you will teach the Basic Doctrines as well.

As individuals treasure up eternal truths in their minds and hearts, the Holy Ghost will bring these truths to their remembrance in times of need and give them courage to act in faith (see John 14:26). President Howard W. Hunter taught:

“I strongly encourage you to use the scriptures in your teaching and to do all within your power to help the students use them and become comfortable with

them. I would like our young people to have confidence in the scriptures. . . .

“ . . . We want the students to have confidence in the strength and truths of the scriptures, confidence that their Heavenly Father is really speaking to them through the scriptures, and confidence that they can turn to the scriptures and find answers to their problems and their prayers. . . .

“ . . . We would hope none of your students would leave your classroom fearful or embarrassed or ashamed that they cannot find the help they need because they do not know the scriptures well enough to locate the proper passages” (“Eternal Investments” [address to CES religious educators, Feb. 10, 1989], 2, si.lds.org).

See the appendix at the end of this manual for more information about scripture mastery and the Basic Doctrines.

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 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 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 that are to come. 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" 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 as we exercise faith in Jesus Christ and repent. 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.

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 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 the small plates of Nephi, which contained a record primarily of sacred things. Ask a student to read 1 Nephi 9:4 aloud. Ask the class to look 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 understanding that **the Lord knows all things** that are to come.)

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 portions of the scripture block will be emphasized in the lesson.

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.

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 summary of the events or teachings within that group of verses.

Doctrines and Principles

As doctrines and principles naturally arise from the study of the scripture text, they are highlighted in bold to help you identify and emphasize 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.

Near the end of his life, King Benjamin 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 (62298; *Gospel Art Book* [2009], no. 74). 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 an understanding that **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 or on a piece of paper. Do not include the answers in parentheses. Assign each student to review one of the scripture passages. 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.

- Mosiah 2:20–25, 34. (When we recognize our indebtedness to God, our gratitude increases.)
- 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.)
- 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.)

After sufficient time, allow them to report 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 understand 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 questions:

- How can you personally apply the principles from King Benjamin's address?
- What does it mean to you to take upon yourself the name of Jesus Christ?

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: Would you stand up for Jesus Christ even if doing so meant that you would be put to death? Inform students that next week 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.

Home-Study Seminary Program

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. The student study guide also includes scripture mastery instruction. Scripture mastery passages are addressed in context as they appear in the scripture text. Additional activities are provided at the end of the lessons in which the passages are covered.

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 1. The student then brings this journal to class and gives it to the teacher. During the next week, the student completes assignments in journal 2. When the student hands in journal 2, the teacher will return journal 1. The student then uses journal 1 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 expected to spend an additional 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. At the end of each five lessons 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 at the end 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 their thoughts to a family member or friend who can write down their 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. Because of time constraints, you won't need to add emphasis to scripture mastery in your weekly lessons. 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.

Other Resources

Teachers can visit the Seminaries and Institutes of Religion website (si.lds.org) for help in preparing lessons and to receive additional teaching ideas. The following resources are available online, through your supervisor, through local Church distribution centers, and through the Church's online store (store.lds.org):



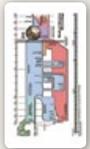
Seminary visual resource DVDs



Gospel Art Book



Scripture study journals



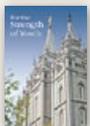
Seminary bookmarks (which include timelines and lists of the scripture mastery references and key words)



Scripture mastery cards



True to the Faith: A Gospel Reference



For the Strength of Youth



Folders (for students to keep handouts and other loose items)



Timeline posters



LESSON 1

The Role of the Learner

Introduction

The purpose of this lesson is to help students fulfill their role in gospel learning. Sometimes students think that the responsibility for their learning rests only with the teacher. President Henry B. Eyring of the First Presidency spoke about the need for both the learner and the teacher to seek the guidance of the Holy Ghost:

“The troubles and the temptations our students faced just five years ago pale in comparison with what we see now, and even more difficult times are ahead. I have felt . . . that what we have done and are doing will not be enough. We need greater power to get the gospel down into the hearts and lives of our students. . . .

“You must have the Spirit as your constant companion to teach with power, and your students will not survive spiritually without the Spirit as their companion” (“The Spirit Must Be Our Constant Companion” [address to CES religious educators, Feb. 7, 2003], 1, si.lds.org).

As you teach by the power of the Holy Ghost and help students learn by that same power, you can help them become truly converted to the restored gospel of Jesus Christ. You may need to review the principles taught in this lesson on a regular basis to remind students of their responsibilities in class.

Suggestions for Teaching

Individual responsibility to learn by study and by faith

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 has done 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? Who is responsible for your gospel learning?

Invite a student to read Doctrine and Covenants 88:118 aloud.

- What do you think it means to “seek learning . . . by study and also by faith”? (You may need to point out that **learning by study and faith requires individual effort.**)



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 scripture study journals or class notebooks) so they can refer to it often throughout the seminary year:

“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” (“Seek Learning by Faith” [address to CES religious educators, Feb. 3, 2006], 3, si.lds.org).

Daily personal scripture study

Explain that daily personal scripture study is an important part of seeking learning by study and faith.

Invite a student to read Helaman 3:29–30 aloud.

- What do you think is the difference between casually reading the scriptures and “lay[ing] hold upon the word of God”?
- According to the verses we just read, what blessings come from laying hold upon the word of God?
- What other blessings come through studying the scriptures daily?

Scripture study journals or class notebooks

A scripture study journal or class notebook may be a bound journal, a notebook, or pages in a binder. In scripture 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 personal revelation.

- When have you received blessings through daily personal scripture study?

As students respond to these questions, ensure that they understand that **daily scripture study strengthens our testimonies, invites the Holy Spirit into our lives, and helps us learn the gospel.**

Invite students to answer one of the following questions in their scripture study journals:

- How might you improve your study of the Book of Mormon this year?
- In what ways has reading the Book of Mormon influenced your feelings about Jesus Christ?

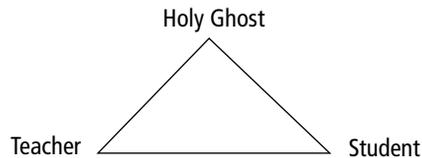
Invite students to set a goal to study the Book of Mormon daily this year. Invite them also to set a goal to read the entire Book of Mormon during the seminary year. You might suggest that they write these goals in their scripture study journals. Remind them that the goals can help them with requirements for Duty to God and Personal Progress.

Daily scripture study

Elder Dallin H. Oaks of the Quorum of the Twelve Apostles taught: "Scripture reading puts us in tune with the Spirit of the Lord. . . . Because we believe that scripture reading can help us receive revelation, we are encouraged to read the scriptures again and again. By this means, we obtain access to what our Heavenly Father would have us know and do in our personal lives today. That is one reason Latter-day Saints believe in *daily scripture study*" ("Scripture Reading and Revelation," *Ensign*, Jan. 1995, 8).

Learning by the Spirit

Copy the following diagram on the board. Leave the words off the diagram. You will write them as the lesson develops.



Invite a student to read Doctrine and Covenants 50:17–18 aloud.

- According to these verses, what does the Lord require of a gospel teacher? (To teach the truth by the power of the Spirit.)

Write *Holy Ghost* and *Teacher* on the diagram, as shown above. Share your thoughts about seeking the guidance of the Holy Ghost as you teach. Help the students know that in your preparation and teaching, you make a sincere effort to be guided by the Spirit.

Ask students to place a bookmark in Doctrine and Covenants 50 (since they will return to this passage in a moment). Ask a student to read 2 Nephi 33:1 aloud.

- What does the Holy Ghost do for the learner when the gospel is taught?

Explain that to learn the gospel the Lord's way, we must accept the responsibility to learn by the power of the Holy Ghost. Invite students to read Doctrine and Covenants 50:19–21 silently.

- What should we write by the bottom right corner of the triangle? (Write *Student*.)
- What do you think it means to receive the truth by the Spirit?

You may want to teach some principles about recognizing the influence of the Holy Spirit. 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). The Holy Ghost also brings feelings of love, joy, peace, patience, meekness, gentleness, faith, and hope (see Galatians 5:22–23; D&C 11:12).

- What can you do in seminary to prepare yourself to learn by the Spirit?

As part of this discussion, help students understand that one important way to learn by the Spirit is to be willing to share our testimonies with each other. Read the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles:



"As students verbalize truths, [these truths] are confirmed in their souls and strengthen their personal testimonies" ("To Understand and Live Truth" [address to CES religious educators, Feb. 4, 2005], 3, si.lds.org).

Remind students that the Duty to God and Personal Progress programs include suggestions to share gospel truths with others. Encourage them to share their experiences in seminary classes, in quorum or class meetings,

and in conversations with their family members and friends. Emphasize that as they make an effort to explain, share, and testify of gospel truths, God will increase their ability to discuss the gospel with others.

Refer again to the diagram on the board. Ask a student to read Doctrine and Covenants 50:14, 22 aloud.

- How do these verses summarize the roles of the Holy Ghost, the teacher, and the student in gospel learning? (You may need to explain that the Holy Ghost, also called the Spirit and the Comforter in this passage, teaches truth. The teacher is to teach by the power of the Spirit, and the student is to learn by the same power.)
- What happens when a student learns by the Spirit and the teacher teaches by the Spirit? (You may need to explain that *edify* means to build up, strengthen, enlighten, or improve.)

In the Book of Mormon, Enos and Alma are examples of people who learned by the Spirit. Ask students to read Enos 1:4–10 and Alma 5:45–47 silently. (You may want to write these references on the board.) Then ask:

- What did Enos (or Alma) do to learn by the Spirit?
- What did the Spirit do for Enos (or Alma)?

Invite a student to read the following statement by Elder Bednar:

“We should always remember that the Holy Ghost is the teacher who, through proper invitation, can enter into a learner’s heart” (“Seek Learning by Faith,” 4).

- How does what we have studied so far apply to your individual responsibilities as a member of this class? (As students respond, make sure they understand that **when we open our hearts and ask God in faith, the Holy Ghost will help us understand gospel truths.**)

To help students consider ways they can help each other learn by the Spirit, ask:

- What actions can we take that will help the Spirit into our classroom? (Answers may include singing the opening hymn, bringing scriptures to class and using them daily, being willing to answer questions and share experiences, praying for each other, and asking for the guidance of the Holy Ghost.)

To help students understand that negative actions can also influence the rest of the class, ask:

- What kinds of attitudes or behaviors offend the Spirit in a seminary class?

Invite students to consider the value of having the Holy Spirit as their teacher.

- When have you experienced the Spirit acting in His role as a teacher?

Conclude by inviting students to learn by study and faith as they study the Book of Mormon in seminary this year. You may want to follow up with students throughout the year to encourage them to continue in this effort.

Commentary and Background Information

2 Nephi 33:1. Opening our hearts to the Holy Ghost

As part of your discussion of 2 Nephi 33:1, consider reading the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:

“Nephi teaches us, ‘When a man speaketh by the power of the Holy Ghost the power of the Holy Ghost carrieth [the message] unto the hearts of the children of men’ (2 Nephi 33:1). Please notice how the power of the Spirit carries the message *unto* but not necessarily *into* the heart. 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. . . .

“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” (“Seek Learning by Faith” [address to CES Religious Educators, Feb. 3, 2006], 1, 3, si.lds.org).

LESSON 2

Studying the Scriptures

Introduction

This lesson will help students deepen their understanding of the purposes of the scriptures. It will also help them study the scriptures in a more meaningful way. It includes learning activities about understanding the background and setting of the scriptures, identifying and understanding doctrines and principles,

and applying doctrines and principles in our lives. As students improve in their ability to study the scriptures, their love for the scriptures will increase, as will their understanding of the gospel. Consider ways to review the material in this lesson throughout the year.

Suggestions for Teaching

How should we approach scripture study in seminary?

Before class begins, write the following statement by President Thomas S. Monson on the board. (The statement is found on page 107 of the October 1970 Conference Report.)

“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” (President Thomas S. Monson).

Ask a student to read the statement aloud.

- Based on this statement, what should be my goal as your seminary teacher? What should be your goal as seminary students?

Tell students that in this lesson, they will explore ways to “think about, feel about, and then do something about living gospel principles” taught in the scriptures.

Understanding the background and setting of the scriptures

Explain that one thing students can do to improve their scripture study is to learn about the background and setting of the accounts and revelations in the scriptures. Background and setting are often called context.

Invite a student to read the following counsel from President Thomas S. Monson:



*“Become acquainted with the lessons the scriptures teach. Learn the background and setting of the Master’s parables and the prophets’ admonitions. Study them as though they were speaking to you, for such is the truth” (“Be Your Best Self,” *Ensign* or *Liahona*, May 2009, 68).*

Point out that an understanding of background and setting can help us understand the teachings in the scriptures. It provides information that clarifies and brings a depth of understanding to the accounts, doctrines, and principles in the scriptural text.

Write the following questions on the board:

Who is speaking in these verses?

To whom is he or she speaking?

What is happening in this account?

Explain that these questions can help us understand the context of a teaching or account in the scriptures.

Ask students to share what they have done to gain a better understanding of the background and setting of scripture passages. You may want to list some of these ideas on the board.

Students may mention practices such as 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 skills if students do not mention them.

To model one method for understanding the context of scriptures, invite a student to read 3 Nephi 17:1–10 aloud. Ask the class to follow along, looking for answers to the questions you have written on the board. You may also want to encourage them to look at the chapter summary for a quick overview of the chapter.

- Who is narrating this account in verses 1, 5–6, and 9–10? (Mormon.)
- 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? (See 3 Nephi 17:5–6.) What miracles occurred after He said that He would stay? (See 3 Nephi 17:7–10.)

Identifying and understanding doctrines and principles

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. Invite a student to read the following description of gospel principles, shared by Elder Richard G. Scott of the Quorum of the Twelve Apostles:

“Principles are concentrated truth, packaged for application to a wide variety of circumstances” (“Acquiring Spiritual Knowledge,” *Ensign*, Nov. 1993, 86).

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 lives of those 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 is the message of this story? What did the writer intend for us to learn from this story? What truths are taught in this passage of scripture? You may want to list these questions on the board.

To help students practice identifying doctrines and principles, have them return to 3 Nephi 17:1–10. Ask:

- From the Savior’s teachings in 3 Nephi 17:2–3, what can we learn about understanding His word?
- What truths can we learn about the Savior from 3 Nephi 17:5–7?
- In response to the people’s great faith, the Savior offered to heal them. In 3 Nephi 17:8–9, what principles do you see about seeking blessings from the Lord? (One principle that students might identify is that the Lord responds to our genuine desire to draw closer to Him.)

If there is time to give students more practice in identifying doctrines and principles, invite them to find their favorite scripture stories. Ask them to identify principles they have learned from these stories. Then invite them to share their stories and the principles they have learned.

Applying doctrines and principles

President Boyd K. Packer of the Quorum of the Twelve Apostles said:

“True doctrine, understood, changes attitudes and behavior. The study of the doctrines of the gospel will improve behavior quicker than a study of behavior will improve behavior. . . . That is why we stress so forcefully the study of the doctrines of the gospel” (“Little Children,” *Ensign*, Nov. 1986, 17).

Explain that when we understand a doctrine or principle, we know more than the definitions of words. We know what the doctrine or principle means in our lives. When we identify a doctrine or principle and come to understand it, we can apply it in our lives. Explain

that application takes place when we do something about the principles we have learned. Students who act on the principles they learn will have a greater opportunity to feel the Holy Spirit confirm the truth of those principles (see 2 Nephi 32:5; Moroni 10:5). This is the real value of the knowledge gained from scripture study. Help students see that whenever they study the scriptures—whether they are at home, at church, in seminary, working with Personal Progress or Duty to God, or in any other setting—one of their main goals should be to improve in their efforts to live the gospel and draw nearer to God.

To help students understand and apply the principles they discover in the scriptures, encourage them to pray for the help of the Holy Ghost in their personal study. Also encourage them to ask questions like the following as they study: What does the Lord want me to do with this knowledge? What difference can this make in my life? What can I start or stop doing now to live my life a little better? How will my life be better if I do this? (You may want to write some or all of these questions on the board. You may also want to suggest that students write these questions in their scripture study journals so they can refer to them often.)

To conclude, divide students into pairs. Ask them to share with each other the principles they have learned today from 3 Nephi 17:1–10. Encourage them to talk about what they have done to develop their understanding of these principles and what they will do to apply what they have learned and felt. Ask them to talk about how the application of these principles could make a difference in their lives.

Supplemental Teaching Ideas

Scripture study skills and methods

The following skills will help students in their scripture study. They are included as reminders throughout this manual.

Word definitions: Some of the words that prophets used are not familiar to us. The Bible Dictionary, footnotes in the scriptures, and a regular dictionary can help us learn the definitions of words and recognize synonyms to those words. Example: the word *Messiah* in 1 Nephi 10:4–17.

Name substitution: To help yourself apply the scriptures in your life, substitute your name for a name in the scriptures. Example: 1 Nephi 1:1.

Cross-referencing: Link scripture passages to each other to clarify meaning and unlock understanding. Example: In the margin next to 3 Nephi 12:28, you might write a note to see Doctrine and Covenants 42:23.

Cause and effect: Look for if-then and because-therefore relationships. Example: 2 Nephi 1:9.

Key words: Words and phrases like *behold*, *wherefore*, *because*, *nevertheless*, or *thus we see* are invitations to stop and look for specific messages. Example: Helaman 6:35–36.

Scripture lists: Prophets often gave lists of warnings and challenges. When you find lists, consider numbering each element. Example: Alma 26:22.

Setting: In scripture accounts, determine who is speaking, the person or persons he or she is speaking to, what he or she is speaking about, and when and where the event is occurring. Example: The setting for Alma 32:21–43 is found in Alma 31:1, 6–11 and 32:1–6.

Contrasts: The writings of prophets often show contrasts in ideas, events, and people. These contrasts emphasize gospel principles. Look for contrasts in single verses, in chapters, and across chapters and books. Example: 2 Nephi 2:27; Alma 48:1–17.

Visualization: Look for descriptive details that can help you create a mental picture as you read. Imagine being present at certain events. Example: Enos 1:1–8.

Symbolism: Words such as *like*, *as*, or *likened unto* help identify symbols. Look beyond a symbol by exploring its nature and pondering its attributes. Footnotes, the Bible Dictionary, and the Topical Guide can help with the interpretation of some symbols. Example: Helaman 8:14–15, including the footnotes to those verses.

Pondering: Pondering includes thinking, meditating, asking questions, and evaluating what you know and what you have learned. Pondering often helps us understand what we need to do to apply gospel principles.

LESSON 3

The Plan of Salvation

Introduction

President Boyd K. Packer 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. . . .

"Young people wonder 'why?'—Why are we commanded to do some things, and why are we commanded *not* to do other things? A knowledge of the plan of happiness, even in outline form, can give young minds a 'why.' . . .

". . . Provide a basic feeling for the whole plan, even with just a few details. . . . Let them know what it's all about, then they will have the 'why.' . . .

". . . If you are trying to give them a 'why,' follow [this] pattern: 'God gave unto them commandments, *after*

having made known unto them the plan of redemption.' [Alma 12:32; italics added.]" ("The Great Plan of Happiness" [CES Symposium on the Doctrine and Covenants/Church History, Aug. 10, 1993], 2–3, si.lds.org).

In response to President Packer's counsel, this lesson provides a brief overview of the plan of salvation as it is taught in the scriptures. The lesson focuses on the Atonement of Jesus Christ, which is "the central fact, the crucial foundation, and the chief doctrine of the great and eternal plan of salvation" (Jeffrey R. Holland, "Missionary Work and the Atonement," *Ensign*, Mar. 2001, 8). As students come to understand the plan of salvation, their faith in Heavenly Father and Jesus Christ will increase. They will grow in their resolve to keep the commandments, receive the ordinances of salvation, and be true to their covenants.

Suggestions for Teaching

The plan of salvation in the Book of Mormon

Explain that in the premortal spirit world, we learned about our Heavenly Father's plan for our salvation (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.

On the board, write *The plan of salvation includes . . .*

Ask students to complete this thought in their scripture study journals or class notebooks.

After students have had time to write, share the following definition of the plan of salvation. You may want to write it on the board or a poster before class begins.

The plan of salvation is "the fulness of the gospel of Jesus Christ, designed to bring about man's immortality and eternal life. It includes the Creation, Fall, and Atonement, along with all God-given laws, ordinances, and doctrines. This plan makes it possible for all people to be exalted and live forever with God" (Guide to the Scriptures, "Plan of Redemption," scriptures.lds.org).

Ask students to raise their hands if the words they wrote match this definition in any way. Then direct the following questions to some of the students who raised their hands:

- What did your definition have in common with this one? Why did you include this point in your definition?

Assign students to work in pairs. Ask one student in each pair to read Alma 22:12–14 and the other student to read 2 Nephi 2:25–28. (You may want to write these references on the board.) Ask students to look for parts of the plan of salvation mentioned in their assigned passages. After students have had time to read, ask the partners to take turns sharing what they have found.

Write the following scripture references on the board: *2 Nephi 9:6; 2 Nephi 11:5; Alma 12:25; Alma 24:14; Alma 42:8; Alma 42:15*. (You may want to write them on the board before class.)

Brief overview

When President Packer 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" [CES Symposium on the Doctrine and Covenants/Church History, Aug. 10, 1993], 3, si.lds.org). 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.

Explain that in the Book of Mormon, prophets use various titles to refer to Heavenly Father's plan. Invite students to turn to 2 Nephi 9:6, and ask a student to read the verse aloud.

- In this verse, what phrase refers to God's plan? ("The merciful plan of the great Creator." Write this on the board next to 2 Nephi 9:6.)

Ask students to silently read the other scripture passages listed on the board, looking for phrases that refer to Heavenly Father's plan. When a student finds a phrase that refers to Heavenly Father's plan, invite him or her to write it on the board next to the scripture reference where it is found. The completed list on the board should look something like this:

2 Nephi 9:6—The merciful plan of the great Creator

2 Nephi 11:5—The great and eternal plan of deliverance from death

Alma 12:25—The plan of redemption

Alma 24:14—The plan of salvation

Alma 42:8—The great plan of happiness

Alma 42:15—The plan of mercy

(To help students increase in their appreciation for the teachings in the Book of Mormon, you may want to point out that phrases such as "plan of salvation," "plan of happiness," and "plan of redemption" are mentioned several times in the Book of Mormon but not in the Bible.)

- What do these titles emphasize about Heavenly Father's plan? (Ensure that students understand that **Heavenly Father's plan is designed to bring His children eternal salvation and happiness.**)

Testify that we cannot return to the presence of God and receive eternal salvation without divine help. Invite students to read Mosiah 3:17 individually, looking for the central figure in the plan of salvation. After they report what they found, have a student read 2 Nephi 2:8 aloud. Emphasize that **Jesus Christ is the central figure in the plan of salvation, and His Atonement is what makes the plan work for all God's children.** Ask a student to read the following statement by the Prophet Joseph Smith:



"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; and all other things which pertain to our religion are only appendages to it" (*Teachings of Presidents of the Church: Joseph Smith* [2007], 49).

You may want to explain that the word *appendage* refers to an object or concept connected to something of greater importance, such as a branch that is part of a tree. A tree can live without a branch, but a branch cannot live if it is separated from the roots and trunk of a tree. President Boyd K. Packer of the Quorum of the Twelve Apostles taught that the doctrine of the Atonement of Jesus Christ is "the very root of Christian doctrine. You may know much about the gospel as it branches out from there, but if you only know the branches and those branches do not touch that root, if they have been cut free from that truth, there will be no life nor substance nor redemption in them" ("The Mediator," *Ensign*, May 1977, 56).

Explain that Heavenly Father's plan is often called the plan of salvation because it involves saving us. As the one who made our salvation possible through the Atonement, Jesus Christ is called the Savior.

On the board, write *We need to be saved from . . .*

Ask a student to read 2 Nephi 9:6–10 aloud, and then ask another student to read 3 Nephi 9:21–22 aloud. Invite the rest of the students to follow along, looking for ways to complete the statement on the board. You might suggest that they mark their findings in their scriptures.

Ask students to share what they have found, and write their responses on the board. Ensure that they understand that through the Atonement of Jesus Christ, all people will be saved from physical death. Also make it clear that through the Atonement, we can be saved from our sins, which would otherwise make it impossible for us to dwell in the presence of God.

Read the following words from the prophet Jacob: “O how great the goodness of our God” (2 Nephi 9:10). “O how great the plan of our God!” (2 Nephi 9:13).

- How do Jacob’s words in 2 Nephi 9:6–10 help you understand why he would make these exclamations?
- According to 2 Nephi 9:7, 9, what would happen if there were no Atonement? (Our bodies would die and never rise again, and our spirits would become subject to the devil.)

Refer to the final sentence in the definition of the plan of salvation that you shared earlier in the lesson: “This plan makes it possible for all people to be exalted and live forever with God.”

- Why is it important to understand that the plan makes our exaltation *possible* but not *certain*? (As students respond to this question, ensure that they understand that we have agency, the ability to choose and act for ourselves. Our exaltation depends in part on how we respond to the blessings God has offered us.)

Write the following scripture references on the board: *2 Nephi 2:25–28*; *2 Nephi 31:17–20*; *Alma 34:15–16*. Ask students to study these passages silently and list in their scripture study journals the things these scriptures say we must do to receive all God offers us through His plan of salvation.

When students have had enough time to complete this assignment, invite them to share their answers with each other. As they do so, point out examples of obedience to the “God-given laws, ordinances, and doctrines” mentioned in the definition you shared earlier. (Examples from these verses include exercising faith unto repentance, being baptized, and receiving the Holy Ghost.) After the students report, consider asking the following questions:

- How do our actions influence our ability to receive the blessings of the Atonement? (As students answer, look for opportunities to testify that **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.**)
- How can understanding the plan of salvation help us keep the commandments?

Ask a student to read 2 Nephi 2:25 aloud.

- In what ways has following the plan of salvation brought joy to you?

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 to watch for all that God has done for them as part of His plan of salvation and to watch for all they need to do to receive the full blessings God has planned for them. Bear your testimony of the truths that have been discussed in this lesson.

LESSON 4

Title Page, Introduction, and Testimonies of 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. The book also reaffirms God's covenant with the house of Israel and demonstrates the need for all of

God's children to make and keep sacred covenants. 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. They will also learn to exercise greater faith in Jesus Christ and His Atonement.

Suggestions for Teaching

The suggestions for teaching this lesson may take longer to teach than the time allotted for your class. Prayerfully consider which portions your class needs the most.

Title Page

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." The Prophet Joseph Smith explained the origin of the title page:

"The title-page of the Book of Mormon is a literal translation, taken from the very last leaf, on the left hand side of the . . . book of plates, which contained the record which has been translated, . . . and . . . said title page is not by any means a modern composition, either of mine or of any other man who has lived or does live in this generation" (in *History of the Church*, 1:71).

Invite students to read the title page of the Book of Mormon silently. Ask them to look for phrases that state the purposes of the Book of Mormon. (You may want to give students a hint that these purposes are expressed as things the Book of Mormon will "show unto" those who read it.) Invite several students to write their findings on the board. When they have finished, ask students to reread the second paragraph to themselves, inserting their own names in place of "the remnant of the House of Israel."

- As you have read the Book of Mormon, which of its purposes have been fulfilled in your life? How have they been fulfilled?
- How does it help you to know that those who make covenants with the Lord will not be "cast off forever"?

Tell students that there may be times when they feel alone or that they have been "cast off."

- Why is it important to know during these times that you are not "cast off forever"?
- How is this promise an expression of God's love for you?

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



"The major mission of the Book of Mormon, as recorded on its title page, is 'to the convincing of the Jew and Gentile that Jesus is the Christ, the eternal God, manifesting himself unto all nations.'

"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.

Name substitution

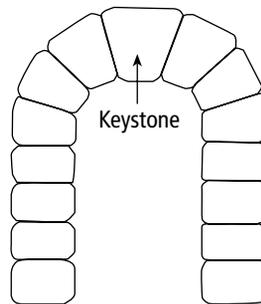
Inviting students to substitute their own names for one that appears in a verse of scripture helps make scriptural teachings more personal. As students read their own names as part of a scripture, they can more easily consider how the doctrine or principle in the verse applies to themselves.

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

Share your testimony that **the Book of Mormon is a witness that Jesus is the Christ.**

Introduction to the Book of Mormon

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.



Ask a student to read aloud the statement by Joseph Smith in the introduction to the Book of Mormon (see paragraph six). You may want to suggest that students mark the statement in their scriptures.

- What purpose does a keystone serve?

Explain that the keystone is the central stone at the top of an arch. When an arch is constructed, the two sides are built up with supports to hold them. 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.)
- How does the Book of Mormon function like a keystone in relation to the restored gospel?

Invite a student to read aloud the following statement by President Ezra Taft Benson. (You may want to prepare the statement on a handout for students to insert into their scriptures. Alternatively, you may want to invite students to write President Benson’s statement in their scriptures, at the top or bottom of the first page of the introduction.)

“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” (“The Book of Mormon—Keystone of Our Religion,” *Ensign*, Nov. 1986, 5).

To help students understand how the Book of Mormon is the keystone of testimony, invite a student to read the following statement by President Benson:

“The Book of Mormon 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. . . . If the Book of Mormon be true . . . then one must accept the claims of the Restoration and all that accompanies it” (“The Book of Mormon—Keystone of Our Religion,” 6).

- How has your testimony of the Book of Mormon influenced your testimony of gospel doctrines and principles?
- How has the Book of Mormon brought you nearer to God?

You may want to tell about how your study of the Book of Mormon has strengthened your testimony and brought you closer to God.

Invite students to participate in a role play. Ask them to imagine they are giving a copy of the Book of Mormon to someone who is not a member of the Church. Help them prepare for the role play by dividing them into two groups. Ask the first group to read paragraphs 2–4 of the introduction to the Book of Mormon. Ask the second group to read paragraphs 5–8. Have both groups look for information they feel would be important to share when teaching about the Book of Mormon.

Role-playing

Role-playing helps students practice applying gospel solutions to real-life situations. Role-playing will be more successful if you give participants enough information and time to prepare. As students role-play, they will likely make mistakes. Be sensitive to their feelings and attitudes, and take care not to criticize their mistakes. At the end of the role play, it can be helpful to ask observers if there are other ideas they might have brought up if they had been a participant.

After giving students time to study and prepare, invite a student to come to the front of the class to play the role of a person who is not a member of the Church. Also ask a student from each of the two groups to come to the front of the class. Explain that these two students will act as missionary companions. They will use the material their groups discovered in the introduction to teach the first student about the Book of Mormon.

When students have finished the role play, you may want to ask the rest of the class if there are additional items from the introduction that they might have shared if they had been selected to teach.

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 a record only of the descendants of Lehi (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.

Invite students to read Moroni 10:3–5 silently.

- According to Moroni, how can we know that the Book of Mormon is true?

Invite students to read paragraphs 8–9 in the introduction to the Book of Mormon. Ask them to identify three additional truths of which they will gain a witness if they accept Moroni’s challenge.

Testify to students that **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 the earth.**

Helping students obtain a testimony

One way to help students obtain a testimony is to encourage them to share their feelings about the gospel with others, including family members and friends, outside of class. President Boyd K. Packer of the Quorum of the Twelve Apostles taught: “Oh, if I could teach you this one principle. A testimony is to be *found* in the *bearing* of it! . . . “It is one thing to receive a witness from what you have read or what another has said; and that is a necessary beginning. It is quite another to have the Spirit confirm to you in your bosom that what *you* have testified is true” (“The Candle of the Lord,” *Ensign*, Jan. 1983, 54–55).

Testimonies of the Three Witnesses and the Eight Witnesses

Ask students to imagine that they have witnessed someone taking a valuable item from their neighbor’s house.

- When solving a crime, why is it valuable to have a witness?
- Why would it be helpful to have more than one witness?

Ask students to read “The Testimony of Three Witnesses” silently. Invite them to look for phrases that are especially meaningful to them. You may want to suggest that they mark these phrases.

- Which phrases did you mark? Why are they meaningful to you? (You may want to point out that the voice of God declared to the Three Witnesses that the plates were translated by the gift and power of God.)

Ask a student to read “The Testimony of Eight Witnesses” aloud. Invite the rest of the class to listen for differences between the testimonies of the Three Witnesses and the Eight Witnesses.

- What differences did you notice?

Invite students to write their own witnesses of or feelings about the Book of Mormon. They may want to write in their scripture study journals or on a blank page in their scriptures. Some students may feel they do not yet know that the Book of Mormon is true. Encourage them to seek to obtain a testimony this year.

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. The writers of the Book of Mormon saw the latter days, and they included the accounts and teachings they knew would be of greatest benefit to us.

Suggestions for Teaching

The Testimony of the Prophet Joseph Smith

Before class, place a Book of Mormon in a box and wrap it like a gift. Display the gift on a table in front of the class, and tell students that it is a valuable gift.

- What are some of the most valuable gifts you have received?
- What makes a gift valuable?
- How do you feel when you give a gift that you consider valuable and the recipient accepts it with joy?

Invite a student to open the gift and show the other students what it contains.

- Who gave us this gift?
- Why do you feel this gift is valuable?

Display the picture *Moroni Appears to Joseph Smith in His Room* (62492; *Gospel Art Book* [2009], no. 91).

- What event is depicted in this picture?
- How did this event contribute to the Restoration of the gospel?

Explain to students that they will now read the Prophet Joseph Smith’s own words about the coming forth of the Book of Mormon. Tell them that the testimony of the Prophet Joseph Smith that appears at the beginning of the Book of Mormon is taken from Joseph Smith—History in the Pearl of Great Price. As students complete the following activity, have them read from the Pearl of Great Price.

Assign students to work in pairs. Invite one student in each partnership to read Joseph Smith—History 1:30, 32–35, 42 silently. Ask the other student in each pair to read Joseph Smith—History 1:51–54, 59–60 silently. Explain that when they are finished reading, each partner should teach the other about what they have read.

After students have had sufficient time to read and discuss, ask:

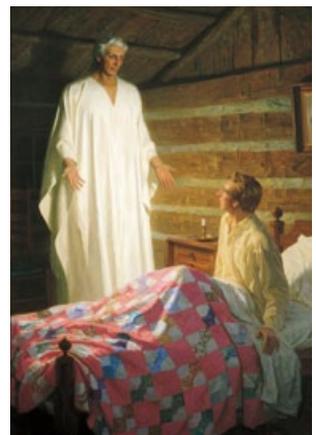
- How do you think it might have helped Joseph Smith to wait four years before he could take the gold plates home with him? (During that time Joseph was tutored by Moroni, and he matured in many ways. See Joseph Smith—History 1:54.)
- In Joseph Smith’s account, what evidence do you see that **the Lord preserved the Book of Mormon to come forth in the latter days?**
- In Joseph Smith’s account, what evidence do you see that **the Book of Mormon came forth by the power of God?**

A Brief Explanation about the Book of Mormon

To help students understand how the Book of Mormon was compiled, have them 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. As they read, have the rest of the class listen 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

Providing overviews

President Boyd K. Packer 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” [CES symposium on the Doctrine and Covenants/Church History, Aug. 10, 1993], 2, si.lds.org).





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, beginning with the phrase “About this edition.” Explain that each edition of the Book of Mormon has included minor corrections of spelling and typesetting errors.)

Display the picture Mormon Abridging the Plates (62520; *Gospel Art Book*, no. 73). Explain that many individuals preserved the records that eventually became the Book of Mormon. Write the following scripture references on the board. Ask students to study them silently, looking for some of the principles that helped the Book of Mormon writers determine what to include in their records. Invite students to share what they find. (You may want to write their responses on the board.)

1 *Nephi* 1:20

2 *Nephi* 29:11–13

1 *Nephi* 6:4–6

Words of Mormon 1:4–8

2 *Nephi* 4:15

3 *Nephi* 16:4

2 *Nephi* 25:23, 26

Moroni 1:4

- How might understanding these guiding principles help you as you study the Book of Mormon?

Share your testimony that **the Book of Mormon writers saw our day and wrote what would be of most help to us**. Invite a student to read Mormon 8:35–38 aloud.

- What problems did Moroni see among the people of our day?
- Why is it important to know that Moroni and other Book of Mormon writers were aware of the problems we would face?

Invite a student to read the following statement by President Ezra Taft Benson regarding how to study the Book of Mormon:



“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?’” (“The Book of Mormon—Keystone of Our Religion,” *Ensign*, Nov. 1986, 6).

Tell students that the people written about in the Book of Mormon faced problems much like our own. Although the Book of Mormon is an ancient document, its doctrines, histories, and stories are of great value today.

Ask a student to read aloud the following statement by President Ezra Taft Benson. (You may want to give each student a copy of the statement.) Have the class 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” (“The Book of Mormon—Keystone of Our Religion,” 7).

- When have you experienced 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**. Tell students about a time when you have received these blessings as a result of studying the Book of Mormon.

Before class, write the following list of questions and scriptures on the board:

Is there a God? (See Alma 30:37–44.) Can I know God? (See Alma 22:18.) Does God care about me? (See 3 Nephi 13:26–32.)

How can I resist temptation and sin? (See Helaman 5:12.)

What is the purpose of life? (See Alma 34:32–34.)

Before class begins

If possible, take time to prepare the classroom before class begins. Display scripture references, questions, and other activities on the board prior to the start of class. This will help you save valuable instruction time and eliminate distractions that might interrupt the teaching and learning process.

Is there life after death? (See Alma 40:11–12, 21–23.)

How can I find peace and joy and be happy? (See Mosiah 2:41; 4:2–3; Alma 41:10.)

How can my family be happier and more united? (See Mosiah 4:14–15.)

How can I judge between right and wrong? (See Moroni 7:16–17.)

Why does God allow evil and suffering to occur? (See 2 Nephi 2:1–2, 11–16, 22–27; Alma 14:9–11; 60:13.)

Explain that in addition to the blessings already mentioned, **the Book of Mormon contains answers to life’s most meaningful questions.** Invite students to individually select one or two of the questions and search the accompanying scripture passages for answers. Give them a few minutes to find answers. You may want to walk around the classroom, giving help as needed.

- How does the Book of Mormon answer the questions you chose?

Read the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles. When he made this statement, he was speaking to seminary and institute teachers about the power of the scriptures to answer life’s most meaningful questions.

“If your students are acquainted with the revelations, there is no question—personal or social or political or occupational—that need go unanswered. Therein is contained the fullness of the everlasting gospel. Therein we find principles of truth that will resolve every confusion and every problem and every dilemma that will face the human family or any individual in it” (“Teach the Scriptures” [address to CES religious educators, Oct. 14, 1977], 3–4, si.lds.org).

Share how the Book of Mormon has blessed your life. Remind students of their goal to read the Book of Mormon daily and to read the entire Book of Mormon at least once this year.

Commentary and Background Information

A Brief Explanation about the Book of Mormon. “About this edition”

There are two manuscripts of the Book of Mormon: the original manuscript and the printer’s manuscript. A small portion of the typesetting for the 1830 edition of the Book of Mormon was based on the original manuscript, and the rest was based on the printer’s manuscript, which was a copy of the original manuscript. When Joseph Smith prepared the 1840 edition of the Book of Mormon, he used the original manuscript to correct accidental mistakes and deletions that occurred in the 1830 edition. For the 1981 edition, the original manuscript was again consulted to restore the original wording in about 20 places. Any mistakes in the Book of Mormon are the mistakes of men, and the changes are made simply to restore the Book of Mormon to its original meaning and intent. (See *Book of Mormon Reference Companion*, ed. Dennis Largey [2003], 124–25.)

President Joseph Fielding Smith wrote:

“There were bound to be some typographical errors in the first edition [of the Book of Mormon], and perhaps an omission of a word or two. Those who have published books under the most careful and favorable circumstances, have, to their dismay, found errors, typographical and mechanical, some of which occurred after the final examination of proof has been made.

“. . . A careful check of the list of changes . . . shows there is not one change or addition that is not in full harmony with the original text. Changes have been made in punctuation and a few other minor matters that needed correction, but never has any alteration or addition changed a single original thought. As it appears to us, the changes . . . are such that make the text clearer and indicate that they were omitted. I am sure that the mistakes or omissions in the first edition were in large measure the fault of the compositor or the printer. *Many of these mistakes which were in the first proofs were caught by the Prophet Joseph Smith himself, and he made the corrections*” (*Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr., 5 vols. [1957–66], 2:199–200; italics in original).

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 follow God's plan, we prepare to receive eternal life.

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 gift and power of God. The Lord preserved the Book of Mormon to come forth in the latter days. 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, have them 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, have a student 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" ("*Seek Learning by Faith*," *Ensign*, Sept. 2007, 64).

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

Invite 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**.

Ask students: 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 scripture study journals for assignment 1 of their day 2 lesson. If they need help, have them turn to the corresponding page in their study guides.

You may want to ask: 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 have each group 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 mark information they feel would be important to share when teaching about the Book of Mormon.

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).

Ask students: 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 B.C.—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?

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).

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 gold 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. As students learn about Lehi’s ministry, they can grow in their understanding of the role of prophets today. As they look for evidence of God’s mercy and interest in their lives, their relationship with Him will deepen.

Suggestions for Teaching

1 Nephi 1:1–3

Nephi begins his record

Invite students to read 1 Nephi 1:1–3 silently. Ask them to identify why Nephi wrote his record.

- What reasons did Nephi give for making a record of his experiences?
- Why do you think Nephi felt he was “highly favored of the Lord” even though he had experienced “many afflictions”?

1 Nephi 1:4–20

Lehi receives a vision and warns the people that Jerusalem will be destroyed

Invite students to think of a time when their parents warned them of danger.

- Why did your parents warn you of the danger?
- In what ways does Heavenly Father warn His children?

Explain that the first account in the Book of Mormon begins at a time when many people in Jerusalem were wicked. Invite a student to read 1 Nephi 1:4. Ask the class to look for the way the Lord warned the people in Jerusalem.

Explain that Nephi’s father, Lehi, joined the “many prophets” mentioned in this verse. He warned the people that they must repent. To help students discover Lehi’s warnings and teachings, organize students in pairs and have each pair read 1 Nephi 1:5–13. Ask them to identify what Lehi saw in vision, either by marking their scriptures or making a list on paper. Give the pairs a few minutes to discuss the following question. (You may want to write this question on the board.)

- How would you feel if you saw in vision that your city would be destroyed?

Following the activity, invite students to silently scan 1 Nephi 1:15, looking for Lehi’s feelings after this vision.

- What was Lehi’s response to the things he had seen?

Invite a student to read 1 Nephi 1:14–15 aloud. Encourage the class to look for reasons why Lehi rejoiced. (You may need to explain that even though Lehi learned that Jerusalem would be destroyed, he also saw that those who trusted in God would not perish.)

- When have you been able to praise God, even during difficult times in your life?
- What are some blessings of recognizing the “goodness and mercy” of the Lord during difficult times?

Have a student read the following statement aloud:

“Like the prophets of old, prophets today testify of Jesus Christ and teach His gospel. They make known God’s will and true character. They speak boldly and clearly, denouncing

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.

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.

sin and warning of its consequences. At times, they may be inspired to prophesy of future events for our benefit” (*True to the Faith: A Gospel Reference* [2004], 129).

Emphasize that Lehi is an example of the truth that **prophets warn against sin and teach salvation through Jesus Christ.** (You may want to write this truth on the board.)

Invite students to read 1 Nephi 1:19–20.

- What did Lehi teach?
- How did the people respond to Lehi’s teachings?
- Why do some people in our day reject messages from the Lord’s prophets?
- When have you been blessed or protected because you followed the prophet?

1 Nephi 1:20***Nephi testifies of the Lord’s tender mercies***

Point out that in the second sentence of 1 Nephi 1:20, Nephi interrupts his narrative to share a message with those who read his words. Have students read 1 Nephi 1:20 individually, looking for the message Nephi wants us to see. As needed, direct their attention to the phrase Nephi used to introduce the message (“I, Nephi, will show unto you . . .”).

- How can paying close attention to this kind of phrase help you in your individual study of the Book of Mormon?
- What did Nephi want to show us?

Ask a student to read 1 Nephi 1:20 aloud. Invite another student to read Moroni 10:3. Ask the class to look for similar points in both verses.

- What similar idea did Nephi and Moroni want readers of the Book of Mormon to notice?

Help students identify this principle: **The Lord’s tender mercies are extended to those who exercise faith in Him.** (You may want to write the principle on the board.)

To help students understand what the tender mercies of the Lord are and how to recognize them in their lives, share the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:



“The Lord’s tender mercies are the very personal and individualized blessings, strength, protection, assurances, guidance, loving-kindnesses, consolation, support, and spiritual gifts which we receive from and because of and through the Lord Jesus Christ. . . .

“ . . . The Lord’s tender mercies do not occur randomly or merely by coincidence. Faithfulness and obedience enable us to receive these important gifts and, frequently, the Lord’s timing helps us to recognize them.

“We should not underestimate or overlook the power of the Lord’s tender mercies” (“The Tender Mercies of the Lord,” *Ensign or Liahona*, May 2005, 99–100).

- How did Elder Bednar explain the phrase “tender mercies of the Lord”?
- What examples of the Lord’s tender mercies have you seen extended to you or someone you know?

After students have had time to respond to these questions, invite them to consider how they might better recognize the Lord’s tender mercies in their lives. Encourage them to be more aware of the tender mercies the Lord extends to them. You may want to suggest that they record their experiences with tender mercies in their personal journals. Consider giving them time to write in their scripture study journals or class notebooks about one or two ways the Lord has recently extended His tender mercies to them.

Conclude by repeating Nephi’s testimony in 1 Nephi 1:20 regarding the tender mercies of the Lord. Share your testimony of the reality of the Lord’s individualized blessings and care. Encourage students to look for examples of the Lord’s tender mercies in their lives and throughout the Book of Mormon.

Commentary and Background Information

1 Nephi 1:2. “The language of the Egyptians”

Nephi said that he made his record in “the language of the Egyptians” (1 Nephi 1:2). About 470 years later, King Benjamin taught his sons “the language of the Egyptians” (Mosiah 1:1–4). The term “reformed Egyptian” appears in Mormon 9:32. Moroni indicated that by his day, approximately 1,000 years from the time of Lehi and Nephi, people had altered the Egyptian and Hebrew that Lehi and Nephi had used.

1 Nephi 1:4. “Many prophets”

Nephi said that “many prophets” came among the people in Jerusalem. We know Jeremiah, Obadiah, Nahum, Habakkuk, and Zephaniah were all

contemporary prophets who testified in the Kingdom of Judah. Jeremiah 35:15 includes a similar comment about numerous prophets being sent by the Lord to warn the people (see also 2 Chronicles 36:15–16).

Jeremiah was a mighty prophet in Lehi and Nephi’s day and is mentioned in 1 Nephi 5:13 and 7:14. He ministered to the Jews from 626 B.C. to 586 B.C. Unlike Lehi, Jeremiah stayed in Jerusalem and continued to call the people to repentance (see Bible Dictionary, “Jeremiah”). After Lehi left Jerusalem, Jeremiah was put in prison. While in prison, he wrote the book of Lamentations, wherein he lamented the destruction of Jerusalem and the fact that the people did not repent.

Supplemental Teaching Ideas

1 Nephi 1:2–3, 20. Recording tender mercies in our lives

- What is the value of recording your experiences in a journal?

Nephi testified of God’s tender mercies in his life. He taught that all who have faith in Jesus Christ can experience such blessings. President Henry B. Eyring of the First Presidency described a time when he was prompted to write down evidences of God’s goodness toward his family:

“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. . . .

“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?’ 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” (“O Remember, Remember,” *Ensign or Liahona*, Nov. 2007, 66–67).

1 Nephi 1:4–20. Parallels between Lehi and Joseph Smith

Invite students to read 1 Nephi 1:4–20, looking for major events from this period of Lehi’s life. Then ask them to review Joseph Smith—History 1:1–35, looking for major events in the Prophet Joseph Smith’s life. Ask students to look for parallels between Lehi’s life and Joseph Smith’s life. (Answers may include that both sought God in sincere prayer, saw the Father and the Son, told others of their visions, were rejected by many people, had their lives threatened, were required to move to new places, and placed God above worldly possessions and the praise of the world.)

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

Ask students to imagine that their parents have told them that their families must leave their homes tomorrow, abandoning almost all of their possessions. They will walk into the wilderness, taking only the provisions they need to stay alive.

- How might you respond?
- How would your response change if you knew that the command to move into the wilderness had come from the Lord?

Invite a student to read 1 Nephi 2:1–6 aloud. Ask the class to look for reasons why Lehi led his family into the wilderness.

- What commandment did Lehi receive from the Lord? (See 1 Nephi 2:2.)
- What can you learn from Lehi's decisions about what to take and what to leave behind?

Ask a student to read 1 Nephi 2:7 aloud.

- Lehi offered thanks to the Lord just after leaving his home and belongings. What can we learn from this?
- What did Lehi have to be thankful for?

Write the following statement on the board: ***When we are faithful and obedient, the Lord will help us in times of trial.***

- When have you felt the Lord help you in times of trial? (Encourage students to seek the guidance of the Spirit in answering this question. Help them understand that they do not need to share experiences that are too personal or private.)

1 Nephi 2:8–15

Laman and Lemuel murmur against their father

Ask students to silently ask themselves if they have ever complained, either vocally or inwardly, about a commandment from the Lord or about a request from a parent or Church leader. Give them a moment to reflect on their experiences.

- Why do we sometimes complain when we are given direction?

Write *River* and *Valley* on the board. Invite a student to read 1 Nephi 2:8–10 aloud.

- In what way did Lehi want Laman to be like a river? In what way did he want Lemuel to be like a valley? (You may want to ask students to write their answers on the board next to the words *River* and *Valley*.)
- What was Lehi trying to teach Laman and Lemuel?

Have students read 1 Nephi 2:11–14 silently.

- What are some reasons why Laman and Lemuel murmured against their father?
- In 1 Nephi 2:11, the word *stiffneckedness* refers to pride or stubbornness. Why do feelings of pride sometimes lead people to murmur?
- Why do you think murmuring sometimes results when people do not understand the dealings of God?

Explain that one reason Satan wants us to murmur is that it prevents us from following living prophets, other inspired leaders, and parents. As part of your discussion, you may want to share the following, based on a statement by Elder H. Ross Workman of the Seventy:

“Murmuring consists of three steps, each leading to the next in a descending path to disobedience.” First, people begin to question. They question “first in their own minds,” and then they plant questions “in the minds of others.” Second, those who murmur begin to “rationalize and excuse themselves from doing what they [have] been instructed to do. . . . Thus, they [make] an excuse for disobedience.” Their excuses lead to the third step: “Slothfulness in following the commandment of the Master. . . .

“I invite you to focus on the commandment from living prophets that bothers you the most. Do you question whether the commandment is applicable to you? Do you find ready excuses why you cannot now comply with the commandment? Do you feel frustrated or irritated with those who remind you of the commandment? Are you slothful in keeping it? Beware of the deception of the adversary. Beware of murmuring” (“Beware of Murmuring,” *Ensign*, Nov. 2001, 85–86).

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

- What can you do if you find yourself murmuring about the Lord’s prophets and commandments?

1 Nephi 2:16–19

Nephi seeks understanding from the Lord

Have students read and ponder 1 Nephi 2:16, 19 silently.

- How did Nephi respond to his father’s message?
- When have you called upon God and felt your heart soften?

Give students the opportunity to tell about times when the Lord has softened their hearts (but remind them that they should not feel obligated to share experiences that are too personal or private). In addition, you may want to tell about a time when the Lord softened your heart. Assure students that **when we call upon God, He can soften our hearts to believe His words.**

Read 1 Nephi 2:19 aloud. Have students explain in their own words the meaning of the terms “diligently” and “lowliness of heart.” Encourage them to seek the Lord as Nephi did.

Invite a student to read 1 Nephi 2:17–18 aloud.

- What principles can we learn from the different responses of Nephi, Sam, Laman, and Lemuel?
- When have the words of a family member or friend strengthened your faith, just as Nephi’s words strengthened Sam’s faith?

1 Nephi 2:20–24

Those who keep the commandments will prosper

Have students read 1 Nephi 2:20–21. Invite them to identify or mark the promise that “inasmuch as ye shall keep my commandments, ye shall prosper.” Explain that as they study the Book of Mormon, they will read about many instances of this promise being fulfilled.

Consider sharing the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles:

“Obedience is the first law of heaven. All progression, all perfection, all salvation, all godliness, all that is right and just and true, all good things come to those who live the laws of Him who is Eternal. There is nothing in all eternity more important than to keep the commandments of God” (*The Promised Messiah: The First Coming of Christ* [1978], 126).

Share your testimony that **God blesses those who are obedient and faithful.** Like Nephi, students can develop confidence in receiving direction from the Lord. Encourage them to strive to become more obedient and to follow the guidance they receive from the Holy Spirit.

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” [address to CES religious educators, Feb. 6, 1998], 6, si.lds.org).

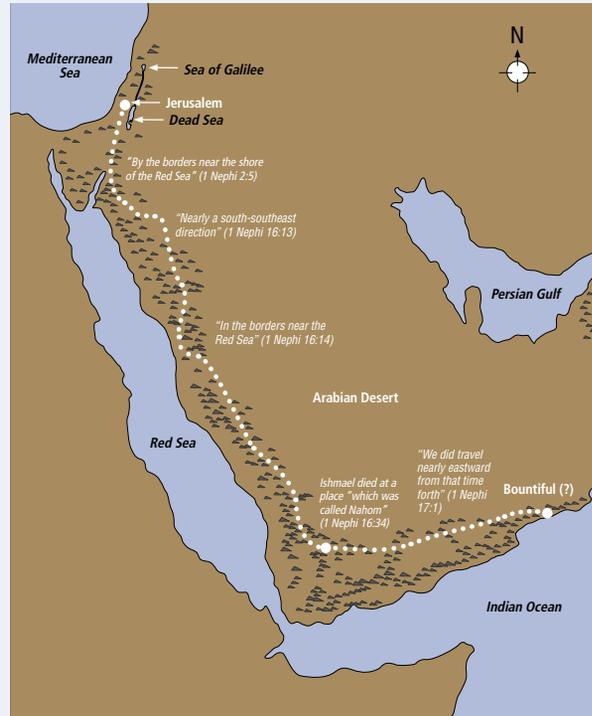
Commentary and Background Information

1 Nephi 2:2–6. Possible route taken by Lehi’s family

Lehi may have led his family to the Red Sea near the Gulf of Aqaba, about 180 miles (290 kilometers) from Jerusalem. This would require traveling through a hot and barren country, known for thieves who waited to rob unprepared travelers. After reaching the Red Sea, the family traveled three more days before camping in a river valley. The journey from Jerusalem to the river valley may have taken about 14 days. You may want to remind students of these distances and times when they read about Nephi and his brothers journeying back to Jerusalem.

1 Nephi 2:7. Showing gratitude to the Lord

Lehi’s appreciation for the Lord’s guidance and protection is demonstrated in 1 Nephi 2:7: “He built an altar of stones, and made an offering unto the Lord, and gave thanks unto the Lord our God.” This is the first of several instances in the Book of Mormon when faithful followers of Christ offered sacrifices and burnt offerings to express thanks to God (see, for example, 1 Nephi 7:22; Mosiah 2:3–4). Sincere expressions of gratitude and obedience to Heavenly Father are necessary for all His children if they are to please Him (see D&C 59:21).



Supplemental Teaching Idea

1 Nephi 2:1–3, 16–19. Soft hearts and revelation

Remind students that in 1 Nephi 1, Nephi describes a revelation Lehi received while he was “overcome with the Spirit” (1 Nephi 1:7). In that vision, Lehi read from a book containing prophecies and was “filled with the Spirit” (1 Nephi 1:12). In 1 Nephi 2, the theme of revelation continues as Nephi tells of his father receiving a warning from the Lord in a dream (see 1 Nephi 2:1–3). Nephi also tells of his own experience in receiving revelation and following the voice of the Lord.

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). Then ask a student to read 1 Nephi 2:16–19 aloud.

- In what ways were Lehi, Nephi, and Sam’s hearts like this soft object?
- In what ways were Laman and Lemuel’s hearts like this hard object?
- How does the spiritual condition of our hearts influence our ability to receive revelation?

Help students understand that **the Lord reveals knowledge to us as we diligently seek Him**. As part of this discussion, you may want to divide students in pairs and have them read the entry titled “Revelation” in the Bible Dictionary. Ask them to discuss the following question:

- What can we do to prepare ourselves to receive revelation from the Lord?

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 3:1–9, 19–20

Lehi's sons return to Jerusalem to obtain the brass plates

Write the following statements on the board before class begins. Ask students to select the statement that best describes how they believe the Lord helps us when He asks us to do difficult things.

When you strive to fulfill a command or a difficult task from the Lord, He will:

- Change the command so it will be simple and easy for you to accomplish.*
- Bless your efforts by providing a way for you to fulfill the command, even though it may still be difficult.*
- Intervene and do all the work for you.*
- Require you to do it entirely on your own without any help.*

Invite a few students to share the response they selected and their reason for choosing it.

Explain that there are many ways the Lord can bless those who strive to fulfill His commandments. As students study Nephi's account in 1 Nephi 3–4, invite them to look for examples of this principle. Also encourage students to note how Nephi and his brothers responded differently to challenges.

Ask several students to take turns reading aloud from 1 Nephi 3:1–9. Invite the rest of the class to listen for reasons why Nephi was willing to do what his father asked.

Laman and Lemuel felt that the command to return to Jerusalem for the brass plates was “a hard thing which [Lehi] required of them” (1 Nephi 3:5). To help students understand some reasons why Laman and Lemuel may have felt this way, you may want to remind them that they had already traveled a long distance from Jerusalem.

- Why do you think Nephi was willing to do what his father asked without murmuring?

Invite students to restate the principle Nephi testifies of in 1 Nephi 3:7 as an “if-then” statement. For example, students might say that **if we seek to do what the Lord commands, then He will prepare a way for us to accomplish it**. Point out that 1 Nephi 3:7 is a scripture mastery passage. Explain that students will focus on 25 scripture mastery passages throughout the year (for more information, see the appendix in this manual). The 25 scripture mastery references are listed on the back of the seminary bookmark. You might encourage students to mark scripture mastery passages in a distinctive way so they will be able to locate the passages easily.

- When have you felt that the Lord “prepared a way” for you to keep one of His commandments?

Invite a student to read 1 Nephi 3:3, 19–20 aloud. Ask the rest of the class to listen for phrases that tell why the brass plates were so valuable to Lehi's family and their descendants. (You may want to suggest that students mark these phrases in their scriptures.) After students have shared what they have found, explain that the plates of brass were a volume of ancient scripture containing many of the same writings and information as the Old Testament.



1 Nephi 3:7 is a scripture mastery passage. Refer to the scripture mastery teaching idea at the end of the lesson to help students with their mastery of this passage.

- Why do you think the contents of the brass plates were important enough for Nephi and his brothers to go back to Jerusalem to get them?
- What do the scriptures contain today that is valuable to you? Why is it valuable to you?

1 Nephi 3:10–31

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

Invite half of the class 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 3:21–31). Have each student work independently and answer the following questions. You may want to have them complete this assignment in their scripture study journals or class notebooks. Display the questions on the board or prepare them as a handout for each student.

1. Who went?
2. What did they do?
3. How did they respond after the attempt failed?
4. For those studying the first attempt: Nephi and his brothers were “exceedingly sorrowful” after they failed to obtain the brass plates (see 1 Nephi 3:14). How was Nephi’s response to this failure different from that of his brothers? (See 1 Nephi 3:15–16.)

For those studying the second attempt: Laman and Lemuel were angry with Nephi after their second attempt failed. They beat him and spoke to him harshly. Even after an angel promised that the Lord would deliver Laban into their hands, they continued to murmur and question their ability to succeed. How might Laman and Lemuel’s anger have affected their ability to have faith in the angel’s promise? How do anger, contention, murmuring, and unbelief prevent us from understanding God’s messages for us? (See 1 Nephi 3:28–31; 3 Nephi 11:29.)

5. What insights did you gain from the verses you studied?

After students have had enough time to respond to the questions, invite a few to share their answers.

1 Nephi 4:1–38

Nephi obtains the brass plates

Ask students to identify the questions Laman and Lemuel asked in 1 Nephi 3:31.

Invite a student to read 1 Nephi 4:1–3 aloud. Ask the class to listen for Nephi’s answers to his brothers’ questions.

- How did the story of Moses relate to Laman and Lemuel’s questions?

If students need help answering this question, explain that Moses faced a similar challenge when he was asked to bring the children of Israel out of Egypt. Despite repeated attempts, Moses was unable to persuade Pharaoh to release the children of Israel from slavery. However, Moses persisted in doing what the Lord commanded him, and the Lord provided a way for him to free the children of Israel. Nephi applied the example of Moses to his family’s circumstances. He had confidence that God would also prepare a way for them.

- What principle do you learn from Nephi’s response to his brothers?

Although students may phrase their answers a little differently, they should express that **if we faithfully persist in doing what the Lord requires, in spite of difficulty, He will prepare a way for us to accomplish what He commands.** (You may want to write this principle on the board.)

Refer to the statements you displayed on the board at the beginning of the lesson.

- Now that you have studied Nephi’s experience, which statement do you think best summarizes the principle you just identified?

As students study the remainder of Nephi’s account, encourage them to look for confirmation of this principle in the results of Nephi’s perseverance.

Have a student read 1 Nephi 4:4–6 aloud. You may want to suggest that students mark 1 Nephi 4:6 in their scriptures.

Help students understand that the Lord may inspire us to do something without immediately revealing how, when, or why we should do it. Nephi learned how, when, and why the Lord would help him only *after* he allowed the Holy Ghost to direct him and *after* he decided to go forward in faith.

Tell students that President Harold B. Lee observed that we often want to see “the end from the beginning,” or the outcome, before we will follow the Lord’s direction. He counseled:

“You must learn to walk to the edge of the light, and perhaps a few steps into the darkness [the unknown], and you will find that the light will appear and move ahead of you” (in Lucile C. Tate, *Boyd K. Packer: A Watchman on the Tower* [1995], 137–38).

Invite a student to read 1 Nephi 4:7 aloud.

- In 1 Nephi 4:7, what is important about the phrase “nevertheless I went forth”?
- What does Nephi’s experience teach about the relationship between our willingness to “go and do” and our ability to be led by the Lord?

Invite several students to take turns reading aloud from 1 Nephi 4:8–18.

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

Summarize the rest of Nephi’s account of successfully obtaining the plates (see 1 Nephi 4:19–38), or invite a student who is familiar with the remainder of the story to do so. Ask students to identify principles they see illustrated in this final effort to obtain the plates. After they give their insights, add 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.**

To help deepen students’ testimonies of this principle, invite them to share experiences of when they have acted in faith without knowing beforehand how or when God was going to help them.

Invite students to ponder a situation they are currently facing in which the Lord’s requirements are difficult for them. Ask them to record in their scripture study journals what they will do to show the Lord their willingness to “go and do” what He has commanded. When they have finished writing, express your confidence that as we demonstrate our faith, the Lord will help us accomplish whatever He asks of us.

Scripture Mastery—1 Nephi 3:7

Write on the board *obedience*, *faith*, and *trust*. Ask:

- What evidences of Nephi’s obedience, faith, and trust do you see in 1 Nephi 3?
- How might these qualities help someone who has been called to serve a mission?

Invite each student to write a letter to a missionary, asking the missionary how he or she has seen 1 Nephi 3:7 in action. Encourage students to share any replies they receive to their letters.

Note: At the end of each lesson that contains a scripture mastery passage, you will find a supplemental activity designed to help students master the passage. You may use these activities at any time (for more information, see the appendix and the *Gospel Teaching and Learning* handbook). Because of the nature and length of today’s lesson, you may want to use this activity on another day, when you have more time.

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.

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

1 Nephi 5:1–9

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

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

- What were Sariah's complaints? (Answers might include that Lehi was a visionary man, that he had led the family away from the land of their inheritance, and that he had made decisions that may have led to the loss of their sons and that could lead to their own deaths in the wilderness.)

Ask students to think about a time when they might have complained about a situation even though they did not have all the information about that situation.

Invite a student to read 1 Nephi 5:4–6 aloud. Ask the class to give attention to the manner in which Lehi responded to Sariah's complaints.

- What impresses you about how Lehi responded to Sariah's complaining? (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?

Have a student read 1 Nephi 5:7–9 aloud.

- What did Sariah gain from this experience?

1 Nephi 5:10–22

Lehi searches the plates of brass

Ask students to think about whether there is anything they would consider sacrificing their lives to gain or to keep.

Invite a student to summarize 1 Nephi 3–4 and tell of the sacrifices that Lehi's family made to obtain the plates of brass. (Nephi and his brothers risked their lives, sacrificed their riches, and traveled a long distance.)

- Why do you think such sacrifice was necessary?

Explain that after the family offered sacrifices and gave thanks to the Lord, Lehi immediately began to read the contents of the plates. Invite several students to take turns reading 1 Nephi 5:11–16 aloud. Ask the class to look for what Lehi discovered on the plates of brass. You may want to briefly list their responses on the board.

Invite students to read 1 Nephi 5:10 silently. Ask them to look for the word that describes Lehi's reading of the scriptures. (He "search[ed] them.") Invite students to arrange themselves in pairs to discuss the following question:

- What is the difference between searching the scriptures and just reading them? (You may want to encourage students to tell about times when they have searched the scriptures.)

Read the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles:

“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. Remember Alma’s description of what it feels like: ‘It beginneth to enlarge my soul; yea, it beginneth to enlighten my understanding, yea, it beginneth to be delicious to me’ [Alma 32:28]” (“When Thou Art Converted,” *Ensign* or *Liahona*, May 2004, 11–12).

Give students time to reflect on their own study of the scriptures. Ask them to write in their scripture study journals or class notebooks about meaningful ways they search the scriptures. After they have written, 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 scripture 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.

Explain that the Lord blessed Lehi for searching the scriptures. To help students discover these blessings, invite them to read 1 Nephi 5:16–20 silently.

- How did searching the brass plates influence Lehi?

Emphasize that when Lehi searched the scriptures, he was filled with the Holy Spirit and received revelation “concerning his seed” (his posterity). Assure students that **as we search the scriptures, we can be filled with the Holy Spirit and receive revelation.** Likewise, when we sacrifice our time and energy to search the scriptures as Lehi did, we can receive strength to keep God’s commandments.

- In what ways have you been blessed by searching the scriptures?
- When have you felt the Holy Spirit while studying the scriptures?

Invite a student to read the following statement, in which Elder Robert D. Hales of the Quorum of the Twelve Apostles testifies of the blessings of searching 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.

“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” (“Holy Scriptures: The Power of God unto Our Salvation,” *Ensign* or *Liahona*, Nov. 2006, 26–27).

Read 1 Nephi 5:21–22 aloud, asking students to follow along in their scriptures. As you read, emphasize these words: “It was wisdom in the Lord that we should carry them with us, as we journeyed in the wilderness.”

- Why is it wise for us to carry the scriptures with us in our journeys?
- In what ways can we carry the scriptures with us?

Point out that Lehi and his family obtained the plates of brass through great sacrifice. Without the scriptures, Lehi and his family would not have been successful in their journey. Encourage students to keep the scriptures with them as they journey through mortality.

Invite students to reflect on their personal scripture study. Consider inviting a student who regularly reads the scriptures to offer encouragement and testimony to his or her peers. Encourage students to make a habit of spending time daily to search the scriptures.

Note: The length of this lesson may allow time for the scripture mastery activity from the previous lesson.

Commentary and Background Information

1 Nephi 5:10–22. The value of the scriptures

To teach about how we can receive guidance through our study of the scriptures, Elder Robert D. Hales of the Quorum of the Twelve Apostles shared the account of Lehi searching the brass plates:

“When Nephi and his brothers returned [from Jerusalem with the brass plates], Lehi, their father, rejoiced. He began to search the holy scriptures ‘from the beginning,’ and ‘found that they were desirable; yea, even of great worth . . . insomuch that [Lehi and his posterity] could preserve the commandments of the Lord unto [their] children.’

“Indeed, the brass plates were a record of Lehi’s fathers, including their language, genealogy, and, more importantly, the gospel taught by God’s holy prophets. As Lehi searched the plates, he learned what all of us learn by studying the scriptures:

“• Who we are.

“• What we can become.

“• Prophecies for us and for our posterity.

“• The commandments, laws, ordinances, and covenants we must live by to obtain eternal life.

“• And how we must live in order to endure to the end and return to our Heavenly Father with honor.

“So essential are these truths that Heavenly Father gave both Lehi and Nephi visions vividly representing

the word of God as a rod of iron. Both father and son learned that holding to this strong, unbending, utterly reliable guide is the *only* way to stay on that strait and narrow path that leads to our Savior” (“Holy Scriptures: The Power of God unto Our Salvation,” *Ensign or Liahona*, Nov. 2006, 25).

1 Nephi 5:18–19. The brass plates

Elder Bruce R. McConkie of the Quorum of the Twelve Apostles testified of the importance of Lehi’s family obtaining the plates of brass:

“The value of the Brass Plates to the Nephites cannot be overestimated. By means of them they were able to preserve the language (1 Ne. 3:19), most of the civilization, and the religious knowledge of the people from whence they came. (1 Ne. 22:30.) By way of contrast, the Mulekites, who were led out of Jerusalem some 11 years after Lehi’s departure, and who had no record equivalent to the Brass Plates, soon dwindled in apostasy and unbelief and lost their language, civilization, and religion. (Omni 14–18.)

“From prophet to prophet and generation to generation the Brass Plates were handed down and preserved by the Nephites. (Mosiah 1:16; 28:20; 3 Ne. 1:2.) At some future date the Lord has promised to bring them forth, undimmed by time and retaining their original brightness, and the scriptural accounts recorded on them are to ‘go forth unto every nation, kindred, tongue, and people.’ (Alma 37:3–5; 1 Ne. 5:18–19.)” (*Mormon Doctrine*, 2nd ed. [1966], 103).

Supplemental Teaching Ideas

1 Nephi 5:21. Search the scriptures

As a class, sing or read the words to “As I Search the Holy Scriptures” (*Hymns*, no. 277). Invite students to look for phrases in the hymn that describe the blessings that come from searching the scriptures. Ask students to identify phrases that are meaningful to them and to share why they like those phrases.

You might want to read the following statement by President Marion G. Romney of the First Presidency:

“I feel certain that if, in our homes, parents will read from the Book of Mormon prayerfully and regularly,

both by themselves and with their children, the spirit of that great book will come to permeate our homes and all who dwell therein. The spirit of reverence will increase; mutual respect and consideration for each other will grow. The spirit of contention will depart. Parents will counsel their children in greater love and wisdom. Children will be more responsive and submissive to that counsel. Righteousness will increase. Faith, hope, and charity—the pure love of Christ—will abound in our homes and lives, bringing in their wake peace, joy, and happiness” (in Conference Report, Apr. 1960, 112–13; quoted by Ezra Taft Benson, “Cleansing the Inner Vessel,” *Ensign*, May 1986, 6).

LESSON 10

1 Nephi 6 and 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 (see 2 Nephi 5:28–31). Later, Mormon was inspired to include the small plates in his compilation of the Book of Mormon (see Words of Mormon 1:6–7). Neither Nephi nor Mormon knew why, but both followed the direction of the Lord.

Suggestions for Teaching

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.

Have students read 1 Nephi 6:3–6 and look for the words and phrases that express Nephi’s intent for keeping his record. (You may want to suggest that students mark these words.)

- Why is it important that Nephi wrote things “which are pleasing unto God” and not things “which are pleasing unto the world”?
- How would you state Nephi’s intent in your own words? (It may be helpful to explain that the phrase “the God of Abraham, and the God of Isaac, and the God of Jacob” refers to Jesus Christ. You may want to encourage students to write *Jesus Christ* in their scriptures next to 1 Nephi 6:4. You may also want to explain that the name Jehovah also refers to Jesus Christ. [See 1 Nephi 19:10; 2 Nephi 11:4, 6–7; see also Bible Dictionary, “Christ,” “Christ, Names of.”])

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 identify a few of the ways the Book of Mormon teaches about the mission of the Savior.

Invite a student to write the following truth on the board: ***One purpose of the Book of Mormon is to persuade all people to come unto Jesus Christ.***

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

Share how the Book of Mormon has helped you grow closer to Heavenly Father and the Savior. Invite students to share how the Book of Mormon has influenced their lives and brought them closer to Heavenly Father and Jesus Christ. Encourage them to share their feelings about the Book of Mormon and their testimonies of Jesus Christ with a friend or family member within the next several days.

1 Nephi 9

Nephi keeps two sets of plates

Show the class a history book, and indicate the time period the book covers. Then show the class a personal history, diary, or journal that covers some of the same time period. (As appropriate, read a spiritual experience from the journal.)

- How do the two texts differ in their approach to recording history?
- Is one text more valuable than the other? How? (Each is valuable for different reasons.)

Explain, share, or testify outside of class

As students share their testimonies outside of class, their understanding of truths they learn in class will deepen. Encourage them to look for opportunities to teach and testify of gospel principles as they interact with family members and friends.

- How do these texts compare with the Book of Mormon?

Explain that in 1 Nephi 9:1–5, Nephi tells about his effort to keep records on two sets of plates.

On one set of plates, which are now known as the large plates of Nephi, he recorded “the history of [his] people” (1 Nephi 9:2). This history included “an account of the reign of the kings, and the wars and contentions of [his] people” (1 Nephi 9:4). It was the first record Nephi made, but it is not included in what we now have as the Book of Mormon.

On the other set of plates, which are now known as the small plates of Nephi, he recorded “the ministry of [his] people” (1 Nephi 9:3). You may need to explain that the word *ministry* refers to religious teachings and activities. Nephi’s record in the small plates is now found in the books of 1 Nephi and 2 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 suggest that students write these words in their scriptures next to the appropriate verses.) In 1 Nephi 9, the phrase “these plates” always refers to the small plates. The phrase “the other plates” refers to the large plates.

Ask a student to read 1 Nephi 9:3, 5–6 aloud.

- What reasons did Nephi give for making the small plates in addition to the large plates? How do these explanations show Nephi’s faith in the Lord?

Explain that nearly 1,000 years later, the prophet Mormon made an abridgment, or shortened version, of all the records that had been written by his people. This became what we know today as the Book of Mormon. As he created this abridgment, he found the small plates of Nephi and included them in his record.

Invite a student to read Words of Mormon 1:3–7 aloud. Explain that Mormon wrote these words in approximately A.D. 385, at the time of the final battle between the Nephites and the Lamanites. As students read these verses, have them look for reasons Mormon gave for including the small plates of Nephi in his abridgment.

Read the following statement by Elder Marvin J. Ashton 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” (“Who Will Forfeit the Harvest?” *Ensign*, Nov. 1978, 51).

Point out that from the examples of Nephi and Mormon, we learn that **we should obey God’s commandments and follow promptings from the Spirit even when we do not fully understand the reasons for them.**

- Why is it important to obey the Lord’s commandments and follow promptings from the Spirit even when we do not fully understand the reasons for them?
- When have you been obedient to the Lord or followed a particular impression without completely understanding the reasons?
- How can we develop greater confidence and courage to be faithful to God’s direction?

Testify that as we obey God’s commandments and the promptings of the Holy Ghost, our understanding of the purposes behind them will grow, and the Lord will bless us for our obedience.

Have a student read the following explanation aloud. (You may want to give each student a small copy so they can follow along and insert it in their scriptures for future reference.)

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 originally translated 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 students to read 1 Nephi 9:6 individually. Ask them to identify the doctrine Nephi teaches in this verse. Have a student write the following principle on the board: **God knows all things and prepares a way to accomplish all of His work.**

- Why is it helpful to know that “the Lord knoweth all things from the beginning”? (1 Nephi 9:6; see also 2 Nephi 9:20; Words of Mormon 1:7.)
- How can this doctrine influence the way you live? (As students answer this question, you may want to share your thoughts about how this doctrine has increased your faith, hope, and trust in God.)
- How can this doctrine help you when you face trials? (A possible answer may be that we can find comfort in the assurance that God can see the outcome of our trials and challenges, even if we can’t. And through the Holy Ghost, He can give us strength, comfort, and direction to overcome or endure life’s difficulties.)

Express your conviction that God knows all things, including what is best for each of His children. Help students see that throughout their lives, they will encounter commandments and receive inspiration from God that they may not fully understand at first. Their obedience to the Lord’s commandments and the promptings of the Holy Spirit will bless their own lives and the lives of others.

Commentary and Background Information

1 Nephi 6:4. “The God of Abraham, and the God of Isaac, and the God of Jacob”

President Ezra Taft Benson explained that when the scriptures refer to the God of Abraham, Isaac, and Jacob, they refer to Jesus Christ: “We must keep in mind who Jesus was before He was born. He was the Creator of all things, the great Jehovah, the Lamb slain before the foundation of the world, the God of Abraham, Isaac, and Jacob. He was and is the Holy One of Israel” (“Five Marks of the Divinity of Jesus Christ,” *Ensign*, Dec. 2001, 10).

1 Nephi 9:6. God knows all things from the beginning

We can have confidence that God knows all things. “Without the knowledge of all things God would not be able to save any portion of his creatures; for it is by reason of the knowledge which he has of all things, from the beginning to the end, that enables him to give that understanding to his creatures by which they are made partakers of eternal life; and if it were not for the idea existing in the minds of men that God had all knowledge it would be impossible for them to exercise faith in him” (*Lectures on Faith* [1985], 51–52).

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 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 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 committing 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 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 the 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 reenthroned 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" ("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 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.

Ask students: 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 wasn't easy for him, so the Lord helped him accept it.)

Ask: 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 scripture 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 scripture mastery passage 1 Nephi 3:7. Then ask the following questions:

- 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)

In the next unit, students will study the visions of Lehi and Nephi. 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

1 Nephi 7 includes examples of Nephi's dedication to God. Nephi obeyed when the Lord commanded him and his brothers to return to ask Ishmael and his family to join them in the wilderness so they could marry and

raise up children. Even when Laman and Lemuel rebelled against Nephi and tried to kill him, he remained faithful and tried to help them be faithful as well.

Using the family proclamation

Sister Julie B. Beck, Relief Society general president, encouraged seminary and institute teachers to teach about the importance of families and to use the family proclamation in their lessons:

"In the Church, a primary concern is to teach . . . the family principles, the principles that will teach [students] to form a family, to teach that family, and to prepare that family for ordinances and covenants. . . .

". . . When you are teaching them, you can tie back teachings to key statements and phrases that are in the proclamation on the family. The proclamation is not a standalone lesson" ("Teaching the Doctrine of the Family" [Seminaries and Institutes of Religion satellite broadcast, Aug. 4, 2009], 5, si.lds.org).

Suggestions for Teaching

1 Nephi 7:1–5

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

Display a picture of a married couple and their children. (You may want to use a picture of your own family.)

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

- What did the Lord command Lehi's sons to do? What truth can we learn from this commandment? (Make sure students understand that **the Lord commands us to marry and raise up children unto Him.**)

Remind students that it would take several days of difficult travel through the wilderness for Nephi and his brothers to return to Jerusalem.

- Why are marriage and family important enough for Nephi and his brothers to travel back to Jerusalem to meet with Ishmael and his family?

Before continuing, you may want to give each student a copy of "The Family: A Proclamation to the World" or have them turn to the copy of the proclamation in their scripture study journals.

Ask a student to read aloud the following statement from "The Family: A Proclamation to the World." Invite students to listen carefully and identify 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*, Nov. 2010, 129).

Invite a few students to share what they learn from this statement. Ensure that they understand that the family is central to the Creator's plan for our eternal destiny. Emphasize that this was the reason the Lord commanded Nephi and his brothers to invite Ishmael's family to go with them. Also explain that one of the most important reasons for marriage is to bring children into the world.

- What do you think it means to raise up children "unto the Lord"? (1 Nephi 7:1).

After students have responded to this question, encourage them to listen for additional insights as you read the following statement from the family proclamation. If they have their own copies of the proclamation, you may want to suggest that they mark words and phrases that are important to them.

"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, 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).

Invite a student to read 1 Nephi 7:3–5 aloud.

- How is the account in 1 Nephi 7:3–5 an example of the truth in 1 Nephi 3:7? (Help students see that the Lord prepared a way for Nephi and his brothers to obey the command to marry and have children.)
- How can youth prepare now to marry and “raise up” children in the gospel?

1 Nephi 7:6–15

Faced with the rebellion of Laman and Lemuel, Nephi testifies of the Lord’s power to lead them to the land of promise

Invite a student to read 1 Nephi 7:6–7 aloud.

- Why did Laman, Lemuel, and some of Ishmael’s children rebel during their journey in the wilderness?

Encourage students to think about what they might say to Laman, Lemuel, and the rebellious sons and daughters of Ishmael to persuade them to continue their journey to the land of promise. Then ask students to read 1 Nephi 7:8–12 silently and identify the questions Nephi asked Laman and Lemuel.

- What truths did Nephi share as he asked these questions? (He reminded his brothers of the blessings they had already received from the Lord and of the Lord’s ability to continue blessing them according to their faith.)
- Why is it important for us to remember these truths?

Invite students to read 1 Nephi 7:13–15 and identify the consequences if Laman, Lemuel, and the rebellious sons and daughters of Ishmael had returned to Jerusalem.

1 Nephi 7:16–22

Nephi is delivered by the Lord

Explain that after Nephi reminded Laman and Lemuel of the destruction that would come to those in Jerusalem, they became angry with him.

Invite a student to read 1 Nephi 7:16 aloud. Ask the class to imagine being in Nephi’s situation.

- How would you feel if you were in Nephi’s situation? What would you do?

Point out that Nephi responded to this situation by praying for help. Ask a student to read Nephi’s prayer in 1 Nephi 7:17–18 aloud.

- What did Nephi pray for? What do you find significant about his prayer?

As students share their answers, be sure they see that Nephi asked to be delivered “according to [his] faith.” Also point out that as he asked for deliverance from his brothers, he asked God to strengthen him so he could take care of the problem. Explain that praying in faith means that we pray with trust in the Lord and with a willingness to act. Invite a student to read the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:



“Nephi is an example of one who knew and understood and relied upon the enabling power of the Savior. . . . Please note Nephi’s prayer in verse 17: ‘O Lord, according to my faith which is in thee, wilt thou deliver me from the hands of my brethren; yea, even *give me strength that I may burst these bands with which I am bound*’ (emphasis added).

“. . . 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. And may I suggest that he prayed in this manner precisely because he knew and understood and had experienced the enabling power of the Atonement of the Savior” (“In the Strength of the Lord” [Brigham Young University devotional address, Oct. 23, 2001], 4, speeches.byu.edu).

Share your testimony that **God answers prayers according to our faith**. Point out that in this situation, God answered Nephi’s prayer almost immediately. However, prayers are not always answered this way. Heavenly Father answers prayers in His own time, in His own

way, and according to His will. Give students the opportunity to testify of the power of prayer by asking them the following question:

- When have you prayed in faith and received strength or help from the Lord, either immediately or after some time? (You may want to share an experience you have had with this principle.)

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?

Point out that our prayers are often answered and our needs often met through the faithful acts of others. As your class studies the remaining verses of 1 Nephi 7, invite students to notice how Nephi responded to his brothers, even after all they had done to him. Ask them to think about the following question without answering aloud:

- How have you responded when others have tried to hurt you?

Ask a student to read 1 Nephi 7:21 aloud. You may want to suggest that students mark Nephi's statement about forgiveness.

- What does it mean to frankly forgive? (If students are unsure, explain that the word *frankly* means honestly and directly.)
- What did Nephi exhort his brothers to do? Why was this counsel important?

Testify that **seeking forgiveness and forgiving others brings unity and peace**. Invite students to think about situations in their families that have required forgiveness.

- Why is forgiveness especially important in our families?
- Think about a time when you have forgiven a family member or when a family member has forgiven you. How did it influence your relationship and the spirit in your home?

Conclude by reminding students that the Lord commanded Nephi and his brothers to marry and have families and that the Lord requires the same today. Also testify that the Lord answers our prayers and gives us strength to overcome our difficulties according to our faith in Him. Invite them to consider how they might apply one of the principles in today's lesson to help their families.

Scripture Mastery Review

Note: Scripture mastery reviews are found throughout this manual. They introduce a variety of methods you can use to help students review scripture mastery verses regularly.

The length of this lesson may allow time for the following scripture mastery review activity. You may conduct the activity at the beginning of class, as a break between sections of the lesson, or at the end of class. Make sure to keep it brief to allow time for the lesson. For other review activities, see the appendix.

When students can locate scripture mastery passages easily and understand their meaning, content, and application, they will be more confident in their personal study, their ability to apply gospel principles, and in their opportunities to teach from the scriptures. Consider the following declaration by President Howard W. Hunter: "We would hope none of your students would leave your classroom fearful or embarrassed or ashamed that they cannot find the help they need because they do not know the scriptures well enough to locate the proper passages" ("Eternal Investments" [address to CES religious educators, Feb. 10, 1989], 2, si.lds.org).

To help students become familiar with the location of scripture mastery passages, invite them to refer to the scripture mastery bookmark, find the first five mastery passages in their scriptures, and read them. You may want to encourage students to mark scripture mastery passages in a distinctive way so they will be able to locate the passages easily.

LESSON 12

1 Nephi 8

Introduction

In 1 Nephi 8, Lehi recounts his vision of the tree of life. In vision, Lehi partakes 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 is shown various groups of people. Some become lost and do not reach the tree. Others become ashamed after

partaking of the fruit of the tree, and they fall into forbidden paths and are lost. Others hold fast to the iron rod, partake of the fruit, and remain true and faithful. Another group chooses not to seek the path to the tree of life at all.

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

Invite students to think about times when they have felt Heavenly Father’s love for them. Ask them to silently consider how the choices they make affect their closeness to God and their ability to feel His love. After giving them time to reflect, share your testimony that Heavenly Father loves each one of them. As the class studies 1 Nephi 8, encourage students to look for things they can do and things they should avoid if they want to grow closer to God and feel His love more abundantly in their lives. (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.)

Invite a student to read 1 Nephi 8:2 aloud. Ask the class to identify what Lehi experienced shortly after his sons returned from Jerusalem with the brass plates. Have a few students take turns reading aloud from 1 Nephi 8:5–12.

- What objects were the focus of Lehi’s vision? (The tree of life and its fruit.)
- What words and phrases did Lehi use to describe the fruit? (See 1 Nephi 8:10–11; you may also want to have students read 1 Nephi 11:8–9 to see how Nephi described the tree.)

Explain that the Lord often uses familiar objects as symbols to help us understand eternal truths. To help students identify what the tree and the fruit in Lehi’s dream represent, invite a student to read the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles. Ask the class to listen carefully and identify what the tree and the fruit symbolize.



“The tree of life . . . is the love of God (see 1 Ne. 11:25). The love of God for His children is most profoundly expressed in His gift of Jesus as our Redeemer: ‘God so loved the world, that he gave his only begotten Son’ (John 3:16). To partake of the love of God is to partake of Jesus’ Atonement and the emancipations and joys which it can bring” (“Lessons from Laman and Lemuel,” *Ensign*, Nov. 1999, 8).

- According to Elder Maxwell, the tree of life represents the love of God shown to us especially through what gift? (Help students understand that the Atonement of Jesus Christ is the greatest expression of God’s love for His children. When people in Lehi’s vision partook of the fruit of the tree of life, it meant that they were partaking of the blessings of the Atonement.)
- *Emancipation* means liberation or freedom. How does the Atonement of Jesus Christ free us from bondage and bring us joy?

To help students identify one of the principles illustrated in 1 Nephi 8:10–12, ask them to identify in 1 Nephi 8:11 the words that describe what Lehi did (“I did go forth and partake of the fruit”). Then have them look for the results of his action in 1 Nephi 8:12 (“it filled



my soul with exceedingly great joy”). You may also want to point out to students that, in 1 Nephi 8:10, Lehi described the fruit as “desirable to make one happy.” (You may want to suggest that students mark these phrases in their scriptures.)

- What feelings did Lehi experience after partaking of the fruit?
- How can we “partake” of the Atonement? (Through the process of repentance.)
- Why does partaking of the Atonement fill our souls with “exceedingly great joy”?

Share your testimony that **coming unto Jesus Christ and partaking of the Atonement brings happiness and joy.** (You might want to write this principle on the board.)

- When has the Savior’s Atonement brought happiness and joy to your life? (Remind students that they do not need to share experiences that are too personal or private.)

1 Nephi 8:19–35

In his vision, Lehi sees various groups of people and their success or failure in reaching the tree of life

Display the picture Lehi’s Dream (62620; *Gospel Art Book* [2009], no. 69), and 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. (Answers may include the river, the rod of iron, the mist of darkness, and the great and spacious building.)

Remind students that the Lord showed Nephi the same vision. Nephi later recorded the meanings of the various symbols and images in the vision (see 1 Nephi 11, 12, and 15).

Prepare the following chart as a handout, or display it on the board before class begins. (Leave the right column blank except for the scripture references.) Invite students to use the provided cross-references to identify the interpretation of each element of Lehi’s vision. Review the first symbol, the tree with white fruit, together as a class. Have students take a few minutes individually to identify the meaning of the remaining four symbols. (You may want to suggest that they record their answers in their scriptures next to the corresponding verses in 1 Nephi 8.)

Symbol in Lehi’s Vision	Interpretation Shared by Nephi
1 Nephi 8:10–12—The tree with white fruit	1 Nephi 11:21–25 (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)

Invite students to share the interpretations they have discovered. To help them see the relevance of 1 Nephi 8 in their lives, ask a student to read the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles. Invite the class to listen for a reason why it is important for them to study Lehi’s vision:

“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. . . .

“Lehi’s dream or vision . . . has in it everything a Latter-day Saint needs to understand the test of life” (“Finding Ourselves in Lehi’s Dream,” *Ensign*, Aug. 2010, 22).

As students study the remainder of the vision, encourage them to look for people in the vision who might represent themselves. Assure them that no matter where they see themselves in the vision, they each have the power and ability to choose to qualify for the blessings of the Atonement.

Marking and making notes in the scriptures

Students may benefit from writing cross-references, interpretations of symbols, and other information in the margins of 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.

Divide students into two groups. Explain that each group will look for different things as the class reads 1 Nephi 8:21–33 together.

Ask group 1 to look for answers to the following questions. (Before class, write these questions on the board or on a handout.)

- What obstacles did the people in Lehi’s vision face?
- What do those obstacles represent?
- What form do those obstacles take today?
- What principles do you see in these verses?

Invite group 2 to look for answers to the following questions. (Before class, write these questions on the board or on a handout.)

- What helped the people reach the tree and partake of the fruit?
- In what ways is an iron rod like the word of God?
- How does the word of God help us overcome obstacles on the path to eternal life?
- What principles do you see in these verses?

Invite several students to take turns reading aloud from 1 Nephi 8:21–33. Then invite students in group 1 to share their answers to their assigned questions. Also ask them to share principles they see in these verses. Make sure students understand that **pride, worldliness, and submitting to temptations can keep us from receiving the blessings of the Atonement**. Invite students to ponder how these obstacles may be hindering their spiritual progress.

Have students in group 2 share their answers to the questions they were assigned. After discussing their insights, invite them to share principles they see in 1 Nephi 8:21–33. Principles they identify might include the following:

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.

- In 1 Nephi 8:24 and 30, what words describe people’s efforts to hold on to the iron rod and reach the tree?
- What do you think it means to “press forward”?
- What do you think it means to cling and continually hold fast to the word of God? (You may need to explain that in 1 Nephi 8:30, the word *fast* means firmly attached.)
- Why should we study the scriptures every day?

After discussing these questions, you may want to point out that in the vision, some people, such as Laman and Lemuel, would not partake of the fruit (see 1 Nephi 8:22–23, 35–38). This represented their refusal to repent and partake of the blessings of the Atonement of Jesus Christ. Some people fell away even after partaking of the fruit (see 1 Nephi 8:25, 28). This reminds us that after we have begun to receive the blessings of the Atonement, we need to be diligent and faithful, repenting of our sins and striving to keep our covenants. Encourage students to follow the example of the people who partook of the fruit and remained at the tree (see 1 Nephi 8:33).

To help students see how the principles in Lehi’s vision have blessed their lives, invite them to answer one of the following questions in their class notebooks or scripture study journals:

- When has the word of God guided you or helped you overcome temptation, pride, or worldliness?
- When have you felt God’s love for you as you have read or listened to His word?

Invite a few students to share their responses with the class.

Encourage students to act on what they have learned and felt while studying 1 Nephi 8 by setting a realistic goal to begin or continue developing a habit of daily personal scripture study. Share with students the blessings that have come into your life through regular scripture study.

Encourage daily scripture study

Few things have a more lasting influence for good than helping students develop a habit of daily personal scripture study. Encourage students to set aside time each day for studying the scriptures. Also provide students regular opportunities in class to share what they are learning and feeling during their personal scripture study.

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. As Nephi witnessed these things, he recognized the love God has for His children.

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.

Suggestions for Teaching

1 Nephi 10:1–16

Lehi prophesies of the Messiah

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 when Jesus Christ would come to earth (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).

Invite a student to read 1 Nephi 10:4–6 aloud. (You may want to explain that *Messiah* is "a form of an Aramaic and Hebrew word meaning 'the anointed.' In the New Testament Jesus is called the Christ, which is the Greek equivalent of *Messiah*. It means the anointed Prophet, Priest, King, and Deliverer whose coming the Jews were eagerly expecting" [Guide to the Scriptures, "Messiah," scriptures.lds.org; see also Bible Dictionary, "Messiah"].)

- According to Lehi's prophecy, when would the Savior come? (See 1 Nephi 10:4.)
- What would happen to mankind if they did not rely on the Savior? (See 1 Nephi 10:6.)

1 Nephi 10:17–22; 11:1–6

Nephi seeks to see, hear, and know the truths his father taught

Ask students to consider the following example: 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 example 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.

Tell students that as they study Nephi's experience, they will find principles that will help them seek and receive revelation for themselves. Encourage them to notice things Nephi did that allowed him to receive a revelation similar to the one Lehi received.

Divide the class into three groups. Assign each group one of the categories and sets of questions in the following chart. (You may want to display the chart on the board before class begins.) Invite students to read 1 Nephi 10:17 and 11:1–6 silently and prepare answers for their assigned questions.

Desire	What did Nephi desire to see, hear, and know? How do our desires affect our ability to receive revelation? What do I desire to know from the Lord?
Belief	What beliefs did Nephi express as he sought revelation? How might these beliefs influence our ability to receive revelation? How can I increase my testimony of and belief in Jesus Christ?
Pondering	What happened when Nephi sat pondering? Why can pondering lead to revelation? What can I do to more diligently ponder the words of the prophets?

Invite a few students from each group to share answers to their first two assigned questions. (You might also invite students to respond to the third question, but assure them that they do not need to share answers that are too personal or private.)

Invite a student to read 1 Nephi 10:19 aloud.

- Who can know the mysteries of God?
- By what power are the mysteries of God revealed?
- What must we do to receive revelation by the power of the Holy Ghost?
- What do you think it means to diligently seek?
- What did Nephi do that demonstrated he was diligently seeking to see, hear, and know the things his father had taught?

Write the following statement on the board:

God reveals truth to . . .

Ask students to summarize what they have learned from Nephi’s experience by completing the statement on the board. While students may choose different words, their answers should capture the truth that **God reveals truth to all those who diligently seek Him.** (You may want to write this principle on the board.)

Encourage students to think of a time when diligently seeking God has led them to feel His Spirit and receive revelation. (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 students to share their experiences with the rest of the class. You may also want to testify of what you have experienced through your efforts to diligently seek the Lord.

1 Nephi 11:7–36

Nephi witnesses the condescension of God

Explain to students that Nephi continued to ponder and seek divine guidance during his vision. When Nephi asked to learn the interpretation of the tree he and his father had seen, an angel appeared to help him. The angel asked, “Knowest thou the meaning of the tree which thy father saw?” (1 Nephi 11:21). Review the meaning of the tree by having a few students take turns reading aloud from 1 Nephi 11:18–23.

- What did Nephi say was the meaning of the tree? (After students respond, you may want to point out that Nephi saw Mary holding the infant Jesus, and the angel identified the baby as “the Son of the Eternal Father.” The angel then asked Nephi the meaning of the tree to help him see that it represented Jesus Christ. When Nephi answered that it represented “the love of God,” he was referring to the love of God as expressed through the gift of His Son. We experience the love of God by partaking of the blessings of the Atonement of Jesus Christ.)
- How did Nephi and the angel describe the love of God?

Ask a student to read 1 Nephi 11:16. (Explain that the word *condescension* means the voluntary descent from a position of rank or dignity. You may want to invite students to write this explanation in their scriptures next to 1 Nephi 11:16.)



Have students identify Nephi's answer to the angel's question by reading 1 Nephi 11:17 aloud.

- What did Nephi know?
- What didn't he know?

After Nephi responded, the angel showed him several examples of God's condescension to help deepen his understanding of the love of God. Explain to students that the "condescension of God" refers to both God the Father and Jesus Christ.

Share the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles, who explained the condescension of God, our Heavenly Father:

"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" (*The Mortal Messiah* [1979], 1:314).

To help students understand how "the condescension of God" also refers to Jesus Christ, show the picture *The Birth of Jesus* (62116; *Gospel Art Book* [2009], no. 30). Ask a student to read 1 Nephi 11:13–21 aloud. Invite another student to identify what these verses have to do with the picture. Have a student read the following statement by Elder Gerald N. Lund, formerly of the Seventy. Invite the class to listen for ways the Savior demonstrated His love for us.

"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!'" (*Jesus Christ, Key to the Plan of Salvation* [1991], 16).

- How does the Savior's birth show His love for us?

Make sure it is clear that the Savior's willingness to live a mortal life shows His love for us.

Show the pictures *Jesus Raising Jairus's Daughter* (62231; *Gospel Art Book*, no. 41) and *Christ Healing the Sick at Bethesda* (*Gospel Art Book*, no. 42). Invite a student to read 1 Nephi 11:28 and 31 aloud. Encourage the class to identify ways the pictures are similar to the verses.

- Whom did Nephi see the Savior ministering to and healing?
- How do the Savior's actions show His love?

Have a student read 1 Nephi 11:32–33 aloud. Invite the class to listen for the ultimate example of the Savior's love.

After students share what they have identified, show the picture *The Crucifixion* (62505; *Gospel Art Book*, no. 57).

Testify that **the condescension of Jesus Christ demonstrates God's love for us**. The Savior condescended to live a mortal life, minister to and heal the sick and afflicted, and die for all our sins that we might return home to the presence of Heavenly Father.

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

Conclude by inviting students to share how the love of God is "most desirable" and "most joyous" to them (see 1 Nephi 11:22–23). Testify that as we follow Nephi's example and diligently seek God, we will feel His love and experience the joy of partaking of the blessings made available through Christ's Atonement.

Invite students to follow Nephi's example in the efforts they are making to seek revelation. Remind them of their role as learners in seminary class and that the faith and effort they put into their daily personal scripture study and class participation affect their ability to learn by the Spirit.

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 become proud and that they would succumb to the temptations of the devil and 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. Despite these distressing scenes, Nephi’s vision also gave him reason for great hope. He 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.

Note: You may not have enough time to cover all of the material in this lesson. In your preparation, seek the guidance of the Holy Spirit to know which parts of the lesson are most important and most applicable to your students. You may need to summarize portions of the lesson to allow enough time to teach the most important doctrines and principles effectively.

Suggestions for Teaching

1 Nephi 12

Nephi sees the future of the Nephite and Lamanite nations

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. However, Nephi also saw that his descendants would eventually be destroyed by his brothers’ posterity (the Lamanites). Invite students to read 1 Nephi 12:16–19. Have them look for the reasons the Nephites would be destroyed (see 1 Nephi 12:19). Remind students that as they exercise faith in Jesus Christ, they can overcome pride and temptation.

1 Nephi 13:1–9

Nephi sees the great and abominable church

Ask students to raise their hands if they play a sport. Ask a few of them to share what sports they play. Explain that in sports, teams often prepare for games by studying opponents’ past games and strategies.

- Why would it be helpful for a team to study an opponent’s strategies before they compete?

Explain that Nephi saw in vision the desires and strategies of those who would oppose the Church of Jesus Christ in the latter days. Encourage students to look for those strategies as they study this chapter, so they can be prepared to recognize them and not be deceived by them.

Invite a few students to take turns reading 1 Nephi 13:1–4, 6 aloud. Ask a student to identify the group that Nephi saw forming among the latter-day Gentiles.

To help students understand the content of these verses, share the following commentary by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles. Ask students to listen carefully and identify 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” (*Mormon Doctrine*, 2nd ed. [1966], 137–38).

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.

Be clear that the phrase “great and abominable church” does not refer to a particular denomination or church. It refers to any and all organizations that are designed to lead people away from God and His laws.

You may want to encourage students to write 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.

- Why do you think it is important to know that Satan organizes his forces to lead us away from God and His laws?

Explain that Nephi described the great and abominable church. Invite a student to read 1 Nephi 13:5–9 aloud.

- What things do those in the great and abominable church desire? (See 1 Nephi 13:7–8.)
- According to 1 Nephi 13:5, 9, what do those of the great and abominable church seek to accomplish? Why? (You may want to write the following truth on the board: **Satan and his followers want to destroy the Saints of God and bring them into captivity.**)
- How can knowing the desires and intentions of Satan and his followers help us combat them?

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

Testify that the Lord has ensured that His work will go forward in spite of efforts by the great and abominable church to cause people to stumble spiritually. He did so by preparing the way for the Restoration of His gospel.

The statements listed below summarize significant events that Nephi saw in his vision. Have students read 1 Nephi 13:10–19 and match each scripture reference listed below to the event it describes. (You may want to display these scripture references and statements on the board before class begins. Or you could create a handout that contains the scripture references and statements. Below, the scripture references are correctly matched to the statements. For this activity to be successful, you will need to change the order of the statements as you display them on the board or add them to the handout.)

1 Nephi 13:12 *Columbus sails to the Americas*

1 Nephi 13:13 *Pilgrims sail to the Americas, seeking religious freedom*

1 Nephi 13:14 *Native Americans are driven from their lands*

1 Nephi 13:15 *Gentiles prosper in the Americas*

1 Nephi 13:16–19 *Although outnumbered, American revolutionary armies are victorious*

As students share their answers, you may want to encourage them to write a key word or phrase in their scriptures next to each passage. For example, they could write *Columbus* beside 1 Nephi 13:12.

- According to 1 Nephi 13:12, why did Columbus sail to the Americas?
- According to 1 Nephi 13:13, why did the Pilgrims migrate to America?
- According to 1 Nephi 13:15–19, why did the Gentiles prosper and win independence from “all other nations”?

Invite a student to read aloud the following statement by President Joseph F. Smith:

“This great American nation the Almighty raised up by the power of his omnipotent hand, that it might be possible in the latter days for the kingdom of God to be established in the earth. If the Lord had not prepared the way by laying the foundations of this glorious nation, it would have been impossible (under the stringent laws and bigotry of the monarchical governments of the world) to have laid the foundations for the coming of his great kingdom. The Lord has done this” (*Gospel Doctrine*, 5th ed. [1939], 409).

Testify that **the Lord prepared the way for the Restoration** by establishing a country with freedom of religion where He could restore His Church. Testify that the Lord has prepared, and will continue to prepare, a way for His restored gospel to enter every nation.

If you are teaching this lesson in a country outside the United States of America, ask:

- How did the Lord prepare the way for the preaching of the restored gospel in our country?

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 13:20–24. Ask him or her to identify the object that Nephi saw early American colonists “carr[ying] forth among them.” Hold up a copy of the Bible, and explain that it is the book in Nephi’s vision. You may want to invite students to write *the Bible* in the margin next to 1 Nephi 13:20.

Explain that the angel taught Nephi that the Bible is a record “of great worth” (1 Nephi 13:23). When the revelations in the Bible were originally recorded, they “contained the fulness of the gospel of the Lord” (1 Nephi 13:24). Have a student read 1 Nephi 13:26–27 aloud.

- What did the great and abominable church remove from the Bible? Why were these things removed?

Have another student read 1 Nephi 13:29 aloud.

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

Have four students take turns reading aloud from 1 Nephi 13:34–36, 39. Ask the class to 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 suggest that students write next to 1 Nephi 13:35 that “these things” refers to the Book of Mormon.)
- 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. Have them look for a description of what the scriptures of the Restoration will make known unto all people. After students share what they have found, hold up a copy of the Bible and share your testimony of its truthfulness. Hold up a copy of the Book of Mormon and place it with the Bible. Testify that **the Book of Mormon and latter-day scriptures restore plain and precious truths that help us know that Jesus Christ is the Son of God and help us know how to come unto Him.**

Ask students to find a phrase at the end of 1 Nephi 13:41 that describes what the Lord will do with the record of the Jews (the Bible) and the records of Nephi’s descendants (the Book of Mormon). Testify that these records are “established in one” (1 Nephi 13:41) and have “grow[n] together” (2 Nephi 3:12) to help us know clearly how to come unto the Savior.

To help students appreciate how the restoration of plain and precious truths has influenced their lives, invite them to ponder the following question:

- How has the Book of Mormon influenced your testimony of Jesus Christ and helped you come closer to Him?

After allowing time for students to ponder, invite a few of them to share their answers. You may also want to share your own testimony of the Book of Mormon and how it has strengthened your testimony of Jesus Christ and helped you know how to come unto Him. As you end class, urge students to study the Book of Mormon carefully throughout the year, looking for teachings and accounts that strengthen their testimonies of Jesus Christ and teach them how to come unto Him.

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 cursings 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

Invite students to open their scriptures to 1 Nephi 14. Explain that today they will continue studying Nephi’s vision. Ask students to ponder how they would complete the following sentences:

If I follow the Lord, then . . .

If I refuse to follow the Lord, then . . .

Once students have shared their answers, point out that the word *if* suggests choice. Depending on what we choose, we experience different outcomes. Explain that Nephi saw future generations and noted that if they would be righteous, they would be blessed; or if they would choose wickedness, they would be cursed. Invite the class to consider throughout the lesson how choosing to be obedient to the Lord has brought them blessings.

Draw the following diagram on the board:

If → then →

Have a student read 1 Nephi 14:1–2 aloud. Ask the class to identify (1) the choice Nephi indicated the Gentiles could make, and (2) the blessings Nephi saw would come to the Gentiles if they made that choice. As students share what they find, fill in the blanks on the board so it looks something like the following:

<p>If → they hearken unto the Lamb of God and do not harden their hearts,</p>	<p>then → they shall . . . Be numbered among the house of Israel Be a blessed people forever Not be brought down into captivity</p>
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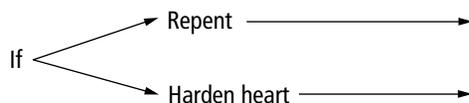
You may need to explain that in the scriptures, the phrase “stumbling blocks” (1 Nephi 14:1) often refers to obstacles that keep people from following the Lord. To be “numbered among the house of Israel” (1 Nephi 14:2) means to be counted among the Lord’s covenant people.

- Why is it important to be among the Lord’s covenant people? (To receive the blessings of the Abrahamic covenant [see D&C 132:30–31].)
- What does it mean to “hearken unto the Lamb of God”?
- Of the rewards for obedience listed on the board, which are most meaningful to you? Why?
- When have you hearkened unto the Lord and seen His blessings in your life? (Remind students that they do not need to share experiences that are too personal or private.)

Visual aids

Most 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.

On another part of the board draw the following diagram:



Have a student read 1 Nephi 14:5–7 aloud. Ask the class to look for (1) blessings that come to those who repent and (2) negative consequences that come to those who harden their hearts. Complete the diagram, as you did in the previous exercise. (If people repent, “it shall be well with them” [1 Nephi 14:5] and they shall receive “peace and life eternal” [1 Nephi 14:7]. If people harden their hearts, they will “perish” [1 Nephi 14:5] and be “brought down into captivity” and “destruction” [1 Nephi 14:7].)

As students respond, you may need to explain that the “great and marvelous work” mentioned in 1 Nephi 14:7 refers to the restoration of the priesthood, the gospel, and the Lord’s Church in the latter days.

- How is The Church of Jesus Christ of Latter-day Saints “great and marvelous” to you? How does it bring you peace? How does it bring you hope for eternal life?

Consider giving students time to silently ponder which path illustrated on the board they are currently pursuing. Testify that **obeying the Lord and repenting of our sins leads to great blessings**. You might also testify that hardening our hearts against the Lord and His Church leads to spiritual captivity and destruction.

1 Nephi 14:8–17

Nephi sees the battle between the Church of the Lamb of God and the great and abominable church

Invite students to imagine they have just been enlisted to fight in a war.

- What would you do to prepare for battle?

Explain that the angel taught Nephi about a great battle that would take place in the latter days.

Invite three students to take turns reading aloud from 1 Nephi 14:9–11. Ask the rest of the class to identify the two groups in conflict. (You may want to remind students that the great and abominable church signifies any individual or group that leads people away from God and His laws.)

- What words and phrases are used to describe the “great and abominable church”?
- According to Nephi’s vision, where will the “great and abominable church” be found in the last days?

Ask three more students to take turns reading aloud from 1 Nephi 14:12–14. Invite the class to look for reasons why we can have hope about the future.

- According to 1 Nephi 14:12, which church will have more people?
- Why will the Church of the Lamb have fewer people than the great and abominable church?
- According to 1 Nephi 14:13, for what purpose will the great and abominable church gather together multitudes?

Testify that we are engaged in the war Nephi describes—a latter-day spiritual battle against evil. As members of the Church of the Lamb, we are outnumbered, and we need help if we are to be victorious against the forces of the devil.

- What do you read in 1 Nephi 14:14 that gives you hope?

Emphasize that the promises given in these scriptures specifically apply to those who make and keep covenants with the Lord. Remind students that they have entered into a baptismal covenant with the Lord. Draw students’ attention to the phrase “armed with righteousness and with the power of God” in 1 Nephi 14:14.

- What does the phrase “armed with righteousness and with the power of God” mean to you?

- In what ways can being “armed with righteousness and with the power of God” be like having armor and weapons in our battle against evil?
- When have you felt that you were “armed with righteousness and with the power of God”? How did you feel?

Ask students how they would summarize the message in 1 Nephi 14:1–14. Ensure they understand that **if we live righteously and keep our covenants, the power of God will help us triumph over evil.**

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.

Invite a student to read 1 Nephi 14:3–4 aloud. Ask another student to read 1 Nephi 14:15–17 aloud.

- What will happen to the great and abominable Church?
- What will be the final outcome of the battle between the Church of the Lamb (the kingdom of God) and the forces of the devil?
- How can knowing the result of this struggle help you?

Read to the class the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:

“We [members of the Church] are a tiny fraction when compared to the billions of people on earth. But we are who we are, and we know what we know, and we are to go forth and preach the gospel.



“The Book of Mormon makes it clear that we never will dominate by numbers. But we have the power of the priesthood [see 1 Nephi 14:14]. . . .

“We can and in due time certainly will influence all of humanity. It will be known who we are and why we are. It might seem hopeless; it is monumentally difficult; but it is not only possible but certain that we will win the battle against Satan” (“The Power of the Priesthood,” *Ensign* or *Liahona*, May 2010, 7).

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 14:18–27

Nephi sees John the Revelator

Write the following questions on the board:

Which of the Savior’s Twelve Apostles did Nephi see in vision?

What would this Apostle write about?

Why was Nephi commanded not to write the rest of his vision?

Invite students to read 1 Nephi 14:18–27 silently. Then briefly discuss answers to the questions on the board.

Explain that these verses refer at least in part to John’s writings in the book of Revelation. A major theme of that book is that God will triumph over the forces of the devil. Like John, Nephi also saw a vision of the end of the world, but he was commanded not to record it because John had been given the responsibility to do so. Time permitting, you might conclude the lesson with a brief discussion about how the Bible and the Book of Mormon work together to “establish the truth” of each other and be “one” (1 Nephi 13:40–41).

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 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 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 unto 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 sacred 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 scripture 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.

Ask students: Why are families important to God's plan for our salvation?

Invite students to review and summarize 1 Nephi 7:1–5. 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. As a student reads 1 Nephi 8:10–13 aloud, have another student 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* (62620; *Gospel Art Book* [2009], no. 69) and have students identify the various images described in the verses.

Ask students: What about Lehi's description makes the fruit of the tree enticing to you?

Remind them 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.

Ask students: 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 scripture 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 brought happiness and joy into your life.

Explain that Lehi’s vision not only teaches that the Atonement brings great joy; it also shows what we need to do to receive the blessings of the Atonement. 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.)

Have a student read 1 Nephi 8:30 aloud. Then ask the following questions:

- 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?
- 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 the Lord and receive the blessings of the 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. Have them 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

Ask a student to read 1 Nephi 10:17, 19 aloud. Have the class identify blessings that come when we diligently seek the Lord’s guidance. Have one or two students 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 stating 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. (You may want to have them do this on the board or a piece of paper.)

- Write a summary of the chapter selected.
- 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.)
- 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 scripture study journals and to follow up on any assignments.

Next Unit (1 Nephi 15–19)

In the next unit, the students 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. Imagine their surprise when they awoke one morning and discovered a “ball of curious workmanship”—the Liahona. How did the Liahona work, and how did it guide them? Why did Nephi rebuke his brothers 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 brothers disputing over Lehi's teachings. Nephi chastised his brothers 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. 1 Nephi 15 contrasts Nephi's diligent efforts to seek the truth with the casual efforts of his brothers (see 1 Nephi 15:9–11).

Suggestions for Teaching

1 Nephi 15:1–11

Nephi's brothers complain that they cannot understand Lehi's vision

Ask students to list several activities that require effort on our part before we can enjoy the results. You may want to list their responses on the board. (Answers might include schoolwork, gardening, playing a musical instrument, playing a sport, and physical exercise. Invite students to think of examples they have experienced.)

- For the activities you are thinking of, what relationship have you seen between the effort you make and the results that follow?

After students respond to this question, encourage them to look for a similar pattern in this lesson as they study 1 Nephi 15.

Tell students 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, 7 aloud. Ask the class to look 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 brothers disputing about? Why?

Invite a student to read 1 Nephi 15:3 aloud. Ask the class to identify the reason why Nephi's brothers were struggling to understand the things Lehi had taught them.

- According to 1 Nephi 15:3, why were Nephi's brothers having difficulty understanding the things Lehi taught them?
- What did Nephi do to learn spiritual truths? (To help students answer this question, you may want to have them read 1 Nephi 10:17.)

Invite a student to read 1 Nephi 15:8 aloud.

- Considering that Nephi had just received heavenly visions in response to his questions (see 1 Nephi 11–14), why was it natural for him to ask his brothers if they had inquired of the Lord?

Ask a student to read 1 Nephi 15:9 aloud. Then ask another student to write the response of Nephi's brothers on the board:

We have not; for the Lord maketh no such thing known unto us.

On the board, underline the phrase "we have not."

- What had Nephi's brothers not done?

Insert the answer (*inquired of the Lord, prayed, or asked the Lord*) into the sentence on the board so it now reads:

We have not inquired of the Lord; for the Lord maketh no such thing known unto us.

(In other words, "We haven't asked, because the Lord doesn't speak to us.")

- What was the problem with Laman and Lemuel's thinking?

Be sure students recognize the flaw in Nephi's brothers' thinking. Invite them to rearrange or rephrase the sentence on the board so it clearly describes why Nephi's brothers had not

Search questions

Effective search questions invite students to search the scriptures for details about the story line and build their basic understanding of the scripture block. These questions often include words such as *who, what, when, how, where, and why*. Because search questions require students to look for information in the scriptures, it is helpful to ask such questions before having students read the verses in which the answers are found. This focuses students' attention on discovering answers in the passage of scripture as it is read.

received the Lord's help in understanding Lehi's teachings. Possible answers may include "The Lord maketh no such thing known unto us because we have not inquired of Him" and "Because we haven't asked the Lord, He has not made these things known unto us."

Ask a student to read 1 Nephi 15:10–11 aloud. Have the class look for truths Nephi taught his brothers to help them learn how to obtain answers from God.

- What counsel did Nephi give his brothers to help them understand their father's words and receive answers from God? (Nephi counseled his brothers to not harden their hearts, to ask in faith, to believe that they would receive an answer, and to be diligent in keeping the commandments. Help students see that Nephi knew the value of these principles because he had followed them himself and had received revelation as a result.)

To help students identify principles from these verses, write the following on the board:

If . . . , then . . .

- Based on what we read in 1 Nephi 15:10–11, how might we complete this statement?

Students may use different words, but they should demonstrate understanding 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.** (You may want to write this principle on the board.)

Prepare the following questions before class, either on the board or as a handout:

1. How might you explain this principle to help someone understand how to be taught by the Lord and understand spiritual truths?
2. How have your personal efforts affected your ability to receive the Lord's guidance and understand the gospel?

Arrange students in pairs. In each pair, have one partner ponder the first question and the other partner ponder the second question. Have them share their answers with each other. After students have had sufficient time to discuss their answers, invite a few to share their thoughts with the class. Emphasize that our effort and desire to seek the Spirit's direction can have a significant impact on our testimonies and our closeness to the Lord.

1 Nephi 15:12–20

Nephi explains the scattering and gathering of Israel

Briefly summarize 1 Nephi 15:12–20. Explain that to help resolve his brothers' disputations, 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; see also 1 Nephi 10:12–14).

Testify that the Lord keeps His promises and remembers His covenants with His children. He desires all to receive the blessings of the gospel.

1 Nephi 15:21–36

Nephi answers his brothers' questions about Lehi's vision

Explain that in the remainder of 1 Nephi 15, we read Nephi's answers to his brothers' questions about Lehi's vision. Nephi used what he learned in his own vision to teach them.

Display the following statements by President Ezra Taft Benson on the board or in a handout. Invite students to guess the word or phrase that should be inserted into each sentence.

1. "In the _____ . . . we can find the power to resist temptation."
2. "The _____ . . . has the power to fortify the Saints and arm them with the Spirit."

3. “His _____ is one of the most valuable gifts He has given us.”

Once a few students have shared their guesses, ask a student to read 1 Nephi 15:23–24 aloud. Invite students to look for a phrase in this passage that will help them accurately complete the statements by President Benson. After the verses have been read, ask students to again guess the word or phrase that completes each of the statements. Review the correct answers with the class. (Answers: 1—word of God; 2—word of God; 3—word. [See “The Power of the Word,” *Ensign*, May 1986, 80, 82.])

Have students search 1 Nephi 15:24–25 silently. Invite half of the students to identify in these verses some blessings of following the word of God. Ask the other half of the class to identify words or phrases that suggest how we should follow the word of God in order to receive those blessings. Have each group share what they find.

- What do we need to do to “hearken,” “hold fast,” and “give heed” to the word of God? (Answers might include daily scripture study, listening to and heeding the counsel of inspired Church leaders, and seeking and following personal revelation through prayer.)

Invite students to state in their own words a principle that summarizes what these verses teach about scripture study and the blessings it brings into our lives. One possible answer is that **studying and following the word of God daily strengthens us against Satan’s temptations**. To give students an opportunity to testify of this principle, ask:

- When has daily personal scripture study strengthened you against temptation? (Remind students that they do not need to share experiences that are too personal or private.)

Read the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles:

“So essential are these truths that Heavenly Father gave both Lehi and Nephi visions vividly representing the word of God as a rod of iron. Both father and son learned that holding to this strong, unbending, utterly reliable guide is the *only* way to stay on that strait and narrow path that leads to our Savior” (“Holy Scriptures: The Power of God unto Our Salvation,” *Ensign* or *Liahona*, Nov. 2006, 25).

Remind students that in Lehi’s vision, those who held fast to the iron rod were led safely through the mists of darkness, which represented the temptations of the devil (see 1 Nephi 12:17).

Briefly summarize 1 Nephi 15:26–29. Tell students that Nephi’s brothers asked him to explain the meaning of the river their father saw in his vision. He explained that it represented an awful hell prepared for the wicked, separating them from God and His people.

- What did Nephi notice about the river of water that his father had not noticed? (That the water was filthy.)

Explain that in 1 Nephi 15:33–36, Nephi teaches about the justice of God and why the wicked will be separated from the righteous. Invite several students to take turns reading aloud from 1 Nephi 15:33–36.

- Why will the wicked be separated from the righteous?
- How might knowing that no unclean person can enter the kingdom of God have helped Laman and Lemuel?

Encourage students to consider the principles they learned in 1 Nephi 15 by pondering the following questions silently:

- In what ways do Lehi and Nephi’s visions show God’s interest in Laman and Lemuel? In what ways do they show God’s interest in you?
- What can you do to apply the principles you have learned as you have studied this chapter? (You may want to invite students to write responses to this question in their scripture study journals or class notebooks.)

Consider concluding the lesson by rereading 1 Nephi 15:25 to the class. Share your testimony of the blessings that come when we heed the word of God and keep His commandments. Assure them of the great love God has for them and that He will bless them in their righteous efforts.

1 Nephi 16

Introduction

After being pricked in their hearts by Nephi’s words, Laman and Lemuel humbled themselves before the Lord. The family continued their journey into the wilderness, and 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, which was their best means of obtaining food. Most of the family—even Lehi—began to murmur against the Lord. 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 16:1–6

Nephi responds to the murmuring of his brothers

Ask students to think about a time when they were reprimanded for doing something wrong and about how they responded. Then ask a student to read 1 Nephi 16:1 aloud. Before he or she reads, invite the class to listen for Laman and Lemuel’s response to Nephi’s teachings. Remind students that Nephi taught that the wicked would be separated from the righteous and cast out of God’s presence (see 1 Nephi 15:33–36).

Invite students to read 1 Nephi 16:2 silently. You may want to suggest that they mark the phrase Nephi used to describe how some people react to hearing truth when they are not living it.

- What do you think it means that “the guilty taketh the truth to be hard”? What do you think is the meaning of the phrase “it cutteth them to the very center”?
- What are some ways we might respond if a truth is hard to bear?

Invite students to read 1 Nephi 16:3–4 silently. You may want to suggest that they mark the words *if* and *then* in verse 3. Encourage them to look for the counsel Nephi gave his brothers regarding how they should respond to the “hard things” he had said. Invite a student to explain in his or her own words what Nephi taught his brothers.

- According to 1 Nephi 16:5, how did Nephi’s brothers respond to his instruction?
- What does 1 Nephi 16:5 suggest about how we should respond when the truth “cut[s us] to the very center”?

1 Nephi 16:7–33

The Lord guides Lehi’s family through the Liahona

Invite a student to read 1 Nephi 16:9–10 aloud. Display the picture *The Liahona* (62041; *Gospel Art Book* [2009], no. 68). Point out the artist’s representation of the Liahona.

- In what ways do you think such a gift would have been helpful to Lehi and his family in their circumstances?

Invite a few students to take turns reading aloud from 1 Nephi 16:16–19.

- How did the Liahona benefit Lehi’s family?
- After Lehi’s family received the Liahona, was their journey easy or difficult? What does Nephi relate in 1 Nephi 16:17–19 to support your answer?
- Why do you think righteous people, such as Lehi and Nephi, sometimes have to face trials? (You may want to explain that many trials we face are not necessarily consequences for wrong choices. Rather, they are 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, 30–32, looking for Nephi’s response to this trial and how his response affected his family. After each group reports what they have discovered, ask:

- 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? What principles can we learn from this to apply in our lives? (You may want to explain that by going to Lehi for direction, Nephi showed respect for him 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.)
- What additional principles can we learn from Nephi’s response to his family’s adversity? (As students share their ideas, be sure to emphasize that **if we do all we can and also seek the Lord’s direction, then He will help us through our difficulties.**)

Ask a student to read 1 Nephi 16:26–29 aloud. Invite the class to look for details about how the Lord used the Liahona to guide Lehi’s family. To help students understand and apply what these verses teach about receiving the Lord’s guidance, ask the following questions:

- What is the difference between casually following the direction of the Lord and following the Lord’s direction with faith and diligence?

Invite students to read 1 Nephi 16:29, Alma 37:6–7, and Alma 37:38–41 silently, looking for a principle that is taught in all three passages.

- What principle is taught in these three passages? (Ensure that students understand that **by small means, the Lord can bring about great things.** You may want to write this principle on the board.)
- According to these verses, what “small means” has the Lord provided to give us guidance?

Write the following questions on the board, making it clear that each question is missing a word or phrase. (You may want to do this before class.)

1. *What are two or three ways that . . . is like the Liahona?*
2. *What are some things that might cause us to miss important messages from . . . ?*
3. *When have you been blessed by following the guidance of . . . ?*

Divide the class into three groups, with a leader in each group. Give each leader a copy of one of the following assignments, in which their group will study a “small means” that the Lord uses to guide 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.)

Group 1: A Patriarchal Blessing

Read to the group 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” (“Your Patriarchal Blessing: A Liahona of Light,” *Ensign*, Nov. 1986, 65–66).

Adapt the questions on the board so they will be about patriarchal blessings. As a group, discuss those questions. Assign one person in your group to share with the rest of the class what your group has learned. Also invite someone from your group to share his or her experience from question 3.

Group 2: The Scriptures and the Words of Latter-Day Prophets

Read to the group the following statement by Elder W. Rolfe Kerr 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” (“The Words of Christ—Our Spiritual Liahona,” *Ensign or Liahona*, May 2004, 37).

Adapt the questions on the board so they will be about the scriptures and the words of latter-day prophets. As a group, discuss those questions. Assign one person in your group to share with the rest of the class what your group has learned. Also invite someone from your group to share his or her experience from question 3.

Group 3: The Holy Ghost

Read to the group 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” (“That We May Always Have His Spirit to Be with Us,” *Ensign or Liahona*, May 2006, 30).

Adapt the questions on the board so they will be about the Holy Ghost. As a group, discuss those questions. Assign one person in your group to share with the rest of the class what your group has learned. Also invite someone from your group to share his or her experience from question 3.

Note to the teacher: After about six to eight minutes, ask each group to teach the class what they have learned from their discussion. You may also want to invite students to write in their scripture study journals or class notebooks about a time when the Lord has guided them through small means. Consider telling about a time when you received guidance from the Lord through small means.

Commentary and Background Information

1 Nephi 16:10. A personal Liahona

President Spencer W. Kimball likened our consciences to the Liahona:

“You must realize that you have something like the compass, like the Liahona, in your own system. Every child is given it. When he is eight years of age, he knows good from evil, if his parents have been

teaching him well. If he ignores the Liahona that he has in his own makeup, he eventually may not have it whispering to him. But if we will remember that everyone of us has the thing that will direct him aright, our ship will not get on the wrong course and suffering will not happen and bows will not break and families will not cry for food—if we listen to the dictates of our own Liahona, which we call the conscience” (“Our Own Liahona,” *Ensign*, Nov. 1976, 79).

LESSON 18

1 Nephi 17

Introduction

After traveling in the wilderness for eight years, Lehi's family arrived at a coastal area that they called Bountiful. After they established themselves in Bountiful, the Lord commanded Nephi to build a ship. When his brothers learned what he was attempting to do, they mocked him and then complained and refused to help. Nephi taught

his brothers that although the Lord had sought to speak to them through the still, small voice of the Spirit, their iniquity had prevented them from feeling His words. He rebuked them for their wickedness and exhorted them to repent.

Suggestions for Teaching

1 Nephi 17:1–51

Lehi's family journeys to Bountiful, where Nephi is commanded to build a ship

Draw the following diagram on the board.

Easy ←————→ Difficult

Ask students to consider whether they would currently describe their lives as easy or difficult, and why. (You might want to encourage students to discuss their responses with a partner. Or invite several students to share their thoughts with the entire class. Remind them that they do not need to share anything that is too personal or private.)

Invite a student to read 1 Nephi 17:1, 4, 6 aloud. As he or she reads, have the class look for words and phrases that indicate whether the time Nephi and his family spent in the wilderness was easy or difficult.

- Did Nephi characterize their time in the wilderness as easy or difficult? Which words indicate it was difficult?

Explain that Nephi and his family were also richly blessed during this time. Invite students to scan 1 Nephi 17:2, 5, 12–13 to identify some of the ways Nephi and his family were blessed during their journey. Ask a few students to explain what they have found.

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*. Briefly explain that in the scriptures, principles are sometimes stated in an “if-then” format. The word *if* introduces an action, and the word *then* introduces the consequence (positive or negative) we will experience as a result of that action.

Although 1 Nephi 17:3 does not contain the word *then*, it does describe an action, along with a few blessings that will result. Ask students to state the “if-then” components of the principle they identified. They 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.** (You may want to write this principle on the board.) Invite students to look for evidence of this principle as they study Nephi's experience and as they reflect on their own lives.

Distribute a handout containing the following questions (or write the questions on the board before class):

1. What did the Lord command Nephi to do? (1 Nephi 17:7–8) How did Nephi respond? (1 Nephi 17:9–11, 15–16) How did his brothers respond? (1 Nephi 17:17–21)
2. How did the Lord help Moses accomplish the task he was commanded to do? (1 Nephi 17:23–29)
3. How were Nephi's brothers like the children of Israel? (1 Nephi 17:30, 42)

Help students learn how to identify doctrines and principles

As you help students learn how to identify doctrines and principles in the scriptures, they will be able to study the scriptures more effectively on their own. Teach students to look for phrases such as “*thus we see*,” “*therefore*,” “*wherefore*,” “*behold*,” or “*if . . . , then . . .*,” which often introduce principles or statements of doctrine.

4. What has the Lord commanded that may be difficult for me?
5. How can I respond like Nephi and Moses? How can I avoid the mistakes of Nephi's brothers and the children of Israel?

Introduce the questions above by explaining that they will help students see how Nephi continued to live the principle in 1 Nephi 17:3 after he arrived in Bountiful. The questions will also help students apply the principle to themselves. Invite a student to read 1 Nephi 17:7–8 aloud. Ask the rest of the class to identify what Nephi was commanded to do. Have students record the answer under question 1 on the handout or in their scripture study journals.

- In what ways might this commandment have been difficult for Nephi?

Invite one student to read 1 Nephi 17:9–11 and another student to read 1 Nephi 17:15–16 aloud. Before they read, ask the class to listen for Nephi's response to the commandment to build a ship.

- What impresses you about Nephi's response?

Have students write a summary of Nephi's response under question 1 on the handout or in their scripture study journals.

Ask several students to take turns reading aloud from 1 Nephi 17:17–21. Have the class look for words and phrases that reveal Laman and Lemuel's attitudes. Have students write a summary of Laman and Lemuel's response to the commandment to build a ship. Invite one or two students to share their summaries with the class.

Explain that Nephi responded to his brothers' complaints by reminding them that the Lord had helped Moses accomplish the difficult task of freeing the children of Israel from bondage. Nephi also compared his brothers' hard-heartedness to that of the children of Israel. Invite students to study the scripture passages and record their answers to questions 2 and 3. Depending on the needs of your students, you might have them do this individually or with partners.

After students have completed questions 2 and 3, ask:

- How did the Lord help Moses accomplish the task he was commanded to do?
- How do you think Moses's example may have helped Nephi?
- In what ways were Nephi's brothers like the children of Israel?

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. Explain that although God has not asked us to accomplish tasks like building a ship or parting the Red Sea, He has given commandments and asked us to accomplish things that some people find difficult. For example, he has commanded us to maintain virtuous thoughts and keep the Sabbath day holy. He expects us to fulfill Church callings (such as quorum or class president) and serve others. He also expects us to keep our covenants and stay active in the Church, even in the face of challenges. Give students time to record answers to questions 4 and 5. Encourage them to respond to question 4 by writing about anything the Lord has commanded that may be difficult for them.

After students have had sufficient time to write, read Nephi's expression of faith in 1 Nephi 17:50 aloud. Then ask students to read 1 Nephi 17:51 silently and consider how it applies in their lives. Encourage them to add their names after the word *me* and replace the phrase *build a ship* with a task or commandment they find difficult. Consider inviting students who feel comfortable doing so to read 1 Nephi 17:51 aloud with the substitutions they have made. Refer again to the principle written on the board.

- What experience had Nephi already had with this principle that gave him confidence that the Lord would help him fulfill any commandment?
- What have you experienced that gives you confidence that God will help you accomplish whatever He asks of you?

Share your testimony that as we keep the commandments, the Lord strengthens us and provides ways for us to accomplish the things He commands.

Consider the needs of your students as you teach

It is wise to adjust teaching methods to help students successfully fulfill their role as learners. For example, if students appear tired, consider having them work with partners to help keep them engaged in learning. If students are energetic, you might ask them to study individually to help them stay on task.

1 Nephi 17:45–55

Nephi rebukes Laman and Lemuel for their wickedness

Display the picture *Nephi Subdues His Rebellious Brothers* (62044; *Gospel Art Book* [2009], no. 70). 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 brothers? (You may want to call students’ attention to footnote 53*a* to help them understand that the word *shock* in this context means “to cause to shake or tremble.”)

Explain that the shock the Lord gave Laman and Lemuel was just one of many ways the Lord had communicated with them. Invite students to read 1 Nephi 17:45 and identify a few ways the Lord had communicated with Laman and Lemuel in the past.

- What are some ways the Lord had communicated with Laman and Lemuel? Which of these seems to be the way the Lord most commonly seeks to communicate with us?

You may want to suggest that students mark the following statement in 1 Nephi 17:45: “He hath spoken unto you in a still small voice.” Ask a student to read the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:

“The Holy Ghost speaks with a voice that you *feel* more than you *hear*. It is described as a ‘still small voice’ [D&C 85:6]. And while we speak of ‘listening’ to the whisperings of the Spirit, most often one describes a spiritual prompting by saying, ‘I had a *feeling* . . .’” (“Personal Revelation: The Gift, the Test, and the Promise,” *Ensign*, Nov. 1994, 60).

You may want to invite students to write the following truth in their scriptures next to 1 Nephi 17:45: **The Holy Ghost speaks with a still, small voice that we feel more than we hear.** (To emphasize this principle, you may want to have students read Doctrine and Covenants 8:2–3.)

- When have you felt the still, small voice of the Holy Ghost speak to you?
- What do you do that helps you to feel and recognize the still, small voice of the Holy Ghost?

After students have responded, you may want to encourage them to mark the following phrase in 1 Nephi 17:45: “But ye were past feeling, that ye could not feel his words.” Have students read the first sentence of 1 Nephi 17:45 and identify why Laman and Lemuel had become “past feeling.” Invite them to report what they find.

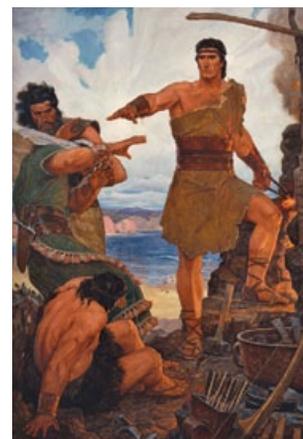
- Why would being “swift to do iniquity” cause Laman and Lemuel to become “past feeling”?
- How might our sins affect our ability to feel the influence of the Holy Ghost?

After students have responded, read the following statement by President James E. Faust, who served as a member of the First Presidency:

“Cellular phones are used for much of the communication in our time. Occasionally, however, 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” (“Did You Get the Right Message?” *Ensign* or *Liahona*, May 2004, 67).

To conclude, invite students to consider the messages the Lord has sought to communicate to them recently. Encourage them to ponder whether there are any “spiritual dead spots” that may be preventing them from receiving such communication. (You may want to have students write about this in their scripture study journals.) Testify that the Holy Ghost speaks with a still, small voice that we feel more than we hear. Also testify that we can experience this communication as we seek to be worthy of these gentle promptings.



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. As a consequence,

the Liahona ceased to work and they were unable to determine which way to steer the ship. 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

1 Nephi 18:1–8

Lehi's family prepares to sail to the promised land

Write *the Lord's power* and *my effort* on the board. Ask students to think of a problem they are experiencing. Invite them to choose which (*the Lord's power* or *my effort*) may be more effective for solving the problem, and ask them to explain why. After a brief discussion, invite students to look for ways Nephi's example in 1 Nephi 18 can help them meet the challenges they face.

Display the picture *Lehi and His People Arrive in the Promised Land* (62045; *Gospel Art Book* [2009], no. 71).

Invite students to read 1 Nephi 18:1–8 silently. Ask them to look for (1) what Nephi and his family did to prepare for their journey to the promised land and (2) what the Lord did to assist them.

- Why do you think it is significant that Nephi received revelation "from time to time"?
- In 1 Nephi 18:2–3, what relationship do you see between Nephi's actions and the help he received from the Lord?
- How were the Lord's guidance and Nephi's own efforts both essential in completing the ship and making the journey to the promised land?

Ask students to summarize a few principles we can learn from Nephi's example. Once students have had a chance to identify truths they have learned, write the following principle on the board: **In order to accomplish what the Lord commands, we need to seek His help and put forth our own effort.**

- When have you received guidance or direction from the Lord and also needed to put forth your own effort in order to keep one of His commandments?

Invite students to record each other's responses to the question above in their scripture study journals or class notebooks.

Point out that we all need God's help to obey His commandments and to follow the gospel standards outlined in *For the Strength of Youth*. (You may want to obtain and review a copy of the *For the Strength of Youth* booklet before class.) Encourage students to identify a commandment or gospel standard they particularly need God's help to obey. Give them time to write in their scripture study journals about (1) what they can do to seek the Lord's help to obey it and (2) what personal efforts they need to make to obey it.

1 Nephi 18:9–25

Laman and Lemuel lead a rebellion that hinders the voyage to the promised land

Ask the following question:

- What do you think are some reasons we experience hardships?

After some discussion, invite a student to read the following statement by Elder L. Whitney Clayton of the Seventy. Ask the class to listen for three reasons Elder Clayton gave for the hardships we experience:

“In a general sense, our burdens come from three sources. [1] Some burdens are the natural product of the conditions of the world in which we live. Illness, physical disability, hurricanes, and earthquakes come from time to time through no fault of our own. . . .

“[2] Other burdens are imposed on us by the misconduct of others. Abuse and addictions can make home anything but a heaven on earth for innocent family members. Sin, incorrect traditions, repression, and crime scatter burdened victims along the pathways of life. . . .

“[3] Our own mistakes and shortcomings produce many of our problems and can place heavy burdens on our own shoulders. The most onerous burden we impose upon ourselves is the burden of sin” (“That Your Burdens May Be Light,” *Ensign* or *Liahona*, Nov. 2009, 12–13).

Write on the board (1) *conditions of the world*, (2) *misconduct of others*, and (3) *our own mistakes and shortcomings*.

Explain that after Lehi’s family embarked on their ocean voyage, Laman, Lemuel, and others made poor choices that resulted in hardship for everyone on the ship. Invite a student to read 1 Nephi 18:9 aloud. Encourage students to raise their hands when they hear an example of someone making a wrong choice.

- What wrong choice did Laman, Lemuel, the sons of Ishmael, and their wives make? Why was it wrong?

Help students understand that it is not wrong to dance, listen to music, or have fun, but this verse indicates that Laman, Lemuel, and the others did these things “with much rudeness” (1 Nephi 18:9). Explain that in this context the word *rudeness* refers to being vulgar or coarse. The adversary can use dancing, music, and the way we speak to corrupt our hearts and minds and cause us to lose the companionship of the Holy Ghost.

Invite a student to read 1 Nephi 18:10 aloud.

- According to 1 Nephi 18:10, what did Nephi fear would happen if those who were rebelling did not repent?
- What did Nephi do to try to help them? (It may be helpful for students to know that the word *soberness* means seriousness.)

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 18:10–11, how did Laman and Lemuel respond to Nephi’s counsel?
- Why did the Lord allow 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. Invite students to identify gospel principles they can learn from this account. One answer might be that **sin leads to suffering for ourselves and sometimes for others as well**. To help students apply this principle, you might ask questions such as:

- How did the rebellious actions of a few affect the whole group?
- How might unwise or rebellious choices interfere with our ability to receive revelation?

As part of this discussion, consider reading the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:

“We have watched patterns of reverence and irreverence in the Church. While many are to be highly commended, we are drifting. We have reason to be deeply concerned.

“The world grows increasingly noisy. Clothing and grooming and conduct are looser and sloppier and more disheveled. Raucous music . . . with obscene lyrics blast[s] through amplifiers. . . Variations of these things are gaining wide acceptance and influence over our youth. . . .

“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.

“Irreverence suits the purposes of the adversary by obstructing the delicate channels of revelation in both mind and spirit” (“Reverence Invites Revelation,” *Ensign*, Nov. 1991, 22).

- 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?

Refer back to the three sources of hardship listed on the board. Explain that the rest of this chapter can help us learn how we should respond when hardships come, whether they result from our own choices or the choices of others. Invite students to read 1 Nephi 18:15–16, 20–23 individually. Encourage them to look for truths that could apply to either situation. Have them share in their own words what they learn. Their answers may include the following:

We can look to God and remain faithful during our trials.

Prayer can help us find peace during our trials.

As students share their ideas, be sure to emphasize Nephi’s righteous example during his time of trial. Invite a student to read the following testimony from Elder L. Whitney Clayton. Have the class identify 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” (“That Your Burdens May Be Light,” 13–14).

Invite students to think about one of the truths they have learned from this lesson.

- When have you seen this truth in your life or in the life of someone you know?

You may want to add your testimony that God can help us through our trials as we are faithful and as we repent and return to Him.

To conclude, remind students that in spite of the hardships Nephi and his family faced, they eventually reached the promised land. Testify that as we seek the Lord’s direction and work diligently to follow it, we too can successfully complete the journey the Lord has sent us to earth to experience.

LESSON 20

1 Nephi 19

Introduction

In this chapter, Nephi explained that some people would not revere the God of Israel, Jesus Christ. Figuratively, they would trample Jesus Christ under their feet by setting Him at naught and refusing to hearken to His counsel. Nephi also related the teachings of ancient prophets who foretold 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. At that time, the Lord would “remember the covenants which he made to their fathers” (see 1 Nephi 19:15). Nephi explained that he wrote these things to persuade his people to remember the Lord and believe in Him. He also taught his people to liken the scriptures to themselves to help them believe in the Lord.

Suggestions for Teaching

1 Nephi 19:1–19

Nephi records prophecies of Jesus Christ to help the people remember their Redeemer

Hold up a copy of the Book of Mormon. Summarize 1 Nephi 19:1–4 by explaining that Nephi was commanded to make two sets of plates—one to record a sacred (religious) history and another for a secular history of his people. Invite a student to read 1 Nephi 19:3, 5–6 aloud. Ask the rest of the class to look for what Nephi said about “sacred” things.

- What reason did Nephi give for keeping a record of sacred things?

Invite a student to read 1 Nephi 19:7. 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.

- After saying he was going to write only about that which was sacred, what did Nephi begin to write about?
- 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 suggest that students mark the words and phrases they find.)

- In what ways would people treat the Savior as a thing of naught during His mortal ministry?
- What details in these verses show that the Savior does not regard us as “a thing of naught”? (Students should understand that the Savior suffered all He did “because of his loving kindness and his long-suffering towards the children of men.”)
- As you think about these verses, what are your feelings about the Savior?

Invite a student to read 1 Nephi 19:13–14, and have the class look for what the prophet Zenos stated would be the reasons those who crucified the Savior (and their descendants) would “be scourged by all people.”

- What reasons did Zenos give for why those who crucified the Savior (and their descendants) would “be scourged by all people”?

Write the following statement on the board: *They turn their hearts aside.*

- What do you think it means to turn one’s heart aside from the Lord?

After students respond, tell the class you would like several students to help illustrate how this phrase might apply to us today. Invite several students to come to the board. Ask each

of them to write an example of an action that might indicate that a person has turned his or her heart aside from the Lord. Then ask them to explain what some of the consequences might be for turning one's heart aside in the way they listed. (For example, a student might write *stop studying the scriptures* and then explain that one consequence of this action is a diminished ability to receive revelation.)

After several students have explained their examples, tell the class that regardless of why we might turn our hearts aside from the Lord, we can choose to turn our hearts back to Him. Invite students to read 1 Nephi 19:14–17 silently, looking for the Lord's promises to those who turn their hearts back to Him.

- When does the Lord scatter Israel? (When they turn their hearts away from Him.)
- When does the Lord gather Israel? (When they turn their hearts to Him.)
- What did the Lord say He would do for those who no longer turn their hearts against Him?
- What do you think it means that the Lord will remember these people and the covenants He made with their fathers?

Help students understand that the Lord did not forget these people. They had lived in such a way that He could not extend to them all the blessings of the gospel. As their descendants turn their hearts to Him, the Lord promises to remember them, gather them into His Church, and extend all the blessings of the gospel to them.

- What do you think the promises in verses 15–17 mean for us? (One idea that should come out of this discussion is that **as we turn our hearts to the Lord, He will honor the covenants we have made with Him.**)

Ask students to ponder the following questions and write responses in their scripture study journals or class notebooks. (You may want to write the questions on the board.)

- What types of actions show that you and your family have turned your hearts to the Lord?
- When have such actions helped you or your family receive the Lord's blessings?

Consider inviting a few students to share their responses with the class. Remind them that they do not need to share experiences that are too personal or private.

Briefly explain that Nephi intended his record for all members of the house of Israel—including us. Invite a student to read 1 Nephi 19:18–19, and ask the class to identify what Nephi wanted to persuade us to do. Testify that as we remember the Lord and turn our hearts to Him, He extends to us the blessings of His gospel.

1 Nephi 19:20–24

Nephi explains why he used ancient scripture to teach his people

Share the following statement by President Henry B. Eyring of the First Presidency, adapted from an address to Church Educational System religious educators:

"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" ("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 Nephi, Mormon, and Moroni included messages for you?

Share the following statements by President Ezra Taft Benson:

"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" ("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?’” (“The Book of Mormon—Keystone of Our Religion,” *Ensign*, Nov. 1986, 6).

Invite the class to read 1 Nephi 19:22–23 silently, looking for Nephi’s description of how he helped his brethren find messages for themselves in the scriptures.

- What result did Nephi expect from likening the scriptures to himself and his people?
- What does the word *profit* mean? (Benefit, advantage, valuable gain.)

Prepare the following chart as a handout, or display it on the board and have students copy it in their scripture study journals.

Likening the Scriptures to Ourselves		Applying Scriptural Truths	
What situation or circumstance is described in the scripture passage?	How is this like a situation in my life or in the world around me?	What truth or message is taught in this scripture passage?	How can I act upon this truth or message in my situation?

Introduce the chart by explaining that *liken* means to compare. Likening the scriptures to ourselves means that we compare a circumstance in the scriptures with a situation in our own lives or in the world around us. Recognizing similarities between circumstances in the scriptures and situations in our own lives prepares us to find and apply scriptural truths. The same truths that applied to people we read about in the scriptures can apply to us when we are in similar circumstances.

To help students understand how likening leads to application, invite them to complete their charts as you review with them the first Book of Mormon scripture mastery passage, 1 Nephi 3:7. Invite a student to read 1 Nephi 3:7 aloud.

- What circumstances was Nephi responding to when he said these words? (He had been asked by a prophet—his father, Lehi—to return to Jerusalem to get the plates of brass. His brothers had complained about the difficulty of this task.)
- How was Nephi’s circumstance like a situation in your life? When has the Lord expected you to do something difficult?
- What truth helped Nephi in his situation? (Nephi knew that whenever the Lord gives a commandment to His children, He provides a way for them to accomplish it.)
- What can you do to act upon this truth in your situation?

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.)

To conclude the lesson, hold up a copy of the Book of Mormon again. Remind students that Nephi considered his writings about the Savior to be sacred and of great worth to himself and others. Encourage students to study the scriptures and look for the messages the Lord and His prophets have placed in them for us. Testify that **as we liken the scriptures to ourselves, we will learn and profit from them.**

Encourage students to study the scriptures on their own and find passages they can liken to themselves. They might try inserting their names in some verses and read the verses as if the Lord or His prophet is speaking directly to them. For example, they might read the first part of 2 Nephi 31:20 like this: “Wherefore, ye [insert name] must press forward with a steadfastness in Christ.”

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.

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 chart and in the lesson. As you teach, look for opportunities to help students learn to liken the scriptures to themselves.

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 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 students.

Day 1 (1 Nephi 15)

Nephi and his brothers 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, 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 seek the Lord’s direction, the Lord 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 brothers to repentance in several ways. Students learned that the Holy Ghost usually 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 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. Nephi’s example when he was persecuted by his brothers 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 (62041; *Gospel Art Book* [2009], no. 68)
- Nephi Subdues His Rebellious Brothers (62044; *Gospel Art Book*, no. 70)
- Lehi and His People Arrive in the Promised Land (62045; *Gospel Art Book*, no. 71)

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 aloud the chapter summaries for 1 Nephi 15–18 to give them some ideas.

To prepare students to discuss 1 Nephi 15, have them 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 brothers 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.

Ask students to ponder and answer the following question: 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 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 manual 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 Elder 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" ("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 scripture 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)

In the next unit, students 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 his brothers’ questions 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—that even when the people did not live up to their covenants, the Lord loved them and invited them to repent and return to Him.



Suggestions for Teaching

1 Nephi 20

The Lord chastises His people and invites them to return to Him

Show students the picture *Isaiah Writes of Christ’s Birth* (62339; *Gospel Art Book* [2009], no. 22). Explain that this painting depicts the prophet Isaiah writing a prophecy about the birth of Jesus Christ. Ask how many of them have heard of Isaiah.

Explain that Isaiah was a prophet who lived in Jerusalem and prophesied to the people between 740 B.C. and 701 B.C., not long before Lehi and his family departed for their promised land. Nephi delighted in the words of Isaiah and used Isaiah’s prophecies to teach his family (see 1 Nephi 19:23; 2 Nephi 25:5). Because Isaiah’s words are poetic and filled with symbolism, people sometimes find his teachings difficult to understand. However, we can receive blessings as we study his words and seek to understand them.

Explain that as Nephi taught his family, he read some of the words of Isaiah that had been included in the brass plates. He did this so that he “might more fully persuade them to believe in the Lord their Redeemer” (1 Nephi 19:23; see also verse 24).

Invite a student to read 1 Nephi 20:1–2 aloud. Before he or she reads, explain that in this passage, Isaiah speaks to baptized individuals who have been unfaithful to their covenants. You may want to explain the phrase “house of Israel” by relating the following: The Old Testament contains the history of Jacob, who was Isaac’s son and Abraham’s grandson. The Lord gave Jacob the name Israel (see Genesis 32:28). The term “the house of Israel” refers to Jacob’s descendants and to the covenant people of the Lord (see *Bible Dictionary*, “Israel,” and “Israel, Kingdom of”).

Invite students to read 1 Nephi 20:3–4, 8 silently. Ask them to look for words and phrases showing that the house of Israel had not been faithful to the Lord. Encourage students to share what they find.

Display a piece of metal that is difficult to bend. Ask students what they think it means for someone’s neck to be “an iron sinew” (1 Nephi 20:4). Explain that a sinew is a tendon. Just as iron does not bend easily, a prideful person will not bow his or her neck in humility. The phrase “iron sinew” indicates that many people in the house of Israel were filled with pride.

Have a student read 1 Nephi 20:22 aloud.

- Why do you think the wicked have no peace?

Remind students that when Nephi shared the prophecies of Isaiah, he urged his brethren, “Likened them unto yourselves” (1 Nephi 19:24).

- How were some members of Nephi’s family similar to the people Isaiah called to repentance?

Ask a student to read 1 Nephi 20:14, 16, 20 aloud.

- What did the Lord want His covenant people to do and say? (You may need to explain that leaving Babylon and the Chaldeans is symbolic of leaving worldliness behind and coming unto the Lord.)

Invite students to share examples they have seen of people coming to the Lord and leaving behind worldliness. Have students search 1 Nephi 20:18, looking for blessings the Lord gives to those who come to Him and hearken to His commandments.

- How can peace be like a river? How can righteousness be like the waves of the sea?

Invite a few students to summarize truths they have learned from 1 Nephi 20. Though they may use different words, make sure they understand that **the Lord invites those who have been disobedient to repent and return to Him.**

Have a student read the following statement by President Dieter F. Uchtdorf of the First Presidency. Invite students to ponder how it relates to 1 Nephi 20.

“Satan . . . wants us to feel that we are beyond forgiveness (see Revelation 12:10). Satan wants us to think that when we have sinned we have gone past a ‘point of no return’—that it is too late to change our course. . . .

“ . . . The Atonement of Jesus Christ is the gift of God to His children to correct and overcome the consequences of sin. God loves all of His children, and He will never cease to love and to hope for us. . . .

“Christ came to save us. If we have taken a wrong course, the Atonement of Jesus Christ can give us the assurance that sin is *not* a point of no return. A safe return is possible if we will follow God’s plan for our salvation. . . .

“ . . . There is *always* a point of safe return; there is always hope” (“Point of Safe Return,” *Ensign* or *Liahona*, May 2007, 99, 101).

- How is President Uchtdorf’s message similar to Isaiah’s message?

Testify that **the Lord invites those who have been disobedient to repent and return to Him.** Assure students that the Lord loves us individually and always invites us to come to Him. Invite them to ponder what the Lord would invite them to leave behind so they can come to Him more completely.

1 Nephi 21:1–17

Isaiah prophesies that Jesus Christ will not forget His covenant people

Briefly summarize 1 Nephi 21:1–13 by drawing students’ attention to the first two statements in the chapter summary: “Messiah shall be a light to the Gentiles and shall free the prisoners” and “Israel shall be gathered with power in the last days.” Explain that in verses 1–13, the Lord’s words reveal His love for His people—even for those who have gone astray and have forgotten Him.

On the board, write ***The Lord loves us, and He will never forget us.*** Invite a student to read 1 Nephi 21:14 aloud.

- Why do you think people sometimes feel that the Lord has forgotten them?

Invite a student to read 1 Nephi 21:15–16 aloud. Then ask some or all of the following questions:

- What does Isaiah teach by comparing the Savior to a mother of an infant?
- What does the word *graven* imply? (You may want to point out that we usually think of engraving on stone or metal in a way that will be permanent.)
- What does it mean to you to be graven “upon the palms of [the Savior’s] hands”?
- What experiences have helped you know that the Lord has not forgotten you?

As students think about these questions and listen to each others’ answers, they will be prepared to feel the Holy Ghost bear witness of the Savior. Share your testimony about the Savior’s love. Remind students that Nephi shared Isaiah’s prophecies to persuade us to believe in the Redeemer and to help us have hope.

1 Nephi 21:18–26; 22:1–22

Nephi explains Isaiah’s prophecy of the scattering and gathering of Israel

Place several objects (such as cups) together on a table or chair. Inform students that these objects represent groups of people. Explain that Nephi taught that Israel would be scattered to all nations because they hardened their hearts against the Savior (see 1 Nephi

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.

22:1–5). As you speak, move the objects to different parts of the room. Explain that this was an important subject to Nephi. His family was part of the scattering. They had been scattered from Jerusalem, their homeland, because of the wickedness of the people living in the area.

Invite students to read 1 Nephi 21:22–23 and 22:6–8 silently. Before they read, explain that 1 Nephi 21 includes a prophecy by Isaiah about the gathering of Israel and that 1 Nephi 22 includes Nephi’s teachings about Isaiah’s prophecy.

- What is the “marvelous work” mentioned in 1 Nephi 22:7–8? (The Restoration of the gospel.)
- How can sharing the gospel be like carrying others in our arms or on our shoulders?

To help students understand the scattering and gathering of Israel, you may want to read the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles:

“Why was Israel scattered? The answer is clear; it is plain; of it there is no doubt. Our Israelite forebears were scattered because they rejected the gospel, defiled the priesthood, forsook the church, and departed from the kingdom. . . .

“What, then, is involved in the gathering of Israel? 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” (*A New Witness for the Articles of Faith* [1985], 515).

Read 1 Nephi 22:9–12. Explain that when the scriptures mention the Lord “mak[ing] bare his arm,” they refer to the Lord showing His power.

- In 1 Nephi 22:11, what does Nephi say the Lord will do in the last days to show His power?
- How does gathering people into the Church bring them out of captivity and darkness?

Ask students to retrieve the objects from around the room and bring them back together in one location. Explain that gathering can be spiritual as well as physical. As we share the gospel with others and they are baptized and receive the gift of the Holy Ghost, they are gathered spiritually into the Lord’s Church. During the early days of the Church, new converts were asked to gather physically in one location (for example, Kirtland, Ohio; Nauvoo, Illinois; and Salt Lake City, Utah). Today converts are encouraged to build the Church wherever they are and gather in their local branches, wards, and stakes.

- According to 1 Nephi 22:25, what blessings come to those who are gathered by the Lord? What do you think it means to “be one fold”? (You may want to explain that a fold is a place where a flock of sheep is protected.) What do you think it means to “find pasture”?

In our day, God asks that all Church members assist in gathering “his children from the four quarters of the earth” (1 Nephi 22:25). Testify that **the Lord promised to restore the gospel and gather Israel in the latter days.**

- How do you think those who are gathered (converts) will feel about those who have gathered them (those who have shared the gospel with them)?
- What can you do to share the gospel of Jesus Christ with others?

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.

1 Nephi Review

Take some time to review 1 Nephi by asking students to recall what they have learned in seminary and their personal study so far this year. You might encourage them to review the chapter summaries in 1 Nephi. Ask them to prepare to share something from the book of 1 Nephi that has inspired them or strengthened their faith in Jesus Christ. After sufficient time, ask several students to share their thoughts and feelings. Consider sharing one of your own experiences about how the teachings in 1 Nephi have blessed your life.

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 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 (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." 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 B.C., 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.

Focus on students

Elder Richard G. Scott 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" [address to CES religious educators, Feb. 4, 2005], 2–3, si.lds.org).

Suggestions for Teaching

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. This lesson focuses on 2 Nephi 1, which contains counsel Lehi shared with his sons, the sons of Ishmael, and Zoram.

- Why might a parent's or a prophet's final counsel be particularly significant?

Invite a student to read 2 Nephi 1:1–5 aloud. Ask the class to identify "great things the Lord had done" for Lehi's family.

- How did these great things show the Lord's mercy?
- What is an example of a great thing the Lord has done for you or your family?
- What are your feelings as you think about God's mercy toward you and your family?

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. For example, Lehi said that if the people would serve the Lord according to His commandments, the land would be a land of liberty for them (see 2 Nephi 1:7). As students share their answers, have a student write them on the board.

- As you examine the answers on the board, how would you summarize Lehi's message to his family? (Students may answer with different words, but be sure the following message is clear: **The Lord blesses us when we keep His commandments, and He withholds blessings when we do not keep His commandments.**)
- In 2 Nephi 1:9, the phrase "this land" refers to the Americas. What did the Lord promise to the obedient who would live in "this land"?

To help students understand the meaning of the metaphors Lehi used to encourage his sons to keep the Lord's commandments, display an alarm clock, a chain, and something with dust on it (be sure to emphasize the dust, not the object).

Invite students to read 2 Nephi 1:13–14 silently, looking for words and phrases that relate to these three objects. After they have read, hold up each object and ask the students to share the words and phrases they have found. (Answers may include “awake,” “sleep of hell,” “shake off the awful chains,” “chains which bind,” and “arise from the dust.”) Ask students what it might mean to be in a “deep sleep,” to be bound with “awful chains,” or to need to “arise from the dust.”

- When Lehi used these words and phrases, what was he exhorting his sons to do? (To repent, to change their ways.)
- What did Lehi warn would happen if his sons did not “shake off [their] chains”? (See 2 Nephi 1:13.)

Invite students to study 2 Nephi 1:14–18 silently. Explain that Lehi gave this counsel with kindness and love and with great concern (“anxiety”) for his children’s welfare. Ask students to look for reasons why Lehi wanted his family to keep the commandments of the Lord.

- Why was Lehi concerned for his posterity? (He was concerned about the consequences they would suffer because of their actions, and he wanted them to experience the love of God, as he had.)

Have students individually read 2 Nephi 1:15 again.

- What blessing had Lehi received because of his faithfulness?
- When have you felt encircled about in the arms of God’s love?

Divide the class into pairs. Ask one student in each pair to search 2 Nephi 1:19–22 for promises that could have inspired Lehi’s sons to repent. Ask the other student in each pair to search the same verses for consequences that Lehi said would come if his sons chose to reject his counsel. (You may want to write this assignment on the board.) Give students three or four minutes to complete the assignment and to share their findings with each other. You might want to move around the classroom as they give their reports so you can help guide their discussions.

Read Lehi’s challenge in 2 Nephi 1:23 aloud to students. You may want to encourage students to mark this verse. You might also encourage them to write in their scripture study journals or class notebooks about one thing they may need to do to “awake” or “shake off the chains” or “arise from the dust” so they can receive the blessings that Lehi spoke of.

- What does it mean to you to “put on the armor of righteousness”? (See also D&C 27:15–18.)

2 Nephi 1:24–32

Lehi exhorts his sons to follow Nephi’s prophetic leadership

Explain that Lehi taught about a source of strength and inspiration that the Lord had provided for his family. Invite students to find that source in 2 Nephi 1:24. (The source was Nephi, who would serve as their 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?
- When have you seen Church leaders exemplify 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?
- How might these promises apply to us and our families as we follow the prophet?

After this discussion, ensure that students understand that **as we follow those whom God has called to lead us, we are blessed with spiritual prosperity and security.** To support this principle, share your testimony of the blessings that come when we follow our Church leaders.

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.

Commentary and Background Information

2 Nephi 1:22. “Eternal destruction”

In 2 Nephi 1:22, Lehi speaks of “the eternal destruction of both soul and body.” The following statement by President Joseph Fielding Smith may help you explain Lehi’s words:

“Destruction does not mean annihilation. We know, because we are taught in the revelations of the Lord, that a soul cannot be destroyed.

“Every soul born into this world shall receive the resurrection and immortality and shall endure forever. Destruction does not mean, then, annihilation. When the Lord says they shall be destroyed, he means that they shall be banished from his presence, that they shall be cut off from the presence of light and truth, and shall not have the privilege of gaining this exaltation; and that is destruction” (*Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [1954–56], 2:227–28).

2 Nephi 1:28. “If ye will hearken unto the voice of Nephi ye shall not perish”

Lehi promised that those who would “hearken unto the voice of Nephi” would be blessed (see 2 Nephi 1:28). To read about promises the Lord has made to those who follow living prophets in our day, see Doctrine and Covenants 21:5–6.

President Wilford Woodruff said: “I hope we may all pursue the course laid down for us by the servants of the Lord, for if we do this I know that we shall be safe in this world, and secure happiness and exaltation in the world to come. . . . If we are faithful they will lead us in the way of life, and in as much as we have faith to believe in their instructions, in the teachings of the Holy Spirit through them, we are always in the safe path, and shall be sure of our reward” (*Teachings of Presidents of the Church: Wilford Woodruff* [2004], 199).

LESSON 23

2 Nephi 2 (Part 1)

Introduction

2 Nephi 2 contains a continuation of Lehi's teachings just before he died. Speaking directly to his son Jacob, Lehi testified 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

To help students see that 2 Nephi 2 is relevant in their lives, ask them to think of someone they know who has faced significant difficulties or afflictions. Invite them to ponder what they might say to encourage that person. Ask them to prepare to share their thoughts with the class.

Explain that 2 Nephi 2 contains a record of Lehi speaking to a son who had experienced difficulties. Invite students to read 2 Nephi 2:1 silently. Ask them to identify which son Lehi taught (Jacob) and what had caused this son's suffering (the rudeness of his brothers). Then have students read 2 Nephi 2:2–3 silently. You may want to suggest that they mark words and phrases that describe what the Lord would do for Jacob.

Ask students to share the phrases they have found. Then ask the following questions to help them understand that **the Lord can consecrate our afflictions for our gain**:

- What does the phrase “consecrate thine afflictions for thy gain” mean to you? (You may need to explain that *consecrate* means to dedicate or make holy.)
- When have you seen that the Lord can consecrate our afflictions for our gain?

2 Nephi 2:5–25

Lehi teaches his sons about the Fall and about the Atonement of Jesus Christ

Explain that Lehi taught Jacob and his other sons about the Fall of Adam and Eve. You may need to explain that the phrase “the Fall” refers to the conditions 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.

- What choice did the Lord give to Adam and Eve in the Garden of Eden? (He allowed them to choose whether or not to eat the forbidden fruit.)
- According to 2 Nephi 2:15, why did the Lord give them this choice? (“To bring about his eternal purposes in the end of man.” You may want to encourage students to mark this phrase.)
- What are God's eternal purposes for us? (To give us the opportunity to receive eternal life and become like Him. You may want to encourage students to make a note of this in their scriptures next to the phrase “eternal purposes.” You may also want to have them read Moses 1:39.)

Copy the following chart on the board, leaving the two lower boxes blank. (You may want to suggest that students copy this chart in their scripture study journals or class notebooks.)

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.

Without the Fall	Because of the Fall
<p>All things would have remained as they were when they were created (see 2 Nephi 2:22).</p> <p>Adam and Eve would have had no children (see 2 Nephi 2:23).</p> <p>Adam and Eve would have remained in a state of innocence, unable to know joy or misery, good or sin (see 2 Nephi 2:23).</p>	<p>Adam and Eve were driven out of the garden to till the earth (see 2 Nephi 2:19).</p> <p>Adam and Eve brought forth children—the family of all the earth (see 2 Nephi 2:20).</p> <p>Adam and Eve and their descendants would experience mortal life, including misery, joy, and the ability to do good and to sin (see 2 Nephi 2:23, 25).</p> <p>We are subject to physical and spiritual death (see 2 Nephi 9:6; Helaman 14:16).</p>

Invite a student to come to the board and be a scribe for the class. Ask students to search 2 Nephi 2:19–25 silently, identifying (1) the consequences that would have resulted if Adam and Eve had not eaten the forbidden fruit and fallen and (2) the consequences that resulted from the Fall. Ask the scribe to write students’ answers in the chart. Answers should include those listed above (except for the information about physical and spiritual death, which will be added later).

Invite students to review their responses under the heading “Without the Fall.”

- How would conditions in the Garden of Eden have prevented Adam and Eve from progressing in Heavenly Father’s plan of salvation? (See 2 Nephi 2:22–23.)

Invite students to review the list under the heading “Because of the Fall.” Make sure they understand that because we are descendants of Adam and Eve, we are subject to the conditions that came to them after the Fall (see 2 Nephi 2:21).

- The phrase “till the earth” means that after Adam and Eve were driven from the garden, they 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, emphasize that **the Fall of Adam and Eve is an essential part of Heavenly Father’s plan of happiness.**

Point out that 2 Nephi 2:25 is a scripture mastery passage. You might encourage students to mark it. Because it is short, you may want to take time to help students memorize it.

Explain that although the Fall opened the way for us to progress, it also introduced pain, suffering, sin, and death into the world. To help students expand their understanding of this truth, ask a student to read 2 Nephi 9:6 aloud. Then ask another student to read Helaman 14:15–17 aloud. Ask the class to look for consequences of the Fall described in these verses.

- What do these verses teach about the Fall? (It brought physical death, which is the death of the body, and spiritual death, which is the state of being cut off from the presence of God. Write *We are subject to physical and spiritual death* on the board under “Because of the Fall.”)

To help students think about how they have experienced the consequences of the Fall that are listed on the board, encourage them to silently ponder the following questions. (Read the questions slowly and pause between them to give students enough time to think.)

- What are some causes of misery in this life?
- Why is death a necessary part of the plan of salvation?
- How can troubles and sorrows help us learn and grow?

Explain that as we understand how the Fall affects us, we realize that we need the Atonement of Jesus Christ. Read the following statement by President Ezra Taft Benson:

 **2 Nephi 2:25**
Refer to the scripture mastery teaching idea at the end of the lesson to help students with their mastery of this passage.



“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” (“The Book of Mormon and the Doctrine and Covenants,” *Ensign*, May 1987, 85).

After students have had sufficient time to ponder these questions, display a picture of the Savior. Share your testimony that **through the Atonement, Jesus Christ redeems us from the effects of the Fall and offers redemption from our sins.**

Invite a few students to take turns reading aloud from 2 Nephi 2:5–10, 21 and Alma 7:11–13. Ask the class to identify 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.) To help students analyze the phrases they have identified, ask:

- Which phrases in these verses indicate that through the Atonement, the Savior will redeem us from physical death?
- Which phrases indicate that the Savior will redeem us from spiritual death (being cut off from the presence of God)?
- Which phrases indicate that the Savior can redeem us from our sins?
- Which phrases indicate that the Savior can help us through times of trial such as sickness and pain?

According to 2 Nephi 2:7–9, 21, what must we do to receive all the blessings available through the Atonement? (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.)

After discussing these questions, have students examine the assigned verses silently, looking for phrases that are particularly meaningful to them. Ask students to divide into pairs and share the phrases they have chosen with each other. Invite them to share why these phrases are meaningful to them.

Invite one or two students to summarize for the class why the Fall is an essential part of Heavenly Father’s plan of salvation. Then ask them to share their feelings about how the Atonement of Jesus Christ redeems us from the Fall.

Scripture Mastery—2 Nephi 2:25

Note: Consider using the following activity to help students use 2 Nephi 2:25 when they teach the gospel. Because of the nature and length of today’s lesson, you may want to use this activity on another day, when you have more time.

Invite students to prepare a lesson about the doctrine of the Fall, using 2 Nephi 2:25. They could teach this lesson in a family home evening or in another setting. Ask a few students if they would be willing to report on their experiences after they teach. Allow students to begin their preparation during class, as time permits.

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, including the truth that we are free to choose liberty and eternal life through Jesus Christ.

In this lesson, students will have the opportunity to teach one another. Before class, prepare handouts containing the instructions in this lesson. Become familiar with each set of instructions so you can help students as they prepare to teach.

Suggestions for Teaching

2 Nephi 2:11–18, 25–30

Lehi teaches about agency and the consequences of our choices

Briefly remind students that in the previous lesson, they studied Lehi's teachings in 2 Nephi 2 about the Fall of Adam and Eve and the blessings of the Atonement of Jesus Christ. Adam and Eve's choice allowed us to come to earth (see 2 Nephi 2:25), where we experience sorrow, pain, and death. **Through the Atonement, Jesus Christ redeems us from the Fall and offers redemption from our sins** (see 2 Nephi 2:26). Because of the Atonement, **we are free to choose liberty and eternal life or captivity and death** (see 2 Nephi 2:27).

Explain that as students continue their study of 2 Nephi 2 in this lesson, they will have the opportunity to teach one another the principles of agency that Lehi explained to his son Jacob. Divide students into four groups. Give each group one of the following sets of instructions to help them prepare to teach (before class, prepare handouts containing these instructions). If the class has fewer than four students, give a set of instructions to each student and teach the material contained in the remaining sets yourself.

Each set of instructions contains five assignments. Encourage all students to participate by ensuring that each person in each group receives an assignment. In groups of more than five, students may share assignments. In groups with fewer than five students, some individuals will need to do more than one assignment. Inform students that they will have about three minutes to prepare and that each group will have about five minutes to teach.

Group 1: God created us to act

- A. Hold up a rock in front of the class. Invite a student to read 2 Nephi 2:14 aloud. Before he or she reads, ask the class to look for Lehi's description of two types of things that God has created in the heavens and the earth. ("Things to act and things to be acted upon.") Ask: How does this verse relate to us and to the rock? (We were created to act, while the rock was created to be acted upon. The rock, like many other creations, cannot act on its own.)
- B. Ask a student to read the first sentence in 2 Nephi 2:16. Ask the class: In Heavenly Father's plan of salvation, why do you think it is important that we act for ourselves? After students have responded, ask: How do we sometimes wait to be acted upon rather than act for ourselves?
- C. Write *D&C 58:26–28* on the board. Invite the class to turn to this passage. Lead them in reading it together out loud.
- D. Ask: What can we learn from Doctrine and Covenants 58:26–28 about acting for ourselves? What are some ways we can seek to be anxiously engaged in bringing to pass much righteousness? When have you seen your diligence bring to pass much righteousness? (After one or two students have responded, you may also want to share an experience.)

 **2 Nephi 2:27** is a scripture mastery passage. Refer to the scripture mastery teaching idea at the end of the lesson to help students with their mastery of this passage.

- E. Share your testimony about the importance of acting for ourselves and seeking to bring to pass much righteousness.

Group 2: Good enticement and evil enticement

- A. Invite a student to read the second sentence in 2 Nephi 2:16. Ask the class: What does the word *entice* mean? (To invite, persuade, or attract.)
- B. Ask the class: What are some ways Heavenly Father entices us to do good? (Students might mention promptings from the Holy Ghost, promised blessings for obeying the commandments, and teachings of latter-day prophets.)
- C. Read 2 Nephi 2:17–18 aloud, and invite students to follow along in their scriptures. Ask them to identify what the devil seeks for all of us. (He wants us to be miserable.)
- D. Ask: How can you know which enticements come from God and which come from the devil? (As part of this discussion, you may want to refer to Moroni 7:16–17.) After the class has responded, ask: What are some examples of things that entice people to do wickedly and that lead to misery?
- E. Share your testimony about God’s enticements leading to goodness and happiness and the devil’s enticements leading to wickedness and misery. As part of your testimony, you may want to share an experience to illustrate how you know this is true.

Group 3: We are accountable for our choices

- A. Read this 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: What are some examples of consequences that may not be immediate but that may come? (One possible answer is that cancer often results from smoking.)
- B. Invite students to read 2 Nephi 2:26–27 silently, looking for words and phrases that show future consequences of choices we make now. Ask students to report on what they find. (Answers may include “punishment of the law at the great and last day,” “liberty,” “eternal life,” “captivity,” “death,” and “miserable.”) Write students’ responses on the board.
- C. Ask: Why do you think it is important for us to understand the consequences of our choices in this life? After students have responded, ask: How can knowing these consequences motivate us to make righteous choices?
- D. Point out that in 2 Nephi 2:27, Lehi says that we “are free to choose liberty.” Ask: In your experience, how do righteous choices help us remain free to choose? Can you offer examples of this? (Be prepared to share an example of your own.)
- E. Share your testimony that we are accountable to God for our choices and that consequences always follow our choices.

Group 4: Choosing the good part

- A. Have a student read 2 Nephi 2:28 aloud. Ask the class to look for four things Lehi desired for his sons. After the verse has been read, invite students to share what they have found.
- B. Ask: What are some ways we can look to the great Mediator, Jesus Christ, to help us make righteous choices?
- C. Invite a student to read 2 Nephi 2:29 aloud. Ask the class: How can our choices give the devil power to take us captive? As part of this discussion, point out that many of Satan’s temptations target “the will of the flesh,” or our physical appetites. When people give in to these temptations, they can become addicted to harmful substances and behaviors. Read the following statement by Elder Russell M. Nelson of the Quorum of the Twelve Apostles:

“From an initial experiment thought to be trivial, a vicious cycle may follow. From trial comes a habit. From habit comes dependence. From dependence comes addiction. Its grasp is so gradual. Enslaving shackles of habit are too small to be sensed until they are too strong to be broken. . . . Addiction surrenders later freedom to choose” (“Addiction or Freedom,” *Ensign*, Nov. 1988, 6–7).

Share your testimony about righteousness leading to freedom from harmful habits and addictions.

- D. Read 2 Nephi 2:30 to the class. As they follow along, invite them to focus on these words: “I have chosen the good part.” Ask: What does this statement teach about Lehi?
- E. Ask students to ponder the following questions: Whom do you know who has “chosen the good part” like Lehi? In what ways would you like to follow this person’s example? After students have had time to ponder, ask for one or two to share their thoughts. Then share your own thoughts.

Note to the teacher: 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.

Scripture Mastery—2 Nephi 2:27

To help students memorize 2 Nephi 2:27, write the first letter of each word on the board, as follows: *W, m a f a t t f; a a t a g t w a e u m. A t a f t c l a e l, t t g M o a m, o t c c a d, a t t c a p o t d; f h s t a m m b m l u h.* (You may also want to encourage students to mark this passage in a distinctive way so they will be able to locate it quickly.)

Have students recite 2 Nephi 2:27 together (using their scriptures as needed) until they can recite the entire verse using only the first letters to help them. Then erase several of the letters and have them recite the scripture together again. Continue this process until all the letters have been erased and the class can recite the entire verse from memory. As part of this activity, you may want to share the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles: “A memorized scripture becomes an enduring friend that is not weakened with the passage of time” (“The Power of Scripture,” *Ensign* or *Liahona*, Nov. 2011, 6).

Note: You may have time to use this activity at some point in this lesson. If you do not have time, consider using it in another lesson.

Commentary and Background Information

2 Nephi 2:29. “The will of the flesh and the evil which is therein”

This verse does not mean that our bodies are evil. Rather, it describes an aspect of our fallen condition. *True to the Faith* includes this explanation: “In this fallen condition, we have a conflict within us. We are

spirit children of God, with the potential to be ‘partakers of the divine nature’ (2 Peter 1:4). However, ‘we are unworthy before [God]; because of the fall our natures have become evil continually’ (Ether 3:2). We need to strive continually to overcome unrighteous passions and desires” (*True to the Faith: A Gospel Reference* [2004], 57).

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,

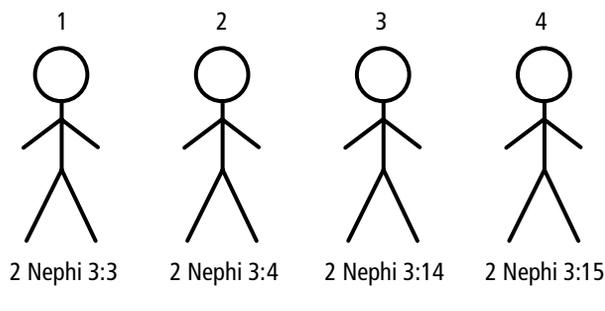
the coming forth of the Book of Mormon, and the Restoration of the gospel.

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 following 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 (62161; *Gospel Art Book* [2009], no. 87). Inform students that much of 2 Nephi 3 focuses on the prophecy by Joseph of Egypt about the Prophet Joseph Smith.

Invite three students to take turns reading aloud from 2 Nephi 3:6–8. Ask the class to identify 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.) On the board beneath the figure that represents Joseph Smith, list the words and phrases that students find. They should identify phrases such as “a choice seer unto the fruit of my loins,” “esteemed highly,” “the bringing of them to the knowledge of the covenants,” and “I will make him great in mine eyes.”

- As we have studied 2 Nephi 3:6–8, what have you learned about the Prophet Joseph Smith? (Help students understand that **the Lord raised up the Prophet Joseph Smith to help bring about the Restoration of the gospel.**)

Invite students to read 2 Nephi 3:11–15 silently. Ask them to search for additional phrases about what God would accomplish through the Prophet Joseph Smith. When they have had enough time to study these verses, ask them what they have found. Add their answers to the list on the board beneath the figure that represents the Prophet Joseph Smith. (Answers may include “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.”)



To help students further understand and ponder the role of the Prophet Joseph Smith in the Restoration of the gospel, read 2 Nephi 3:11 aloud, giving special emphasis to the phrase “power to bring forth my word.”

- 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.)

In the course of this discussion, be sure to point out that Joseph of Egypt prophesied that the Prophet Joseph Smith would bring forth the Book of Mormon. You may need to 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 suggest that students write 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.” (For example, students might identify “confounding of false doctrines,” “laying down of contentions,” and “establishing peace.”)

To help students reflect on how the Book of Mormon has influenced their lives, ask:

- 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?

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?
- What difference has the Book of Mormon made in your life?

To help students understand and appreciate the foreordained mission of the Prophet Joseph Smith, ask a student to read aloud the following statement by President Brigham Young:



“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” (*Discourses of Brigham Young*, sel. John A. Widtsoe [1954], 108).

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 share the words and phrases they have identified, add their responses to the list on the board.

Read the following statement by President Gordon B. Hinckley. Ask students to listen for truths revealed through the Prophet Joseph Smith:

“Permit me to name a few of many doctrines and practices which distinguish us from all other churches, and all of which have come of revelation to the youthful Prophet [Joseph Smith]. . . .

“[The] knowledge of Deity. . . .

“The Book of Mormon. . . .

“. . . The restored priesthood. . . .

“. . . The plan for the eternal life of the family. . . .

“The innocence of little children. . . .

“. . . The great doctrine of salvation for the dead. . . .

“The eternal nature of man. . . .

“. . . The principle of modern revelation. . . .

“. . . During the brief 38 and one-half years of his life, there came through him an incomparable outpouring of knowledge, gifts, and doctrine” (“The Great Things Which God Has Revealed,” *Ensign* or *Liahona*, May 2005, 80–83).

Invite a student to add President Hinckley’s list to the list on the board.

Have a student read Doctrine and Covenants 135:3 aloud. Explain that Elder John Taylor of the Quorum of the Twelve Apostles, who later became the third President of the Church, wrote these words soon after the death of the Prophet Joseph Smith. Ask students to look for items in this verse that they can add to the list on the board. Add their responses to the list.

Give students time to review the list on the board. Invite them 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 scripture 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?

Divide students into pairs. Encourage them to share their testimonies of the Prophet Joseph Smith with each other. If you have time, you might encourage some students to share with the entire class. Share your own testimony that God raised up Joseph Smith to bring about the Restoration. Invite your students to prayerfully seek ways to share their testimonies of the Prophet Joseph Smith and the Book of Mormon with others, particularly their friends and family.

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” [address to CES religious educators, Feb. 6, 1998], 6, *si.Ids.org*).

Commentary and Background Information

2 Nephi 3:12. How the Book of Mormon and the Bible will “grow together”

Soon after the publication of the Latter-day Saint edition of the King James Bible, with its Topical Guide and its footnotes referencing all the standard works, President Boyd K. Packer of the Quorum of the Twelve Apostles explained: “The Old Testament and the New Testament . . . and . . . the Book of Mormon . . . are now woven together in such a way that as you pore over one you are drawn to the other; as you learn from one you are enlightened by the other. They are indeed one in our hands” (“Scriptures,” *Ensign*, Nov. 1982, 53).

2 Nephi 3:18. Who is the spokesman?

Elder Bruce R. McConkie of the Quorum of the Twelve Apostles commented on the identity of the people spoken of in 2 Nephi 3:18. The words in brackets are Elder McConkie’s insertions. He said: “Note these words of the Lord: ‘And I, behold, I will give unto him [Mormon] that he shall write the writing of the fruit of thy loins [the Nephites], unto the fruit of thy loins [the Lamanites]; and the spokesman of thy loins [Joseph Smith] shall declare it.’ That is, Mormon wrote the Book of Mormon, but what he wrote was taken from the writings of the Nephite prophets; and these writings, compiled into one book, were translated by Joseph Smith and sent forth by him unto the Lamanites” (*A New Witness for the Articles of Faith* [1985], 426).

Home-Study Lesson

1 Nephi 20–2 Nephi 3 (Unit 5)

Preparation Material for the Home-Study Teacher

Summary of Daily Home-Study Lessons

The following summary of the doctrines and principles students learned as they studied 1 Nephi 20 through 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 brothers, 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 latter 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 (see 2 Nephi 2:27).

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 scripture 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 know that person is 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 scripture study journals. (You might consider writing the questions on the board.)
 - a. Which 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:

“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” (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, have a student read aloud the following statement by Elder Joseph B. Wirthlin 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” (“Christians in Belief and Action,” *Ensign*, Nov. 1996, 71).

Ask students: 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 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” (*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 scripture 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:

“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, President of the Quorum of the Twelve Apostles:

“Obedience is powerful spiritual medicine. It comes close to being a cure-all” (“Balm of Gilead,” *Ensign*, Nov. 1987, 18).

Share your witness of God’s love for your students and of His desire to help them overcome the effects of the Fall and receive eternal life.

Next Unit (2 Nephi 4–10)

After Lehi died, Laman and Lemuel again sought to take Nephi’s life. What warning did the Lord give that saved Nephi’s life? Also, what would happen to our bodies and spirits if there were no Atonement? Students will find answers to this question in 2 Nephi 9:7–9.

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 (see 2 Nephi 4:15–35).

Writing on the board

A thought-provoking quotation or question on the board can help students become interested in a lesson and maintain their attention. You may also find it helpful to place lesson material such as scripture references, charts, and diagrams on the board. Depending on the length and use of the material, you may want to put it on the board before class begins. This can help you save time during class and avoid unnecessary interruptions.

Suggestions for Teaching

2 Nephi 4:1–11

Lehi counsels and blesses his family

Before class begins, write the following question on the board:

If you were a faithful grandparent and your children were not living according to gospel standards, what counsel would you give your grandchildren?

Begin class by inviting students to respond to the question on the board. After students respond, ask:

- What responsibilities do parents and grandparents have in teaching and counseling their children and grandchildren?

As part of this discussion, you may want to read or ask a student to read the following statement:

"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. . . . Extended families should lend support when needed" ("The Family: A Proclamation to the World," *Ensign*, Nov. 2010, 129).

Introduce 2 Nephi 4 by explaining that before Lehi died, he counseled his posterity to keep the commandments. Invite students to read 2 Nephi 4:3–11, identifying the people Lehi taught and the counsel he gave them.

- Whom did Lehi teach? (See 2 Nephi 4:3, 8, 10–11.)
- What promise did Lehi give to the children of Laman and Lemuel? (See 2 Nephi 4:7, 9.)
- Based on 2 Nephi 4:5, what would you say is a responsibility the Lord has given to parents? (Students may use different words to answer this question, but ensure they understand that **parents have a God-given responsibility to teach their children the gospel.**)
- What are some truths you have learned from your parents or grandparents?

Encourage students to become strong links in the chains of their families—to live the gospel and prepare to be righteous parents. You may want to display the poster titled "Be a Strong Link" (see <http://lds.org/liahona/2003/09/poster?lang=eng>).

2 Nephi 4:12–35

Nephi acknowledges his weaknesses and expresses his trust in the Lord

On the board, write *My soul delighteth in . . .*

Ask students to write this phrase in their scripture study journals or class notebooks and to finish the statement, listing things that are delightful to their souls.

Ask a student to read 2 Nephi 4:15–16 aloud to learn how Nephi completed this phrase.

- What are some things we might do if our souls delight in the scriptures?
- What does it mean to you to delight in the things of the Lord?
- Nephi said that his heart pondered the things he had seen and heard. What does this mean to you?

Point out that Nephi experienced great joy in his life. However, he also encountered difficulties. Have students read 2 Nephi 4:12–13 silently to see some of the challenges Nephi faced at this time in his life. (Lehi’s death and the anger of Laman, Lemuel, and the sons of Ishmael.)

Many of Nephi’s trials resulted from actions and attitudes of his older brothers. But Nephi also felt sorrow because of his own weaknesses. Write on the board *My heart sorroweth because . . .*

Invite students to read 2 Nephi 4:17–18 and find reasons Nephi felt sorrow.

When students have had time to read these verses, ask them what they have found. Direct their attention to the words *wretched*, *flesh*, and *beset* in these verses. 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 surround or to press from all sides.

- What are some examples of difficulties that can beset us? (Answers may include troubles at home, peer pressure, difficult schoolwork, and temptations.)

Have a student read 2 Nephi 4:19. You may want to encourage students to highlight the statement “Nevertheless, I know in whom I have trusted.” Point out that in 2 Nephi 4:19, Nephi’s words change from sadness to hope.

- What do you think Nephi meant when he said “I know in whom I have trusted”?
- How can remembering the Lord and His goodness help us during times of discouragement?

Read 2 Nephi 4:20–25 aloud. Ask students to follow along in their scriptures. Invite them to look for words and phrases that illustrate that **God supports those who put their trust in Him**.

- Which words or phrases in 2 Nephi 4:20–25 do you find meaningful? Why?
- Think of a time when the Lord supported you or helped you in a time of difficulty. How did He help you? How has that experience influenced you?

It may be helpful to give students time to think about such experiences and record them in their scripture study journals. Students may also benefit if you tell about a time when God supported or sustained you.

Help students understand that Nephi’s ability to remember and appreciate what the Lord had done for him in the past gave him hope and encouraged him to become better. Invite students to read 2 Nephi 4:26–30 silently, looking for how Nephi’s experiences affected his desire to be righteous. Ask a few students to share what they discover.

Ask a few students to take turns reading aloud from 2 Nephi 4:30–35. As a class, identify the commitments Nephi made to the Lord and the blessings he requested.

- What can we learn from this prayer that can help us in our personal prayers? (Students may use different words to answer this question, but ensure they understand that **sincere prayer can strengthen our commitment to overcome sin and discouragement**.)

Invite students to think about a time when prayer helped them overcome sin or discouragement. You may want to suggest that they share their experiences or record them in their scripture study journals.

Give students a moment to look for a passage in 2 Nephi 4 that reflects a desire they have. After sufficient time, read the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles on how prayer can foster spiritual growth:

“There may be things in our character, in our behavior, or concerning our spiritual growth about which we need to counsel with Heavenly Father in morning prayer. After expressing appropriate thanks for blessings received, we plead for understanding, direction, and help to do the things we cannot do in our own strength alone. For example, as we pray, we might:

Reading scriptures aloud

From time to time, read scripture passages aloud to your students. This presents a chance for them to hear and feel your love for the scriptures, and it can motivate them to read the scriptures themselves. It can also provide opportunities to make sure a particular point, truth, or application is emphasized. Students will also benefit from reading the scriptures aloud to one another and even in their personal study.

- “• Reflect on those occasions when we have spoken harshly or inappropriately to those we love the most.
- “• Recognize that we know better than this, but we do not always act in accordance with what we know.
- “• Express remorse for our weaknesses and for not putting off the natural man more earnestly.
- “• Determine to pattern our life after the Savior more completely.
- “• Plead for greater strength to do and to become better” (“Pray Always,” *Ensign* or *Liahona*, Nov. 2008, 41).

Conclude by referring to the phrases that you wrote on the board earlier in the lesson (“My soul delighteth in . . .” and “My heart sorroweth because . . .”). Express your confidence that even when we face difficult situations, we can experience happiness and peace as we seek the Lord’s help.

Scripture Mastery Review

Note: The length of this lesson may allow time for the following scripture mastery review activity. You may conduct the activity at the beginning of class, as a break between sections of the lesson, or at the end of class. Make sure to keep it brief to allow time for the lesson. For other review activities, see the appendix at the end of this manual.

Quizzes can help students remember what they have learned and measure their learning. Choose a few new scripture mastery passages, and invite students to read and mark them in their scriptures. Then give them a verbal quiz on those passages and other scripture mastery passages they have already learned. For each passage, read a key word or phrase from the seminary bookmark. Then ask students to find the correct passage in their scriptures.

Commentary and Background Information

2 Nephi 4:16–35. Overcoming our sins and weaknesses

As we study Nephi’s heartfelt plea for the Lord to help him overcome his sins and weaknesses, we see that we can go to the Lord for that same help. Nephi’s words are echoed in the words of latter-day prophets.

The Prophet Joseph Smith taught:

“The nearer man approaches perfection, the clearer are his views, and the greater his enjoyments, till he has overcome the evils of his life and lost every desire for sin” (*Teachings of Presidents of the Church: Joseph Smith* [2007], 210–11).

Elder Richard G. Scott of the Quorum of the Twelve Apostles testified of the blessings we receive when we repent:

“Why have our Father and His Son commanded us to repent? Because they love us. They know all of us will violate eternal laws. Whether they be small or large, justice requires that every broken law be satisfied to retain the promise of joy in this life and the privilege

of returning to Father in Heaven. If not satisfied, in the Day of Judgment justice will cause that we be cast out of the presence of God to be under the control of Satan [see 2 Nephi 9:8–10; 2 Nephi 2:5].

“It is our Master and His redeeming act that make it possible for us to avoid such condemnation. It is done through faith in Jesus Christ, obedience to His commandments, and enduring in righteousness to the end.

“Are you taking full advantage of the redeeming power of repentance in your life so that you can have greater peace and joy? Feelings of turmoil and despondency often signal a need for repentance. Also the lack of the spiritual direction you seek in your life could result from broken laws. If needed, full repentance will put your life together. It will solve all of the complex spiritual pains that come from transgression. But in this life it cannot remedy some of the physical consequences that can occur from serious sin. Be wise and consistently live well within the boundaries of righteousness defined by the Lord” (“The Path to Peace and Joy,” *Ensign*, Nov. 2000, 25).

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

2 Nephi 5:1–8

The Lord separates the followers of Nephi from the followers of Laman and Lemuel

Invite students to ponder some of the difficult problems and decisions they face. Encourage them to keep these personal challenges in mind as they study how Nephi responded to challenges. Remind them that when Lehi died, Nephi was left to be the spiritual leader of the family. Ask students to read 2 Nephi 5:1–4 silently to see the challenge Nephi faced.

- According to 2 Nephi 5:1, what did Nephi do to help determine a solution to his challenge?
- 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 that our prayers may not always be answered immediately or in the way we desire.

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.

Ask students to summarize what they have learned from 2 Nephi 5:1–8. One truth you might emphasize is that **the Lord guides those who faithfully seek Him in prayer**. In connection with these verses, ask the following questions:

- Why is it important to continue to be faithful when our prayers are not answered immediately or in the way we desire?
- In what ways might the Lord give us warnings?

As students respond to this question, consider reading the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:

“We cannot set off on a wrong course without first overruling a warning” (quoted in Kenneth Johnson, “Yielding to the Enticings of the Holy Spirit,” *Ensign*, Nov. 2002, 90).

- In what ways can we follow Nephi’s example when we face challenges?

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 suggest that students mark this verse. Write the word *happiness* on the board.

- What do you think it means to live “after the manner of happiness”?

Call on students by name

When you ask a student to read or participate in a discussion, call him or her by name. This will help foster a learning environment of love and respect.

Ask a student to read aloud the following statement by Elder Marlin K. Jensen of the Seventy:



“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” (“Living after the Manner of Happiness,” *Ensign*, Dec. 2002, 56, 61).

Encourage students to accept Elder Jensen’s invitation. Ask them to read 2 Nephi 5:6, 10–18, 26–27 silently, looking for “elements of a truly happy society and life.” You may want to suggest that they mark principles 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].)

Invite students to select one or two of the principles on the board and share how these principles 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, 16, 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?

Invite students to summarize what they have learned about how to increase their happiness. Though students may share different principles, be sure they understand that **as the gospel of Jesus Christ becomes our way of life, we increase in happiness.** You may want to write this principle on the board.

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 scripture study journals or class notebooks. Share your testimony about principles and practices that have brought happiness to your life.

2 Nephi 5:19–25

The Lamanites are cursed because of their disobedience

Invite students to read 2 Nephi 5:19–24 silently, 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?

Sharing thoughts and feelings

When youth express their thoughts and feelings about gospel principles, they invite the Holy Ghost to deepen their understanding and strengthen their testimonies. You can help this happen in class by encouraging students to explain gospel principles in their own words. You can also invite students to share relevant and appropriate experiences and to testify of what they have come to know because of these experiences.

Make sure students understand that the curse mentioned in this chapter was separation from God. The changing of their skin was only a mark or sign of the curse. To clarify this point, have a student read the following statement by President Joseph Fielding Smith:



“The dark skin was placed upon the Lamanites so that they could be distinguished from the Nephites and to keep the two peoples from mixing. The dark skin was the sign of the curse. The curse was the withdrawal of the Spirit of the Lord. . . .

“The dark skin of those who have come into the Church is no longer to be considered a sign of the curse. Many of these converts are delightful and have the Spirit of the Lord” (*Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr., 5 vols. [1957–66], 3:122–23).

- How does 2 Nephi 5:21 help you understand why the Lamanites were cut off from 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.)
- What warning did the Lord give about Nephites marrying Lamanites who had rejected the gospel? (See 2 Nephi 5:23.)
- Why is it important to avoid dating and marrying those who do not hearken to the Lord? How do you think the people you date and eventually marry will influence your efforts to live the gospel? (It may be helpful to remind students that the First Presidency has counseled, “Choose to date only those who have high moral standards and in whose company you can maintain your standards” [*For the Strength of Youth* (booklet, 2011), 4].)
- What are some principles we can learn from 2 Nephi 5:20–24? (As students share principles, ensure that they understand that **when people harden their hearts against the Lord, they separate themselves from Him.**)

Emphasize that 2 Nephi 5 presents a great contrast between the Nephites and the Lamanites. We can choose which example we will follow. 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.

Commentary and Background Information

2 Nephi 5:16. “I, Nephi, did build a temple”

Elder Marlin K. Jensen of the Seventy explained how attending the temple leads to happiness:

“Nephi writes, ‘And I, Nephi, did build a temple’ (2 Ne. 5:16). Nephi’s temple may have differed in some ways from our latter-day temples, but its central purpose was likely the same: to teach and orient God’s children concerning His plan for their happiness and to provide the ordinances and covenants essential to the attainment of that happiness.

“After living on this good earth for over five decades, I can honestly say that the most spiritually mature and

happy people I know are ardent temple goers. There is good reason for that. It is in the temple that the full sweep of God’s program for us is told and retold, each telling bringing greater understanding and commitment to living life His way. . . .

“A good test of how well we are doing in our quest to come unto Christ may be how we feel about the temple and our experiences there. *Temple* can be synonymous with *happiness* and *joy*. It was for Nephi and his people” (“Living after the Manner of Happiness,” *Ensign*, Dec. 2002, 60).

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

To help students see that Jacob’s teachings relate to their lives, ask them to ponder how they would react if a friend or family member treated them unkindly, refused to believe what they said, or showed through their actions or attitude that the relationship was no longer important to them.

Ask students to silently contemplate the following question:

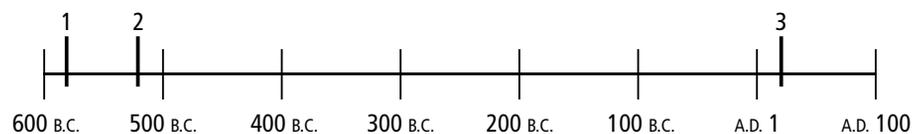
- Have you ever exhibited similar actions or attitudes toward the Lord?

Explain that in 2 Nephi 6–8, we see how the Lord responds to those who have turned away from Him. These chapters contain Nephi’s record of part of a sermon by his brother Jacob. The rest of Jacob’s sermon is recorded in 2 Nephi 9–10. These chapters will be covered in the next two lessons.

Invite a student to read 2 Nephi 6:3–4 and 9:1, 3 aloud. Ask the class to identify reasons why Jacob gave this sermon.

Invite a student to act as a scribe. Ask him or her to write the heading *Purposes of Jacob’s Sermon* on the board. Then ask students to share what they have discovered in the verses that have just been read. Have the scribe write their responses under the heading. Help students see that Jacob taught his people for the “welfare of [their] souls” (2 Nephi 6:3). He wanted to help them “glorify the name of [their] God” (2 Nephi 6:4), “know concerning the covenants of the Lord” (2 Nephi 9:1), and “rejoice, and lift up [their] heads forever” (2 Nephi 9:3). Ensure that these purposes are included in the students’ list. Suggest that as students study Jacob’s sermon, they might look for teachings that help fulfill these purposes.

Copy the following timeline on the board. (You may want to copy it before class begins.) Invite a student to read 2 Nephi 6:4. Point out that Jacob began his sermon by saying that he was going to talk about conditions that existed in his day and would exist in the future (“things which are, and which are to come”).



Point to number 1 on the timeline.

- In 2 Nephi 6:8, what does Jacob say happened to the Jews in Jerusalem because they turned away from the Lord? (Some were slain, and some were carried away captive. You may want to remind students that Lehi, Jeremiah, and other prophets had prophesied that these things would happen. Their prophecies were fulfilled in about 587 B.C., when the Babylonians conquered Jerusalem and took many Jews captive into Babylon. See “Chronology” in the Bible Dictionary for this date and others.)

Point to number 2.

- According to the first sentence of 2 Nephi 6:9, what would eventually happen to the descendants of the Jews who were taken captive in Babylon? (They would return to Jerusalem. This prophecy was fulfilled in about 537 B.C., when King Cyrus allowed the Jews to return to their homeland.)

Point to number 3, and explain that Jacob prophesied that the Savior would live His mortal life among the Jews.

- In 2 Nephi 6:9–10, which phrases describe how some of the Jews would act and feel toward the Savior during His mortal ministry? (Answers may include “scourge him,” “crucify him,” and “hardened their hearts and stiffened their necks against” Him.)
- According to 2 Nephi 6:10–11, what would happen to the Jews who would reject the Messiah? (They would be afflicted in the flesh, scattered, smitten, and hated.)

Invite students to silently read 2 Nephi 6:6–7, 11–12, 14, 17. You may want to explain that in verses 6–7, Jacob reads a prophecy by Isaiah about the Restoration of the gospel and the gathering of the house of Israel. Ask students to identify phrases that describe how the Lord would respond to the house of Israel, the Lord’s covenant people, even though they would reject Him. Ask students to share the phrases they have found. Help them understand the meaning of a few of these phrases by asking the following questions:

- In 2 Nephi 6:7, what do you think it means to “wait for” the Lord?
- Jacob promised that “the Lord [would] be merciful” to Israel (2 Nephi 6:11). In what ways do some of the phrases you identified refer to the Lord’s mercy?
- Jacob also promised that the Lord would “recover” Israel (2 Nephi 6:14). What do you think it means for the Savior to recover someone?
- According to 2 Nephi 6:11–12, 14, what must we do to receive the Lord’s mercy?

As students share their insights, make sure they understand that **the Lord is merciful to those who return to Him.**

Point out that in 2 Nephi 6, Jacob tells of the Lord being merciful to His covenant people even after they have been very wicked. Assure students that if the Lord would be merciful to these people, He will surely be merciful to us individually as we come unto Him and keep our covenants with Him. Invite students to ponder the ways the Lord has been merciful to them. Ask them to write the following phrase in their scripture 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.

2 Nephi 7–8

Jacob shares Isaiah’s prophecy about the Savior’s ability to redeem His covenant people

Explain that in 2 Nephi 7 and 8, Jacob reads a prophecy from the writings of Isaiah. Chapter 7 contains the word of the Lord to members of the house of Israel who were scattered and in captivity as a result of their sins. Ask a student to read 2 Nephi 7:1. You may want to invite the class to mark the questions the Lord asks.

To help students understand the questions in verse 1, explain that the phrases “put thee away,” “the bill of your mother’s divorcement,” and “sold you” refer to the idea of breaking or severing a covenant. Help students understand that the Lord’s questions could be rephrased as follows: “Have I turned away from you? Have I put aside the covenant we have made?”

- What is the answer to these questions? (The answer is no. The Lord will never turn away from us or forget the covenants He has made.)
- According to the end of 2 Nephi 7:1, why were these people separated from the Lord and suffering in captivity? (Because they had sinned and turned away from the Lord.)

Point out that in 2 Nephi 7:2, the Lord asks another question that can help us see that He wants to help us and that He has power to do so. Invite students to find and underline the question. (“Is my hand shortened at all that it cannot redeem, or have I no power to deliver?”)

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.

To help students understand this question, ask them how they would rephrase the question in their own words. (If they have a difficult time understanding the expression “is my hand shortened,” invite a student to hold his or her hand out to another student as if offering help. Then ask the first student to “shorten” his or her hand, illustrating the idea of withdrawing help or holding back.) Students might restate the Lord’s question by saying something like this: “Am I holding back or not reaching out to redeem you? Do you believe I have power to save you?”

Tell students that in answer to this question, the rest of 2 Nephi 7 and 8 contains several examples that show the Savior’s desire to redeem His covenant people and examples that demonstrate that He has power to do so.

To help students discover evidence that **the Savior desires to redeem His covenant people and has power to do so**, 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. (If you have 12 or more students in your class, assign the passages to pairs or other small groups. If you have fewer than 12 students, assign more than one passage to some groups.) 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 mark the phrases that their classmates share.

To conclude, refer to the list of Jacob’s purposes written on the board. Invite students to think about the covenants they have made with the Lord and the blessings He has promised them as they keep those covenants. Share your testimony of the Lord’s faithfulness to us and His covenants with us, and testify of the mercy and redemption we can receive as we are faithful to our covenants with Him.

Commentary and Background Information

2 Nephi 6:2. What priesthood was held by Lehi, Nephi, and Jacob?

Jacob said that he was “called of God, and ordained after the manner of his holy order” and that he had “been consecrated by [his] brother Nephi” (2 Nephi 6:2). When he spoke of this “holy order,” he referred to the Melchizedek Priesthood. President Joseph Fielding Smith wrote that “the Nephites officiated by virtue of the Melchizedek Priesthood from the days of Lehi to the days of the appearance of our Savior among them” (*Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr., 5 vols. [1957–66], 1:124).

2 Nephi 8. The latter-day gathering

Isaiah’s prophecy quoted in 2 Nephi 8 speaks of the latter-day gathering of Israel. Elder Bruce R. McConkie

of the Quorum of the Twelve Apostles taught about the spiritual nature of this gathering:

“What, then, is involved in the gathering of Israel? 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 having faith in the Lord Jesus Christ, of repenting, of being baptized and receiving the gift of the Holy Ghost, and of keeping the commandments of God. It consists of believing the gospel, joining the Church, and coming into the kingdom. It consists of receiving the holy priesthood, being endowed in holy places with power from on high, and receiving all the blessings of Abraham, Isaac, and Jacob, through the ordinance of celestial marriage” (*A New Witness for the Articles of Faith* [1985], 515).

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 (see lesson 28 in this manual). 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. President Joseph Fielding Smith taught that 2 Nephi 9 contains “one of the most enlightening discourses ever delivered in regard to the atonement.” He said, “It should be carefully read by every person seeking salvation” (*Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr., 5 vols. [1957–66], 4:57).

Suggestions for Teaching

2 Nephi 9:1–9

Jacob explains the effects of the Fall

Before class begins, write *awful monster* in the center of the board.

Begin the lesson by explaining that 2 Nephi 9 contains a continuation of the sermon that students began studying in the previous lesson. Remind students that in the first part of the sermon, found in 2 Nephi 6–8, Jacob quoted Isaiah to teach about the Savior’s mercy and His power to deliver His covenant people from their lost and scattered state. As he continued his sermon, Jacob taught how the Savior redeems us all from our fallen and sinful state.

Direct students’ attention to the phrase you have written on the board.

- What comes to mind when you think of an awful monster?

In response to this question, students may mention imaginary creatures. If they do, explain that some things that are real can be more frightening than imaginary creatures because they are capable of bringing lasting harm. Inform students that Jacob used the phrase “awful monster” to describe a condition we all face and the eternal harm that could result from it. Ask students to read 2 Nephi 9:10 silently, looking for the two elements of the monster Jacob described. When students share what they have found, add answers to the board as shown below:



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.”

Invite students to read 2 Nephi 9:6 silently. Ask them to search 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 in 2 Nephi 9:7–9, Jacob teaches what would happen to us if there were no Atonement and the effects of the Fall remained forever. To prepare students to study these verses, you may want to define a few terms in verse 7: 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.

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.

- If there were no Atonement, what would happen to our bodies?
- If there were no Atonement, 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.]” (“Moral Agency,” *Ensign*, June 2009, 50).

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

Ask students to reread 2 Nephi 9:10.

- 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.” This escape—from the physical and spiritual death brought by the Fall—is assured because of the atoning sacrifice of Jesus Christ.

Divide the class into two groups. Invite the first group to read 2 Nephi 9:5, 19–21 silently, looking for descriptions of the Savior’s sacrifice for us. Invite the second group to read 2 Nephi 9:11–12, 15, 22 silently, looking for phrases about Jesus Christ saving us from physical death. (It may be helpful to write these references on the board.)

When students have had time to read, ask the first group the following questions:

- What was the Savior willing to suffer so that He could deliver us from physical and spiritual death? What descriptions did you find that are meaningful to you?
- Jacob emphasized that Jesus Christ suffered the pains of all people. What does this mean to you? How does this knowledge influence your feelings about the Savior? (To help students ponder the magnitude of the Savior’s sacrifice, you may want to pause the discussion and emphasize that the Savior suffered the pains of all who have lived and will yet live on the earth. To help students ponder the personal nature of the Savior’s sacrifice, consider inviting them to write their names in the margin next to 2 Nephi 9:21, as a reminder that the Savior suffered their pains.)

Ask the second group the following questions:

- What phrases did you find about Jesus Christ saving us from physical death?
- According to 2 Nephi 9:22, who will be resurrected and brought back into the presence of God?

Refer back to the phrase “awful monster” on the board. Invite students to state, in their own words, what Jacob taught about how we can be saved from this “monster.” Ensure that students understand that **through the Atonement, Jesus Christ delivers all mankind from the physical and spiritual death brought by the Fall.** Invite a student to write this truth on the board.

Remind students that in addition to delivering all mankind from the physical and spiritual death caused by the Fall, Jesus Christ can deliver us from the spiritual death caused by our own sins.

Explain that Jacob described the state of people who appear before God in their sins. Invite students to look for these descriptions while a student reads 2 Nephi 9:15–16, 27 aloud.

- How did Jacob describe the state of people who will appear before God in their sins?

Explain that Jacob also described the state of people who appear before God in purity. Invite students to look for these descriptions while a student reads 2 Nephi 9:14, 18 aloud.

- How did Jacob describe the state of people who will appear before God in purity?

Point out that while deliverance from the Fall 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 completion of the sentence: **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 they share their answers, complete the statement on the board.)

Conclude this lesson by choosing one of the following activities. Both activities are intended to help students reflect on what the Savior's Atonement means to them and to share their feelings about Him.

1. Ask students to skim 2 Nephi 9:1–22 and find all the verses that start with the word *O*. Invite students to read the first sentences of those verses aloud.

Invite students to write similar statements in their scripture study journals or class notebooks, describing their personal feelings of gratitude for the Savior and His sacrifice for them. Ask them to follow Jacob's pattern, beginning each statement with the word *O* and ending with an exclamation point. Ask a few students to share their statements as appropriate. Ensure that they understand that they do not need to feel obligated to share feelings or experiences that are too private or personal.

2. As a class, sing or read 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.

Commentary and Background Information

2 Nephi 9:7. What would be the effects of the Fall without the Atonement?

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles explained what our fate would be without the Atonement of Jesus Christ:

"Just as death would doom us and render our agency meaningless but for the redemption of Christ, even so, without His grace, our sins and bad choices would leave

us forever lost. There would be no way of fully recovering from our mistakes, and being unclean, we could never live again in the presence of [God].

". . . We need a Savior, a Mediator who can overcome the effects of our sins and errors so that they are not necessarily fatal. It is because of the Atonement of Christ that we can recover from bad choices and be justified under the law as if we had not sinned" ("Moral Agency," *Ensign*, June 2009, 50).

LESSON 30

2 Nephi 9:27–54 and 2 Nephi 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 prophesied of the Crucifixion of Jesus Christ. He also prophesied that his people's promised land would be a place of liberty, fortified against all nations and free from the reign of kings. Jacob exhorted his people to reconcile themselves to God's will and remember that they could be saved only through God's grace.

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).

Suggestions for Teaching

2 Nephi 9:27–54

Jacob invites all to come unto Christ and warns of attitudes and actions that separate us from the Lord

On the board, write the phrases *why I need help* and *what I must do*. Have the class imagine a person who has a terrible disease.

- Why is it important that this person understand the need to seek help?
- Why is it important that the person also understand what to do to receive help?
- What will result if the person understands the need for help but does not understand what to do to receive it?

Remind students that in the previous lesson, they studied the effects of the Fall and the consequences of our sins, learning about why we need the Savior. Testify that He wants to help us and deliver us from our sins. Ask students to think about whether they know what they must do to receive all the blessings of the Atonement.

Explain that Jacob wanted to help his people choose "the way of eternal life" (2 Nephi 10:23). He helped them understand that they would receive eternal life only if they would "come unto the Lord" (2 Nephi 9:41). Invite a student to read 2 Nephi 9:41 aloud. Ask the class to look for Jacob's description of "the way" we should follow.

- What does it mean to come to the Lord? (You may want to encourage students to imagine their life as a path. Have them silently contemplate where their path is leading. Are their choices bringing them closer to the Savior?)
- What words did Jacob use to describe "the way"? What do the words *narrow* and *straight* teach about the way we should live?

Point out that in connection with the narrow and straight way, Jacob used an image of a gate. He referred to the Savior as the keeper of that gate. Share your testimony that we can be forgiven of our sins and receive eternal life only through Jesus Christ and His Atonement. Everything we do that leads to eternal life—including the ordinances we receive, the prayers we offer, the testimonies we share, and the way we live—must be done in the name of Jesus Christ.

- Why is it significant to you that the Savior "employeth no servant there"? (You may want to point out that the Lord does call servants, such as bishops and stake presidents, to act on His behalf as judges of the people. However, He will be our final Judge and will give final approval according to the way we have lived.)
- How can the knowledge that the Lord "cannot be deceived" influence our efforts to come to Him?

Explain that throughout the remainder of 2 Nephi 9, Jacob’s teachings help us understand how our attitudes and actions affect our ability to come to the Savior. Some attitudes and actions help us come to Christ, while others prevent us from coming unto Him.

To help students discover some of these attitudes and actions, draw a vertical line down the center of the board. On one side of the line, write *Distancing Ourselves from Christ*. Below that, write:

1. 2 Nephi 9:27–33
2. 2 Nephi 9:34–39

On the other side of the line, write *Coming unto Christ*. Below that, write:

3. 2 Nephi 9:23, 39, 42, 45–46
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 groups 1 and 2 to identify attitudes and actions that can distance us from the Savior. Ask the students assigned to groups 3 and 4 to identify attitudes and actions that help us come unto the Savior and receive the blessings of His Atonement. You may want to encourage students to mark their findings in their scriptures.

After several minutes, invite volunteers from groups 1 and 2 to come to the board and list attitudes and actions they have identified that distance us from the Savior. Discuss some of Jacob’s warnings by asking some or all of the following questions:

- Jacob mentioned learning and money, both of which can be good. How can our choices about learning and money keep us from coming to the Lord? (Point out that 2 Nephi 9:28–29 is a scripture mastery passage. You might encourage students to mark this passage.)
- What do you think it means to be spiritually deaf or blind? (See 2 Nephi 9:31–32.)
- The phrase “uncircumcised of heart” (2 Nephi 9:33) refers to those whose hearts are not open to God and who are unwilling to keep covenants with Him. How does this condition keep us from receiving the full blessings of the Atonement?
- What are some forms of idol worship today? (See 2 Nephi 9:37.)

Invite students from groups 3 and 4 to come to the board and list attitudes and actions they have discovered that will bring us to the Savior and help us receive the blessings of the Atonement. To help students analyze what they have discovered, ask some or all of the following questions:

- In 2 Nephi 9:23, Jacob reminds us of the Lord’s command to repent and be baptized. How does renewing baptismal covenants through the sacrament help us come to the Lord and receive the blessings of His Atonement?
- 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”? (See 2 Nephi 9:50–51. You may want to explain that these verses refer to spiritual nourishment.)

Testify that **as we come to the Lord and live according to His will, we will receive the full blessings of the Atonement**. Write this principle on the board above the list the students have created.

Encourage students to ponder evidence they have seen of this principle in their lives. Invite them to write in their scripture 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).

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.

2 Nephi 9:28–29

is a scripture mastery passage. Refer to the idea at the end of the lesson to help students with their mastery of this passage.

2 Nephi 10

Jacob encourages his people to rejoice and come to the Lord

Ask students if they have ever received a gift that was particularly meaningful because someone had gone to great effort or made a sacrifice to give the gift. Consider inviting one or two students to relate their experiences.

- How can we express gratitude for such gifts?
- How can we express gratitude for the gift of the Savior's Atonement?

Explain that the day after Jacob delivered his sermon about the Atonement of Jesus Christ, he again testified of the Lord's deliverance from the consequences of sin. He taught his people about how they should respond to the gift of the Atonement.

Summarize 2 Nephi 10:1–19 by explaining that 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. You may want to point out that 2 Nephi 10:3 is the first verse in the Book of Mormon that uses the title *Christ* in referring to the Savior.

Ask a student to read 2 Nephi 10:20, 23–25 aloud. Invite the class to identify what Jacob exhorts us to do in response to the gift of the Atonement. You may want to suggest that students mark what they find in these verses. Invite them to share what they find.

Prepare a handout with the following questions (or write the questions on the board before class begins). Invite students to select one question and share their thoughts and feelings about that question with a partner.

- In light of what we have studied about the Savior, what do you want to always remember about Him?
- Why is repentance an important way to show our gratitude for what the Lord has done for us?
- What have you learned about the Savior that helps you to feel hope?

Conclude by explaining that the word *reconcile* in 2 Nephi 10:24 means to bring people or things into harmony or agreement with each other. For example, two friends should reconcile with one another after a disagreement.

- What do you think it means to reconcile ourselves to the will of God?

Invite students to ponder what they have learned and felt as they have studied and discussed 2 Nephi 9–10. Invite them to seek guidance from the Holy Spirit to help them determine something they will do to reconcile themselves to the will of God and more fully partake of the blessings of the Atonement. For example, a student might commit to heed certain counsel from God (see 2 Nephi 9:29), turn away from a specific sin (see 2 Nephi 9:45), or identify a way to remember the Savior more often throughout each day (see 2 Nephi 10:20). Encourage students to do whatever is necessary to “reconcile [them] selves to the will of God” (2 Nephi 10:24). Testify of the blessings of doing so.

Scripture Mastery—2 Nephi 9:28–29

Note: The following activity is designed to help students with their mastery of 2 Nephi 9:28–29. Because of the length of today's lesson, you may want to use the activity on another day, when you have more time.

Lead the class in reading 2 Nephi 9:28–29 aloud together.

- What are some pitfalls that can trap us as we seek learning? How can we seek learning but avoid these traps?
- What can help us “hearken unto the counsels of God” while we seek learning?

Encourage students to continue participating in seminary now and to plan to attend institute after they graduate from seminary.

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 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 (see 2 Nephi 4:12–35) and wrote in their scripture study journal 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 (see 2 Nephi 5:1–8). As the gospel of Jesus Christ becomes our way of life, we will increase in happiness (see 2 Nephi 5:9–18, 26–27). Students examined their lives and determined something they would do to live more fully “after the manner of happiness.”

Day 2 (2 Nephi 6–8)

In this lesson students learned that the Lord is merciful to those who return to Him (see 2 Nephi 6). 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 (see 2 Nephi 7–8).

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 the physical and spiritual death brought about by the Fall (see 2 Nephi 9:1–22). 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 (see 2 Nephi 9:14–27). 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 as we choose to come to the Lord and live according to His will, we will receive the full blessings of the Atonement.

Introduction

Among the many important truths the 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 following chart on the board, or prepare it as a handout.

2 Nephi 4	2 Nephi 5
<ol style="list-style-type: none">1. Read the chapter heading, and prepare to summarize the chapter in your own words.2. Read 2 Nephi 4:19 and explain what you think it means to “know in whom I have trusted.”3. Read over your scripture study journal entry for day 1, assignment 4, and prepare to share one way you would like to increase your trust in the Lord.	<ol style="list-style-type: none">1. Read the chapter heading, and prepare to summarize the chapter in your own words.2. Read 2 Nephi 5:27 and explain what you think it means to live “after the manner of happiness.”3. Read over your scripture 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.

Divide the class in half. Have one half of the students prepare to teach the material under 2 Nephi 4 and the other half 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 is the first day of a 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. Have students 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:

“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” (“The Book of Mormon and the Doctrine and Covenants,” *Ensign*, May 1987, 85).

Have students 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. Have them 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.

Have a student read 2 Nephi 9:21–23, and ask a few students to explain it 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 scripture study journals for day 3, assignment 4. You may want to add your testimony to theirs.

Have the class 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 result 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. 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 scripture 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.

2 Nephi 10

Jacob encourages his people to rejoice and come to the Lord

Read 2 Nephi 10:23–24 with students. Remind students 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)

As students study 2 Nephi 11–25 this 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 and 16

Introduction

In 2 Nephi 11, Nephi expressed his love for the words of Isaiah. He also testified that Jacob and Isaiah had seen the “Redeemer, even as I have seen him” (2 Nephi 11:2). 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, 5–8). Both Nephi and Jacob taught the value of likening Isaiah’s writings to ourselves (see 1 Nephi 19:23; 2 Nephi

6:5; 11:2), and the Lord declared, “great are the words of Isaiah” (3 Nephi 23:1). 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 25 serves as a conclusion to these chapters, containing Nephi’s counsel on how to understand Isaiah’s words (see lesson 35 in this manual).

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 the first student reads his or her sentence, ask the class if it is a complete representation of what happened in their last class. Then have the second student share his or her sentence, and ask if it is a complete representation of their last class. After the third student reads, ask the same question.

- What advantages are there to having multiple witnesses?

Explain that the Lord calls prophets to be His witnesses to the world. Encourage students to ponder what it has meant to them to hear prophets testify of Jesus Christ.

Write the following statement on the board: ***By studying prophets’ testimonies of Jesus Christ, we can strengthen our faith in Jesus Christ and rejoice in Him.***

Invite a student to read 2 Nephi 11:2–3.

- According to these verses, what did Nephi, Isaiah, and Jacob experience that enabled them to be special witnesses of Jesus Christ?
- Why do you think it is important to have a witness of Jesus Christ from multiple prophets? (See also Mosiah 13:33–35.)

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.)

Have students read 2 Nephi 11:4–7 silently, identifying things that delighted Nephi. Then divide the class into pairs. Ask students to share the phrases that most impress them and why. Also invite them to share what delights them or leads them to rejoice about Jesus Christ.

Read 2 Nephi 11:8 aloud, and have students look for a reason why Nephi included the writings of Isaiah 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?

Understanding Isaiah

Teachers and students may find it difficult to understand the words of Isaiah in the Book of Mormon. President Boyd K. Packer of the Quorum of the Twelve Apostles acknowledged that as we study the Book of Mormon, these chapters 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).

The following list provides some examples of why Nephi included the writings of Isaiah in his record:

1. Isaiah had seen the Savior, as Nephi and Jacob had (see 2 Nephi 11:2–3; see also 2 Nephi 16:1–5, which includes Isaiah’s description of a vision in which he saw the Savior).
2. Nephi delighted in testifying of Christ, and Isaiah also testified of Christ (see 2 Nephi 11:4, 6; see also 2 Nephi 17:14 and 19:6–7, two examples of Isaiah’s prophecies of the Savior).
3. Nephi delighted in the covenants of the Lord (see 2 Nephi 11:5). Isaiah’s prophecies related to the covenants of the Lord. For example, he prophesied of latter-day temple work (see 2 Nephi 12:1–3).

Explain that in this lesson and the next three, 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. Invite students to share some of their favorite verses from these chapters with their family members and friends.

2 Nephi 16

Isaiah is called to serve as a prophet

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. To help students prepare to understand this vision, explain that Isaiah’s writings include symbolic language. The scriptures are rich in symbols, types, and figurative expressions. Point out that in one of the verses they read earlier, Nephi stated, “All things which have been given of God from the beginning of the world, unto man, are the typifying of [Jesus Christ]” (2 Nephi 11:4). The use of symbols and types is one way the scriptures teach us of the Lord’s saving mission.

Write the following words and phrases on the board: *train*, *seraphim (angels) with six wings each*, *smoke*, *live coal*.

Ask students what thoughts come to their minds when they see or hear these words. After a brief discussion, explain that Isaiah used these words in his account of his call to be a prophet of God. (Try to help students understand the meanings Isaiah intended. Be careful not to overanalyze the meanings of symbolic language. Instead, help students see how Isaiah’s message applies in their lives.)

Ask a student to read 2 Nephi 16:1. (If students have access to the Latter-day Saint edition of the King James Version of the Bible, you may want to have them turn to Isaiah 6, which contains footnotes and study helps that will enhance understanding of the scripture passages covered in this lesson.)

Explain that in this verse, the word *train* refers to the hem or skirts of a robe.

Invite a student to read 2 Nephi 16:2–3 aloud. Explain that “seraphim” are angels who reside in the presence of God (see Bible Dictionary, “Seraphim”).

- What might the six wings of the seraphim represent? (You might suggest that students read Doctrine and Covenants 77:4 for a clue. The image of wings is symbolic of power to move and act.)
- What words indicate the seraphim’s attitude toward the Lord?
- When have you felt a similar attitude toward God?

Have a student read 2 Nephi 16:4 and Revelation 15:8 aloud. Ask the class to look for the meaning of the phrase “filled with smoke.” (You may need to help students understand that the smoke represents the presence, power, and glory of the Lord.) Consider suggesting that students write Revelation 15:8 in the margin of their scriptures next to 2 Nephi 16:4.

Invite a student to read 2 Nephi 16:5 aloud. Ask the class to look for phrases that express how Isaiah felt in the presence of the Lord. (If the Latter-day Saint edition of the King James Version of the Bible is available, have students look up Isaiah 6:5, footnotes *a* and *b*.)

- What do you think Isaiah meant when he said, “I am undone; because I am a man of unclean lips”? (You may need to explain that in Isaiah 6:5, the word *undone* was translated from a Hebrew word that means “cut off,” and the phrase *unclean lips* refers to Isaiah’s consciousness of his sins and the sins of his people. Isaiah was expressing that he felt unworthy to be in the presence of the Lord.)

Give students a moment to ponder why Isaiah may have felt this way. Explain that several prophets have expressed how inadequate they felt when they received their calls. President Spencer W. Kimball described the telephone call in which President J. Reuben Clark Jr. of the First Presidency informed him that he had been called to the Quorum of the Twelve:

“‘Oh, Brother Clark! Not me? You don’t mean me? There must be some mistake. I surely couldn’t have heard you right.’ This as I sank past the chair to the floor. . . .

“‘Oh, Brother Clark! It seems so impossible. I am so weak and small and limited and incapable’” (Edward L. Kimball and Andrew E. Kimball Jr., *Spencer W. Kimball: Twelfth President of The Church of Jesus Christ of Latter-day Saints* [1977], 189).

Help students understand that Isaiah, a righteous man, felt “undone” and “unclean” in the presence of the Lord. Who among us would not feel unworthy standing before God?

Write the following truth on the board: ***We can be cleansed of our unworthiness through the Atonement of Jesus Christ.***

If possible, show students a piece of charcoal or a burned piece of wood. Ask them what it would look like if it had just been taken out of a fire.

- What would happen to someone who touched a hot coal?

Read 2 Nephi 16:6–7 aloud. Ask students to read along silently, looking for Isaiah’s experience involving a live coal. (If a Latter-day Saint edition of the King James Version of the Bible is available, have students look up Isaiah 6:6, footnote *a*, and Isaiah 6:7, footnotes *a* and *b*.)

- According to 2 Nephi 16:7, what did it mean when the angel symbolically touched Isaiah’s lips with a hot coal? (You may need to explain that the live coal is a symbol of cleansing. When the angel in Isaiah’s vision touched his lips with the coal, it represented the Lord cleansing Isaiah of his unworthiness and forgiving him of his sins.)

Give students a few moments to think about times when they have felt the cleansing power of the Atonement of Jesus Christ.

Invite students to read 2 Nephi 16:8–13 silently. Invite a student to summarize what the Lord said about Isaiah’s ministry among the people. (You may need to explain that the Lord advised Isaiah that his preaching to the rebellious Israelites would be largely ignored but that he should continue to preach until “the land be utterly desolate.” In other words, the Lord will graciously continue His mission of salvation through His servants “so long as time shall last, or the earth shall stand, or there shall be one man upon the face thereof to be saved” [Moroni 7:36].)

Explain that Isaiah became a powerful witness of the Lord Jesus Christ and His gospel. Testify that the Savior is real and can forgive us of our sins, and that as we experience the power of the Atonement in our lives, we too can be witnesses of the Savior.

Commentary and Background Information

2 Nephi 16:2–3. Do angels have wings?

“An angel of God never has wings” (Joseph Smith, in *History of the Church*, 3:392). Then why did Isaiah describe angels as having wings? Elder Bruce R. McConkie explained that the description is symbolic: “The fact

that these holy beings were shown to him as having wings was simply to symbolize their ‘power, to move, to act, etc.’ as was the case also in visions others had received. (D. & C. 77:4.)” (*Mormon Doctrine*, 2nd ed. [1966], 703).

LESSON 32

2 Nephi 12–15

Introduction

Isaiah condemned the wickedness of the people of his day as well as the wickedness of many people in the last days. He warned against calling evil good and good evil. He also emphasized the Restoration of the gospel

in the last days, including the significance of the temple and the importance of being clean from the sins of the world. For more information about Isaiah, see lesson 21 in this manual.

Keeping students' attention

The following suggestions can help you maintain students' attention in class: (1) Help students see how the lesson applies in their lives. (2) Vary the inflection of your voice as you teach. (3) Maintain eye contact with students. (4) If possible, move around the classroom as you teach.

Suggestions for Teaching

2 Nephi 12–15

Isaiah distinguishes wicked Israel from righteous Israel

To help students understand the context of today's lesson, begin class by reminding them that in the previous lesson they learned about Isaiah's call to be a prophet. Today they will learn about the people he taught.

Help students understand that when Isaiah described the actions of the Lord's covenant people in his day, he also described some people in our day. Elder Dallin H. Oaks of the Quorum of the Twelve Apostles explained: "The book of Isaiah contains numerous prophecies that seem to have multiple fulfillments. . . . The fact that many of these prophecies can have multiple meanings underscores the importance of our seeking revelation from the Holy Ghost to help us interpret them" ("Scripture Reading and Revelation," *Ensign*, Jan. 1995, 8).

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.

	2 Nephi 12:5–12, 17–19; 13:8–9	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?		

Explain that this chart will help the class examine the consequences of the actions of people who lived contrary to their covenants.

Divide the class in half. Ask half of the students to study 2 Nephi 12:5–12, 17–19; 13:8–9. 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 second group that Isaiah foresaw the consequences for the extravagant dress and actions of worldly women in his own day and in the future. 2 Nephi 13:16–26 describes what he saw. Although Isaiah specifically addressed "the daughters of Zion," his words also apply to men. (You may want to point out that the prophecy in 2 Nephi 14:1 is not about plural marriage. It is about men dying in the war described in 2 Nephi 13:25–26, leaving many women as widows.)

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.) Which phrases indicate that the people were guilty of these sins? What were the consequences of these sins?
- Isaiah spoke of the land being “full of idols” (2 Nephi 12:8). What are some forms of idolatry today?

As part of this discussion, read the following counsel from President Spencer W. Kimball:

“Modern idols or false gods can take such forms as clothes, homes, businesses, machines, automobiles, pleasure boats, and numerous other material deflectors from the path to godhood. . . . Many young men decide to attend college when they should be on missions first. The degree, and the wealth and the security which come through it, appear so desirable that the mission takes second place. . . . Many worship the hunt, the fishing trip, the vacation, the weekend picnics and outings. Others have as their idols the games of sport, baseball, football, the bullfight, or golf. . . . Still another image men worship is that of power and prestige” (*The Miracle of Forgiveness* [1969], 40–41).

- Isaiah prophesied of people who would show their pride and worldliness by the way they dressed. How can we guard against worldly attitudes and trends?

On the board, write the word *wo*. Explain that the word *wo* refers to sorrow and suffering. Ancient prophets sometimes used this word to emphasize the consequences of sin. (Students may recall seeing this word repeated in 2 Nephi 9:27–38.) Invite students to listen as you read 2 Nephi 15:18–23 aloud. (You may want to encourage students to mark the word *wo* and the phrases that describe actions and attitudes that will bring sorrow and suffering. You might also suggest that they write the definition of *wo* in the margin next to these verses.)

- What does 2 Nephi 15:20 mean to you?
- In what ways have you seen people calling “evil good, and good evil” in our day?

Tell students that they will now read about a group of people who kept their covenants. Invite a student to read 2 Nephi 14:2–4 aloud. Have the rest of the class look for Isaiah’s description of this group of people.

- What words or phrases indicate that this group was different from the other groups we examined? (Consider writing students’ responses on the board.)

Ask students to read 2 Nephi 14:5–6 silently, looking for three places Isaiah mentioned that would provide spiritual protection. Make sure students identify 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” refer to the protection and guidance that Moses and his people received from the Lord in the wilderness (see Exodus 13:21–22). These words remind us of the protection and guidance we can receive from the Lord. Also point out that Isaiah likened the temple to a protective shelter from the heat and a “covert,” or shelter, from storms and rain.

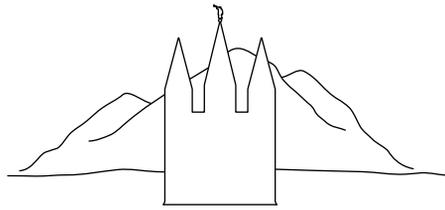
- When have you felt the Lord’s protection or guidance in your home or at church?
- When have you found spiritual relief or protection in the temple?
- What kind of people will dwell in the homes and worship in the churches and temples described in verses 5–6?
- What can we do to make our homes and branches or wards places of defense against the world?

Summarize chapters 12–15 by explaining that in these chapters we learn that **keeping our covenants brings blessings of spiritual protection, while breaking covenants leaves us without the Lord’s protection**. Assure students that they can create in their own lives an environment like that described in 2 Nephi 14:5–6.

2 Nephi 12:1–5; 15:26

Isaiah prophesies of temples and the Lord’s Church being established in the last days

Draw the following diagram 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.)

Invite students to read 2 Nephi 12:2–5 silently, looking for what God promised to establish in the last days and how it would bless people's lives.

- What does the term “mountain of the Lord” refer 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.)
- What blessings come from “the Lord’s house” in the last days? (One principle students may identify is that **God has established temples to teach us of His ways and to help us walk in His paths** [see 2 Nephi 12:3].)
- How do temples help us to walk in the Lord’s paths?

Read the following statement in which President Gordon B. Hinckley speaks of the significance of temples:

“These unique and wonderful buildings, and the ordinances administered therein, represent the ultimate in our worship. These ordinances become the most profound expressions of our theology. I urge our people everywhere, with all of the persuasiveness of which I am capable, to live worthy to hold a temple recommend, to secure one and regard it as a precious asset, and to make a greater effort to go to the house of the Lord and partake of the spirit and the blessings to be had therein” (“Of Missions, Temples, and Stewardship,” *Ensign*, Nov. 1995, 53).

- How might temples help us avoid the consequences of wickedness described in 2 Nephi 12–15? (Answers might include the following: Making and keeping temple covenants fortifies us and our families against wickedness. Regular temple worship reminds us of the Savior, His atoning sacrifice, and the covenants we have made. When we live worthy to hold a temple recommend, we have hope for the blessings of eternal life. That hope motivates us to keep living righteously.)
- How has the temple inspired and blessed you?

Have a student read 2 Nephi 15:26 aloud. Ask the class to identify the phrase that indicates what the Lord will “lift up” in order to gather the people of the last days. 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, especially in battle.

- What is the “ensign to the nations” that Isaiah prophesied about?

Read the following statement by President Joseph Fielding Smith:

“That ensign [is] the Church of Jesus Christ of Latter-day Saints, which was established for the last time, never again to be destroyed or given to other people. It was the greatest event the world has seen since the day that the Redeemer was lifted upon the cross and worked out the infinite and eternal atonement. It meant more to mankind than anything else that has occurred since that day” (*Doctrines of Salvation*, 3 vols. [1954–56], 3:254–55).

- In what ways is The Church of Jesus Christ of Latter-day Saints “an ensign to the nations”?
- What blessings have come into your life because of your membership in the Church?
- Think about all the blessings you have received and the truths you have learned as a member of the Church. What is one truth you could share with others that might help them gather to the “ensign to the nations”?

Testify that the Lord has blessed us with great help to live successfully in the last days. He will bless and sanctify those who choose to come unto Him. As we make and honor covenants with Him, He will help us to walk in His ways.

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; 19:1–7

The people of the kingdom of Judah fail to put their trust in Jesus Christ

Begin class by asking students to list as many descriptive titles of Jesus Christ as they can. Write their responses on the board. Then invite them to read 2 Nephi 17:14. Add the title *Immanuel* to the list on the board, or circle it if it is already there. Invite students to find the meaning of this name in Matthew 1:23 or in the Bible Dictionary.

- What is the meaning of the title *Immanuel*? (“God with us.”)

Point out that the ultimate significance of Isaiah’s prophecy about Immanuel is found in Matthew 1:18–25. Invite a student to read this passage aloud.

- How was Isaiah’s prophecy about Immanuel fulfilled?
- When have you seen the reality of the Lord as Immanuel, or “God with us,” in your life?

Explain that 2 Nephi 19:6–7 is one of the most well-known prophecies about the Savior. Read this passage aloud. Point out that this passage contains several titles for Jesus Christ. (If any of these titles are not already on the board, add them to the list.)

- Which of these titles best describes how you feel about the Savior? Why?

Before you teach the rest of this lesson, give students some historical background for 2 Nephi 17–18. Explain that these chapters frequently refer to three small nations—Judah, Israel, and Syria—and their kings, as well as to the Assyrian Empire, which sought to conquer the three smaller nations. If students have access to the Latter-day Saint edition of the Bible, it may be helpful to have them turn to maps 1, 3, and 5, which show the geographical areas referred to in these chapters. You may also want to help students understand the context of these chapters by displaying the following chart (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

Write *alliance* on the board.

- What is an alliance? (Possible answers include an association, union, treaty, or pact.)
- What are some reasons a nation might seek an alliance with other nations?

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. When King Ahaz refused, Israel and Syria attacked Judah in an effort to force the alliance and place another ruler on Judah’s throne (see 2 Nephi 17:1, 6).

2 Nephi 17–18 describes the counsel that the prophet Isaiah gave King Ahaz as the king tried to determine how to defend Judah against the threats posed by Israel, Syria, and Assyria.

Invite a student to read 2 Nephi 17:1–2.

- 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 attacked them.)

Explain that because Ahaz feared Israel and Syria, he considered forming an alliance with Assyria to protect his kingdom (see 2 Kings 16:7). Isaiah told Ahaz that if he (Ahaz) would put his faith in the Lord instead of making political alliances, the Lord would protect the kingdom of Judah.

Invite a student to read 2 Nephi 17:3–8 aloud. (If the Latter-day Saint edition of the King James Version of the Bible is available, invite students to read Isaiah 7:4, footnote *a*. If it is not available, explain that the phrase *smoking firebrands* refers to a burned-out torch. The Lord was essentially saying, “Don’t be alarmed by the attack. Those two kings have little fire left.” Israel and Syria had spent their strength. They would soon be crushed by Assyria and would no longer be a threat to Judah.)

Have several students take turns reading aloud from 2 Nephi 17:9, 17–25. As they read, have the class identify what the Lord revealed would happen to the people of Judah if they relied on political alliances instead of trusting in the Lord.

- According to these verses, what would happen if Ahaz would not trust in the Lord? (Judah would be destroyed.)

Invite a student to read 2 Nephi 17:10–12 aloud. (You might need to explain that when Isaiah directed Ahaz to ask for a sign, he was actually urging Ahaz to seek the Lord’s counsel regarding his problem. When Ahaz refused, he was saying that he did not need God’s help and that he intended to rely on his own judgment.)

Invite a student to read 2 Nephi 17:13–14. Direct students to again notice the word *Immanuel* in 2 Nephi 17:14 and its meaning, “God with us.”

- Why was it important for Ahaz to want God to be with him during his nation’s crisis?
- Why is it important for us to turn to the Lord rather than rely only on our wisdom?

Read 2 Nephi 18:5–8 aloud to students. When you read verse 6, explain that the word *Shiloah* sometimes refers to Jesus Christ. When you read verse 8, explain the phrase “reach even to the neck” by pointing out that the head, or capital city, of Judah was Jerusalem. Isaiah prophesied that the Assyrians would advance to the walls of Jerusalem—in other words, the neck of the city. This prophecy was fulfilled when 185,000 Assyrian soldiers came to attack Jerusalem, stopping at the walls of the city. The Lord defended His people by sending an angel to destroy the attacking army. (See 2 Kings 19:32–35.)

Invite students to read 2 Nephi 18:9–10 silently, looking for the Lord’s warning to those who would work together to fight against Judah.

- What would be the consequences for those who would fight against Judah?
- According to 2 Nephi 18:10, why would these nations be destroyed?

Remind students that King Ahaz feared the threat of Israel and Syria, and he was thinking about joining forces with Assyria. Invite students to read 2 Nephi 18:11–13 silently.

- What did the Lord say concerning whether Judah should form a confederacy (join Assyria)?
- In whom did Isaiah tell the people to put their trust?

To help students apply these chapters in their lives, ask:

- What are the dangers of putting our trust in worldly powers and influences rather than in the Lord? (Encourage students to think of situations that might tempt them to make decisions based on fear.)
- When have you turned to God for strength when you were initially tempted to turn to other sources? How did God help you? What did you learn from the experience?

Testify that **God will be with us when we trust in Him, even during times of difficulty and fear.** (You may want to write this principle on the board.)

2 Nephi 19:8–21; 20:1–22

Isaiah describes the destruction of the wicked at the Second Coming

Summarize the historical context of 2 Nephi 19–20 by explaining that Ahaz rejected Isaiah’s counsel and chose to make an alliance with Assyria (see 2 Kings 16:7–20). Judah became a vassal state, paying tribute to Assyria for protection against the threat of Syria and Israel. As Isaiah prophesied, Assyria eventually conquered these smaller kingdoms—Damascus (Syria) in 732 B.C. and Samaria (Israel) in 722 B.C. Assyria had also overrun all of Judah, except for Jerusalem, by 701 B.C.

Explain that when Assyria conquered Syria and Israel and laid siege to Judah’s capital city, Jerusalem, Ahaz was no longer the king of Judah. A righteous king, Hezekiah, was then on the throne. Because Hezekiah placed his trust in the Lord, the Lord defended the city of Jerusalem against the siege of the Assyrian army. In the night, an angel of the Lord smote the camp of the Assyrians. In the morning, 185,000 soldiers in the Assyrian army were found dead (see 2 Kings 19:34–35; 2 Chronicles 32:21; Isaiah 37:36).

Isaiah’s prophecies in 2 Nephi 19–20 focus on 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. The messianic prophecies of 2 Nephi 17–18 are further developed in 2 Nephi 19–20. The Immanuel prophecy is amplified in 2 Nephi 19 as Isaiah promises new light and a new leader: Hezekiah historically, and the Messiah prophetically. This is an example of a prophecy with dual fulfillment. It is also an example of a type, meaning that one event serves as a prophecy of a future event. Isaiah’s prophecy of the destruction of Assyria in 2 Nephi 20 is a type of the destruction of the wicked at the Second Coming.

Write the following scripture references on the board: *2 Nephi 19:12, 17, 21; 20:4*. Have students identify a phrase that is repeated in these verses. Write the phrase on the board. (“*For all this his anger is not turned away, but his hand is stretched out still.*”) Explain that these verses are about the consequences that come to people who rebel against the Lord and refuse to repent. They express the Lord’s displeasure with people who continue in sin.

Explain that in other scripture passages, similar words are used to express the Lord’s mercy for those who will repent. Although He is a God of justice, He is also infinitely merciful to those who will come unto Him. Invite a student to read 2 Nephi 28:32 aloud. Then read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

“To all of you who think you are lost or without hope, or who think you have done too much that was too wrong for too long, to every one of you who worry that you are stranded somewhere on the wintry plains of life and have wrecked your handcart in the process, this conference calls out Jehovah’s unrelenting refrain, ‘[My] hand is stretched out still’ [see Isaiah 5:25; 9:17, 21]. ‘I shall lengthen out mine arm unto them,’ He said, ‘[and even if they] deny me; nevertheless, I will be merciful unto them, . . . if they will repent and come unto me; for mine arm is lengthened out all the day long, saith the Lord God of Hosts’ [2 Nephi 28:32]. His mercy endureth forever, and His hand is stretched out still. His is the pure love of Christ, the charity that never faileth, that compassion which endures even when all other strength disappears [see Moroni 7:46–47]” (“Prophets in the Land Again,” *Ensign*, Nov. 2006, 106–7).

Invite students to state in their own words a truth they learn from these verses. (Make sure students understand that **Jesus Christ is a God of judgment and mercy. His mercy is extended to those who repent and keep His commandments.**)

- How would you apply this principle in your life?

Isaiah foresaw that in the last days the Lord’s people would return to Him and cease relying upon ungodly associations for security and peace. If students have access to the Latter-day Saint edition of the King James Version of the Bible, invite them to read Isaiah 10:20, footnote *c*, and explain the meaning of the word *stay*. You may want to explain that, in this context, the word *stay* means to lean on, rely upon, or place confidence in something or someone. Assure students that as we place our confidence in the Lord, we do not need to fear the judgments that will come upon the people of the earth leading up to the Second Coming.

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.

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.



Bearing testimony

A testimony is a simple, direct declaration of belief. 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.

Suggestions for Teaching

2 Nephi 21:1–5, 10–12

Isaiah foresees the Restoration of the gospel of Jesus Christ in the latter days

Display the picture *Moroni Appears to Joseph Smith in His Room* (62492; *Gospel Art Book* [2009], no. 91). Explain that when Moroni first appeared to Joseph Smith, "he quoted the eleventh chapter of Isaiah, saying that it was about to be fulfilled" (Joseph Smith—History 1:40). The prophecy in Isaiah 11 is also found in 2 Nephi 21.

Invite students to read 2 Nephi 21:1 silently. Direct their attention to the phrase "a rod out of the stem of Jesse." Then invite them to read 2 Nephi 21:10 silently. Direct their attention to the phrase "root of Jesse." You may want to suggest that students mark these phrases. Explain that the Prophet Joseph Smith received a revelation about these phrases. Invite students to turn to Doctrine and Covenants 113:1–6. Read this passage aloud. Before you read, ask students to read along and look for the meanings of the phrases. You may want to write these meanings on the board, as shown below. You may want to encourage students to write these meanings in their scriptures.

Stem of Jesse—Jesus Christ

Rod—a servant of Christ "on whom there is laid much power"

Root of Jesse—an individual in the latter days who will hold the priesthood and "the keys of the kingdom"

Ask a student to read the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles. Ask the class to listen for the identity of the "rod" 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'?" (*The Millennial Messiah: The Second Coming of the Son of Man* [1982], 339–40).

Invite a student to read 2 Nephi 21:10, 12 aloud. Ask the class to look for words and phrases that relate to Joseph Smith and to the Restoration of the gospel and the Lord's Church. Before the student reads, you may want to remind them that the word *ensign* refers to a standard, flag, or banner that is used as a rallying point or as a signal to assemble (see lesson 32).

- How did the work of Joseph Smith fulfill the prophecy concerning the root of Jesse?
- In what ways do we gather today as members of the Church? In what ways do we lift an ensign to help others know where to gather?

Testify that **the Lord has restored His gospel and His Church through the Prophet Joseph Smith and is now gathering His people in the last days.**

2 Nephi 21:6–9; 22

Isaiah describes the Millennium

Ask students to imagine that a friend who is a member of another church has asked them what they believe about the Millennium. Have them study 2 Nephi 21:6–9 and 22:1–6 silently, looking for truths they might share in such a conversation. Invite them to write their ideas in their scripture study journals or class notebooks. To help them discuss what they have found, ask some or all of the following questions:

- What do the descriptions in 2 Nephi 21:6–8 suggest about the conditions on the earth during the Millennium?
- According to 2 Nephi 21:9, why will the earth be a place of peace during the Millennium? (Help students understand that **during the Millennium, the earth will be a place of peace because it will be full of the knowledge of the Lord.**)
- How can the knowledge of the Lord help us live more peacefully now?
- In 2 Nephi 22:1–6, Isaiah describes the spirit of worship that people will have during the Millennium. How can we develop that same attitude today?
- What are some aspects of the Millennium that you would like to have in your life right now? (Encourage students to ponder what they can do to receive some of these blessings in their lives.)

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 prophesies of the destruction of Babylon and compares it to the destruction of the wicked at the Savior’s Second Coming. Invite students to read the entry for “Babylon” in the Bible Dictionary. Explain that in some scripture passages, the word *Babylon* refers generally to the wickedness of the world. Isaiah prophesied that great destruction would come upon the wicked in Babylon and in the last days.

To help students identify the consequences for the wicked in the last days, have them read 2 Nephi 23:1, 5–9, 11, 15, 19, and 22 silently.

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?
- How does 2 Nephi 24:16 describe how we would feel about Satan if we could see him for what he is?

Invite a student to read the following statement by President Ezra Taft Benson:

“In the premortal council, it was pride that felled Lucifer, ‘a son of the morning.’ (2 Ne. 24:12–15; see also D&C 76:25–27; Moses 4:3.) . . . In the pre-earthly council, Lucifer placed his proposal in competition with the Father’s plan as advocated by Jesus Christ. (See Moses 4:1–3.) He wished to be honored above all others. (See 2 Ne. 24:13.) In short, his prideful desire was to dethrone God. (See D&C 29:36; 76:28.)” (“Beware of Pride,” *Ensign*, May 1989, 4–5).

Direct students’ attention to the word of the Lord at the conclusion of 2 Nephi 23:22: “I will be merciful unto my people, but the wicked shall perish.” You may want to encourage students to mark this declaration in their scriptures. (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?

Ask several students to read 2 Nephi 24:1–7, 24–27 aloud, taking turns reading one or two verses. Invite the class to look for the Lord’s promises to His people. Encourage them to share their observations with each other. You might consider having a student write these observations on the board.

- What messages do these verses share for those who suffer because of other people's wickedness?
- What evidence of happiness and hope do you see in these verses?

Make sure students understand that **the Lord will be merciful to His people, but the wicked will perish**. 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. Testify that we can live in righteousness and prosper today as we look forward to the Millennium.

Commentary and Background Information

2 Nephi 21:1. "And a branch shall grow out of his roots"

Elder Bruce R. McConkie of the Quorum of the Twelve Apostles explained the branch mentioned in 2 Nephi 21:1:

"Behold the days come, saith the Lord, that I will raise unto David a righteous Branch, and King shall reign and prosper . . ." (Jer. 23:3–6). That is to say, the King who shall reign personally upon the earth during the

Millennium shall be the Branch who grew out of the house of David. He shall execute judgment and justice in all the earth because he is the Lord Jehovah, even him whom we call Christ. That the Branch of David is Christ is perfectly clear. We shall now see that he is also called David, that he is a new David, an Eternal David, who shall reign forever on the throne of his ancient ancestor [see Jeremiah 30:8–9]" (*The Promised Messiah: The First Coming of Christ* [1978], 193).

Supplemental Teaching Idea

2 Nephi 21:9. "The earth shall be full of the knowledge of the Lord"

Have a student read 2 Nephi 21:9 aloud. Share the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:

"In our day we are experiencing an explosion of knowledge about the world and its people. But the people of the world are not experiencing a comparable expansion of knowledge about God and his plan for his children.

On that subject, what the world needs is not more scholarship and technology but more righteousness and revelation. I long for the day prophesied by Isaiah when 'the earth shall be full of the knowledge of the Lord.' (Isa. 11:9; 2 Ne. 21:9.)" ("Alternate Voices," *Ensign*, May 1989, 30).

- According to Elder Oaks, what does the world need?
- How can we help bring about the fulfillment of Isaiah's prophecy?

LESSON 35

2 Nephi 25

Introduction

Continuing to emphasize the importance of Isaiah's prophecies, Nephi explained that anyone who has the spirit of prophecy can come to understand and appreciate Isaiah's words. He shared the purpose of his writing: "to persuade our children, and also our brethren, to

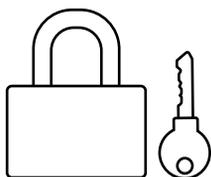
believe in Christ, and to be reconciled to God" (2 Nephi 25:23). He invited all to believe in Jesus Christ and to "worship him with all [their] might, mind, and strength, and [their] whole soul[s]" (2 Nephi 25:29).

Suggestions for Teaching

2 Nephi 25:1–8

Nephi teaches that we can understand the words of Isaiah when we have the spirit of prophecy

Display a padlock that cannot be opened without a key (or draw a picture of a padlock and key on the board). Point out that when people want to keep valuable possessions safe, they often lock them up. They might keep the only key to the lock, or they might give a copy of the key to a trusted friend or family member.



Explain that Nephi knew that the prophecies of Isaiah were "of great worth" (2 Nephi 25:8). However, he did not keep them secret. He even taught about a key for anyone who wants to unlock the meaning of Isaiah's words. Invite a student to read the first sentence in 2 Nephi 25:4. Ask the class to look for the key to understanding the words of Isaiah.

- What key did you find? ("The spirit of prophecy.")

To help students understand what it means to have "the spirit of prophecy," read the following statement from the Guide to the Scriptures:

"A prophecy consists of divinely inspired words or writings, which a person receives through revelation from the Holy Ghost. The testimony of Jesus is the spirit of prophecy (Rev. 19:10). A prophecy may pertain to the past, present, or future. When a person prophesies, he speaks or writes that which God wants him to know, for his own good or the good of others. Individuals may receive prophecy or revelation for their own lives" (Guide to the Scriptures, "Prophecy, Prophecy," scriptures.lds.org).

Help students see that their understanding of Isaiah's words will increase as they (1) seek the guidance of the Holy Ghost and (2) have a testimony of Jesus Christ and a desire to learn of Him. When they approach Isaiah's words in this way, always looking for ways his prophecies testify of the Savior, they will be able to learn what God wants them to know, for their own good or for the good of others.

Point out that Nephi shared other ideas that can enhance our understanding of Isaiah's words. Ask students to read 2 Nephi 25:1 silently, looking for the reason why many of Nephi's people found Isaiah's prophecies hard to understand.

- What did you find? (They did not know "concerning the manner of prophesying among the Jews.")
- Based on what you have read of Isaiah's words, what are some characteristics of the ancient Jews' prophecies? (Answers may include that Isaiah and other prophets used symbolism and poetic language.)

- When you read the words of Isaiah, why is it helpful to be aware of this manner of prophesying?

Explain that another helpful idea is found in 2 Nephi 25:5–6. Invite a student to read these verses aloud. Ask the class to look for experiences Nephi had that helped him understand the words of Isaiah.

- Why do you think it helped Nephi to have lived in Jerusalem? Based on what you have read of Isaiah’s words, why do you think it was an advantage for Nephi to have “beheld the things of the Jews” and to “know concerning the regions round about” Jerusalem?
- What can we do to gain some knowledge of these things? (We can study the culture, history, and geography of ancient Israel.)

Read 2 Nephi 25:7–8 to students. As you read, point out that Isaiah’s prophecies will be of great worth to us as we see that they have been fulfilled. To illustrate this truth, ask:

- In the last few days, what prophecies have we studied that have already been fulfilled? (Students might remember prophecies about the Salt Lake Temple [see 2 Nephi 12:2–3], the birth of Jesus Christ [see 2 Nephi 19:6], and Joseph Smith [see 2 Nephi 21:1, 10].) In what ways do these prophecies become more meaningful when you see that they have been fulfilled?

To conclude this part of the lesson, express your confidence that students can grow in their understanding of Isaiah’s words as they seek the spirit of prophecy. Point out that they can enhance their understanding through a study of the ancient Jews’ manner of prophesying and the culture, history, and geography of ancient Israel.

2 Nephi 25:9–19

Nephi prophesies about the scattering and gathering of the Jews

Summarize 2 Nephi 25:9–19 by stating that Nephi prophesied about the Jews and their homeland in Jerusalem and the surrounding areas. He said that the Jews who had been taken captive to Babylon after the destruction of Jerusalem would return to “the land of their inheritance” (see 2 Nephi 25:9–11). Jesus Christ, the Messiah, would live among them, but many would reject Him and crucify Him (see 2 Nephi 25:12–13). After the Savior’s death and Resurrection, Jerusalem would again be destroyed, and the Jews would be scattered and scourged by other nations (see 2 Nephi 25:14–15). They would eventually believe in Jesus Christ and His Atonement, and the Lord would restore them “from their lost and fallen state” (see 2 Nephi 25:16–19).

2 Nephi 25:20–30

Nephi testifies of Jesus Christ

Ask students to think about how they might respond to someone who claims that Latter-day Saints do not believe in Jesus Christ. You might ask one or two students to briefly tell about experiences they have had when other people have challenged their belief in Jesus Christ. As students read and discuss 2 Nephi 25:20–30, invite them to look for passages they might be able to share in such situations.

Ask students to identify the “right way” in 2 Nephi 25:28–29. After they have found that “the right way is to believe in Christ, and deny him not,” write on the board *Why believing in Jesus Christ is the right way*. Then ask students to search 2 Nephi 25:20, 23–26, looking for reasons why believing in Jesus Christ is the right way. Invite them to write their answers on the board under the title you have written. Answers might include the following:

Salvation comes only through Jesus Christ.

Because of Jesus Christ, we can be saved by grace after all we can do.

Through the Savior’s Atonement, we can receive a remission of our sins.

Invite a student to read 2 Nephi 25:23 and 2 Nephi 10:24 aloud. Point out that these verses include the word *reconcile*, which means to bring people or things into harmony or agreement with each other.

- In both of these verses, prophets encourage us to reconcile ourselves to God. What do you think this means?

 **2 Nephi 25:23, 26** is a scripture mastery passage. You might want to encourage students to mark it in their scriptures. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Explain that both of these verses also include 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.

- What do 2 Nephi 10:24 and 25:23 teach about the relationship between grace and our efforts?

Invite students to apply what they have learned by writing answers to the following question in their scripture study journals or class notebooks. You may want to write the question on the board.

- What does it mean to you to be saved by grace?

To help students understand Nephi's assertion in 2 Nephi 25:24–25 that the law had become dead to his people, explain that he was referring to the law of Moses. That law, with its system of ceremonies, rituals, symbols, and commandments, including animal sacrifices, was still in practice during Nephi's time. Nephi and others knew that the law would be fulfilled through the Atonement of Jesus Christ. After the Atonement, the Savior's disciples would no longer be required to keep the law of Moses. But the faithful Nephites continued to obey the law at this time, even knowing that the current law would someday be replaced.

When Nephi said that the law had become dead unto him and others, he meant that the law would not save them. They kept the law because they wanted to be obedient and because they knew the law pointed them to Jesus Christ, who would bring them salvation.

- What can we learn from 2 Nephi 25:23–26 about the reasons why we should keep the commandments?
- What will you do to “talk of Christ” and “rejoice in Christ”? (2 Nephi 25:26). What will you do to help others believe in Christ?

Ask students to share the passages they have found that would help them answer claims that Latter-day Saints do not believe in Jesus Christ. Ask them to tell about why they like those passages.

Express your testimony of the truths you have discussed today. You may also want to give students the opportunity to bear testimony of these truths.

Scripture Mastery—2 Nephi 25:23, 26

Note: Consider using the following teaching idea during the final section of this lesson. If you do not have time to use this idea in this lesson, you may use it in another lesson as a review.

To help students memorize 2 Nephi 25:26, one of the verses in this scripture mastery passage, write the following on the board:

Talk

Rejoice

Preach

Prophesy

Write

That our children . . .

To what source . . .

For a remission . . .

Invite students to use the word cues on the board to recite 2 Nephi 25:26. After repeating the verse a few times, ask if anyone in the class is willing to try to recite the verse from memory. Then invite the rest of the students to recite the verse together without looking at the board. To conclude, you might want to suggest that there is value in listening carefully when parents, leaders, and teachers labor to persuade us to look to the Savior.

Give a piece of paper to each student. Invite students to write a letter to their future children, encouraging them to center their lives on Jesus Christ. Students may want to place their letters in their scriptures to preserve them for the future.

Encouraging students to share testimonies

When students hear each other testify of gospel truths, they can grow in their understanding of gospel principles and their desire to apply those principles in their lives. You can encourage students to share their testimonies in class by asking questions beginning with phrases such as “How did you gain your testimony of . . .” or “When did you first know that . . .” or “How would you explain or testify of . . .” After one student has borne testimony of a truth, you might ask, “Who else can testify of this truth?”

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 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 place 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 Church to gather His people in the last days. Nephi also delighted in Isaiah's prophecy that during the Millennium, peace and the knowledge of the Lord will fill the earth. 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. Nephi wanted everyone to know that if we do "all we can do," Jesus Christ will bless us with grace—divine help and strength (see 2 Nephi 25:23).

Introduction

This week students studied selected chapters of Isaiah that Nephi included in his writings. President Boyd K. Packer 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" in the goodness of God (2 Nephi 11:8).

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 look 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.

Have a student read 2 Nephi 11:4–8 aloud. Ask the class to look 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.")

Ask students: 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 nine statements on the board or include them in a handout for each student. Invite students to read the list 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

8. Because of Jesus Christ, we can be saved by grace after all we can do (see 2 Nephi 25:23).
9. 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 are: 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 these nine statements do you find most meaningful? Why?

Assign each student one doctrine or principle from the list above, and have students 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 tell 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" ("At Parting," *Ensign*, May 2011, 114).

Ask: 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)

In the next unit, students 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.

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

Write on the board *Judgments of God*.

- When you see or hear this phrase, what thoughts come to your mind?

Explain that although many people have negative thoughts when they see these words, the judgments of God actually bring blessings to many people. In 2 Nephi 26, we read about the consequences justice brings to the wicked and to the righteous.

To establish the context for the main message of 2 Nephi 26, explain that Nephi said that many signs would accompany the birth, death, and Resurrection of Jesus Christ. He prophesied that many people would perish soon after the death of the Savior because they would cast out the prophets and the faithful followers of Jesus Christ who had lived among them. He also prophesied that even after receiving a visit from the resurrected Savior, many of his descendants would “choose works of darkness rather than light” and would be destroyed. (See 2 Nephi 26:1–11.)

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 share what they have found. You may want to suggest that they mark 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.)

After helping students understand that the justice of God requires that the wicked be punished for their actions, explain that the justice of God also requires that the righteous be rewarded for their actions. As part of this explanation, you may want to invite students to read Doctrine and Covenants 130:20–21. Have students read 2 Nephi 26:8–9, 13, searching for blessings that Nephi said would come to his righteous descendants.

- In verses 8 and 13, what phrases describe the actions of the righteous?
- When have you witnessed the blessings mentioned in verse 13? What are some different ways the Lord manifests Himself to us?

Write the following principle on the board: *As we exercise faith in Jesus Christ, He manifests Himself to us by the power of the Holy Ghost.*

- How can knowing this truth increase your faith in Jesus Christ?

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.

Ask students to think about a time when they stumbled over something (or you might have them imagine tripping over an obstacle in the dark). Invite them 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 that Nephi saw that would cause the Gentiles to stumble?
- What are some other examples of obstacles that Satan uses to lead people to stumble?

Explain that in addition to placing “stumbling blocks” in our path to direct us away from God, Satan seeks to bind us. Hold up a piece of thread and invite students to scan 2 Nephi 26:22, looking for what Nephi wrote about a similar object. Invite a student to come to the front of the class. Bind the student’s wrists together loosely with a single strand of thread. Ask him or her to break the thread. Repeat the process, this time wrapping the thread around his or her wrists several times. Continue doing this until the student cannot break the thread—warning the student to be careful not to hurt himself or herself. (If you do not have thread available to you, you may want to ask students to imagine this demonstration.) Ask students to study 2 Nephi 26:22, looking for how the verse relates to the demonstration.

- In 2 Nephi 26:22, what is significant about the phrase “until he bindeth them”? What does this verse teach you about how Satan works?
- How have you seen Satan leading people with “flaxen cords”? (Flax is the material used to make linen.)
- Which of these sins (flaxen cords) do you think are most dangerous for people your age?

Remind students that Satan entices us to do works of darkness so he can bind us and lead us from the path of righteousness. Explain that the final verses in 2 Nephi 26 show a contrast between Satan’s ways and the ways of God. Ask students to read 2 Nephi 26:23–24 silently.

- According to these verses, how does the Lord work? What is the purpose of everything the Lord does? (You may want to suggest that students mark the portion of 2 Nephi 26:24 that teaches that **everything the Lord does is for the benefit of the world.**)

Ask students to reflect for a moment on a time when they felt discouraged or distanced from the Lord. To help students feel that Nephi’s message of the Lord’s love applies in their lives, invite them to search 2 Nephi 26:24–28, 33. You may want to suggest that they mark the words *all*, *any*, and *none* (except for the first instance of the word *none* in verse 33). Have students take a few minutes to reread the sentences that contain these words.

Ask each student to turn to another member of the class and briefly discuss what we can understand from these verses. After students have shared their thoughts with one another, consider inviting a few students to share the main ideas from their conversations. One main idea that should come from this discussion is that **the Lord loves all people and invites all to come unto Him and partake of His salvation.** You may want to write this statement on the board. You may also want to invite students to write answers to the following questions in their scripture study journals or class notebooks:

- When have you recognized the goodness of the Lord in your life?
- How can it help you to know that the Lord loves all people and invites all to come unto Him?

To conclude, invite a student to read 2 Nephi 26:25, 33 aloud. Before he or she reads, suggest that students mark the phrases that are encouraging to them. To help students see an additional application in these verses, read 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.

Inviting students to act

Effective teaching usually includes an invitation to act on the principles taught. If knowledge of a gospel principle is learned but not acted upon, the learning is not complete. Invitations to act can come from a teacher, and even more powerfully, from the Holy Ghost.

"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" ("You Are My Hands," *Ensign*, May 2010, 68–69).

- What are some ways we can apply 2 Nephi 26:33 and President Uchtdorf's teachings?

Invite students to consider what they might do to reach out to others in need and help them feel the love of the Lord.

Supplemental Teaching Idea

2 Nephi 26:29–31. Nephi warns of the sin of priestcraft

Write the following names on the board: *Sherem, Nehor, Korihor*. Ask students what they know about these men. If students struggle to answer, briefly explain that these men tried to lead people away from faith in Jesus Christ. They were guilty of the sin of priestcraft.

Nephi warned his people—and those of us who live in the last days—of priestcraft. Invite a student to read 2 Nephi 26:29–31 aloud. Ask the class to listen for a definition of priestcraft.

- What is the goal of people involved in priestcraft?

Elder M. Russell Ballard of the Quorum of the Twelve Apostles cautioned that priestcraft can occur in the Church. Ask a student to read his counsel:

"Let us beware of false prophets and false teachers, both men and women, who are self-appointed declarers of the doctrines of the Church and who seek to

spread their false gospel and attract followers by sponsoring symposia, books, and journals whose contents challenge fundamental doctrines of the Church. Beware of those who speak and publish in opposition to God's true prophets and who actively proselyte others with reckless disregard for the eternal well-being of those whom they seduce. Like Nehor and Korihor in the Book of Mormon, they rely on sophistry to deceive and entice others to their views. They 'set themselves up for a light unto the world, that they may get gain and praise of the world; but they seek not the welfare of Zion' (2 Ne. 26:29)" ("Beware of False Prophets and False Teachers," *Ensign*, Nov. 1999, 63).

- How might members of the Church fall into the trap of priestcraft?
- According to 2 Nephi 26:30, what can prevent priestcraft? (Help students understand that we can avoid the sin of priestcraft by having charity toward all people.)

LESSON 37

2 Nephi 27

Introduction

Referring often to the words of Isaiah, Nephi prophesied that the Lord would “do a marvelous work and a wonder” in the last days. This great work would be the Restoration of the gospel of Jesus Christ. A focal point of Nephi’s prophecy was the coming forth of the Book of Mormon. Nephi foretold that witnesses would see the Book of Mormon and testify of its truthfulness.

He also testified of the fundamental role the Book of Mormon would play in the Lord’s work in the latter days—that it would be a miraculous gift to the world. (Note: 2 Nephi 27 closely parallels Isaiah 29. In the Latter-day Saint edition of the Bible, the footnotes in Isaiah 29 offer helpful insights for the study of both chapters.)

Suggestions for Teaching

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 identify the 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 in 2 Nephi 27 tells of problems that would exist in our day. He taught that people would stumble spiritually because of their iniquity, that they would suffer from spiritual blindness, and that they would reject the prophets. Nephi also prophesied about what God would do to solve these problems.

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 share phrases they have identified. To help students analyze these phrases, you may want to ask the following questions:

- What do you think it means to be “drunken with iniquity”?
- In 2 Nephi 27:3, 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” will have no lasting satisfaction, nor will they accomplish anything meaningful.)
- What do you think the phrase “ye have closed your eyes” means?

To help students identify gospel truths 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 understand that **in the last days, many people will be full of iniquity and will reject the prophets.**

- Why do you think it is important to know of this prophecy and its fulfillment?

2 Nephi 27:6–23

Nephi prophesies of the coming forth of the Book of Mormon

Invite students to read 2 Nephi 27:6–7 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 would the book contain?
- What book do you think these verses are describing? (To help students answer this question, you might suggest that they look up the scripture references listed in 2 Nephi

Questions that lead to analysis

By using analysis questions, you can encourage students to think about the meaning of the verses they are studying. You should usually ask these questions after students have become familiar with the verses. Analysis questions often begin with phrases like “why do you think” or “what do you think.” For example, you might ask, “What do you think this (phrase or word) means?”

27:6, footnote *b*. You may also 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. Explain that a similar prophecy is found in Isaiah 29. (You may want to explain that some people have challenged the Book of Mormon by questioning why the Bible does not mention it. Point out that the prophecy in Isaiah 29 shows that the Bible does indeed testify of the Book of Mormon.) 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 Book of Mormon “by the power of God”? (Oliver Cowdery, David Whitmer, and Martin Harris. See “The Testimony of Three Witnesses,” Book of Mormon.)

Point out that Nephi mentioned “a few” others who would also be permitted to view the book.

- Who do you think these other witnesses were? (You may need to remind students of the eight additional witnesses of the Book of Mormon. See “The Testimony of Eight Witnesses,” Book of Mormon.)

Point out that 2 Nephi 27:14 mentions that the Lord would “establish his word” in “the mouth of as many witnesses as seemeth him good.”

- What do you think Nephi meant when he said that witnesses will establish God’s word? (Those who receive and accept the word of God through the Book of Mormon will share it with others and testify of its truthfulness.)
- Who might these witnesses be?
- To help students appreciate that they can also be witnesses of the truthfulness of the Book of Mormon, you may want to invite them to write their names in the margin next to 2 Nephi 27:14. How can each member of the Church, including you, help establish the truth of the Book of Mormon?
- When have you shared your testimony of the Book of Mormon with others?

In an earlier lesson, you may have encouraged students to share their testimonies of the Book of Mormon with someone else. If you did, follow up on that assignment by inviting several students to share what they have done. Encourage students to keep looking for opportunities to share their testimonies of the Book of Mormon with others, including those of other faiths.

Copy the following chart on the board. (To save time, you might want to do this before class begins.)

	Nephi’s prophecy of what the man would do	The man’s name	The fulfillment of the prophecy Joseph Smith—History 1:63–65
1st Man (“not learned”) 2 Nephi 27:9, 15, 19			
2nd Man (“another”) 2 Nephi 27:15, 17			
3rd Man (“learned”) 2 Nephi 27:15–18			

Follow up

Periodically ask students to report on past invitations and assignments. This allows students to share positive experiences, and it can provide motivation for some students to follow through on the invitations you have given them. It also allows you to give special attention to good things that have happened as students have acted upon invitations and assignments.

Divide students 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. Have students copy the chart in their scripture study journals or class notebooks and write the answers 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 gold plates from which the Book of Mormon was translated.) When students have finished, invite them to share their answers with the class.

- According to 2 Nephi 27:15 and Joseph Smith—History 1:64, who is the learned man to whom Martin Harris took the words of the book? (Charles Anthon.)
- In what ways might someone without a formal education, like Joseph Smith, be better suited to translate the Book of Mormon than a scholar like Charles Anthon?

Have students read 2 Nephi 27:20–21 silently, looking for a phrase that is repeated in each verse. (“I am able to do mine own work.”)

- What does the phrase “I am able to do mine own work” mean to you?
- How is the Restoration of the gospel and the coming forth of the Book of Mormon a confirmation that God is able to do His own work?
- What are some principles that are taught by these verses? (As students share their ideas, emphasize that **the coming forth of the Book of Mormon is one way God will accomplish His work in the latter days.**)
- How does the fulfillment of this prophecy strengthen your testimony of the Book of Mormon and its role in the Restoration of the Lord’s Church?

2 Nephi 27:24–35

Nephi prophecies of the positive impact of the restored gospel of Jesus Christ and the Book of Mormon

Read 2 Nephi 27:24–26 aloud while students follow along in their scriptures.

- Do you recall hearing these words before? If so, where? (If students have trouble answering, explain that the Lord used similar words when He spoke to Joseph Smith in the Sacred Grove; see Joseph Smith—History 1:19.)

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.

- In 2 Nephi 27:25, what problems does the Lord say will exist among the people of the latter days? (You might want to write students’ answers on the board.)

Remind students of the other spiritual problems of the latter days mentioned in 2 Nephi 27:5. (You might want to add *iniquity*, *spiritual blindness*, and *rejecting the prophets* to the list on the board.)

- How do the Book of Mormon and the Restoration of the gospel of Jesus Christ help solve these problems?

Ask students to read 2 Nephi 27:29–30, 34–35 silently, looking for ways the Lord said the restored gospel and the Book of Mormon would bless the people of the latter days. Invite a student to list these blessings on the board.

- According to 2 Nephi 27:29, the Book of Mormon will help “the eyes of the blind . . . see out of obscurity and out of darkness.” What do you think this means?

Help students understand that **the Book of Mormon and the restored gospel of Jesus Christ bring joy and understanding to those who study and accept them.** Encourage students to seek solutions to their challenges in the Book of Mormon and to share their testimonies of the Book of Mormon with others.

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

On the board, draw warning signs that are familiar in your culture. For example, you might draw a traffic sign or a symbol communicating that a certain substance is hazardous or poisonous.

- What is the purpose of these signs?



Explain that the Book of Mormon can help us see warning signs of spiritually harmful influences. President Ezra Taft Benson explained that one of the purposes of the Book of Mormon is to expose how the adversary and other enemies of Christ will work in the latter days. Invite a student to read the following statement by President Benson:

“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. The type of apostates in the Book of Mormon are similar to the type we have today” (“The Book of Mormon Is the Word of God,” *Ensign*, Jan. 1988, 3).

- How does the Book of Mormon expose the enemies of Christ? (It includes accounts of people who tried to lead others away from faith in Christ. It allows us to see their errors and false ideas.)
- How does the Book of Mormon fortify us against the adversary?

Testify that **the Book of Mormon exposes the false ideas of the devil and strengthens us against his evil designs**. Explain that students will see an example of this in 2 Nephi 28. This chapter contains one of Nephi’s prophecies about the latter days. In this prophecy, Nephi warned of false teachings that would be prevalent in our day.

Invite students to search 2 Nephi 28:3–9 silently, looking for Nephi’s warnings about false teachings. Point out that 2 Nephi 28:7–9 is a scripture mastery passage. You might encourage students to mark this passage in a distinctive way so they will be able to locate it easily. After students have had enough time to study the passage, invite several students to come to the board. Ask each of them to write one false teaching or idea from this passage, including the verse where it is found. Then ask the other students if they noticed other false teachings or ideas in the passage. If they did, invite them to add to the list on the board.

To help students discuss a few of these false doctrines and ideas, ask the following questions:

- What is a modern-day example of one of these false ideas? (Ensure that the class does not name specific churches when they respond to this question.)
- How does this false idea hinder people from following the plan of our Heavenly Father?

Ask a student to read 2 Nephi 28:12–14 aloud. Invite the class to look for Nephi’s warning about what will happen to many churches and people in the last days because of pride and false doctrines.

- In what ways do pride and false teachings influence people?

2 Nephi 28:7–9

is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

- Why are “humble followers of Christ” not led astray by pride and wickedness? How can we avoid being deceived by “the precepts of men”? (You may need to explain that the phrase “precepts of men” refers to the teachings of people—in contrast to the teachings of the Lord.)

Invite students to read 2 Nephi 28:15–16, 19 silently, looking for the consequences of false teachings.

- What words or phrases do you see in these verses that describe the results of pride and false teachings?

2 Nephi 28:20–32

Nephi warns about how Satan tries to deceive us

Share the following story with students:

While on an assignment in Africa, President Boyd K. Packer 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’” (“Spiritual Crocodiles,” *Ensign*, May 1976, 30–31).

- What caused this young man to fall victim to the crocodile? How could he have avoided this tragedy? (By obeying the warnings he had been given.)

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” (“Spiritual Crocodiles,” 31).

- In what ways are the crocodiles in President Packer’s story similar to the temptations and tactics of Satan? What warnings do we receive to help us avoid spiritual danger?

Read 2 Nephi 28:19 aloud while students follow along. Then write on the board *Satan seeks to grasp us in his power by . . .*

Explain that as Nephi continued his prophecy, he spoke of tactics that Satan would use against us in the latter days. Divide students into pairs. Invite each pair to read 2 Nephi 28:20–29, looking for ways to complete the sentence on the board.

Using stories

A story can help engage students by creating interest and helping them to participate in the learning process through hearing others’ experiences. Stories can also help students see how gospel principles apply in people’s lives.

After a few minutes, invite the partnerships to report on how they have completed the statement on the board. As part of this discussion, make sure students understand that **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.**

- What are some examples of Satan trying to “stir [people] up to anger against that which is good”? How does anger confuse people about what is good and what is evil?
- Why do you think it is dangerous for people to be “at ease in Zion,” thinking that no improvement is needed? Why do you think Satan is able to lead such people “carefully down to hell”?
- What does it mean to flatter someone? (To give insincere praise and compliments.) 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?
- What are some things we can do to guard against anger? How can we guard against the feeling that all is well? How can we guard against flattery?

To conclude the lesson, inform students that the end of 2 Nephi 28 contains a final warning and an assurance from the Lord. Invite students to read 2 Nephi 28:30–32 silently.

- The Lord honors our agency and our efforts to learn of Him. According to 2 Nephi 28:30, He teaches us “line upon line, precept upon precept.” What does that mean to you? According to this verse, what happens to those who say, “We have enough”?
- In 2 Nephi 28:32, the Lord speaks to people who have denied Him. In this verse, what do you think He means when He says, “I shall lengthen out mine arm unto them from day to day”? (In this verse, the Lord tells of His mercy and His willingness to help us each day as we seek to follow His will, even if we have rejected Him in the past. Help students understand that **the Lord will be merciful to all people who repent and come to Him.**)

Write the following on the board: *Because of what I have learned today, I will . . .* Invite students to finish this sentence in their scripture study journals or class notebooks by describing what they will do as a result of studying Nephi’s prophecy in 2 Nephi 28. You may want to invite a few students to share what they have written with the class. However, ensure they understand that they should not feel obligated to share thoughts or experiences that are too personal or private.

Testify that with guidance and strength from the Lord, we can overcome temptation. And even when we sin, the Lord will be merciful to us if we sincerely repent.

Scripture Mastery—2 Nephi 28:7–9

Explain that people sometimes rationalize sin by telling themselves that everyone is doing it or that they can repent later. Divide the class into small groups. Invite the groups to read 2 Nephi 28:7–9 together, looking for words and phrases that relate to these false ideas. Invite students to discuss the following questions in their groups (you may want to write the questions on the board before class):

- What is the danger of committing a “little sin”?
- Will God justify our committing minor or infrequent sins? (Ask students to read Doctrine and Covenants 1:31 for an additional insight.)
- How might a person “take the advantage of one because of his words”? How might we sometimes “dig a pit for [our] neighbor”?

Invite each group to rewrite the verses in language that people might use today to persuade young people to follow these foolish doctrines.

Ask students to think about times when they have maintained their spiritual strength in spite of false ideas at school, in the media, or from friends. Invite them to write about these experiences in their scripture study journals or class notebooks. Consider asking a few students to share what they have written.

Note: You could use this idea during the lesson as you introduce the scripture mastery passage, or you could use it at the end of the lesson.

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

Invite students to imagine that a friend at school sincerely asks, “Why do Mormons have another Bible?” You might ask students to raise their hands if they have been asked a question like this. Then invite a few to share how they have answered the question.

Explain that Nephi provided some answers to this question by recording the Lord’s words about the role of the Book of Mormon in the latter-day Restoration of the gospel, which the Lord called “a marvelous work.” Invite students to read 2 Nephi 29:1–2 silently and identify what the Lord’s words would 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.”) President Ezra Taft Benson explained that “we, the members of the Church, and particularly the missionaries, have to be the ‘hissers,’ or the tellers and testifiers, of the Book of Mormon unto the ends of the earth” (“The Book of Mormon Is the Word of God,” *Ensign*, May 1975, 65).

Explain that the word *standard* in 2 Nephi 29:2 refers to an object used to gather and unify people. Flags are often called standards. (See the explanation of the word *ensign* in lesson 32.)

- 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 Book of Mormon—the words of Nephi’s seed, or descendants.)
- According to 2 Nephi 29:1–2, what is the Lord’s purpose for providing additional scripture, such as the Book of Mormon? (Help students understand that **the Lord provides scriptures as a second witness and to gather people to His covenant.**)

On the board, write the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles (from *Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 4.):

“The Book of Mormon is the preeminent statement of God’s covenant with and his love for his children here on earth.” (Elder Jeffrey R. Holland)

Explain that in 2 Nephi 29, the word *Gentiles* refers to people who are not of the house of Israel. The word *Jews* refers to people who are of the house of Israel, including Lehi’s family and descendants. Have students read 2 Nephi 29:3–6 silently, looking for the reaction some Gentiles would have toward additional scripture.

- How will some react to additional scripture?
- What did the Lord say about people who react this way?

Explain that Nephi was prophetic in his description of people’s reaction to the Book of Mormon. People today often express doubts about the Book of Mormon because they already have the Bible.

Assign students to study 2 Nephi 29:7–11 in pairs. Invite them to find the Lord’s purposes for giving scripture in addition to the Bible. After a few minutes, ask them to share what

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 prepare to teach the gospel to others. (Remember to maintain balance in your use of this teaching method. Teachers should not forfeit their role and have students take over the teaching of a class.)

they have found. Possible responses include that (1) the Lord remembers all people and sends His word to all nations (see verse 7); (2) the Lord speaks the same message to all nations, and the Book of Mormon is a second witness to the truths in the Bible (see verse 8); (3) the Lord is always the same, and He speaks according to His pleasure (see verse 9); (4) God's work is not finished, and He will continue to speak to accomplish His work (see verse 9); (5) people should not assume that the Bible contains all of the Lord's words or that the Lord has not caused more words to be written (see verse 10); and (6) the Lord commands people in all nations to record His words (see verse 11). To help students summarize and apply what they have learned from this part of the lesson, ask some or all of the following questions:

- How might 2 Nephi 29 be used to resolve concerns about the Book of Mormon as an additional book of scripture?
- How have these verses increased your appreciation for the Book of Mormon?

Divide students into pairs again. Ask them to practice answering the question "Why do Mormons have another Bible?" Invite one person to ask the question and the other to answer the question. Then ask them to switch roles and repeat the discussion. At the end of this activity, you might encourage students to think of people they know who might benefit from a discussion of these principles and to seek guidance from the Holy Spirit on how to talk with these people.

As you conclude this portion of the lesson, ensure that students understand that **the Lord remembers all people and will send forth His words to them.**

2 Nephi 30:1–8***Nephi prophesies of the role of the Book of Mormon in the last days***

Explain that after teaching that God would remember the house of Israel, Nephi cautioned his people not to think they were more righteous than the Gentiles would be. He also reminded them that all people can become God's covenant people. Ask a student to read 2 Nephi 30:2 aloud, and invite the class to look for two things we must do to become part of God's covenant people. Invite students to share what they find. Ensure that they understand that **we become part of God's covenant people when we repent and believe in Jesus Christ.**

Explain that in 2 Nephi 30:3, Nephi describes one way the Lord gathers His people to the covenant in the last days. Invite students to read 2 Nephi 30:3 silently and identify this process. (The Lord sends forth the Book of Mormon. Many believe in it and share it with others.) You may want to point out that Nephi specifically mentioned that the words of the Book of Mormon would be carried forth "unto the remnant of our seed," meaning the descendants of Lehi.

Encourage students to read 2 Nephi 30:4–8 silently, looking for phrases that show how people will be blessed as they receive the Book of Mormon.

- In what ways will descendants of Lehi be blessed as they learn about their ancestors?
- What do these verses teach about the effect the Book of Mormon can have on all people?

Ensure that students understand that **the Book of Mormon can help all people come to know Jesus Christ and live His gospel.** You may want to write this statement on the board.

- What can we do to help others come to know Jesus Christ through the Book of Mormon?
- How has the Book of Mormon helped you come to know the Savior?

Invite students to relate an experience they have had sharing the Book of Mormon.

Encourage students to pray for opportunities to share the Book of Mormon with others.

2 Nephi 30:9–18

Nephi prophesies of conditions of the earth during the Millennium

Explain that Nephi also prophesied concerning the Millennium—the 1,000 years following the Savior’s Second Coming.

Summarize 2 Nephi 30:9–10 by explaining that at the Lord’s Second Coming, the wicked will be destroyed. Ask students to read 2 Nephi 30:12–18 silently, looking for descriptions of life during the Millennium. Invite students to imagine they are writing a news article during the Millennium, describing a condition they have found. Ask them to write headlines for the article and to share their headlines with each other.

- Of the millennial conditions you have studied in 2 Nephi, which one do you most look forward to? Why?

Direct students’ attention to the following statement in 2 Nephi 30:18: “Satan shall have power over the hearts of the children of men no more, for a long time.” You may want to suggest that students mark this statement in their scriptures.

- Why is it helpful to know that righteousness will eventually triumph over wickedness?

After students respond, testify that **Satan will not have power over the hearts of people during the Millennium, and righteousness and peace will prevail.** Invite a student to read aloud the following statement by President George Q. Cannon 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. The Lord will not bind him and take his power from the earth while there are men and women willing to be governed by him. That is contrary to the plan of salvation. To deprive men of their agency is contrary to the purposes of our God. There was a time on this continent, of which we have an account, when the people were so righteous that Satan did not have power among them. Nearly four generations passed away in righteousness. They lived in purity, and died without sin. That was through their refusal to yield to Satan. It is not recorded that Satan had no power in other parts of the earth during that period. According to all history that we have in our possession, Satan had the same power over men who were willing to listen to him. But in this land he did not have power, and he was literally bound. I believe that this will be the case in the millennium; and I reason upon it as I do upon that happy condition that is described in the record of which I speak. I expect that before Satan is fully bound the wicked will be destroyed” (in Conference Report, Oct. 1897, 65).

- How will Satan be bound during the Millennium?

Encourage students to live righteously so the adversary will have no power over them.

Supplemental Teaching Idea

2 Nephi 29:12–14. What are the blessings of additional scriptural records?

Ask students to read 2 Nephi 29:12–14 silently, looking for what will happen in the latter days with all the words God has commanded to be written throughout the earth.

- How do you think the different peoples of the world will benefit from having each other’s records?

Elder Neal A. Maxwell of the Quorum of the Twelve Apostles taught that other records will come forth to testify of Jesus Christ:

“Lost books are among the treasures yet to come forth. Over twenty of these are mentioned in the existing scriptures. Perhaps most startling and voluminous will be the records of the lost tribes of Israel (see 2 Nephi 29:13). We would not even know of the impending third witness for Christ except through the precious Book of Mormon, the second witness for Christ! This third set of sacred records will thus complete a triad of truth. Then, just as the Perfect Shepherd has said, ‘My word also shall be gathered in one’ (v. 14). There will be ‘one fold and one shepherd’ (1 Nephi 22:25) in a welding together of all the Christian dispensations of human history (see D&C 128:18)” (“God Will Yet Reveal,” *Ensign*, Nov. 1986, 52).

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”—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

Begin class by asking students the following questions:

- What do you remember about your baptism? How did you feel when you were baptized?

Explain that when students were baptized, they were following a pattern that has always been part of the gospel of Jesus Christ. Nephi used a certain phrase to refer to this pattern. Invite students to search for a phrase that is found in 2 Nephi 31:2 and 2 Nephi 31:21. After they have identified the phrase “the doctrine of Christ,” ask:

- What words or phrases in 2 Nephi 31:2, 21 suggest the importance of the “doctrine of Christ”? (Answers may include “I must speak concerning,” “none other way,” and “the only and true doctrine.”)

Display the picture John the Baptist Baptizing Jesus (62133; *Gospel Art Book* [2009], no. 35). Invite students to study 2 Nephi 31:5–9 silently, looking for phrases that identify why Jesus Christ was baptized. (You might want to suggest that they mark these phrases.) After a few minutes, ask students to read the phrases they have found.

- What do you think it means to “fulfil all righteousness”? (After students have responded, you may want to explain that it means to keep the commandments. President Joseph F. Smith said that “to fulfil all righteousness” is “to fulfil the law” [in Conference Report, Apr. 1912, 9].)

Ask a student to read 2 Nephi 31:10–12 aloud.

- How do these verses explain the importance of baptism? (Nephi teaches that baptism is a commandment from Heavenly Father, that it is required in order to receive the gift of the Holy Ghost, and that it is necessary in our efforts to follow Jesus Christ.)

Ask students to summarize the doctrines and principles they have learned from 2 Nephi 31:5–12. As they share their ideas, ensure that they understand the following principles:

Jesus Christ set the perfect example of obedience for us to follow.

We must follow Jesus Christ, be baptized, and receive the Holy Ghost.

Jesus Christ, though sinless, was baptized to fulfill all righteousness.

Ask a student to read 2 Nephi 31:13 aloud. Direct students’ attention to the phrases “with full purpose of heart,” “acting no hypocrisy and no deception before God,” and “with real intent.” You may want to suggest that they mark these phrases.

- What do these phrases mean to you? (You may need to point out that all three phrases refer to the need to be sincere in our efforts to exercise faith in the Savior, repent of our sins, and follow the Savior’s example.)

To help students deepen their understanding of how to follow the Savior’s example in a variety of situations, ask questions such as the following:

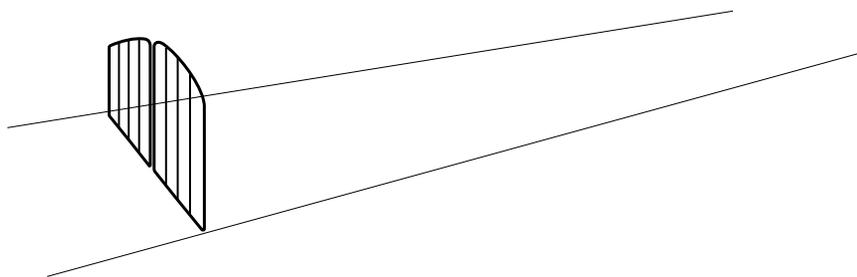
- How might these phrases apply to such activities as daily scripture study and Church attendance?

- What is the difference between “saying a prayer” and praying “with full purpose of heart”?
- What is the difference between eating the sacrament bread and partaking of the sacrament bread “with real intent”?
- What is the difference between saying that you are sorry about something you have done and repenting “with full purpose of heart”?

2 Nephi 31:14–21

Nephi teaches that after baptism, we need to receive the Holy Ghost and continue following the Savior’s example

Explain that Nephi spoke of a gate opening to a path. Ask a student to read 2 Nephi 31:17–18 aloud. When the student has finished reading, draw a simple illustration like the following on the board:



- 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.)
- Nephi taught that after baptism, we receive the gift of the Holy Ghost (see 2 Nephi 31:13–14). According to 2 Nephi 31:17–18, what does the Holy Ghost do for us? (Help students understand that **the Holy Ghost witnesses of the Father and the Son and brings a remission of sins.**)
- Why is it essential for us to receive a testimony of the Father and the Son through the Holy Ghost?

To help students understand the Holy Ghost’s role in the remission of sins, you may need to explain the phrase “baptism of fire and of the Holy Ghost” (2 Nephi 31:13–14; see also verse 17). 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 it means to be baptized by fire and by the Holy Ghost.

“The gate of baptism leads to the strait and narrow path. . . .

“We are commanded and instructed to so live that our fallen nature is changed through the sanctifying power of the Holy Ghost. President Marion G. Romney taught that the baptism of fire by the Holy Ghost ‘converts [us] from carnality to spirituality. It cleanses, heals, and purifies the soul. . . . Faith in the Lord Jesus Christ, repentance, and water baptism are all preliminary and prerequisite to it, but [the baptism of fire] is the consummation. To receive [this baptism of fire] is to have one’s garments washed in the atoning blood of Jesus Christ’ (*Learning for the Eternities*, comp. George J. Romney [1977], 133; see also 3 Nephi 27:19–20).

“Hence, as we are born again and strive to always have His Spirit to be with us, the Holy Ghost sanctifies and refines our souls as if by fire (see 2 Nephi 31:13–14, 17). Ultimately, we are to stand spotless before God” (“Clean Hands and a Pure Heart,” *Ensign* or *Liahona*, Nov. 2007, 81).

- What did Elder Bednar and President Romney say the “baptism of fire” does for us?
- What additional blessings can we receive through the influence of the Holy Ghost?
- How do you “strive to always have His Spirit” to be with you?

Illustrations

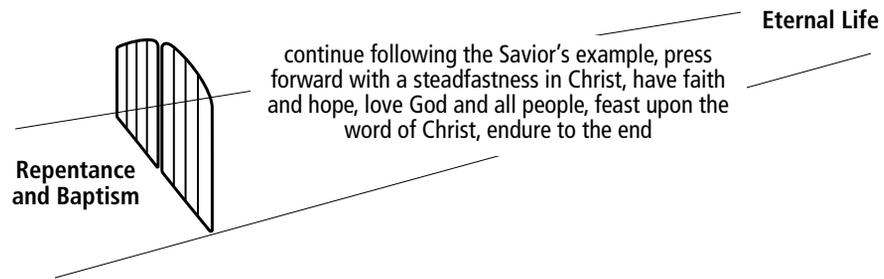
Illustrations on the board can help students understand abstract ideas. When you draw on the board, remember that simple drawings are usually better than complicated ones. It is usually a good idea to practice an illustration a few times before students arrive in class. If you are uncomfortable drawing on the board, consider asking a student to draw for you.

- When have you felt the Holy Ghost acting in your life?

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. You might suggest that they mark words or phrases that explain what we must do to receive eternal life. After sufficient time, invite a few students to share what they have marked. As they respond, write their answers on the board. Your illustration should look something like this:



 **2 Nephi 31:19–20** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Ensure that students understand that **if we live according to the doctrine of Christ, we will receive eternal life.**

To conclude the lesson, ask a student to read 2 Nephi 31:20 aloud. Point out that 2 Nephi 31:19–20 is a scripture mastery passage. You might encourage students to mark this passage in a distinctive way so they will be able to locate it easily. Invite them to respond to one of the following questions in their scripture study journals or class notebooks:

- Based on what you have studied in this lesson, what gives you hope that you can receive eternal life?
- How has the covenant you made at baptism influenced your life?

Scripture Mastery—2 Nephi 31:19–20

Share the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles:

“Great power can come from memorizing scriptures. To memorize a scripture is to forge a new friendship. It is like discovering a new individual who can help in time of need, give inspiration and comfort, and be a source of motivation for needed change” (“The Power of Scripture,” *Ensign* or *Liahona*, Nov. 2011, 6).

On a poster (or a piece of paper), write *I have memorized 2 Nephi 31:19–20*. Place the poster in a place where students will see it. Challenge students to memorize this passage on their own or with their families. Invite them to sign the poster in the coming days when they have memorized the passage. If they work with their families to memorize it, they may also write their family members’ names on the poster. Remember to tailor this challenge to individuals’ capabilities and circumstances so that each student can be successful.

Share your testimony about the value of memorizing scriptures, such as 2 Nephi 31:19–20, that contain words of hope.

Note: Because of the nature and length of today’s lesson, you may want to use this activity on another day, when you have more time.

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 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 way 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 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, we will receive eternal life.

Introduction

This lesson emphasizes 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 the 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 scripture 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 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. Ask: What motivates the Lord in His labor?

After a few students have responded, have the class answer the following questions:

- What phrases in 2 Nephi 26:23–28, 33 teach us that **the Lord loves all people and invites all to come unto Him and partake of His salvation** and that **everything the Lord does is for the benefit of the world**?
- 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 scripture 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 scripture study journals (day 2, assignment 5) that illustrate spiritual dangers they think youth need to be warned of today.

Ask: 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. Then ask the following questions:

- 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 students to look 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)

Do you like to eat? In the next unit, students will learn about what it means to “feast upon the words of Christ” (2 Nephi 32:3). How should a prophet correct a people who begin to be influenced by a love of riches or by men who break the law of chastity? Note how Jacob addresses these problems.

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 of a time when they explained the way to get from one place to another. Ask them to explain why it was either easy or difficult to give those directions.

Remind students that in the previous lesson, they studied directions that Nephi gave his people. After sharing these directions, he said, “This is the way” (2 Nephi 31:21). To help students review what they learned, ask the following questions:

- If we follow Nephi’s directions, where will they lead us? (To eternal life; see 2 Nephi 31:20.)
- According to 2 Nephi 31:17–18, how do we begin on the path that leads to eternal life?

Explain that 2 Nephi 32 is a continuation of Nephi’s teachings in 2 Nephi 31. 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.)

Invite a student to read 2 Nephi 32:2–3 aloud. Ask the class to look for Nephi’s answer to the people’s question. Point out that 2 Nephi 32:3 is a scripture mastery passage. You might encourage students to mark it in a distinctive way so they will be able to locate it easily.

- What words in 2 Nephi 32:3 describe how we should receive the words of Christ? How is feasting different from snacking?
- What do you think it means to feast on the words of Christ?
- What did Nephi say will be the outcome when we feast on the words of Christ?
- 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.)

Ensure that students understand that **when we feast on the words of Christ, the words of Christ will tell us all things that we should do.**

To help students think about how well they feast on the words of Jesus Christ, read the following list, pausing after each item. Ask students to write the list in their scripture study journals or class notebooks or on a piece of paper.

1. Personal scripture study
2. Sacrament meeting
3. General conference
4. Family scripture study
5. Seminary

 **2 Nephi 32:3** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

6. Family home evening
7. Aaronic Priesthood quorum meeting or Young Women class
8. Personal prayer

Invite students to think about how well they seek the words of Jesus Christ in each of these settings. For each item, have them write *feast*, *snack*, or *starve*. For example, a student may feast in personal scripture study but only snack in general conference. A student who does not pay attention in sacrament meeting might write the word *starve* next to that item.

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. (You might encourage them to think about their Duty to God or Personal Progress goals in connection with these goals).

To reinforce students’ understanding of their responsibility to seek personal guidance from the Holy Ghost, have them read 2 Nephi 32:4–7 silently. Then ask them to discuss the following questions with a partner. (You may want to provide these questions on a handout or write them on the board before class begins.)

- In verse 4, what do you think it means to “ask” or “knock”? What does Nephi say are the consequences for those who will not ask or knock?
- What blessing does Nephi promise we can have when we receive the Holy Ghost?
- Why did Nephi mourn for his people?

Express your confidence 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

Explain that Nephi next focused on one thing we can do to receive the words of Jesus Christ. Invite students to read 2 Nephi 32:8 silently, looking for what Nephi said we should do. After they have identified the answer, ask the following questions to help them ponder the importance of prayer:

- 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?

Invite a student to read 2 Nephi 32:9 aloud. Point out that 2 Nephi 32:8–9 is a scripture mastery passage. You might want to suggest that students mark it in a distinctive way so they will be able to locate it easily.

- How often should we pray? What do you think it means to “pray always”?

Share the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. (If possible, make copies of this quotation so students can read along and focus on Elder Bednar’s words. If you do make copies, note that the quotation is continued later in the lesson after a brief discussion. Include that portion of the statement as well.) Invite students to listen for Elder Bednar’s counsel on how to “pray always.”



“There may be things in our character, in our behavior, or concerning our spiritual growth about which we need to counsel with Heavenly Father in morning prayer. . . .

“During the course of the day, we keep a prayer in our heart for continued assistance and guidance. . . .

“We notice during this particular day that there are occasions where normally we would have a tendency to speak harshly, and we do not; or we might be inclined to anger, but we are not. We discern heavenly help and strength and humbly recognize answers to our prayer. Even in that moment of recognition, we offer a silent prayer of gratitude” (“Pray Always,” *Ensign* or *Liahona*, Nov. 2008, 41–42).

To help students ponder this counsel, ask:

- Can you think of moments today or in recent days when you could have followed this suggestion from Elder Bednar? (You may want to ask students to ponder this question silently rather than respond aloud.)

 **2 Nephi 32:8–9** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Continue to read Elder Bednar’s counsel:

“At the end of our day, we kneel again and report back to our Father. We review the events of the day and express heartfelt thanks for the blessings and the help we received. We repent and, with the assistance of the Spirit of the Lord, identify ways we can do and become better tomorrow. Thus our evening prayer builds upon and is a continuation of our morning prayer. And our evening prayer also is a preparation for meaningful morning prayer.

“Morning and evening prayers—and all of the prayers in between—are not unrelated, discrete events; rather, they are linked together each day and across days, weeks, months, and even years. This is in part how we fulfill the scriptural admonition to ‘pray always’ (Luke 21:36; 3 Nephi 18:15, 18; D&C 31:12). Such meaningful prayers are instrumental in obtaining the highest blessings God holds in store for His faithful children” (“Pray Always,” 42).

To help students understand the last part of 2 Nephi 32:9, explain 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).

- Why should we pray whenever we “perform any thing unto the Lord”?
- What do you think it means for the Lord to consecrate what we do for the welfare of our souls?
- How can Elder Bednar’s counsel help us live a more consecrated life?

Testify 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.**

To summarize what students have discussed in this lesson, share the following statement by Elder Spencer J. Condie 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.]” (“Becoming a Great Benefit to Our Fellow Beings,” *Ensign*, May 2002, 45).

Scripture Mastery—2 Nephi 32:3

Ask students how long they think it might take them to memorize 2 Nephi 32:3 if they recited it each time they ate food. Challenge them to review this scripture—feasting on the words of Christ—each time they eat a meal for the next few days. After they have memorized the verse, invite them to report how many meals it took.

Scripture Mastery—2 Nephi 32:8–9

Ask students if they have ever tried to have a prayer in their heart for an entire day or an entire week. Invite them to share their experiences. Invite the class to consider ways that they can “pray always” for the next 24 hours. Challenge them to do it and to report on their experience at the beginning of the next class.

Note: If you do not have time to use these teaching ideas in this lesson, consider using them as reviews in future lessons.

Commentary and Background Information

2 Nephi 32:2. What does it mean to speak with the tongue of angels?

Some might wonder what it means to “speak with the tongue of angels.” President Boyd K. Packer taught that

speaking with the tongue of angels “simply means that you can speak with the power of the Holy Ghost” (“The Gift of the Holy Ghost: What Every Member Should Know,” *Ensign*, Aug. 2006, 50).

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

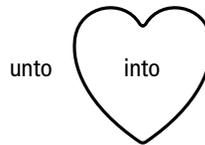
them (see 2 Nephi 33:3–4). He testified that his writings were “the words of Christ” and that people would be accountable to God for their response to them (see 2 Nephi 33:10–15).

Suggestions for Teaching

2 Nephi 33:1–2

Nephi teaches about the power of the Holy Ghost to carry the truth to our hearts

Draw the following picture on the board:



- What is the difference between a message going *unto* someone’s heart and a message going *into* someone’s heart?

Invite a student to read 2 Nephi 33:1 aloud. Then ask students to ponder the following question silently.

- Why do you think it is significant that the Holy Ghost carries the truth *unto* our hearts but not *into* our hearts?

As students ponder this question, read aloud the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles. Explain that in this statement, Elder Bednar is talking about 2 Nephi 33:1.



“Please notice how the power of the Spirit carries the message *unto* but not necessarily *into* the heart. 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” (“Seek Learning by Faith” [address to CES religious educators, Feb. 3, 2006], 1, si.lds.org).

Invite a student to read aloud the following statement by Elder Gerald N. Lund of the Seventy:

“Why just *unto* the heart? Individual agency is so sacred that Heavenly Father will never force the human heart, even with all His infinite power. . . . God allows us to be the guardians, or the gatekeepers, of our own hearts. We must, of our own free will, open our hearts to the Spirit” (“Opening Our Hearts,” *Ensign* or *Liahona*, May 2008, 33).

- What determines whether a message enters a person’s heart?
- When have you felt that a gospel message entered your heart? What does this tell you about your heart at that time?

Ask students to read 2 Nephi 33:2 silently, identifying the way people respond to the Holy Ghost when they harden their hearts. 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.

- What are some behaviors and attitudes of people with hard hearts?

- For you, what is the message of 2 Nephi 33:2? (Students might respond that we choose to either open or close our hearts to the inspiration of the Holy Ghost. Make sure they understand that **when we open our hearts, messages from the Holy Ghost can enter our hearts.**)

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.

2 Nephi 33:3–15

Nephi explains the purpose of his record and his hope that his readers will believe in Christ

Write the following on the board:

2 Nephi 33:3—I pray continually for . . .

2 Nephi 33:4—I know . . .

2 Nephi 33:6—I glory . . .

2 Nephi 33:7—I have . . .

Invite students to read 2 Nephi 33:3–7 silently, looking for Nephi’s hopes for those who would read his words. Invite a few students to come to the board and complete the sentences, using their own words or the words of Nephi. (A few of the phrases on the board lead to more than one answer.)

- How can we strengthen our personal testimonies of Jesus Christ and His Atonement?

Have five students take turns reading aloud from 2 Nephi 33:10–14. Ask the class to follow along, looking for phrases in Nephi’s farewell that are meaningful to them. You might suggest that students mark these phrases.

- Which phrases are meaningful to you? Why?
- If people believe in Christ, how will they feel about the Book of Mormon? (See 2 Nephi 33:10.)
- What did Nephi warn would happen to those who would reject his words? (As students respond to this question, you might suggest that they also think about how they will feel in the presence of the Lord if they have believed and followed the words of Nephi and other prophets.)

Ask students to read 2 Nephi 33:15 silently and to ponder Nephi’s final words: “I must obey.” Then give them a few minutes to look back through 1 and 2 Nephi, identifying examples of Nephi’s obedience. After a few minutes, ask students to share 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. As students provide examples, you might list them on the board.

Write the following on the board: *I must . . .*

Invite students to complete this sentence in their scripture study journals or class notebooks. Express your confidence that they can choose to be obedient. Share your thoughts about how Nephi’s words can help them strengthen their faith in Jesus Christ and increase in their ability to do good.

2 Nephi Review

Take some time to help students review 2 Nephi. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. If needed, encourage them to skim 2 Nephi to help them remember. Ask them to prepare to share something from 2 Nephi that has inspired them to do good and have faith in Jesus Christ, as Nephi said (see 2 Nephi 33:4). After sufficient time, ask several students to share their thoughts and feelings.

Share the following statements about the responsibility we have to read the Book of Mormon and the blessings that come into our lives when we fulfill this responsibility:

Encouraging students to verbalize truths

Students benefit from frequent opportunities to share their thoughts and feelings, explain gospel principles, and testify of the truth. Elder Richard G. Scott of the Quorum of the Twelve Apostles observed, “As students verbalize truths, they are confirmed in their souls and strengthen their personal testimonies” (“To Understand and Live Truth” [address to CES religious educators, Feb. 4, 2005], 3, si.lds.org). However, while it is important to give students the opportunity to share, they should not feel forced or pressured to do so.

President Joseph Fielding Smith said: “It seems to me that any member of this Church would never be satisfied until he or she had read the Book of Mormon time and time again, and thoroughly considered it so that he or she could bear witness that it is in very deed a record with the inspiration of the Almighty upon it, and that its history is true” (in Conference Report, Oct. 1961, 18).

President Gordon B. Hinckley taught that if members of the Church will read the Book of Mormon, “there will come into [their] lives and into [their] homes an added measure of the Spirit of the Lord, a strengthened resolution to walk in obedience to His commandments, and a stronger testimony of the living reality of the Son of God” (“A Testimony Vibrant and True,” *Ensign*, Aug. 2005, 6).

To conclude the lesson, you might consider sharing a personal experience as a testimony that Nephi’s words in this chapter have been fulfilled in your life.

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 B.C., 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–Jacob 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 give examples of different titles of priesthood leaders. (Answers may include prophets and apostles, General Authorities, stake presidents, bishops, and quorum presidents.) Invite a few students to share briefly some ways in which priesthood leaders have blessed their lives through priesthood service.

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). As Nephi neared the end of his life, he gave Jacob charge over the plates that contained the record of their people.

Invite students to read Jacob 1:1–4 silently. Ask them to identify what Nephi commanded Jacob to record on the plates, and why. (You might want to suggest that students mark Nephi's instructions to Jacob.) 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 and Joseph that would help them teach their people. (You may want to explain that "great anxiety" refers to their deep concern for the people.)

- What did the Lord reveal to Jacob and Joseph? (He showed them 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 and Joseph in teaching their people?

Write the word *persuade* on the board. Ask students to read Jacob 1:7–8 silently, looking for what Jacob and Joseph wanted to persuade the people to do. (You might want to suggest that students mark what they find.) Invite several students to write on the board one thing they discover.

From the list on the board, invite students to point out a phrase or two 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:

"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).

"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,

Defining difficult words and phrases

When you help students understand difficult words and phrases from the scriptures, they will be able to better apply them in their lives. When trying to define a difficult word or phrase, it may be helpful to use a dictionary or to study the word or phrase as it appears elsewhere in scripture.

Matthew 16:26 [in Matthew 16:24, footnote *d*]; 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.

Ask students to summarize what they have learned from Jacob 1:1–8 about the responsibilities of priesthood leaders. As students share their ideas, emphasize that **priesthood leaders labor diligently to help us come unto Christ**. (You may want to write this principle on the board.)

- How do our priesthood leaders labor to help us come unto Christ?

Give students a few minutes to write in their scripture study journals about ways in which prophets or other priesthood leaders have helped them in one or two of the areas they identified in Jacob 1:7–8. Invite a few students to share what they have written. (Remind them that they do not need to share anything that is too personal or private.)

Jacob 1:9–2:11

Jacob warns the people about their wickedness

Encourage students to ponder the following question during the rest of the lesson:

- Why do Church leaders warn us against sin?

Jacob recorded that after the death of his brother Nephi, the people began to indulge in certain wicked practices. Invite students to read Jacob 1:15–16 silently. Ask them to identify three areas that concerned Jacob. (Once students have answered, you may want to write the words *immorality*, *worldliness*, and *pride* on the board.)

Have students read Jacob 1:17–19 silently, looking for what Jacob and Joseph did to help their people. Ask them to report what they find. Invite a student to write their responses on the board.

- 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.)

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 ways in which Church leaders seek their errands from the Lord as they prepare to teach in general conference:



“Perhaps you already know (but if you don’t you should) that with rare exception, no man or woman who speaks [in general conference] is assigned a topic. Each is to fast and pray, study and seek, start and stop and start again until he or she is confident that for this conference, at this time, his or hers is the topic the Lord wishes that speaker to present regardless of personal wishes or private preferences. . . . Each has wept, worried, and earnestly sought the Lord’s direction to guide his or her thoughts and expression” (“An Ensign to the Nations,” *Ensign* or *Liahona*, May 2011, 111).

- What do general conference speakers do to seek their errand from the Lord?
- 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?
- According to Jacob 1:19, what were Jacob and Joseph’s responsibilities? (As students answer, make sure they understand that **priesthood leaders have a divinely given responsibility to teach the word of God and warn against sin**. You may want to write this truth on the board.)
- Why is it a blessing to have parents and Church leaders who warn us of sinful attitudes and behaviors?
- What words did Jacob use to describe how they should teach? What would be the consequences 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 2:1–3, 6–7, 10–11. Ask them to identify phrases that indicate Jacob’s feelings

about his task of calling the people to repentance. After sufficient time, invite several students to share their findings with the class.

- What do these phrases indicate about Jacob’s feelings toward calling his people to repentance? (Make sure students understand that although Jacob found this responsibility difficult, he carried it out because he cared about the people and because he wanted to obey God’s commands.)

To conclude, have students write in their scripture 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 in class or quorum presidencies, in their responsibilities as home teachers, or in other leadership opportunities. (You may want to write these instructions on the board.) Encourage students to follow the counsel of their priesthood leaders. Conclude by bearing your testimony of the principles taught in this lesson.

Commentary and Background Information

Jacob 1:19. “We did magnify our office unto the Lord”

President Thomas S. Monson explained what it means to magnify a calling:

“What does it mean to magnify a calling? It means to build it up in dignity and importance, to make it honorable and commendable in the eyes of all men, to enlarge and strengthen it, to let the light of heaven shine through it to the view of other men.

“And how does one magnify a calling? Simply by performing the service that pertains to it. An elder magnifies the ordained calling of an elder by learning what his duties as an elder are and then by doing them. As with an elder, so with a deacon, a teacher, a priest, a bishop, and each who holds office in the priesthood” (“The Sacred Call of Service,” *Ensign* or *Liahona*, May 2005, 54).

Jacob 1:19; 2:2. “Answering the sins of the people upon our own heads”

Those who have leadership duties in the Church bear a sobering responsibility. Jacob taught that when leaders neglect to teach the word of God to those whom they are called to lead, they become partly responsible for the people’s sins. When speaking to the brethren of the priesthood, President John Taylor elaborated on the responsibility Jacob described:

“If you do not magnify your callings, God will hold you responsible for those whom you might have saved had you done your duty” (*Teachings of Presidents of the Church: John Taylor* [2001], 164).

President Hugh B. Brown of the First Presidency later commented on President Taylor’s statement:

“This is a challenging statement. If I by reason of sins of commission or omission lose what I might have had in the hereafter, I myself must suffer and, doubtless, my loved ones with me. But if I fail in my assignment as a bishop, a stake president, a mission president, or one of the General Authorities of the Church—if any of us fail to teach, lead, direct, and help to save those under our direction and within our jurisdiction, then the Lord will hold us responsible if they are lost as the result of our failure” (in Conference Report, Oct. 1962, 84).

Jacob 2:8. The “word of God . . . healeth the wounded soul”

When new information is confusing or bothersome to gospel learners, it is better for them to seek answers from God, who knows all things, than to conduct a general search on the Internet or turn to anti-Mormon material. Going directly to God for answers shows our faith in Him and allows us to receive answers through the Holy Ghost. We should also turn to the scriptures and the words of latter-day apostles and prophets, which can answer difficult questions and heal wounds. The following scriptures teach us where we should turn and what we should do when we have challenging questions or concerns:

Jacob 2:8—The “word of God . . . healeth the wounded soul.”

James 1:5–6—“If any of you lack wisdom, let him ask God, . . . and it shall be given him. But let him ask in faith.”

Moroni 10:5—“And by the power of the Holy Ghost ye may know the truth of all things.”

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

Write the following on the board: *money, intelligence, friends, talents, gospel knowledge*.

Invite students to think about blessings the Lord has given them in these areas. Encourage them to contemplate how they feel about these blessings as they study Jacob 2.

Ask a student to read Jacob 2:12–13 aloud. Invite the rest of the class to follow along, identifying what many of the Nephites were seeking.

After students respond, point out that Jacob told his people that they had obtained riches through the “hand of providence.” You may want to explain that the word *providence* refers to God.

- Why is it important for us to remember that all our blessings come from our Heavenly Father?
- According to Jacob 2:13, why were many of the Nephites lifted up in 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” (“Pride and the Priesthood,” *Ensign* or *Liahona*, Nov. 2010, 56).

Encourage students to silently ponder whether they have ever been guilty of the sin of thinking they are better than someone else.

Invite a student to read Jacob 2:14–16 aloud. Ask the class to look for phrases that show the consequences of pride. Ask them to report what they find.

- Why do you think pride has the power to “destroy [our] souls”? (Jacob 2:16).

Invite students to read Jacob 2:17–21 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 mark 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. (As part of this activity, you might also suggest that students read the following scripture passages: 1 Kings 3:11–13; Mark 10:17–27, including the Joseph Smith Translation in footnote 27a; 2 Nephi 26:31; Alma 39:14; D&C 6:7.)

- What do you think it means to seek the kingdom of God? What do you think it means to obtain a hope in Christ?
- How can seeking the kingdom of God and obtaining a hope in Christ influence our attitudes toward wealth and material possessions?

Ask students to imagine how they would summarize the main point of Jacob 2:12–21 for a student who is not in class today. Give two or three students an opportunity to share what they would say. Students may state various true principles. Make sure they understand that **we should seek the kingdom of God above all other interests**. Give students time to write in their scripture study journals or class notebooks 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.

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.

Jacob 2:22–35

Jacob rebukes people who have violated the law of chastity

Write on the board the following statement by President Ezra Taft Benson:

“The plaguing sin of this generation is . . .”

Invite students to think about how President Benson might have concluded this sentence. Then read the following statement:

“The plaguing sin of this generation is sexual immorality. This, the Prophet Joseph said, would be the source of more temptations, more buffetings, and more difficulties for the elders of Israel than any other” (The Teachings of Ezra Taft Benson [1988], 277).

Invite students to read Jacob 2:22–23, 28 silently, identifying words and phrases Jacob used to describe the seriousness of sexual immorality. (You may need to explain that the word *whoredoms* refers to sexual sins.) Ask students to share the words and phrases they discover.

To help students understand the law of chastity, read the following statement from the *For the Strength of Youth* booklet. Ask students to listen for actions they should avoid.

“The Lord’s standard regarding sexual purity is clear and unchanging. Do not have any sexual relations before marriage, and be completely faithful to your spouse after marriage. . . .

“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” (For the Strength of Youth [booklet, 2011], 35–36).

Point out that according to Jacob 2:23–24, some people in Jacob’s day tried to excuse their sexual sins.

- How do people sometimes seek to excuse sexual immorality today?
- What are some things youth can do to avoid being overcome by sexual temptations? (Answers may include praying for strength, associating with good friends, choosing wholesome entertainment, and avoiding situations and places where temptation is likely.)

You may want to point out that one of the sins of the Nephites appears to have been the unauthorized practice of plural marriage. Invite students to read Jacob 2:27–30 silently. Before they read, you may need to explain that the word *concubine* refers to a woman who was legally married to a man but who had a lower status than a wife.

- According to Jacob 2:27, what is the “word of the Lord” regarding having more than one wife? (Make sure that it is clear that from the beginning, the Lord has commanded that a man should be married to one wife. See also D&C 49:15–16.)

Explain that unauthorized plural marriage is an example of a whoredom, or sexual sin. In God’s eyes, sexual sins are very serious.

- According to Jacob 2:30, when are the Lord’s people authorized to practice plural marriage? (When the Lord commands it.)

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 Joseph Smith (see D&C 132:32–33, 53).

To emphasize that sexual immorality has a destructive influence on families, read Jacob 2:31–35 aloud. Ask students to read along, looking for some of the consequences of immorality. Point out that although Jacob speaks only to men, the law of chastity is equally important for women.

- According to Jacob, how are families affected when a family member violates the law of chastity? How does this help explain why breaking the law of chastity is such a serious sin?
- Some young people rationalize that they can break the law of chastity because their actions do not hurt anyone else. How might a person’s immorality affect other people?

To conclude this discussion about the consequences of sexual sins, consider reading the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles. Invite students to listen for consequences of sexual immorality.



“Those intimate acts are forbidden by the Lord outside the enduring commitment of marriage because they undermine His purposes. Within the sacred covenant of marriage, such relationships are according to His plan. When experienced any other way, they are against His will. They cause serious emotional and spiritual harm. Even though participants do not realize that is happening now, they will later. Sexual immorality creates a barrier to the influence of the Holy Spirit with all its uplifting, enlightening, and empowering capabilities. It causes powerful physical and emotional stimulation. In time that creates an unquenchable appetite that drives the offender to ever more serious sin” (“Making the Right Choices,” *Ensign*, Nov. 1994, 38).

Invite students to review the beginning of Jacob 2:28 and identify what the Lord delights in. (You may want to suggest that students mark what they find. Make sure they understand that **the Lord delights in chastity**.)

- Based on what we have discussed today, why do you think the Lord delights in chastity?

Consider showing a picture of your family. Testify of the blessings that have come to you and your family 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 be pure and clean so the Lord can “delight in [their] chastity” (Jacob 2:28).

To help students share their testimonies about living the law of chastity, you may want to ask the following question:

- 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.)

Tell students that you have confidence that they can be morally clean. 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.

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

Invite students to think about what advice they might give to people in the following situations:

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.

Invite students to read the first sentence of Jacob 3:1 silently. Ask them to identify whom Jacob addresses first in this chapter.

Explain 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. Invite students to read Jacob 3:1–2 silently. Ask them to look for four things that Jacob asked the pure in heart to do.

- What four things did Jacob exhort the pure in heart to do? (“Look unto God with firmness of mind, . . . pray unto him with exceeding faith, . . . lift up your heads and receive the pleasing word of God, and feast upon his love.”) What did Jacob promise the pure in heart if they would remain faithful? (Consolation in afflictions and protection from enemies.)
- What do you think we can do to receive the word of God?

In connection with the question about Jacob's promises to the pure in heart, ensure that students understand that **God will console the pure in heart in their afflictions**. You may need to explain that the word *console* means to comfort someone who is sad or troubled. To help students ponder and apply this truth, ask:

- How has the Lord consoled you?
- How has praying with faith helped you during a time of trial?
- When has God's word helped you feel His love?

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 identify what Jacob urged the impure to do.

- What would happen if Jacob's people did not repent?

Point out that Jacob stated that the Lamanites were more righteous than some of the Nephites at this time. 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?
- What principles do you learn from Jacob 3:7 about family relationships? (**Husbands and wives are to love one another, and parents are to love their children.**)
- What are some consequences that can result when family members fail to love one another and do not fulfill their family responsibilities?

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?
- Why do you think it is important for family members to set good examples for one another?

Read Jacob 3:11–12 aloud to students. You may need to explain that in verse 11, the phrase “arouse the faculties of your souls” refers to the need to wake up spiritually. In Jacob 3:12, the phrase “fornication and lasciviousness” refers to sexual sins. As you read these verses, emphasize the “awful consequences” of sexual sins. In addition, remind students of Jacob’s promises to the pure in heart (see Jacob 3:1–2). Help students understand that the best way to receive those promised blessings is to always be pure in heart. However, people who have committed sexual sins can seek help from their bishop or branch president, who will help them repent, become clean through the Atonement of Jesus Christ, and receive the blessings promised to the pure in heart.

Jacob 4

Jacob testifies that through the Atonement of Jesus Christ, we can be reconciled with God

Before class, place a small picture of Jesus Christ in the middle of the board. Around the picture, write a few words that represent things that might distract people from the Savior and His gospel. For example, you might include some good things—such as education, sports, and friends—that are important but that should not become the primary focus in our lives. You might also list other things—such as pornography, unwholesome music, and drugs—that are harmful to our spirits and lead us away from the Savior.

Ask students to turn to Jacob 4:14. Explain that this verse includes the phrase “looking beyond the mark.” Elder Neal A. Maxwell 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 encourage students to write this statement in their scriptures next to Jacob 4:14.

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.)
- According to Jacob, what attitudes and actions prevented the Jews from accepting Jesus Christ?

Explain that while Jacob referred specifically to the sins of some of the Jews, portions of Jacob 4:14–15 can apply to us as well and can serve as a warning for us. To help students see this application, ask the following questions:

- Why do people sometimes reject “words of plainness” and seek instead for things they cannot understand? What are some dangers of overlooking the simple truths of the gospel?
- What could we add to the board as other examples of distractions from the Savior and His gospel? (Add students’ responses to the words you have already written on the board.)

Erase the words you have written on the board and write the following question: *What can we do to not look beyond the mark but stay focused on Jesus Christ?*

Write the following scripture references on the board: *Jacob 4:4–5*; *Jacob 4:6–7*; *Jacob 4:8–9*; *Jacob 4:10*; *Jacob 4:11–13*. Explain that in Jacob 4, Jacob shares principles that can help us stay focused on Jesus Christ. Assign students to work in pairs and look for these principles in one of the scripture passages listed on the board. (Depending on the number of students in your class, you may need to assign each passage to more than one pair of students. Or you may need to ask a pair of students to read more than one of the passages.)

After a few minutes, invite students to report their answers. As they do so, you may want to ask questions to help them think more deeply about what they have learned in the verses. To help you guide this discussion, the following questions are organized according to the assigned verses:

- Jacob 4:4–5. How have the testimonies of prophets helped you focus on Jesus Christ? How have you been strengthened by other people’s testimonies of the Savior? Jacob said that his people’s obedience to the law of Moses was effective in “pointing [their] souls to” the Lord. In what ways can our efforts to receive priesthood ordinances and keep the commandments point our souls to the Lord?
- Jacob 4:6–7. How does revelation to prophets help us obtain hope and faith in Jesus Christ? How has personal revelation, or the spiritual witnesses you have received, strengthened your faith? Why do you think it is important to remember that it is only through the Lord’s grace that we are able to do His work?
- Jacob 4:8–9. Why do you think it is important to recognize that the Lord’s works are “great and marvelous”? How does the Savior’s work as the Creator of the earth influence your testimony of Him? What does it mean to you to “despise not the revelations of God”? How can we show the Lord that we value the revelations He has given?
- Jacob 4:10. What are some examples of how a person can “seek not to counsel the Lord, but to take counsel from his hand”?
- Jacob 4:11–13. As mentioned in lesson 35, the word *reconcile* means to bring into harmony. How does the Atonement help us come into harmony with our Heavenly Father? Jacob reminded us of the importance of teaching about the Atonement, asking, “Why not speak of the atonement of Christ . . . ?” How can we follow this principle when we share our testimonies with others and when we have other opportunities to teach the gospel? When we share our testimonies, why is it important to do so in a way that people will be able to understand? In what ways does the Spirit help us accomplish this?

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. You may want to suggest that they write their plans in their scripture study journals. Consider inviting a few of them to tell the class what they plan to do.

Scripture Mastery Review

Repetition helps students remember the location of scripture mastery passages. One way to encourage repetition is to use scripture mastery cards (item number 10459; also available as a PDF at si.lds.org). If you do not have access to the cards, help students create cards of their own, with key words from the passage on one side of each card and the reference on the other side. Divide students into pairs. Have them spend a few minutes quizzing each other with the cards. For example, one student might read key words while the other student determines the scripture reference. Invite students to use these cards often to quiz themselves and each other.

Note: The length of this lesson may allow time for this scripture mastery review activity. You may conduct the activity at the beginning of class, as a break between sections of the lesson, or at the end of class. Keep the activity brief to allow time for the lesson. For other review activities, see the appendix in this manual.

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 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 we choose whether or not to open our hearts to the inspiration of the Holy Ghost. 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 1–2, students learned that priesthood leaders labor diligently to help us come unto 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 scripture 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, pride, and 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 in 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.

Ask: 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 son Isaac and grandson Jacob (see D&C 132:37),

and it was also 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). However, in 1890, God commanded His prophet Wilford Woodruff to end the practice of plural marriage (see D&C, Official Declaration 1).

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 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.

Ask: 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 to Omni)

Ask the students: What is an anti-Christ? How would you respond to an anti-Christ? As you read the scriptures in the next unit, notice what Jacob said and did when confronted by Sherem, an anti-Christ. Also, look for the blessings Enos received because he sought God with all his heart, praying all day and into the night. 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

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 examples of youth who question the Lord’s willingness to forgive them of their sins:

- A young priesthood holder develops a sinful habit. He believes that others can be forgiven, but he doubts the Lord will accept his repentance.
- 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 forgive you of your sins?

Explain that Jacob prophesied that the Jews would reject Jesus Christ (see Jacob 4:15). He also taught that Jesus Christ would continue to labor for the salvation of His people even after they had rejected Him (see Jacob 4:17–18). To illustrate this truth, Jacob quoted an allegory given by a prophet named Zenos. An allegory uses symbolic characters, objects, and actions to teach truths. As students study this allegory, they can learn 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 have the class look for who Zenos was 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.

- Who in this class is a member of the house of Israel? (You may need to explain that all baptized members of the Church are part of the house of Israel. They are part of the allegory in Jacob 5.)

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. After students 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 footnote 3*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. Ask them to think about who the master of the vineyard is and what his actions of pruning, digging, and nourishing might represent. Then have them explain what they think these symbols represent. (You may need to help them understand that the master of the vineyard represents Jesus Christ. Pruning, digging, and nourishing represent the Lord’s efforts to help us receive the blessings of His Atonement and the efforts of prophets to teach and to call people to repentance.)

Invite a student to read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

“This allegory as recounted by Jacob is from the outset intended to be about Christ. . . . Even as the Lord of the vineyard and his workers strive to bolster, prune, purify, and otherwise make productive their trees in what amounts to a one-chapter historical sketch of the scattering and gathering of Israel, the deeper meaning of the Atonement undergirds and overarches their labors” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 165).

To help students see how this allegory illustrates the Lord’s concern for them, teach them that they can substitute their names in place of references to olive trees. You might demonstrate this by giving the following example from Jacob 5:7: “It grieveth me that I should lose [your name].” Explain that as we insert our names in Jacob 5 in places that are meaningful and appropriate, we can learn more about the Lord’s concern for us.

Display the following chart. Explain that it lists the meanings of symbols in Zenos’s allegory. (You may want to make copies of the chart as a handout or have students copy the chart in their scripture study journals.)

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 His Atonement
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 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

Ask a student to read Jacob 5:7, 9–10 aloud, and have the class look for what the master of the vineyard did next to save the tame olive tree. Have students report what they find. (You may need to explain that to graft is to insert a branch from one tree into a different tree. The grafting in these verses represents the Lord’s efforts to help Gentiles become part of His covenant people through baptism and conversion. The burning of some branches represents the Lord’s judgments upon the most wicked members of the house of Israel.)

Invite a student to read Jacob 5:11 aloud. Ask the class to look for evidence of the master’s concern for the roots of the tame olive tree. Have students report what they find.

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 identify what the master did with these branches. You might also ask them to consider how the journey of Lehi’s family provides 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

Divide the class into two groups. Assign the first group to study Jacob 5:15–28 and the second group to study Jacob 5:29–40. Ask students to do the following as they study (you may want to write these instructions on the board):

1. Summarize what happened in the vineyard and what that might represent.
2. Identify phrases that show the efforts of the master of the vineyard to preserve the tame (or natural) olive tree and its branches.

After students have had enough time to study their assigned verses, ask them to summarize what happened in the vineyard and explain what that might represent. Begin with the students who studied Jacob 5:15–28. Below are sample summaries and interpretations.

Jacob 5:15–28. What happened: All the branches that had been grafted brought forth good fruit. However, one branch, despite having been planted in a good part of the vineyard, brought forth both tame and wild fruit. What this might represent: The good or tame fruit throughout most of the vineyard represents the righteousness on earth during the time of Christ and His Apostles. The branch that brought forth some good fruit and some wild fruit represents the righteous and wicked descendants of Lehi.

Jacob 5:29–40. What happened: All the fruit throughout the vineyard became corrupt. What this might represent: The corruption of all the fruit represents the Great Apostasy, during which the fulness of the gospel of Jesus Christ was lost from the earth following the earthly ministry of Christ's Apostles.

After both groups have shared these summaries, ask:

- What phrases show the master's efforts to preserve the tame olive tree and its branches? What does this illustrate about the Lord's feelings toward His covenant people?
- As we have discussed this allegory, what have you learned about Jesus Christ, the master of the vineyard? (Among the many truths taught in these verses, students should understand that **the Lord loves us and labors diligently for our salvation.**)
- How does this allegory relate to the examples at the beginning of the lesson of the two youth who wondered about the Lord's willingness to forgive them of their sins?

Jacob 5:41–51

The master sorrows over his vineyard

Invite several students to take turns reading aloud from Jacob 5:41–42, 46–50. (You may want to point out that the phrase "loftiness of the vineyard" in Jacob 5:48 could refer to pride.) Ask the class to look for phrases that show the master's love and concern for his vineyard and his sorrow when the trees do not produce good fruit. Invite students to share phrases from these verses that are particularly meaningful to them and to explain why the phrases are meaningful. After students have shared, ask the class:

- How does the master's care for his vineyard represent the Lord's love for us?
- 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?

To conclude, remind students that the master considered cutting down all the trees because the fruit on all of them had become corrupt in spite of all he had done (see Jacob 5:49).

- Do you think the master will give up on his vineyard? Why or why not?

After students have shared their responses, read Jacob 5:51 to the class. Testify that the Lord loves us and demonstrates great mercy and patience as He labors to help us come unto Him and bring forth righteous works. Explain that the next lesson will include discussion of the master's final efforts to save his vineyard.

LESSON 47

Jacob 5:52–77; Jacob 6

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

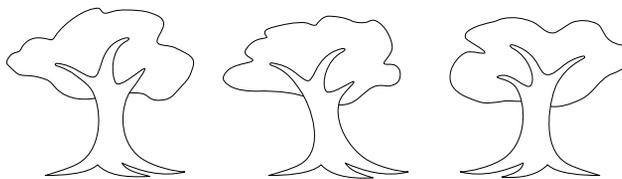
the last time to help the trees produce good fruit. They will also study Jacob 6, in which Jacob comments on the allegory and admonishes his people to repent.

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

Before class, draw on the board a picture of three trees.



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—some students may be either assisted or distracted if they are partners with each other.

Remind students that in the previous lesson, they began studying Zenos's allegory of the tame and wild olive trees in Jacob 5. At the end of that lesson, all the trees in the vineyard were bringing forth wild fruit (see Jacob 5:30–42). This represented the Great Apostasy.

To review the previous lesson, divide the class into pairs. Have each pair discuss their responses to the following incomplete statements (you may want to write these statements on the board):

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 . . .
4. After all the trees and the fruit of the vineyard became corrupt, the master decided to . . .

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. Students may share various valuable lessons as they complete the third statement. Have students check their responses to the fourth statement by looking at Jacob 5:51, which says that the master decided to spare the vineyard “a little longer.”

Explain that today's lesson covers the final portion of the allegory, which represents the last days, including the Restoration of the gospel.

Point out that the master of the vineyard decided to save the vineyard by grafting more branches. Have several students take turns reading aloud from Jacob 5:52–58. Invite the class to look for what the master did to strengthen the branches and the roots. (Help students see that the master of the vineyard grafted branches from 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. He also cast the most bitter branches into the fire. You may use the trees on the board to illustrate this explanation. For example, you might erase a branch from one tree and draw a new branch on another.)

Invite a student to read Jacob 5:59 aloud. Ask the class to listen for what the master of the vineyard hoped these actions would do for the roots of the trees.

- What did the master hope would happen to the roots? (He wanted them to “take strength.”)

Remind students that at this time, all the trees were bringing forth bad fruit, representing the entire world in a state of apostasy. Explain that as the roots would take strength, the branches throughout the vineyard would change “that the good may overcome the evil” (Jacob 5:59).

Make sure students understand that these verses teach that **the influence of gospel covenants allows Heavenly Father’s children to overcome sin and bring forth righteousness.**

- In what ways can gospel covenants strengthen us? How have your covenants influenced your life? (You may want to share your own feelings and testimony about this principle.)

Jacob 5:61–77

The master of the vineyard labors in the vineyard with his servants

Invite students to read Jacob 5:61–62 silently, looking for what the master of the vineyard instructed his servants to do and why he asked them to do it.

- The servant at the beginning of the allegory represents prophets of the Lord. 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 is significant about the words *we*, *our*, and *us* in Jacob 5:61–62? (The Lord labors with us. We are not left to do His work alone.)
- 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, have a student read the following statement by Elder Dean L. Larsen 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” (“A Royal Generation,” *Ensign*, May 1983, 33).

- How does it influence you to know that you are called to serve with the Lord during this final period of labor?
- When have you felt that the Lord has labored with you as you have participated in His work?
- What are some opportunities you have to serve the Lord and help others bring forth “good fruit”? (Students may mention their Church callings and assignments; their responsibility to help family members, friends, and others draw closer to the Savior; and the opportunity they will have to serve the Lord as full-time missionaries.)

Write *Jacob 5:70–75* on the board. Introduce these verses by explaining that they teach about the relationship the Lord has with His servants. They also describe what the Lord and His servants are able to accomplish through their labor together. Invite students to read these verses silently and choose a verse that gives their favorite description of the Lord’s relationship with His servants. After students have had time to read, invite a few of them to say which verse they have chosen, why they like it, and how it can help them as they serve the Lord.

As students participate in this activity, ensure that they understand that **the Lord promises us joy as we labor with Him to accomplish His work**. To help students deepen their understanding of Jacob 5:70–75, consider asking some of the following questions:

- What did the master of the vineyard promise to those who labored with him? (See Jacob 5:71, 75.) When have you felt joy in the Lord’s work?
- Why do you think it is significant that the servants labored “with their might” and “with all diligence”? (See Jacob 5:72, 74.) What lessons can you draw from these phrases as you serve the Lord?

Conclude this part of the lesson by asking students to answer the following question in their scripture study journals or class notebooks (you may want to write it on the board):

- As you consider your opportunities to serve the Lord, how will you apply the truths we have discussed in Jacob 5?

After students have had enough time to write, you might ask one or two of them to read their responses to the class.

Jacob 6

Jacob teaches of the Lord’s mercy and justice and invites his people to repent

Briefly introduce Jacob 6 by explaining that it contains Jacob’s summary of important truths from the allegory of the tame and wild olive trees.

Invite a student to read Jacob 6:4–6. Ask half of the class to look for what Jacob wanted his people to learn about the Lord. (That He remembers His people, that He “cleaveth unto [them],” and that His “arm of mercy is extended towards [them].” You may need to explain that in this passage, the word *cleave* means to stick closely to something or someone.) Ask the other half of the class to look for what Jacob encouraged his people to do as a result of this knowledge. (To not harden their hearts, to repent, to come to the Lord “with full purpose of heart,” and to “cleave unto God as he cleaveth unto [them].”) After students tell the class what they have learned, ask:

- How did Jacob describe the Lord? What does it mean to you that the Lord’s “arm of mercy is extended towards you”?
- What did you learn about the Lord from the allegory of the olive trees that illustrates how He cleaves unto you? What can you do to show that you are cleaving to the Lord?

Summarize Jacob 6:7–10 by explaining that after we have been “nourished by the good word of God,” we should not bring forth evil fruit. We should follow the words of the prophets. If we do not repent, Jacob warned, we will be held accountable for our sins at the judgment bar of the Lord. Encourage students to read Jacob 6:11–13 silently and look for Jacob’s final counsel. After they share what they have found, ask:

- Why is it wise to choose to repent and prepare now to stand before the Lord and be judged by Him?

Affirm that **we are wise to prepare now for judgment by repenting and receiving the Lord’s mercy**.

To conclude the lesson, emphasize that repentance prepares us not only for eventual judgment but also to be able to serve the Lord now. Testify to students that the Lord wants them to serve with Him and find joy with Him and that they can be worthy to do so as they obey His commandments, repent, and receive His mercy.

Supplemental Teaching Idea

Jacob 5. Video presentation

As you teach lesson 47, you may want to show the final segment of the video presentation “The Olive Tree

Allegory,” which is found on the DVD titled *Book of Mormon DVD Presentations 1–19*. You might show this segment during the second section of the lesson, after the statement by Elder Dean L. Larsen.

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. He especially drew strength from past experiences that had strengthened his faith in Jesus Christ. He also relied on the guidance of the Holy Spirit, his knowledge of the scriptures and the words of the prophets, and his testimony of Jesus

Christ. When Sherem demanded a sign that would prove Jacob's words, he was smitten by God. Jacob concluded his record by describing how the Nephites trusted in the Lord as they fortified themselves against the Lamanites. Before Jacob died, he entrusted the small plates to his son Enos.

Suggestions for Teaching

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).

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.

Explain that Jacob 7 recounts Jacob’s experience with Sherem, an anti-Christ. (You may want to explain that an anti-Christ is “anyone or anything that counterfeits the true gospel or plan of salvation and that openly or secretly is set up in opposition to Christ” [Bible Dictionary, “Antichrist”].) Sherem sought Jacob out to challenge his faith.

Invite students to read Jacob 7:1–5 silently. Ask them to identify (1) what Sherem was trying to do and (2) how he sought to accomplish his goals. After students have finished reading, ask them to describe what they have learned about Sherem. You may want to ask some of the following questions to enhance the discussion:

- What effect did Sherem have on the people?
- What do you see in Jacob 7:1–5 that reminds you of times when others have questioned or criticized your faith? (As you discuss this question, you may need to help students understand 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.)
- Why is it sometimes difficult to defend our faith against people like Sherem?

Copy the following scripture references and statements on the board. (To save time, you may want to copy these on the board before class. You may also want to prepare them as a handout.)

- | | |
|------------------|---|
| 1. Jacob 7:5 | a. Testified of the scriptures and the words of prophets. |
| 2. Jacob 7:8 | b. Left the outcome in God’s hands. |
| 3. Jacob 7:10–11 | c. Relied on guidance and strength from the Holy Ghost. |
| 4. Jacob 7:12 | d. Remembered past experiences that had strengthened his faith. |
| 5. Jacob 7:13–14 | e. Shared the testimony he had received through the Holy Ghost. |

Invite students to share experiences

When students share inspiring experiences, it invites the Spirit of the Lord into the classroom. As students hear the experiences and testimonies of their peers, their testimonies are strengthened and they learn new ways to apply gospel principles in their lives. It is usually sufficient to have one to three students share experiences. Avoid calling on the same few students to share each day; try to involve everyone.

Explain that the verses in this list describe Jacob's responses when Sherem challenged his beliefs. The statements on the right represent Jacob's responses, but they are listed out of order and need to be matched to their corresponding verses. Invite several students to take turns reading aloud from Jacob 7:5–14. As they read, have them pause after each of the passages listed on the board. Ask students to match each passage with its corresponding statement. You might want to invite a student to come to the board and draw lines from the scripture references to the matching statements. (Answers: 1-d; 2-c; 3-a; 4-e; 5-b.)

When students have completed the matching activity, ask:

- What principles do you see taught in the verses we just read?

If no one suggests it, make sure students understand that **as we rely on the Lord, we can overcome challenges to our faith.** (You may want to write this principle on the board.)

Explain that Jacob's responses to Sherem provide an example for us to follow as we respond to those who question or criticize our faith.

The follow-up questions listed below are designed to help students think more deeply about what Jacob did to rely on the Lord. Answering these questions will give students an opportunity to illustrate and testify how similar actions have helped them when others have challenged their faith. It will also help them learn how to respond appropriately to future challenges to their faith. Because there are more questions below than you will likely have time to use in class, select only a few questions to use in your discussion. As you do this, seek the guidance of the Holy Ghost, and bear in mind the experiences students shared at the beginning of class. You might also consider asking students which of Jacob's actions they would like to discuss further.

- What happened to Jacob in the past that made his faith unshakable? (See Jacob 7:5.)
- 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?
- When has the Holy Ghost helped you respond to questions or criticisms about your faith? (See Jacob 7:8.)
- How can a daily habit of studying the scriptures and the words of latter-day prophets help you when others question or criticize your faith? (See Jacob 7:10–11.)
- When have you shared your testimony with someone who has questioned or criticized your faith? (See Jacob 7:12.) What was the result?
- When Sherem demanded a sign, why was it wise for Jacob to leave the outcome in the Lord's hands rather than seek to prove the truthfulness of his testimony himself? (See Jacob 7:14.) How does 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?

Ask follow-up questions

When you ask follow-up questions, it gives students a chance to express what they have learned, deepen their understanding, and think about how gospel truths relate to their lives. Take care not to rush through a long list of follow-up questions. It is usually better to ask a few questions and give students time to respond thoughtfully.

Jacob 7:15–27

After Sherem is struck dumb, he confesses his sins, testifies of the truth, and then dies, leading the Nephite multitude to turn back to the Lord

Read the following statement by Elder Robert D. 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.* . . .

". . . 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*" ("Christian Courage: The Price of Discipleship," 72–73; italics in original).

- What do you think it means to "see opportunity in the midst of opposition"? (As students respond to this question, help them understand that good can result as we respond to challenges to our faith in ways that invite the Spirit of the Lord.)

Divide students into pairs. Have each partnership read Jacob 7:15–23, looking for anything good that resulted from Jacob's encounter with Sherem. After students have finished reading,

invite a few of them to explain what they have found. Consider using some of the following questions to help students analyze these verses:

- What evidence do you see that Jacob hoped that his encounter with Sherem would help others? (See Jacob 7:22. Help students see that Jacob had prayed for the Nephite multitude who witnessed Sherem's confession and death.)
- 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 multiple answers to this question. Some may suggest the principles listed below.)

All prophets testify of Jesus Christ.

As we respond to questions or criticisms of our faith in ways that invite the Spirit, we can help others turn to the Lord.

Prophets help us recognize and overcome Satan's deceptions.

Those who rebel against God and actively preach against the truth will face severe consequences from the Lord.

Searching the scriptures will help us avoid being deceived.

As students identify principles such as those listed above, consider asking follow-up questions to help them apply the principles in their lives.

- How can living according to this principle help you?
- How can knowing this principle help you to help others?
- How might you seek to apply this principle in your life?

Invite students to respond to the following question in their scripture 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?

Share your testimony that we can successfully overcome challenges to our faith as we follow Jacob's example of relying on the Lord.

Jacob Review

Take some time to help students review the book of Jacob. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. If needed, invite them to scan the seven chapters of Jacob to help them remember. Ask them to prepare to share something about Jacob or his writings that has impressed them. You might remind them that Jacob was born in the wilderness in the land of Bountiful (near the Red Sea) and he died in the land of Nephi. He was also blessed by Lehi (see 2 Nephi 2:1–4), and he saw the Savior (see 2 Nephi 11:3). His older brother Nephi included some of his sermons on the small plates (see 2 Nephi 6–10). After sufficient time, invite several students to share their thoughts and feelings. Consider sharing your testimony about how Jacob's example and teachings have blessed your life.

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 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 B.C. (when Jacob closed his record) and 421 B.C. 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

Write the words *my soul hungered* on the board. Invite students to think of a time when they felt very hungry.

- What are some words you would use to describe what you feel when you are hungry? (Students may describe hunger as a feeling of emptiness, pain, weakness, or desire to be filled.)
- What might a person mean by the phrase “my soul hungered”? (Feelings of spiritual emptiness, pain, or weakness or a desire to be filled spiritually.)

Invite students to think of a time when their souls have hungered. Explain that today they will study the experience of a person whose soul hungered. Display the picture *Enos Praying* (62604; *Gospel Art Book* [2009], no. 72).

- 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 a student to read Enos 1:1, 3 aloud. Ask the class to look for how Jacob had influenced Enos. Invite a few students to tell the class what they find.

Display the following chart on the board. (To save time, you might want to put the chart on the board before class.) The chart is designed to help groups of students focus on different details of Enos’s experience as they study Enos 1:2–8.

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

Explain that as Enos thought about his father’s teachings, he experienced spiritual feelings that led him to do certain things, which in turn produced certain results in his life.

Divide the class into three groups. Read Enos 1:2–8 aloud. As you read, have group one 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.)

After you have finished reading Enos 1:2–8, 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 encourage students to mark these phrases in their scriptures. Students may mention phrases such as “a remission of my sins,” “eternal life,” and “the joy of the saints.”

After the first column is filled in, invite the class to skim the beginning of Enos 1:4. Have them identify what Enos experienced as his father’s words “concerning eternal life, and the joy of the saints, sunk deep into [his] heart” (Enos 1:3). Students should notice the phrase



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.

“and my soul hungered.” (You might want to encourage students to mark this phrase in their scriptures.)

- How might reflecting on a prophet’s 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. Explain that the phrase “my soul hungered” may indicate a feeling of spiritual emptiness resulting from sin. It may also indicate a person’s yearning to draw nearer to the Lord and learn of Him.

- 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.”

- How might the phrase “wrestle . . . before God” describe a person’s effort to receive a remission of sins? (Point out that Enos did not wrestle *with* God, but *before* God in prayer. This wrestling indicates Enos’s 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* means to ask humbly and with great desire.)
- In what ways can we show our sincerity as we seek the Lord’s forgiveness? (You may want to point out that our prayers may not need to be as long as Enos’s, but they need to be sincere.)

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 lessons 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 understand that **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 receive these blessings? (Jesus Christ atoned for our sins. It is only through His Atonement that we can be made whole.)
- 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 final question above, read 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” (“Point of Safe Return,” *Ensign* or *Liahona*, May 2007, 101).

- Why is it helpful to know that Christ will take away the burden of guilt for our sins after we have truly repented?

Ask students to silently ponder the following questions:

- When have you felt that the Lord has forgiven you of your sins?
- How did you exercise faith in the Atonement of Jesus Christ?

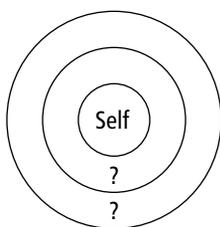
- How did you know you were forgiven?
- Have you felt the Lord's forgiveness recently?

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 following 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 identify the two groups of people for whom Enos prayed and what he prayed for in each case. As students report what they learn, 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?
- What do we learn about Enos from his prayer for the Lamanites?

Read the following statement by President Howard W. Hunter. Ask students to listen for how it relates to Enos's experience:

"Any time we experience the blessings of the Atonement in our lives, we cannot help but have a concern for the welfare of our brethren. . . .

"A great indicator of one's personal conversion is the desire to share the gospel with others" (*The Teachings of Howard W. Hunter*, ed. Clyde J. Williams [1997], 248–49).

- How does this statement relate to Enos's experience? (Enos demonstrated that **as we experience the blessings of Jesus Christ's Atonement, we will seek to help others receive salvation**. You may want to encourage students to write this principle in their scriptures.)

Ask students to study Enos 1:12, 15–20 silently, looking for what Enos demonstrated about the relationship between prayer, 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?
- 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**.)

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 answer it in their scripture study journals.

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 . . .*

After students have finished writing, have a student read Enos 1:26–27. Invite the class to look for evidence of the joy Enos experienced because of his efforts. After students report what they find, encourage them to accomplish what they have written in their scripture 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 59 years, from about 420 B.C. to 361 B.C. (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 361 B.C. and 130 B.C. 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).

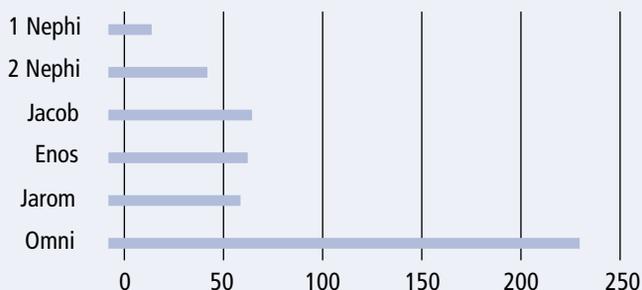
Outline

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. At this time, the 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.

Approximate Number of Years Covered by Each Book in the Small Plates



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 60 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 230 years. Amaleki, the last writer in the book of Omni, concludes his record with an invitation to "come unto Christ . . . and offer your whole souls as an offering unto him" (Omni 1:26).

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.

Suggestions for Teaching

Jarom 1:1–15

Jarom describes how the Nephites prospered when they kept the commandments of the Lord

Read the following statement by President Dieter F. Uchtdorf of the First Presidency. If possible, display a picture of President Uchtdorf as you 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?" ("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.

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, who was the son of Enos, used the word *verified* as he wrote about a promise given to his ancestors. Ask students to read Jarom 1:9 silently, identifying the promise of the Lord that was verified. (You may want to suggest that students mark this promise in their scriptures.) Confirm that students have identified the statement "Inasmuch as ye will keep my commandments ye shall prosper in the land."

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. Invite one or two students to summarize for the class a truth they have learned from studying and discussing these scriptures. As students give their answers, ensure they understand that **as we obey the commandments of God, we will prosper.**

- Based on what you have learned from the experience of the Nephites, what are some ways God will bless those who obey His commandments?

To reinforce this principle, 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 read 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" ("Continue in Patience," 58).

Invite students to ponder the following questions:

- 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?

Omni 1:1–30

Record keepers recount Nephite history

Briefly introduce the book of Omni by explaining that it was written by descendants of Jarom and that it covers approximately 230 years. Invite students to scan the book of Omni to identify the names of the men who kept the small plates after Jarom. To help students find the names quickly, consider providing the following scripture references: Omni 1:1, 4, 8, 10, 12, 25.

Explain that the book of Omni describes several important events in the history of the people in the Book of Mormon. It mentions the people of Zarahemla (also known as the Mulekites) and Coriantumr (the last Jaredite), and it also briefly recounts how the Nephites relocated to Zarahemla and united with the Mulekites. You may want to refer students to the chronology on the Book of Mormon bookmark (10458) and help them identify the merging together of the Nephites and the Mulekites. Also have students locate on the bookmark the name Coriantumr under the heading "Jaredites."

On the board, draw the map shown on this page, but do not include the arrows. Encourage students to copy the map in their scripture study journals or class notebooks.

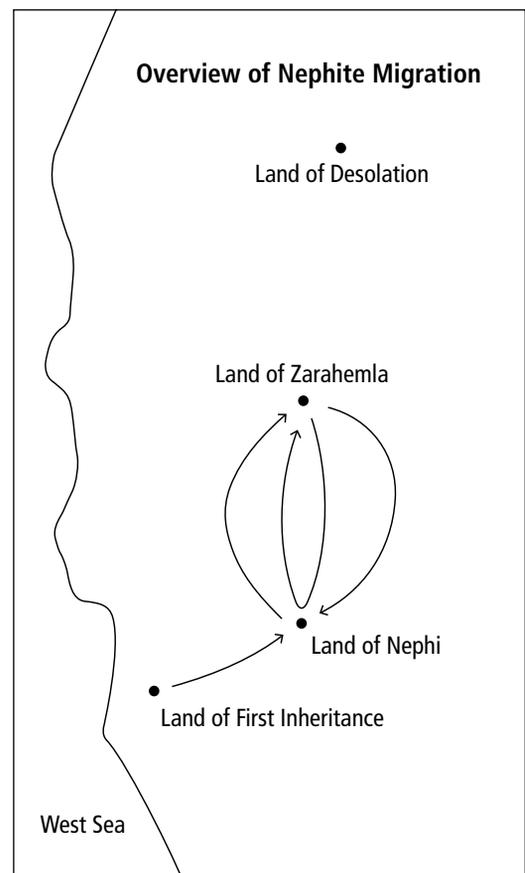
Remind students that in Nephi's time, the Nephites separated from the Lamanites and settled in a place they called the land of Nephi. On the map, draw an arrow from the land of first inheritance to the land of Nephi. Ask students to read Omni 1:12–13 silently and identify how the Nephites came to live in the land of Zarahemla. As students express what they have found, draw an arrow from the land of Nephi to the land of Zarahemla. Point out that Omni 1:12–13 teaches that **the Lord provides guidance for the righteous.**

Invite a student to read Omni 1:14–19 aloud. Ask the class to look 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.

Summarize Omni 1:20–22 by explaining that the people of Zarahemla encountered Coriantumr, who was one of the last two survivors of the Jaredite nation (the other was the prophet Ether). 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

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.



Jaredites when they study the book of Ether. You may want to encourage students to write *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 closed his record, 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 encourage students to write *people of Zeniff* in their scriptures next to Omni 1:29–30.

Explain that the Book of Mormon does not claim to be the record of all peoples who inhabited the ancient Americas. Besides the Jaredites, Mulekites, and Lehi’s group, there were likely other groups of people who came to the American continent.

Explain that as Amaleki concluded his record, he wrote an important invitation to those who would read his words. Ask students to read Amaleki’s invitation in Omni 1:25–26 silently, looking for an idea that he repeated three times. (You may want to encourage students to mark what they find.)

- What does it mean to you to come unto Christ?

Point out that as part of Amaleki’s invitation to come unto Christ, he counseled us to do specific things. Write the following on the board:

Come unto Christ and . . .

Have students refer again to Omni 1:25–26. Invite several of them to complete the sentence on the board using phrases from these verses.

- According to Omni 1:26, how will we be blessed for doing these things? (Help students understand that **if we come unto Christ and endure to the end, we will be saved.** You may want to write this principle on the board.)

Ask students to choose one of the phrases on the board. Invite them to write or outline in their scripture study journals a brief talk they might give in sacrament meeting about how they can come unto Christ in that way. Suggest that their talks might include: (1) reading Omni 1:25–26 and explaining in their own words the phrase they have chosen, (2) reading additional scriptures that clarify or add meaning to the phrase, (3) sharing a related experience from their lives or from the lives of people they know, or (4) sharing their thoughts, feelings, and testimony. (You may want to write these suggestions on the board, provide them on a handout, or read them aloud so students can write them in their scripture study journals.)

Give students six to seven minutes to prepare their talks. Invite several students to share their talks in front of the class. (If there is not time for this, consider asking some to share their talks at the beginning of the next lesson or as part of the class devotionals in the future. You might also encourage them to share their talks during family home evening or in conversations with family members or friends.) To conclude, share your testimony that if we come unto Christ and endure to the end, we will be saved.

Scripture Mastery Review

Introduce students to a few new scripture mastery passages. To do so, write several references on the board and ask students to locate and read the passages in their scriptures. You might also encourage students to mark them in a distinctive way so they will be able to locate them easily. To help students remember the references and key words of the passages, consider using the “Target Practice” activity in the appendix at the end of this manual.

Note: You may want to use this activity on another day when you have more time.

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 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 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. Then ask the following questions:

- 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 identifies 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).

Ask the following questions:

- 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”?

As a class, read Jacob 5:71 aloud. Invite students to identify 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

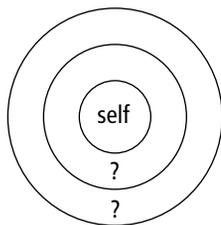
Jacob relies on the Lord as he faces Sherem and leads a Nephite multitude to turn to the Lord

Note: In Jacob 7 students learned about how Jacob overcame 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 this 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 scripture 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 your students, 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)

In the next unit, students 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

The 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 delightful people” (Words of Mormon 1:8).

When and where was it written?

Mormon wrote this book in about A.D. 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 B.C. to 91 B.C. 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 B.C. and 91 B.C. Mormon abridged those records sometime between A.D. 345 and A.D. 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 at the end 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 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. He also mentioned King Benjamin and gave valuable insights about why King Benjamin had such a great influence on his people. *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

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 scripture study journals or class notebooks. To help them think about their experiences, you may want to share a brief experience of your own. Let students know that later in the lesson, you will ask a few of them to share their experiences with the class.

Explain to students that today they will study the example of someone who followed a prompting even though he did not understand all the reasons why he needed to do it.

Have students turn to *Words of Mormon* and find (at the bottom of the page or in the chapter summary) the approximate date when Mormon wrote the book. Ask them to compare that date with the dates for the books of *Omni* and *Mosiah*.

- What do we learn about *Words of Mormon* from these dates?

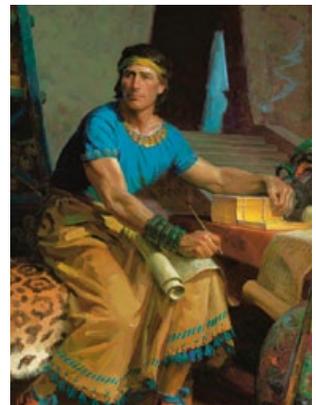
Display the picture *Mormon Abridging the Plates* (62520; *Gospel Art Book* [2009], no. 73). Invite a student to read *Words of Mormon* 1:1–2 aloud. Help students understand that Mormon wrote the book titled *Words of Mormon* after most of the events of the *Book of Mormon* had occurred. Explain that *Words of Mormon* helps us understand that the *Book of Mormon* was compiled from various records. It also shows that revelation guided this process.

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. You might also prepare the following visual aid before class:

Assemble two books and one piece of paper. One book should be about twice as thick as the other. On the spine of the thinner book, attach a strip of paper labeled *Small Plates of Nephi*. On the spine of the thicker book, attach a strip of paper labeled *Mormon's Abridgment of the Large Plates of Nephi*. On the piece of paper, write *The Words of Mormon*.

To use this visual aid in class, hold up the book representing Mormon's abridgment of the large plates of Nephi. Explain that the records in the large plates of Nephi were the primary source for the *Book of Mormon*. From Mormon's abridgment of this record, Joseph Smith translated the books of *Mosiah*, *Alma*, *Helaman*, *3 Nephi*, and *4 Nephi*.

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. Hold up the book representing the small plates of Nephi. Explain that from this record, Joseph Smith translated the books of *1 Nephi* through *Omni*.



Have students read Words of Mormon 1:4–6 to learn how Mormon felt about the small plates of Nephi.

- What did Mormon find pleasing in the small plates of Nephi?
- What did Mormon do with the small plates of Nephi?

To show that Mormon included the small plates of Nephi with his abridgment of the large plates of Nephi, place the thinner book on top of the thicker book.

Invite a student to read Words of Mormon 1:7 aloud. Ask the class to look 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. He recognized their great spiritual value and was pleased by the prophecies of Jesus Christ that they contained (see Words of Mormon 1:4–6). However, 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. (To read about one reason that Mormon did not know at the time, see the introduction to the Words of Mormon in this manual.)

Have students review Words of Mormon 1:7 silently, looking for doctrines that Mormon taught about the Lord. Ensure that they understand that **the Lord knows all things** and that **the Lord can work through us to accomplish His will**.

- How might these doctrines have helped Mormon act on the prompting he received?
- How might these truths help you when you receive promptings from the Spirit?

Encourage students to review the situation they wrote about or thought about at the beginning of class. Invite a few of them to tell about promptings they have received, how they acted on those promptings, and what happened as a result. (Ensure that they understand that they do not need to feel obligated to 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 know how everything would turn out if you followed this prompting?
- What gave you the determination and faith to act on the prompting?

Hold up the book representing Mormon’s abridgment of the large plates, with the book representing the small plates of Nephi resting on top of it. Then hold up the piece of paper that represents Words of Mormon.

- Where does Words of Mormon fit in relation to these other records?

As students respond, place the piece of paper representing Words of Mormon between the two books. Explain that Words of Mormon serves as a bridge that connects the story line between the small plates of Nephi and Mormon’s abridgment of the large plates of Nephi.

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.

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?
- What are some teachings in 1 Nephi through Omni that you are grateful to have? Why are you grateful for those teachings?
- Think about Mormon’s willingness to follow spiritual promptings. How can our willingness to follow spiritual promptings influence our lives? How can this willingness influence the lives of others? (Explain that the Lord can bless others through us when we follow the promptings of the Holy Ghost.)

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).

Words of Mormon 1:12–18

King Benjamin establishes peace in the land

Write *from contention to peace* on the board. Explain that Words of Mormon 1:12–18 introduces the reign of King Benjamin. This righteous man faced many obstacles during his service as a prophet and the people’s king. Have students divide into pairs and read Words of Mormon 1:12–18 with their partners. Ask them to identify what King Benjamin and other prophets did to establish peace in the land.

After students have had time to read, ask each student to write a statement in their scripture study journals that summarizes what King Benjamin and his people did to progress from contention to peace. Invite a few students to write their statements on the board. Students’ summaries may be similar to the following statements:

When we follow the inspired leadership of prophets, we can establish peace.

In the strength of the Lord, we can overcome challenges.

We are called to labor with all our might to establish peace.

Direct students’ attention to Words of Mormon 1:17, in which Mormon says that King Benjamin and “many holy men in the land . . . did speak the word of God with power and with authority.” Explain that in the next few lessons, students will study a sermon by King Benjamin that exemplifies the power and authority of his teaching.

Mosiah 1:1–18

King Benjamin teaches his sons the importance of the scriptures

Ask students to imagine that they have never known anything about the scriptures.

- What would your life be like if you never had the scriptures?
- Which truths would be the most difficult for you to live without?

Briefly introduce 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 1:3–8. Ask the class to look for ways the Nephites were blessed because they had scriptures. Ask students to report what they have learned.

- In what ways did King Benjamin believe the scriptures would help his sons?
- What did King Benjamin suggest is the relationship between searching the scriptures and keeping the commandments of God? (Though students may use different words to express their answers, they should identify the following truth: **Searching the scriptures helps us know and keep the commandments.** You may want to suggest that students write this truth in their scriptures next to Mosiah 1:3–8.)
- When has scripture study helped you keep the commandments?

Share your testimony that the scriptures are true and that they help us keep the commandments.

Write the following questions on the board. (You may want to write them before class.)

What announcement did King Benjamin plan to make about his son Mosiah?

What did King Benjamin say about “a name” to distinguish the people?

Why hadn’t the Nephites been destroyed by the Lamanites?

What objects did King Benjamin ask Mosiah to take care of?

Ask students to take one minute and see how many of these questions they can find answers to in Mosiah 1:10–18.

After students give brief responses to these questions, indicate that over the next few lessons they will study the sermon in which King Benjamin gave his people “a name that never [would] be blotted out, except it be through transgression” (Mosiah 1:12).

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.

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.

Providing overviews of long discourses

This lesson manual gives special attention to long prophetic discourses such as Mosiah 2–5. These discourses are often covered in more than one lesson. It may be helpful to give brief overviews of these discourses. In the case of today’s lesson, an overview may help students gain deeper insights into the purpose of King Benjamin’s sermon and the “mighty change” the people experienced in their hearts as they listened to it (see Mosiah 5:2).

Suggestions for Teaching

Note: The following summary may be helpful if you choose to give an overview of King Benjamin’s discourse at the beginning of this lesson.

Toward the end of his life, King Benjamin addressed the people of his kingdom near the temple in Zarahemla. He gave an accounting of his service to the people and his clear conscience before God, and he presented his son Mosiah as the people’s new king. In this final discourse, which is found in Mosiah 2–5, King Benjamin shared messages on several subjects, including the importance of service to others, our eternal indebtedness to our Heavenly Father, Jesus Christ’s mortal ministry and Atonement, the need to put off the natural man, believing in God for salvation, imparting substance for the relief of the poor, retaining a remission of sins, and becoming sons and daughters of Christ through faith and consistent good works. Of special note, Mosiah 3 contains a message that King Benjamin received from an angel.

Mosiah 2:1–9

Families gather and prepare to receive King Benjamin’s words

Write the following questions across the top of the board: *Who? Where? What? Why?*

Ask students to search Mosiah 2:1–6 silently, looking for details that will answer the questions on the board. After they have read, invite several students to record on the board as many details as they can under each question. (You may need to explain that the people prepared to receive King Benjamin’s words by offering sacrifices associated with the law of Moses. In making these sacrifices, the people expressed gratitude to God and dedicated themselves to Him.)

Invite students to read Mosiah 2:9 silently, looking for words and phrases that indicate what King Benjamin wanted the people to do as they listened to his words.

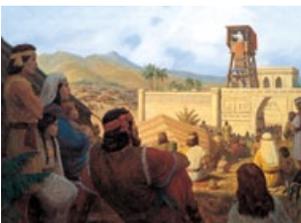
- From the words and phrases you have found, how do you think King Benjamin felt about his message?
- According to the last part of Mosiah 2:9, what did King Benjamin believe would happen if the people opened their ears and their hearts to his message?
- What do you think it means to open our ears and hearts to those who are called to teach?

Encourage students to keep King Benjamin’s invitation in mind as they study his message and as they listen to the words of latter-day prophets.

Mosiah 2:10–28

King Benjamin teaches about the importance of serving God and each other and about our eternal indebtedness to God

Show students the picture King Benjamin Addresses His People (62298; *Gospel Art Book* [2009], no. 74). Remind students that 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).

Read Mosiah 2:10–15 aloud to the class. Ask students to identify phrases that show King Benjamin’s concern about serving the people, not about his own status or recognition. Invite them to raise their hands whenever they hear one of these phrases. When they raise their hands, stop reading and ask them to explain what they have identified and what it reveals about King Benjamin.

As part of this discussion, share the following statement by President Howard W. Hunter: “Don’t be overly concerned with status. . . . It is important to be appreciated. But our focus should be on righteousness, not recognition; on service, not status” (“To the Women of the Church,” *Ensign*, Nov. 1992, 96).

Invite students to read Mosiah 2:16–17 silently and identify what King Benjamin wanted his people to learn. Help them see that **when we serve others, we serve God**. Write this statement on the board. Point out that Mosiah 2:17 is a scripture mastery passage. You may want to encourage students to mark this passage in a distinctive way so they will be able to locate it easily.

Invite students to think of times when they have served other people.

- When you gave this service to others, how were you also serving God?
- When have other people blessed your life through service? When they served you, how did they also serve God?

Invite several students to take turns reading aloud from Mosiah 2:18–24, 34.

- Why would King Benjamin refer to himself and his people as “unprofitable servants”? (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.)
- What blessings have you received for which you feel indebted to God?
- 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.)

Explain that in Mosiah 2:34, the word *render* means to give or submit. Invite students to reflect on how they might “render to [Heavenly Father] all that [they] have and are.” Testify that when we keep God’s commandments and seek to give sincere service, He blesses us.

Mosiah 2:29–41

King Benjamin exhorts his people to be obedient to God

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.

Invite students to read Mosiah 2:32–33, 36–38 silently, looking for what King Benjamin told his people to beware of. You may need to explain that in Mosiah 2:33, the word *wo* refers to sorrow and misery.

- What warnings did King Benjamin give his people?
- How might we know if we are beginning to follow the wrong spirit? Why is it important to recognize this early?
- According to Mosiah 2:38, what consequences come to those who die in their sins?

You may want to emphasize the teaching in Mosiah 2:36 that an individual, through his or her own behavior, can withdraw from the Spirit of the Lord. Elder David A. Bednar of the Quorum of the Twelve Apostles commented on the importance of recognizing when we may be withdrawing from the Spirit:

“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



Mosiah 2:17

is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

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" ("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?
- How can we know when we have distanced ourselves from the Holy Ghost?

Write *REMEMBER* and *CONSIDER* on the board next to *BEWARE*.

Invite a student to read Mosiah 2:40–41 aloud. Ask the class to identify what King Benjamin wanted his people to consider and what he wanted them to 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 be blessed temporally and spiritually.

- When have you witnessed or experienced the happiness that comes from being obedient to the Lord's 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 or to seek to improve in an area named in Personal Progress (for young women) or Duty to God (for young men).

Scripture Mastery—Mosiah 2:17

Invite students to read Mosiah 2:17, Matthew 22:36–40, and Matthew 25:40. The passages in Matthew help expound the doctrine, unlock understanding, and clarify the meaning of Mosiah 2:17. You may want to encourage students to make a scripture chain by writing *Matthew 22:36–40* next to Mosiah 2:17, *Matthew 25:40* next to Matthew 22:36–40, and *Mosiah 2:17* next to Matthew 25:40.

Ask a few students to tell about times when they have felt that they were serving God by serving other people.

Invite students to serve someone before the next seminary class. Suggest that they prepare to share their experiences with this assignment (but make sure they understand that they do not need to feel obligated to share experiences that are too personal or private).

You might also challenge students to memorize Mosiah 2:17 before the next time you meet as a class.

Testify that when we sincerely serve others, we serve the Lord.

Note: Because of the nature and length of this lesson, you may want to use this activity on another day, when you have extra time.

Commentary and Background Information

Mosiah 2:33, 38–39. "Everlasting punishment," "unquenchable fire," and "never-ending torment"

In a warning about the consequences of rebelling against God, King Benjamin used the phrases

"everlasting punishment" (Mosiah 2:33), "unquenchable fire" (Mosiah 2:38), and "never-ending torment" (Mosiah 2:39). To gain a better understanding of these terms, see the Lord's words in Doctrine and Covenants 19:6–12.

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 of Jesus Christ. King Benjamin testified that through faith in Jesus Christ and repentance, those who have sinned can 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

Note: If in the previous lesson you encouraged students to memorize and apply Mosiah 2:17, consider giving them an opportunity to share their experiences sometime today. Be careful not to take too much time in this review. Leave enough time to discuss the doctrines and principles in Mosiah 3.

Mosiah 3:1–10

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?

Explain to students that the teachings in Mosiah 3 will help them to see how they can be filled with joy.

Invite a student to read Mosiah 3:2–5 aloud. Ask the class to identify the source of King Benjamin’s message in Mosiah 3.

Emphasize that Mosiah 3 contains an angel’s declaration of “glad tidings of great joy” (Mosiah 3:3). Invite a few students to take turns reading aloud from Mosiah 3:5–10. Ask the class to look for words or phrases that help them better appreciate the mission of Jesus Christ. You may want to suggest that they mark these words and phrases. Invite a few students to share the words and phrases they have found.

- What does Mosiah 3:7 help you understand about the Savior’s mission?
- Why do you think the angel said that this message would bring great joy?

Invite students to write a one-sentence summary of Mosiah 3:5–10 in their scripture study journals or class notebooks. After they have had enough time to write, invite a few of them to share what they have written. Students’ summaries should show understanding of the angel’s teaching that **Jesus Christ suffered so we can be saved from our sins.**

You may want to follow up students’ responses with the following question:

- What are your feelings as you think about what the Savior has done for you?

To help students deepen their understanding of the Savior’s suffering, share the following statement by Elder James E. Talmage 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,’ 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” (*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.

Mosiah 3:11–27

King Benjamin testifies that through the Atonement of Jesus Christ, we can put off the natural man and become saints

Tell students that King Benjamin shared the angel's description of different groups of people and how the Atonement of Jesus Christ applies to each group. Write the following questions on the board. Ask students to read Mosiah 3:11–13, 16 silently, looking for answers to the following questions:

How does the Atonement apply:

To those who die without a knowledge of the gospel?

To those who rebel against God and deliberately sin?

To children who die before they reach the age of accountability?

After sufficient time, ask students to share their answers to these questions. (To help them answer the first question, you may want to have them read Doctrine and Covenants 137:7–10. To help them with the third question, you may want to have them read Moroni 8:8, 17 and Doctrine and Covenants 29:46–47.)

Read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles about the effect of the Atonement on all of Heavenly Father's children:

"We . . . read that 'his blood atoneth for the sins of those . . . who have died not knowing the will of God concerning them, or who have ignorantly sinned' (Mosiah 3:11). Similarly, 'the blood of Christ atoneth for [little children]' (Mosiah 3:16). These teachings that the resurrecting and cleansing power of the Atonement is for all contradict the assertion that the grace of God saves only a chosen few. His grace is for all. These teachings of the Book of Mormon expand our vision and enlarge our understanding of the all-encompassing love of God and the universal effect of His Atonement for all men everywhere" ("All Men Everywhere," *Ensign* or *Liahona*, May 2006, 77).

- What principle do we learn from Mosiah 3:12 about how the Atonement applies to us? (**We will be saved from our sins as we exercise faith in Jesus Christ and repent.**)
- According to this verse, what will happen to those who choose not to exercise faith in Jesus Christ and repent?



Mosiah 3:19

is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Point out that Mosiah 3:19 is a scripture mastery passage. You might want to encourage students to mark this passage in a distinctive way so they will be able to locate it easily. Also draw attention in Mosiah 3:19 to the angel's use of the term "natural man." To help students understand this phrase, read 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" (Guide to the Scriptures, "Natural Man," scriptures.lds.org).

Write the following questions on the board. Have students look for answers to the questions as they search Mosiah 3:19 silently.

How did the angel describe a natural man's relationship with God?

According to this verse, how can we put off the natural man?

Point out that through the Atonement of Jesus Christ, a person does more than just stop being a "natural man." He or she "becometh a saint." In addition to saving us from our sins, the Savior changes us into better people than we could ever be on our own. He helps us become more like Him. To help students understand this doctrine, read the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:

"Both clean hands and a pure heart are required to ascend into the hill of the Lord and to stand in His holy place [see Psalm 24:3–4].



“Let me suggest that hands are made clean through the process of putting off the natural man and by overcoming sin and the evil influences in our lives through the Savior’s Atonement. Hearts are purified as we receive His strengthening power to do good and become better. All of our worthy desires and good works, as necessary as they are, can never produce clean hands and a pure heart. It is the Atonement of Jesus Christ that provides both a *cleansing and redeeming power* that helps us to overcome sin and a *sanctifying and strengthening power* that helps us to become better than we ever could by relying only upon our own strength. The infinite Atonement is for both the sinner and for the saint in each of us” (“Clean Hands and a Pure Heart,” *Ensign* or *Liahona*, Nov. 2007, 82).

To help students summarize the doctrines they have learned from Mosiah 3:19, ask:

- What are some gospel truths that you find in Mosiah 3:19?

Students may list several doctrines from this verse, including the following:

The natural man is an enemy to God.

As we yield to the enticings of the Holy Spirit, we put off the natural man.

Through the Atonement of Christ, we can put off the natural man and become saints.

Invite students to respond to one of the following questions in their scripture study journals. (You may want to write these questions on the board before class, prepare a handout with the questions, or read the questions slowly so students can write them in their scripture study journals.)

- 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. Then ask a student to read Doctrine and Covenants 19:16–19. Ask students to listen for the word *cup* in verse 18.

- What has Jesus Christ done so that we will not have to drink “out of the cup of the wrath of God”? (He has partaken of that cup Himself, taking upon Himself the punishment for our sins. If we truly repent, we will not have to suffer that punishment.)

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

Scripture Mastery—Mosiah 3:19

To help students memorize Mosiah 3:19, divide them into pairs. Ask them to read Mosiah 3:19 aloud, one word at a time, alternating every other word with their partner. Ask them to repeat this exercise a few times. You may want to add variety to this activity by having each partner read two or three words at a time.

The repetition of this activity will help students become familiar with the content of the verse and will make it easier for them to memorize the entire verse. Challenge them to complete their memorization of Mosiah 3:19 on their own.

Note: Because of the nature and length of this lesson, you might want to use this scripture mastery activity on another day, when you have extra time.

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). In doing so, he compared them to beggars, dependent on God for salvation. 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

Ask students to ponder the following question:

- How can we know that we have been forgiven of our sins?

Read the following statement by President Harold B. Lee:



"If the time comes when you have done all that you can to repent of your sins, whoever you are, wherever you are, and have made amends and restitution to the best of your ability; if it be something that will affect your standing in the Church and you have gone to the proper authorities, then you will want that confirming answer as to whether or not the Lord has accepted of you. In your soul-searching, if you seek for and you find that peace of conscience, by that token you may know that the Lord has accepted of your repentance" ("Stand Ye in Holy Places," *Ensign*, July 1973, 122).

Remind students that King Benjamin shared the words of an angel about how to receive a remission of sins. You might remind them specifically of the angel's words about the natural man being an enemy to God and about the consequences that await those who die without having repented of their sins (see Mosiah 3:19, 23–27).

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. Have a few students share 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. You might ask students to read Alma 41:11 and then explain the phrase "carnal state" in their own words. To help students understand the phrase "less than the dust of the earth," invite them to read Helaman 12:4–8. Then ask them to explain in their own words how someone who refuses to follow the counsel of the Lord might be described as being less than the dust of the earth. Ensure that they understand that Heavenly Father does not consider His children to be less than the dust of the earth.

Point out that when the people recognized their sinfulness, they repented, expressing their faith in Jesus Christ and His Atonement. Invite a student to read Mosiah 4:3 aloud. Ask the class to pay attention to how the people knew they had been forgiven of their sins.

- According to Mosiah 4:3, what feelings come to those who have been forgiven by the Lord?
- The people received a remission of their sins because of the "exceeding faith which they had in Jesus Christ." What actions demonstrated their faith? (See Mosiah 4:1–2.)
- In your own words, what can we learn from Mosiah 4:1–3 about receiving a remission of our sins? (One possible answer is that **as we exercise faith in Jesus Christ and**

sincerely repent, we receive a remission of our sins. You may want to invite students to mark key words and phrases in Mosiah 4:1–3 that emphasize this principle.)

Read the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles, summarizing what we must do to receive a remission of sins:



“As we honestly confess our sins, restore what we can to the offended, and forsake our sins by keeping the commandments, we are in the process of receiving forgiveness. With time, we will feel the anguish of our sorrow subside, taking ‘away the guilt from our hearts’ (Alma 24:10) and bringing ‘peace of conscience’ (Mosiah 4:3).

“For those who are truly repentant but seem unable to feel relief: continue keeping the commandments. I promise you, relief will come in the timetable of the Lord. Healing also requires time” (“Repent . . . That I May Heal You,” *Ensign* or *Liahona*, Nov. 2009, 42).

Invite students to write in their scripture study journals or class notebooks about what they have learned about repentance as they have discussed Mosiah 4:1–3. Also ask them to write about how they can exercise faith in Jesus Christ as they seek a remission of their sins.

Explain that after witnessing the people’s repentant attitude, King Benjamin reminded them of their dependence on the Lord. Ask several students to take turns reading aloud from Mosiah 4:4–8. Ask the class to look for what King Benjamin wanted his people to understand after they had received a remission of their sins.

- According to these verses, what are the only “conditions whereby [we] can be saved”?

After students have responded to this question, invite them to review Mosiah 4:4–8 silently, looking for phrases that describe people who receive salvation. You may want to suggest that they mark these phrases. Consider asking the following questions:

- What do you think it means to “be diligent in keeping [the Lord’s] commandments”?
- What are some actions that demonstrate that a person has “put his [or her] trust in the Lord”?
- In what ways have you seen the “goodness of God” and His “matchless power”?

Point out that repentance and obedience require much work and effort on our part. However, no matter how hard we work, we could never receive forgiveness of our sins and the gift of salvation without the Atonement of Jesus Christ.

Mosiah 4:9–30

King Benjamin teaches how to retain a remission of sins

Write *retain a remission of our sins* on the board. Inform students that after the people had received a remission of their sins, King Benjamin taught them how to retain, or keep, that clean and pure state.

- Why is this also important for each of us to know?

Invite students to search Mosiah 4:9–11 silently, looking for what we must do to retain a remission of our sins. After sufficient time, have students share what they have found. Consider writing their answers on the board. Answers may include that we need to remember the greatness of God, humble ourselves, pray daily, and stand steadfastly in the faith.

Consider asking the following questions to help students deepen their understanding and apply what they have read:

- King Benjamin taught that we must “believe in God” (Mosiah 4:9). He also spoke of tasting of God’s love and always remembering “the greatness of God” (Mosiah 4:11). What experiences have helped you realize that God is real and powerful and that He loves you?
- How does remembering God’s power, goodness, and love influence our willingness to obey Him?

Read Mosiah 4:12 aloud to students. Ask them to identify in this verse the blessings that come to those who do what is taught in Mosiah 4:5–11.

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. Have each student read their assigned verse or verses individually and identify 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, emphasize the truth that **if we humble ourselves before God and strive to develop Christlike attributes, we can retain a remission of our sins.** Help students apply 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 helpful in retaining a remission of our sins?
- When have you seen examples of this attitude (or quality)?

King Benjamin used a powerful analogy that can help students appreciate the blessings they have received from the Lord and motivate them to develop the attributes they have studied in Mosiah 4:13–16. Ask students to read Mosiah 4:16–23 silently.

- According to King Benjamin, how are we all beggars?
- How can this understanding help us be more compassionate to others?
- For those who are unable to give to beggars, or for those who have little to give, what counsel does King Benjamin share in Mosiah 4:24–26?
- In the Church today, how does giving fast offerings help us follow the counsel in Mosiah 4:26? How can youth participate in fast offerings? (Answers may include that they can fast, some may contribute fast offerings, and Aaronic Priesthood holders in some parts of the world gather fast offerings from ward or branch members.)

Point out that with all the good things we are asked to do, it can sometimes be challenging to find balance in our lives. Have a student read Mosiah 4:27 aloud.

- What do you think it means to do all things in “wisdom and order”?
- How can this counsel help you?

Invite a student to read Mosiah 4:29–30 aloud. Point out that Mosiah 4:30 is a scripture mastery passage. You might encourage students to mark this passage in a distinctive way so they will be able to locate it easily.

- What is the relationship between our thoughts, words, and deeds? What can we do to watch ourselves? In what ways can we help each other?

Consider giving students a few minutes to write in their scripture study journals about how the principles in Mosiah 4:9–30 can help them as they strive to retain a remission of their sins. Testify of the Lord’s love for each of them and of His desire for them to repent and retain a remission of their sins.

Scripture Mastery—Mosiah 4:30

To help students see the relationship between thoughts, words, and deeds, as expressed in Mosiah 4:30, read the following statement by President Ezra Taft Benson:

“Think clean thoughts. Those who think clean thoughts do not do dirty deeds. You are not only responsible before God for your acts but also for controlling your thoughts. So live that you would not blush with shame if your thoughts and acts could be flashed on a screen in your church. The old adage is still true that you sow thoughts and you reap acts, you sow acts and you reap habits, you sow habits and you reap a character, and your character determines your eternal destiny. ‘As a man thinketh, so is he’” (in Conference Report, Oct. 1964, 60; quoting Proverbs 23:7).

Explain that light and darkness cannot occupy the same space at the same time. Light dispels darkness. For example, appropriate music, uplifting visual images, wholesome activities, and clean thoughts and words will invite the Spirit into our lives and push unworthy thoughts out of our minds. Help students understand that they can combat darkness by filling their lives with light.

- What can we do to keep our thoughts, words, and deeds clean?

Encourage students to make specific plans to fill their lives with light. You may want to have them write their plans in their scripture study journals.

 **Mosiah 4:30** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Writing impressions

Elder Richard G. Scott 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).

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

Before class, write the following questions on the board:

Have you ever felt that you needed to change spiritually?

What did you do about it?

If you have experienced a change, have you maintained that change to this day?

Ask students to respond to these questions in their scripture study journals or class notebooks. Then read the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:

"The essence of the gospel of Jesus Christ entails a fundamental and permanent change in our very nature made possible through our reliance upon 'the merits, and mercy, and grace of the Holy Messiah' (2 Nephi 2:8). As we choose to follow the Master, we choose to be changed—to be spiritually reborn" ("Ye Must Be Born Again," *Ensign* or *Liahona*, May 2007, 20).

You might suggest that students write the following quotation in their scriptures next to Mosiah 5:2 or in their scripture study journals: "*As we choose to follow the Master, we choose to be changed*" (Elder David A. Bednar).

- In what ways do we choose to be changed when we choose to follow Jesus Christ?

Give students a few minutes to review Mosiah 2–4. You might suggest that they read the chapter summaries. Ask them what they remember about the contents of these chapters. Then invite them to read Mosiah 5:1 silently.

- What did King Benjamin desire to know from his people?

Ask students to read Mosiah 5:2–5 silently, looking for the people's response to King Benjamin's question. Before students read, 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 to help them analyze the verses:

- What did the people say about their dispositions?
- What brought about this change in their dispositions? (They believed King Benjamin's teachings about Jesus Christ and the Atonement, and the Spirit changed their hearts.)

Emphasize that a change of heart is more than just a change of behavior. When we experience a change of heart, we become new people, changed through the power of the Savior's Atonement. To help students understand this truth, invite a student to read the following statement by Elder David A. Bednar of the Quorum of the Twelve Apostles:

"The gospel of Jesus Christ encompasses much more than avoiding, overcoming, and being cleansed from sin and the bad influences in our lives; it also essentially entails doing good, being good, and becoming better. . . . This mighty change is not simply the result of working harder or developing greater individual discipline. Rather, it is the consequence of a fundamental change in our desires, our motives, and our natures made possible through

the Atonement of Christ the Lord. Our spiritual purpose is to overcome both sin and the desire to sin, both the taint and the tyranny of sin" ("Clean Hands and a Pure Heart," *Ensign* or *Liahona*, Nov. 2007, 81–82).

- Why do you think we need the Atonement of Jesus Christ in order to truly change?

Direct students' attention to the phrase "because of the Spirit of the Lord Omnipotent" in Mosiah 5:2. You may need to define *omnipotent*, which means all-powerful.

- What can we learn from Mosiah 5:2–4 about how we can experience a mighty change in our lives?

As students discuss this question, ensure they understand that **as we exercise faith in Jesus Christ and receive the Holy Spirit, we can experience a mighty change of heart.**

Explain that experiencing a mighty change of heart is a process that occurs throughout our lives, not a single event. Share the following statement by President Ezra Taft Benson:

"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" ("A Mighty Change of Heart," *Ensign*, Oct. 1989, 5).

To help students apply this principle and evaluate their progress in experiencing a mighty change in their hearts, ask them to respond in their scripture study journals to the following questions. (You may want to write these questions on the board before class, prepare a handout with the questions, or read the questions slowly so students can write them in their scripture study journals.)

- How has your disposition changed as you have followed the Savior?
- What do you need to do so the Lord will continue to help you experience this change?

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 look 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 dispositions had changed through the Atonement of Jesus Christ?

To help students increase their understanding of covenants, give them a few minutes to study the subject individually. You might suggest that they study the subject in the Bible Dictionary or *True to the Faith* or that they look for scriptures on the subject in the index to the Book of Mormon or triple combination. After sufficient time, have students divide into pairs and explain covenants to each other in their own words.

- 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.")
- Which words or phrases in Mosiah 5:5 remind you of the promises we renew each time we partake of the sacrament?
- How do you think making and keeping covenants helps us continue in the process of experiencing a change of heart?

Invite students to read Mosiah 1:11 silently. Ask them to look for one reason King Benjamin gathered the people together. (To give them a name.) Explain that Mosiah 5:7–15 records King Benjamin's explanation of the name he had promised to give his people. Give students a few minutes to skim Mosiah 5:7–14, looking for the words *name* and *called*. You may want to suggest that students mark these words each time they appear.

Let students explain

From time to time, ask students to explain doctrines and principles to each other. By doing so, you will help students strengthen their faith and increase their understanding of the gospel of Jesus Christ. You will also help them learn how to share the truths of the gospel with others.

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.)

Invite a student to read Mosiah 5:7–8 aloud. Ask the class to look for the name that King Benjamin gave his people. Also ask them to look for words and phrases that indicate the importance of that name. You may want to encourage them to mark these words and phrases.

- What name did King Benjamin give his people?
- What words and phrases did you notice? What do those words and phrases teach you about the name of Christ?
- When do we take upon ourselves the name of Jesus Christ? (Make sure students understand that **we take upon ourselves the name of Jesus Christ when we make and keep sacred covenants.**)

As students discuss these verses, they may need help understanding the doctrine that we can become “children of Christ” (Mosiah 5:7). You may want to point out 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 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” (*Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [1954–56], 1:29).

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?

Ask students to read Mosiah 5:9–13 silently, looking for more counsel from King Benjamin about taking the name of Jesus Christ upon ourselves. You may want to suggest that students read these verses as if King Benjamin were speaking to them personally. Divide students into pairs, and ask them to discuss the following questions based on what they have read. (You may want to write these questions on the board or provide them on a handout.)

- Think about the significance of taking upon ourselves the name of Christ. What do you think it means to have the name of Christ written in your heart? What blessings come to those who have the name of Christ written in their hearts?
- 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?

Ask a student to read Mosiah 5:15 aloud. Invite the class to look for actions that identify those who keep their covenants.

- What are some questions we could ask ourselves to evaluate how well we have taken upon ourselves the name of Christ?

Share your feelings about what it means to have taken upon yourself the name of Jesus Christ. Testify of its importance in your life.

Mosiah 6:1–7

Mosiah begins his reign as king

Ask students to read Mosiah 6:1–3 silently, identifying what King Benjamin did before he dismissed the multitude.

- 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.

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 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 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" 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 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 when we make and keep 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 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. Ask a student to read 1 Nephi 9:4 aloud. Ask the class to look 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 understanding that **the Lord knows all things that are to come.**)

- 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 6, 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 (62298; *Gospel Art Book* [2009], no. 74). 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 an understanding that **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 or on a piece of paper. Do not include the answers in parentheses. Assign each student to review one of the scripture passages. 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.

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 understand 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 questions:

- How can you personally apply the principles from King Benjamin's address?
- What does it mean to you to take upon yourself the name of Jesus Christ?

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: Would you stand up for Jesus Christ even if doing so meant that you would be put to death? Inform students that next week 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.

Mosiah 7–8

Introduction

Approximately 80 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

Mosiah 7

Ammon finds the land of Lehi-Nephi and learns how King Limhi’s people came into bondage

Write the following on the board: *mourn: to feel regret or sadness*

- What are some reasons people might mourn?

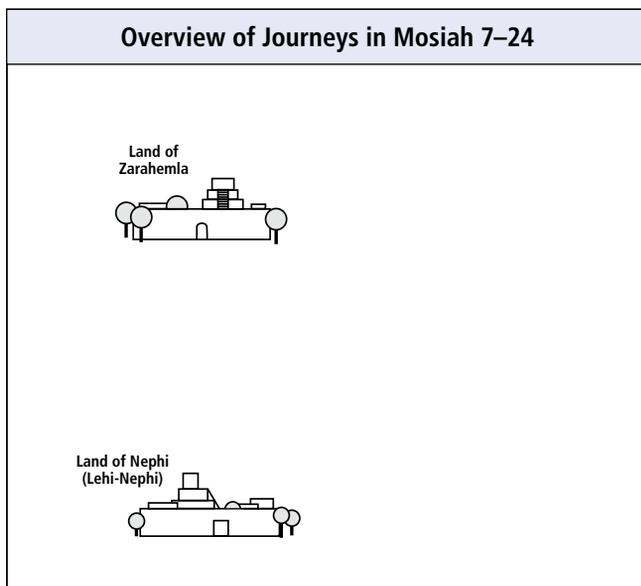
Invite a student to read Mosiah 7:24 aloud, and ask the rest of the class to follow along. Point out the phrase “all because of iniquity.” Explain that this verse refers to circumstances that came about because of the unrighteous choices of a group of people. Invite students to ponder whether they have ever mourned regarding a situation that happened “because of iniquity.” Explain that today they will study Mosiah 7–8 to learn about a king named Limhi and the causes of his people’s regret. Invite students to look for what Limhi encouraged his people to do to overcome their sadness.

Invite a student to read Mosiah 7:1 aloud. Ask the class to identify the two locations mentioned in this verse. Copy the first diagram that accompanies this lesson on the board, and invite students to do the same in their scripture study journals or class notebooks. As you use this diagram, explain that the Church has no official position about Book of Mormon geography except that the events occurred in the Americas.

Note: During their study of the book of Mosiah, students will add more details to their diagrams. To ensure that they have enough space to add these details, copy the diagram on the board as shown. Point out the extra space before students begin drawing. (The completed diagram is located in the appendix at the end of this manual.)

Explain that when Lehi’s family arrived in the promised land, they established themselves in the land of Nephi (sometimes referred to as the land of Lehi-Nephi or the land of first inheritance). Shortly after Lehi died, the Lord commanded Nephi to flee into the wilderness, taking all those who would go with him. Nephi’s people continued to live in the land of Nephi but were separated from

those who followed Laman and Lemuel. Many years later, the Lord commanded a group of Nephites to flee from the land of Nephi. This group eventually settled in a land called Zarahemla, which was north of the land of Nephi.



Several generations later, a man named Zeniff led a group of Nephites to the land of Nephi to “possess the land of their inheritance” (see Omni 1:27–30). Zeniff had been part of another group that had failed to secure land in that area (see Mosiah 9:1–2). Invite students to draw an arrow from Zarahemla to the land of Nephi and to label it “Nephite group led by Zeniff.” This group left Zarahemla about 80 years before Mosiah became king.

Invite students to scan Mosiah 7:1 again, looking for what Mosiah wanted to know. After they report, invite them to read Mosiah 7:2–3 to find out what Mosiah did to get an answer to his question. Ask students to draw a second arrow from Zarahemla to the land of Nephi, representing the journey of the search party led by Ammon, and to label it accordingly.

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. Thinking they were some of the wicked priests of his deceased father, Noah, he had his guards arrest them and imprison them (see Mosiah 21:23). He questioned them two days later. Ask students to read Mosiah 7:12–15 silently, 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?

Refer again to the word *mourn* on the board. Summarize Mosiah 7:16–19 by explaining that King Limhi gathered his people together to introduce Ammon to them, to speak to them about the causes of their sadness and regret, and to help them know where to turn for deliverance.

Write the word *causes* on the board under the definition of *mourn*. Invite several students to take turns reading aloud from Mosiah 7:20–28. Ask the class to find actions that Limhi identified as the causes for his people’s trials and sorrow. (It may be helpful to inform students that the prophet mentioned in Mosiah 7:26 is Abinadi, who was burned to death during the reign of Limhi’s father, Noah.) After the verses have been read, invite a few students to list on the board under *causes* what they have discovered.

- What seems to have been the main cause of this people’s sorrow? (Iniquity, or sin.)

Ask students to read Mosiah 7:29–32 silently. Invite them to choose a phrase that shows Limhi’s understanding of the connection between the people’s sins and the people’s sorrow. (You may need to explain that the word *chaff* refers to the leftover debris after the grain has been separated from wheat stalks. In Mosiah 7:30, “reap the chaff” means to get something useless.) Invite a few students to read and explain the phrases they have chosen.

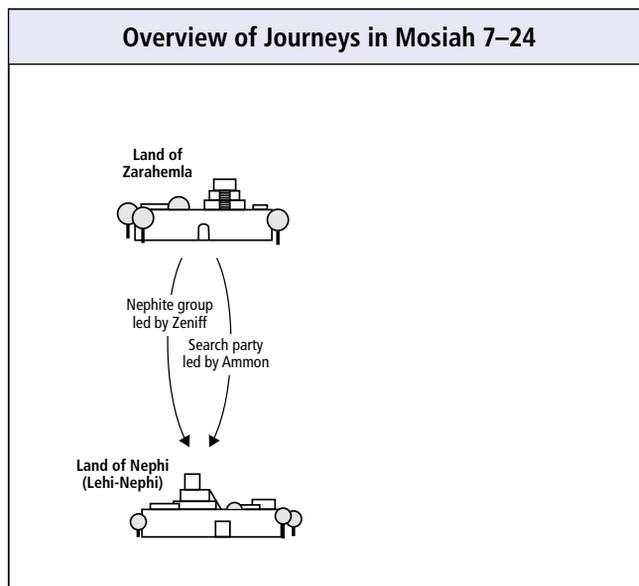
- How can recognizing the consequences of our sins be helpful to us?

Invite a student to read Mosiah 7:33 aloud. Ask the class to look for what Limhi exhorted his people to do.

- What principles can we learn from Limhi and his people about the effect of recognizing and feeling sorrow for our sins? (As students identify truths from this chapter, help them see that **recognizing and feeling sorrow for our sins can lead us to turn to the Lord for deliverance**. You may want to write this principle on the board.)

To help students better understand this principle, ask them to imagine that they have a loved one who feels remorse for his or her sins and who desires to repent and turn to the Lord but isn’t sure how to do so. Testify that Limhi’s counsel to his people in Mosiah 7:33 contains keys to overcoming the sorrow and regret that accompany sin. Invite students to search Mosiah 7:33 silently, searching for phrases that would help someone know how to “turn to the Lord.” (You might want to suggest that they mark these phrases.)

After sufficient time, invite a few students to share phrases that stand out to them. Have each student explain the meaning of the phrase he or she has chosen by (1) putting it in



his or her own words or (2) giving examples of actions or attitudes of someone who is striving to apply the principle expressed by the phrase.

Ask students to ponder whether they have sins of which they have not repented that could be causing sorrow and regret for them and those they love. Invite students to write an answer to the following question in their scripture study journals:

- How can you apply Mosiah 7:33 in your life today?

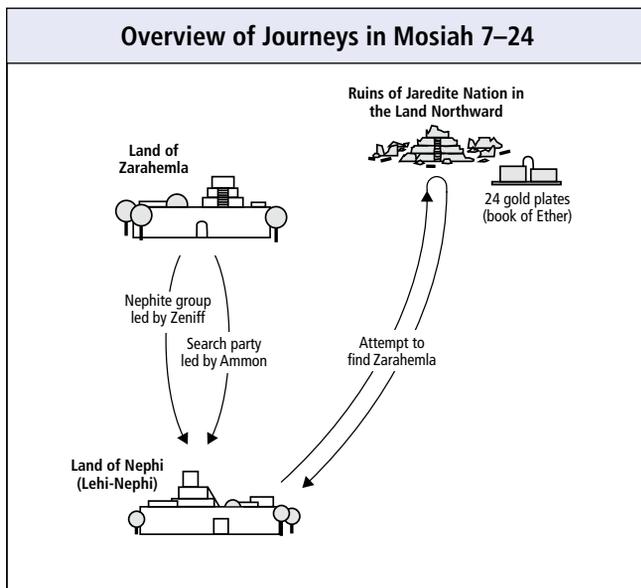
Share your testimony that as we turn to the Lord with our whole hearts and minds, He will deliver us from the mourning that comes from our sins.

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. Then have the second student put on the blindfold. Rearrange the objects on the floor, and have the first student give directions. This time, however, the blindfolded student will intentionally disregard the instructions. (Speak to this student secretly before class, and ask him or her to ignore the instructions.)

- What is the value of listening to someone who can see things we can't?



Summarize Mosiah 8:5–12 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. (You might want to explain that the ruins discovered by Limhi's people were all that remained of the Jaredite civilization. A record of the Jaredites, taken from the 24 gold plates, is included in the Book of Mormon as the book of Ether.) Add this journey to the diagram on the board, as shown in the illustration on this page. Have students add it to their diagrams as well. 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 Ammon's response in Mosiah 8:13–15. Ask the class to look for the title Ammon used to indicate a person who has the power to translate such records. Ask students to search Mosiah 8:16–19 silently, looking for additional abilities of a seer. Ask several students to tell what they have found.

Write the following statement on the board: ***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. Invite students to read and ponder on their own a recent conference address by a member of the First Presidency or Quorum of the Twelve Apostles and to follow the counsel in that address.

LESSON 57

Mosiah 9–10

Introduction

During the reign of King Benjamin, 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 a time when they wanted something intensely. Invite a few of them to tell about these experiences. Explain that today they will learn about a man who wanted something so intensely that he failed to see the possible consequences of his desires.

Invite students to look at the diagram of journeys they began drawing during the previous lesson. 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. (You may want to explain that the Book of Mormon tells of two men named Ammon. One was the man students are learning about today. The other was a son of Mosiah who became a great missionary to the Lamanites. Students will begin reading about him in Mosiah 27.) Have students turn to Mosiah 7–8 and look at the date that appears either at the bottom of the pages or in the chapter summaries (about 121 B.C.). Have them compare that date with the date in Mosiah 9 (about 200 B.C., approximately 80 years earlier). Ask if anyone can explain the sudden change in dates.

Explain that from Mosiah 8 to Mosiah 9, the story line goes back in time 80 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.

Have students add to their diagrams an arrow representing the journey taken by the first group that went from Zarahemla to the land of Nephi. Point out that Zeniff was part of this group. As shown on the diagram on this page, the arrow should indicate that the group also returned to Zarahemla. The label should read "Some Nephites seek to reclaim the land of Nephi." (For the complete diagram, see the appendix at the end of this manual.)

Ask another student to read Mosiah 9:3–4. Invite the rest of the class to follow along, looking for (1) what Zeniff wanted so badly to obtain and (2) what he was slow to remember.

- 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?

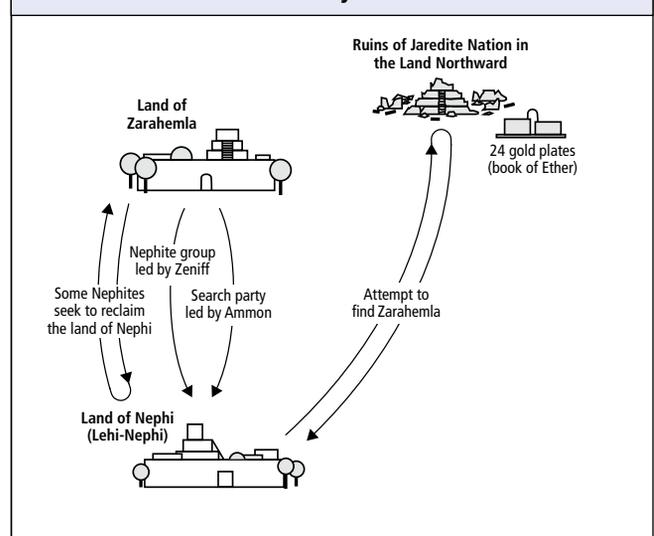
Explain that because Zeniff was overzealous and slow to remember the Lord, he made a mistake. Have students read Mosiah 9:5–7, 10, looking for that mistake.

- What did Zeniff fail to see because of his overzealous desire to obtain the land of Nephi?

Dates in footnotes and chapter summaries

Show students that approximate dates appear at the bottom of each page (or in the chapter summaries) of the Book of Mormon to help establish the historical context of the events described on those pages. 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.

Overview of Journeys in Mosiah 7–24



- What are the dangers of being overly eager when making decisions?
- What are the dangers of making decisions without counseling with the Lord?

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

Write the following words and phrases on the board: *schoolwork, withstanding temptation, problems with friends, leadership, work, conflict with family members, sports.* (Depending on the needs and interests of the students, you may want to add other items to this list.)

Invite a student to come to the front of the class and hold out his or her arms. Place small objects, such as books or rocks, in the student’s hands and ask him or her to hold them up. Explain that the objects represent the challenges listed on the board. Ask the class:

- In which of these areas would you like to have more strength and support?

Add another object or two to each of the student’s hands. Ask the class:

- Have you ever felt like you were carrying too much and wished you had more ability or strength to handle your challenges?

Invite two students to come to the front of the class and support the arms of the student holding the objects. Explain that the rest of today’s lesson is about a group of people who found themselves in need of more strength. Suggest that, throughout this lesson, students look for ways they might receive more strength in their lives. (Invite the students at the front of the class to return to their seats.)

Explain that Mosiah 9 and 10 recount two times when the Lamanites came to battle against Zeniff and his people. Copy the following 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.

	What did the people do to prepare?	What did they do to put their trust in the Lord?	What was the result?
Zeniff and his people	Mosiah 9:14–16; 10:1–2, 7, 9–10 (They armed themselves and went to battle.)	Mosiah 9:17; 10:19 (They prayed and remembered that the Lord had delivered their ancestors.)	Mosiah 9:18; 10:20 (The Lord strengthened them, and they were successful in driving the Lamanites out of their land.)
The Lamanites	Mosiah 10:6–8 (They armed themselves and went to battle.)	Mosiah 10:11 (Nothing. They relied on their own strength.)	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?

Write the following principle on the board: ***The Lord will strengthen us as we do all we can and put our trust in Him.***

Refer back to the challenges listed on the board, and remind students of the object lesson.

- How do you think this principle could apply to some of these challenges?

Consider using the following examples to help students think about how they can do their part and trust in the Lord as they seek for strength:

1. You have an important test coming up in school, and you would like to have strength to do well.
2. You have been struggling to break a bad habit, and you don't feel like you are strong enough to do it alone.
3. You are experiencing difficulties in your family, and you don't feel like you can handle the resulting strong emotions without some help.

Ask students to review the first three lines of Mosiah 9:18. (You may want to suggest that they mark these lines in their scriptures.)

- When have you experienced the truth expressed in these lines?

You may want to share an experience of your own that shows the Lord's willingness to strengthen us as we do all we can and put our trust in Him.

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.)

To help students see that **taking offense, holding on to anger, and refusing to forgive can affect generations**, divide them into pairs and have each partnership read Mosiah 10:12–18. Ask them to look for reasons why the descendants of Laman and Lemuel continued to hate the descendants of Nephi.

After the partners have read the verses together, have them discuss answers to the following questions. (Consider writing the questions on the board while students read the assigned verses, or provide the questions to each pair of students on a handout.)

- Why did the Lamanites hate the Nephites so intensely?
- Whom does it hurt when we are angry or refuse to forgive?
- How can a person's anger affect his or her family, now and in the future?

Read the following statement by Elder Donald L. Hallstrom of the Seventy. Ask students to listen for what we can do when we feel offended or angry with someone.

"If you feel you have been wronged—by anyone (a family member, a friend, another member of the Church, a Church leader, a business associate) or by anything (the death of a loved one, health problems, a financial reversal, abuse, addictions)—deal with the matter directly and with all the strength you have. . . . And, without delay, turn to the Lord. Exercise all of the faith you have in Him. Let Him share your burden. Allow His grace to lighten your load. . . . Never let an earthly circumstance disable you spiritually" ("Turn to the Lord," *Ensign* or *Liahona*, May 2010, 80).

Ask students to ponder each of the following questions. (You may want to encourage them to write their answers in their scripture study journals or class notebooks.)

- Do you have any feelings of being wronged or feelings of anger toward someone?
- To whom can you go for help in your efforts to forgive? How can you avoid feelings of offense and anger in the future?

Ask students to think of a time when they forgave someone. Invite a few of them to share what it felt like to forgive and to let go of their feelings of offense or anger. Consider sharing your own testimony about seeking the Lord's help to forgive others.

LESSON 58

Mosiah 11–12:17

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.

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 students.

Suggestions for Teaching

Mosiah 11:1–19

King Noah leads his people into wickedness

Write the following questions on the board before class:

How would you respond if your parents suggested that some of your friends were having a bad influence on you?

How would you respond if a Church leader said that one of your favorite activities was getting in the way of your spiritual growth?

How would you respond if the prophet spoke out against a certain kind of entertainment that you enjoy?

Invite students to silently ponder these questions. Then ask:

- Why are these situations challenging?
- What could you do to follow the counsel of your parents or leaders in situations like these?
- Why are righteous people willing to follow counsel even when it requires a difficult change in their lives?

Explain that in this lesson, students will learn about a group of people who were not willing to follow counsel from a prophet.

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. 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.)

Explain that Noah was a wicked man. To show how his wickedness influenced his people, divide the class into two groups. Ask the first group to read Mosiah 11:1–2, 5–7, and ask the second group to read Mosiah 11:14–19. Invite both groups to look for details of how King Noah's wickedness influenced the people. Help students analyze these verses by asking questions such as the following:

- Why do you think the people were willing to support Noah in his wickedness?
- Why can "vain and flattering words" lead people to be deceived? (As students discuss this question, you may want to point out that flattery is false praise, usually given to manipulate the person being praised.)
- From this account of Noah's people, what can we learn about how we should respond to vain and flattering words? (When we believe the vain and flattering words of others, we open ourselves to be misled.)
- What can we do when people all around us are living unrighteously?

Mosiah 11:20–12:17

Abinadi warns the people that they will be brought into bondage if they do not repent

Invite a student to read Mosiah 11:20 aloud.

- What did the Lord do to help Noah’s people? (He sent a prophet to call them to repentance.)

Write the following principle on the board: **God sends prophets to help us repent and avoid misery.** Explain that the Lord sent Abinadi two times to warn the people.

Copy the following chart on the board. Leave enough space to write a summary under each scripture reference.

	Abinadi’s Message	People’s Reaction
First Warning	Mosiah 11:20–25	Mosiah 11:26–29
Second Warning	Mosiah 12:1–8	Mosiah 12:9–17

To help students understand Abinadi’s message, ask half of them to read Mosiah 11:20–25, which tells of Abinadi’s first warning, and ask the other half to read Mosiah 12:1–8, which tells about his second warning. Invite students in each group to summarize Abinadi’s messages while a student writes their summaries on the board under the appropriate references.

- What differences do you see between Abinadi’s two warnings?

To help students see these differences, consider drawing their attention to Mosiah 11:20–25 and the repeated phrases “except they repent” and “except this people repent.” You may want to encourage them to mark these phrases. Then encourage them to find the difference between the wording in these phrases and the wording in Mosiah 12:1–8. You might suggest that students give particular attention to the words *will* and *shall* in these verses. (Help students see that the people could have escaped these consequences if they had repented after the first warning. Because the people refused to repent, the consequences became fixed and more severe in Abinadi’s second warning.)

- What do these differences teach you about the consequences of not heeding a prophet’s warning?
- What are the dangers of persisting in our sins and not repenting?

To help students understand the people’s reaction to Abinadi’s messages, ask half of the students to read Mosiah 11:26–29, noting the reaction of the people and their king to Abinadi’s first message. Ask the other half of the students to read Mosiah 12:9–17, noting the reaction to Abinadi’s second message. Ask students in each group to summarize the reactions as a student writes the summaries in the chart.

- 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?
- In Mosiah 11:29, we read that “the eyes of the people were blinded.” How had these people become blind to the truth?

As students discuss these questions, help them recognize the following principle: **Sin can blind us from recognizing the truth of prophets’ words.** Explain that, in their blindness, the people thought that Noah was their friend and that Abinadi was their enemy, when the opposite was true. Ask students to silently ponder the following questions:

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.

- Have you ever gotten angry or defended your mistakes when someone corrected you, even though you knew they were right?
- What can you do to accept the counsel of family members, local Church leaders, and prophets when they counsel you on how to follow the word of God?

Point out that many people encourage us to live according to the word of God. To help students think further about how to react appropriately to those who counsel us to change or repent, return to the three questions you wrote on the board before class. Ask students to respond to one of the questions in their scripture study journals or class notebooks. When they have had sufficient time to write, invite a few of them to tell about a time when they were blessed because they followed counsel from parents or leaders. Encourage them to seek and follow the counsel of parents, local Church leaders, and prophets.

Scripture Mastery Review

Students' understanding of scripture passages will increase when they create their own questions about the passages. Invite students to work together, as a class or in small groups, to write clues that point to specific scripture mastery passages. (You may want to select a group of passages that you would like students to learn or review.) Then have them read their clues to you. Points are awarded to you if you guess a scripture mastery passage correctly. Points are awarded to the class if you are unable to guess correctly.

Note: If you do not have time to use this activity as part of this lesson, you may use it on another day. For other review activities, see the appendix at the end of this manual.

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?

Explain that as students discuss the words of Abinadi, they will learn more about the importance of knowing and living the gospel. Remind them 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 him to explain a scripture passage.

Invite students to read Mosiah 12:25–30 silently, looking for Abinadi’s reasons for rebuking Noah and his priests. After students report what they have found, ask:

- Abinadi said that Noah and his priests had perverted the ways of the Lord (see Mosiah 12:26). In other words, they had corrupted sacred things and turned away from the right way to live. In what ways were Noah and the priests guilty of perverting the ways of the Lord?

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.

- On a scale of 1 to 10, how well do you think each statement describes Noah and his priests?

Invite a student to read Mosiah 12:31–33 aloud. Ask the class to identify the principle Abinadi taught Noah and his priests. (He taught that **if we keep the commandments of God, we will be saved.**)

Share the following examples given by Elder F. Melvin Hammond of the Seventy. Encourage students to listen for the importance of both knowing and keeping the commandments.

“Many years ago a returned missionary stood boldly in a sacrament meeting and proclaimed aloud that he knew from his study of the scriptures that the gospel was true and that he would give his life for the Lord and His Church. Two weeks later he stood before the bishop of his student ward, humiliated and frightened, as he confessed that in a moment of weakness he had lost his virtue. Somehow his proclaimed devotion to the

Savior had been forgotten in the whirl of his passion. Although a student of the word of God, he had not linked his study with the practical application of everyday, down-to-earth, Christlike living.

“A beautiful girl worked her way through all the requirements to achieve the Young Womanhood Recognition. Her personal goals were thoughtfully written and carefully placed in her book of remembrance. Adamantly, she wrote that she would date only worthy young men and find that special one that would take her to the temple. When she was eighteen, her goals were forgotten; she eloped with a boy who was not a member of the Church. Many tears were shed by those who loved her most—her parents, teachers, and friends. She had fallen into the awful void between the requirements of the law and the reality of true discipleship” (“Eliminating the Void between Information and Application,” CES satellite training broadcast, Aug. 2003, 17, si.lds.org).



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.

- Why is knowing the commandments not enough to qualify us for salvation?

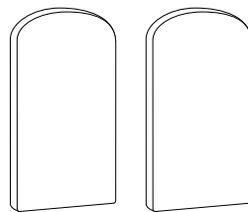
Display the picture Abinadi before King Noah (62042; *Gospel Art Book* [2009], no. 75). Ask students to describe what is happening in the picture. (The king has ordered that Abinadi be killed. The Lord is protecting Abinadi.) To help students understand this account, consider having three students stand 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.

Direct students’ attention to Mosiah 13:11.

- What do you think it means to have the commandments written in our hearts? (Help students understand that to have the commandments written in our hearts, we must know *and* live the gospel.)

Point out that before Noah sought to have Abinadi killed, Abinadi had begun to recite a scripture passage that was probably familiar to the king and his priests and that was evidence of their wickedness. Have the class read Mosiah 12:34–36 silently to see if the scripture Abinadi read to Noah and his priests seems familiar. Help them see that Abinadi had begun to recite the Ten Commandments.

Draw two large, blank stone tablets on the board. Invite a student to write one of the Ten Commandments in one of these tablets. Have the student pass the chalk to another student to write another of the Ten Commandments. Repeat this process until the students have listed all they can remember. Invite them to check their answers in Mosiah 12:34–36 and 13:12–24. You may want to encourage them to mark the Ten Commandments in these verses and in Exodus 20:3–17 (a scripture mastery passage).



Share the following statement by President Gordon B. Hinckley:

“[The] Ten Commandments [were] written by the finger of Jehovah on tablets of stone for the salvation and safety, for the security and happiness of the children of Israel, and for all of the generations which were to come after them” (“Our Solemn Responsibilities,” *Ensign*, Nov. 1991, 51).

Encourage students to review the Ten Commandments and silently consider their personal efforts to keep them.

Mosiah 13:27–14:12

Abinadi teaches about salvation through the Atonement of Jesus Christ

Write the following on the board (you may want to write it before class begins). Ask students to think about what could go in the blank.

“After all our obedience and good works, we cannot be saved from death or the effects of our individual sins without . . .”

Read aloud the following statement by Elder Dallin H. Oaks:

“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. . . . Even those who try to obey and serve God with all their heart, might, mind, and strength are ‘unprofitable servants’ (Mosiah 2:21). Man cannot earn his own salvation” (“Another Testament of Jesus Christ,” *Ensign*, Mar. 1994, 67).

Complete the statement on the board by writing *the grace extended by the atonement of Jesus Christ*. Then ask a few students to take turns reading aloud from Mosiah 13:28, 32–35. Ask the class to look for words and phrases that relate to Elder Oaks’s statement. Invite several students to share what they have discovered. (Possible answers include “the atonement,” “the redemption of God,” “the coming of the Messiah,” and the promise that “God himself [would] come down among the children of men.”)

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.

- Abinadi testified that **no one can be saved except through the Atonement of Jesus Christ** (see Mosiah 13:28, 32). Why is it important for us to understand this truth?

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 14:3–12 silently. Ask them to look for words or phrases that describe what the Savior has done to bring about their salvation.

After students have studied these verses for a few minutes, ask them to share what they have found. You might consider writing their answers on the board. 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 . . .

Ask students what the following statement means to them: “With his stripes we are healed” (Mosiah 14:5). You may need to explain that the word *stripes* refers specifically to the wounds left on the Savior’s body when He was scourged, or whipped (see John 19:1). Generally, the word refers to all His suffering.

After students have shared their feelings about this statement, testify that through the Savior’s suffering and our own efforts to keep the commandments, we can receive peace and forgiveness in this life and salvation in the life to come (see D&C 59:23; Articles of Faith 1:3). Invite students to show their love and appreciation for the Savior by keeping the commandments.

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

Mosiah 15–16

Abinadi teaches about Jesus Christ’s role as Redeemer

Give students two minutes to find the words *redeem*, *redeemeth*, *redeemed*, and *redemption* in Mosiah 15–16. You may want to suggest that they mark these words. Explain that when different forms of the same word are repeated in a block of scripture, it can be a signal that the word is important to the writer’s message. Encourage students to watch for Abinadi’s teachings about being redeemed in today’s lesson.

To help students understand Jesus Christ’s role as Redeemer, draw the following 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. 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. You may want to encourage students to write these definitions next to one of the verses in Mosiah 15 that contains a form of the word *redeem*.

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. Read the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles. Ask students to listen for some consequences of breaking God’s laws:

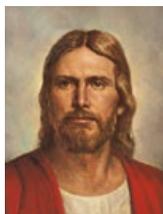
“Justice . . . requires that every broken law be satisfied. When you obey the laws of God, you are blessed, but there is no additional credit earned that can be saved to satisfy the laws that you break. If not resolved, broken laws can cause your life to be miserable and would keep you from returning to God” (“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*. Have students read Mosiah 15:1, 8–9 silently. You may want to ask the following questions to help them understand some of the doctrine in those verses:

- 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. What do you think it means that Jesus Christ came to “make intercession” for us?
- The word *betwixt* means between. What do you think it means that the Savior stands “betwixt [us] and justice”? What do you think it means to satisfy “the demands of justice”?

Help students understand that justice demands that we be punished for our sins. 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. He has paid the price to redeem us—to release us from punishment. On the board, place a picture of the Savior (such as the picture titled the Lord Jesus Christ [64001]) between the offender and the punishment.



Punishment
Justice
Misery
Shut out from the
presence of God

Ask students to read Mosiah 15:5–7 silently, thinking about the price Jesus Christ paid to redeem them—to stand between them and the demands of justice.

Write the following on the board:

<i>Those who choose to be redeemed</i>	<i>Those who refuse to be redeemed</i>
<i>Mosiah 15:11–12</i>	<i>Mosiah 16:2–5, 12</i>

Divide the class in half. Ask half of the students to search Mosiah 15:11–12, looking for characteristics of people who choose to be redeemed. Ask the other half of the class to search Mosiah 16:2–5, 12, looking for characteristics of people who refuse to be redeemed. After sufficient time, ask the first group of students to share what they have found.

- According to Mosiah 15:11–12, who will be redeemed from their sins? (Make sure students understand that **Jesus Christ satisfies the demands of justice for those who hearken to the words of the prophets, believe in His redeeming power, and repent of their sins.**)

Explain that the price the Savior has paid is a personal gift for anyone who will choose to qualify for redemption by repenting and striving to keep the commandments and their covenants with the Lord.

To emphasize the personal nature of the Atonement, invite a student to read Mosiah 15:10 aloud. Then direct students’ attention to the phrase “he shall see his seed” in that verse. You may want to suggest that they mark this phrase. Explain that in this verse, the word *seed* refers to children.

- When have we learned about becoming “children of Christ”? (Remind students of King Benjamin’s words on this subject, found in Mosiah 5. See also lesson 55.)

You may want to suggest that students personalize Mosiah 15:10 by writing their names in place of the phrase “his seed.” Invite them to ponder for a moment what this means to them.

- How does this teaching influence your understanding of the Atonement?

Ask the students who read Mosiah 16:2–5, 12 to share what they found about those who refuse to be redeemed. To emphasize the seriousness of refusing to be redeemed, ask all students to read Mosiah 16:5 silently.

- 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. You might emphasize that for such a person, it “is as though there was no redemption made.”)

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. You may want to encourage students to write *D&C 19:16–17* in their scriptures next to Mosiah 16:5.

Put the picture of the Savior back in its place on the board.

- What truths have you learned today about your Redeemer?

After students have responded to this question, explain that in addition to teaching that the Savior offers to redeem us from the punishment for our sins, Abinadi taught that the Savior redeems us from death. Ask a few students to take turns reading aloud from Mosiah 16:6–11. Share your testimony that **because of the Atonement of Jesus Christ, all people will be resurrected**. You may also want to point out that the righteous will be resurrected to a state of happiness.

Invite students to write in their scripture study journals or class notebooks about their feelings for their Redeemer and what they will do so they will be able to receive the redemption He offers.

Mosiah 17

Alma believes Abinadi and is cast out; Abinadi is burned

Ask students:

- Have you ever seen someone stand up for what is right when it was difficult for them to do so? What happened?



Show the picture Abinadi before King Noah (62042; *Gospel Art Book* [2009], no. 75). Summarize Mosiah 17:1–6 by explaining that when Abinadi concluded his message, a priest named Alma tried to convince the king that Abinadi had spoken the truth and should be released. The king cast Alma out and sent servants to kill him. Alma hid and wrote the words of Abinadi. Three days later, the king and his priests sentenced Abinadi to die.

Divide students into pairs. Ask them to study the following scripture passages with their partners: Mosiah 17:7–10, which is about Abinadi’s choices, and Mosiah 17:11–12, which is about King Noah’s choices. Ask them to compare Abinadi’s choices with King Noah’s choices. Also ask them to discuss the following questions. (You may want to write these questions on the board.)

- Why do you think Abinadi’s words affected King Noah the way they did? (See Mosiah 17:11.) How did King Noah’s priests influence him? (See Mosiah 17:12–13.)
- What lessons can we learn from Abinadi’s example? (One answer students may give is **we can be true to God in all circumstances**.)

If possible, provide students with a copy of the following statement by President Gordon B. Hinckley:

*“Be strong—in standing for the right. We live in an age of compromise. . . . In situations with which we are daily confronted, we know what is right. . . . We must cultivate the strength to follow our convictions” (“Building Your Tabernacle,” *Ensign*, Nov. 1992, 52).*

You may want to invite students to write *I will be true to God in all circumstances* in their scriptures next to Mosiah 17:9–12. 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 impresses you about Abinadi’s last words?

Ask students to answer the following question in their scripture 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. Also ask if any students would like to share what the gospel means to them and what they have done in the past to be true to the Lord during difficult times. 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 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 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 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, avoid misery, and gain salvation. Through the teachings of the prophet Abinadi, students learned that if we keep the commandments of God, we will be saved. They also learned that the Atonement of Jesus Christ is the source of salvation.

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. 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 gross 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 scripture 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 doctrines or principles they learned this week: that **the Atonement of Jesus Christ is the source of salvation** and that **Jesus Christ satisfies the demands of justice for all who will repent**.

Next Unit (Mosiah 18–25)

Mosiah 18–25 reveals how two groups escaped from the bondage of their enemies and returned safely to Zarahemla. You will learn 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. 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

Display the picture Abinadi before King Noah (62042; *Gospel Art Book* [2009], no. 75). 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 look for what Alma did after hearing Abinadi's testimony. After students report what they have learned, invite them to refer to their diagrams showing the overview of journeys in Mosiah 7–24. Instruct them to draw the Waters of Mormon in the appropriate location. (For the complete diagram, see the appendix at the end of this manual.)

Explain that Alma intended his teachings to prepare the people for baptism. 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:

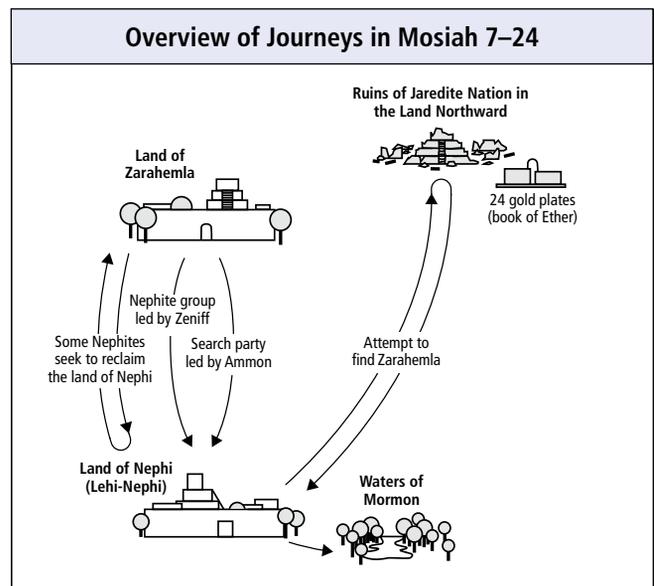
- What details can you remember about your experience?
- How did your parents, teachers, and leaders help you prepare for baptism?
- What do you appreciate more about baptism now than you did when you were baptized?

Explain that the story of Alma teaching and baptizing the people at the Waters of Mormon can help us gain a deeper understanding of the baptismal covenant.

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. Do not include the statements or scripture references in the lower half of the chart.



<i>I am willing to . . .</i>	<i>God promises . . .</i>
<p>Help bear other’s burdens that they may be light (see Mosiah 18:8).</p> <p>Mourn with those who mourn (see Mosiah 18:9).</p> <p>Comfort those who stand in need of comfort (see Mosiah 18:9).</p> <p>Stand as a witness of God at all times, in all things, and in all places (see Mosiah 18:9).</p> <p>Serve God and keep His commandments (see Mosiah 18:10).</p>	<p>That I will be redeemed of God (see Mosiah 18:9).</p> <p>That I will be part of the first resurrection (see Mosiah 18:9).</p> <p>That I will receive eternal life (see Mosiah 18:9).</p> <p>He will pour out His Spirit upon me (see Mosiah 18:10).</p>

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 remind students that a covenant is an agreement between God and man but that God and man “do not act as equals in the agreement. God gives the conditions for the covenant, and men agree to do what he asks them to do. God then promises men certain blessings for their obedience” [Guide to the Scriptures, “Covenant,” scriptures.lds.org]. For a latter-day explanation of the requirements for being baptized, see Doctrine and Covenants 20:37.)

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 identify how the Lord promises to bless us if we keep our covenant. 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.

To help students appreciate their baptismal covenant, ask:

- What do the actions and attitudes in the first column mean to you?
- Why are the promises listed in the second column important to you?

Ask students to search Mosiah 18:12–16 silently, looking for ways Alma and his people were blessed as they covenanted to serve the Lord. Invite students to report what they find. You may want to point out that Alma was filled with the Spirit of the Lord as he prepared to baptize Helam and that both Alma and Helam were filled with the Spirit when the baptism was completed, showing that the Lord had already begun to fulfill His covenant to pour out His Spirit upon the people.

Share your testimony that **we receive the Spirit of the Lord and the promise of eternal life by making and keeping the covenant of baptism.**

Mosiah 18:17–30

Alma establishes the Church of Jesus Christ among the people

Read the following statement by President Henry B. Eyring of the First Presidency:

“From the day of baptism through the spiritual milestones of our lives, we make promises with God and He makes promises with us. He always keeps His promises offered through His authorized servants, but it is the crucial test of our lives to see if we will make and keep our covenants with Him” (“Witnesses for God,” *Ensign*, Nov. 1996, 30).

Refer students to the chart on the board. Explain that they will now learn about how Alma’s people lived according to the baptismal covenant and how they were blessed for doing so. Divide students into two groups. Ask one group to study Mosiah 18:17–23 and the other group to study Mosiah 18:24–30. As they read, invite both groups to look for some of the ways Alma taught the people they should live in order to keep the baptismal covenant. Ask individual students from each group to report what they find to a partner chosen from the other group. Or have a representative from each group report what he or she has learned to the entire class.

- How does your baptismal covenant influence the way you live each day? (Consider inviting students to answer this question by talking about how their baptismal covenant

influences how they treat family members, which kinds of entertainment they choose, or how they interact with peers.)

Invite students to review Mosiah 18:17, 22, 29 to find words and phrases that indicate how the people were blessed for keeping their covenants. List these blessings on the board beneath the chart of the baptismal covenant. (You may need to remind students that the phrase “children of God” [Mosiah 18:22] has reference to our becoming heirs of eternal life through the Atonement of Jesus Christ [see Mosiah 5:6–8, 15].)

To help students see that **great blessings come to those who keep the baptismal covenant**, refer students to the chart on the board, and ask:

- In what ways have you seen your friends, family members, or ward members blessed for keeping their covenants?
- 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 mark this footnote.) Explain that the account in Mosiah 18:34 continues in Mosiah 23:1, after chapters 19–22 record 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?

Write the following principle on the board: ***The Lord can warn the righteous when they are in danger.*** (You may want to invite students to write this principle in the margin next to Mosiah 18:34.) To illustrate this truth, read the following story 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” (“Beware of the Evil behind the Smiling Eyes,” *Ensign* or *Liahona*, May 2005, 46–47).

Affirm that the Lord often warns the righteous of impending danger, but we should not assume we are unrighteous if we do not feel a warning from the Holy Ghost every time we encounter dangerous circumstances.

- 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.)

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

Invite students to think of a time when someone warned them about a danger that they could not foresee. Ask them to tell about how they have been blessed because they have followed a warning. Help students discuss the purpose of warnings by asking the following questions:

- What is the purpose of a warning? Who warns you about things you should avoid or things that might be harmful to you?
- To whom does God reveal spiritual warnings for His Church?

Remind students that the Lord sent Abinadi to warn the Nephites of the consequences of their sins. To help students review Abinadi’s prophecies to the Nephites in the land of Lehi-Nephi, copy the following chart on the board. Be sure to leave enough space for students to write under each set of scripture references.

Prophecy about King Noah’s people (Mosiah 12:1–2; 17:17)	Fulfillment (Mosiah 19:10, 14–15; 20:20; 21:2–4)
Prophecy about King Noah (Mosiah 12:3; 17:18)	Fulfillment (Mosiah 19:18–20)

Invite a student to read Mosiah 12:1–2 aloud. Ask the class to identify what Abinadi prophesied would happen to King Noah’s people because they did not repent. Invite a student to list these consequences in the box on the upper left side of the chart on the board. Have another student read Mosiah 12:3 aloud. Ask the class to identify what Abinadi prophesied would happen to King Noah. Have a student write this consequence in the chart.

To help students think about the significance of spiritual warnings we receive through prophets, share the following story told by Elder David R. Stone of the Seventy:

“One Sunday morning, more than a year ago, 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. . . .

“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. . . .

“But we also 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” (“Spiritual Hurricanes,” *Ensign*, Nov. 1999, 31–32).

- How does this story relate to Abinadi’s role among the people of King Noah?

Tell students that the following activity will help them become more familiar with the story line of Mosiah 19–20 and see the fulfillment of Abinadi’s prophecies in these chapters. After this activity, students will complete the right column of the chart on the board.

Write the following 11 statements on the board before class, or prepare them as a handout for each student. Invite students to scan Mosiah 19–20. As they read, have them number the sequence of the events on the list. You might want to tell students that the chapter summaries provide helpful clues.

- _____ *Gideon seeks to kill King Noah.*
- _____ *The Nephite women and children plead with the Lamanites not to slay them.*
- _____ *King Noah suffers death by fire.*
- _____ *A Lamanite army comes into the borders of Shemlon.*
- _____ *The priests of Noah kidnap 24 Lamanite daughters.*
- _____ *The Lamanite king pleads with his army to spare the people of Limhi.*
- _____ *Noah and some of his men flee from the Lamanites, leaving the women and children behind.*
- _____ *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 10 minutes to complete this activity. Then use the list to review the story line of Mosiah 19–20. (The correct sequence of the events, beginning at the top of the list, is as follows: 1, 4, 5, 2, 8, 11, 3, 10, 7, 6, 9.)

Refer students back to the chart on the board. Divide the class into two groups. Ask one group to search Mosiah 19:10, 14–15; 20:20; 21:2–4 to see how Abinadi’s prophecies about King Noah’s people were fulfilled. Ask the second group to search Mosiah 19:18–20 to see how Abinadi’s prophecy about King Noah was fulfilled. Invite a student from each group to summarize how Abinadi’s prophecies were fulfilled. Invite another student to write their summaries in the chart.

Invite students to read Mosiah 20:21 silently.

- What did Gideon say was the cause of the people’s suffering?

Ask students to explain in their own words what Gideon wanted the people to understand. While they may use different words, students should demonstrate understanding that **rejecting the words of the Lord’s servants brings suffering and sorrow**. (You might want to write this principle on the board.)

Tell students that the Lord has given a similar warning to those in the last days who do not hearken to His voice. Ask a student to read Doctrine and Covenants 133:70–72 aloud. You might want to suggest that students write this reference in the margin of their scriptures next to Mosiah 20:21.

- What are some things prophets and apostles teach in our day that will help us avoid suffering and sorrow? What do they teach that will help bring us peace and happiness and help us return to God’s presence? (You might show students a recent general conference edition of the *Ensign* and mention some of the titles of addresses given by the prophets.)

Invite students to tell about times when they have been blessed because they have followed the counsel of Church leaders.

To help students understand that heeding the words of prophets can bring us peace and help us return to God’s presence, share the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles:



“Our spiritual safety lies in turning to the clear voice of our living prophet. If we listen to his voice and obey his counsel, we will be able to live as Christ would have us live and endure to the end so that one day we, along with our families, will return back into the presence of our Heavenly Father and our Savior Jesus Christ” (“Hear the Prophet’s Voice and Obey,” *Ensign*, May 1995, 17).

Conclude the lesson by testifying of the peace and spiritual safety that comes from following the counsel of the Lord’s servants.

Scripture Mastery Review

If time permits, you may want to review the scripture mastery passages you have taught so far this year to help students recall key words in each passage.

Give students a few minutes to review the scripture mastery passages they have learned so far this school year. Invite a student to come to the front of the classroom with his or her scriptures. Ask the student to turn to one of the scripture mastery passages without showing it to anyone else. (If scripture mastery cards are available, you might have the student use one.) Have the student write one word from the scripture mastery passage on the board. (Encourage the student to choose key words from the passage rather than less distinguishing words such as *and* or *the*.) Invite the rest of the class to search their scriptures for the scripture mastery passage they think the word comes from. If no one can find the correct passage using one word, have the student write another word from the scripture mastery passage on the board. Repeat this process until at least one student has located the correct passage. Invite the rest of the class to turn to the passage, and have students recite it together. Then repeat the activity with another student and a different scripture mastery passage.

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

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

Write the words *captivity* and *deliverance* on the board.

- What images come to mind when you think of these words?
- What emotions do you think of in connection with these words?
- What might these words have to do with the plan of salvation?

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 after they 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 students to read Mosiah 21:2–6 silently. Ask them to identify words and phrases that describe what Limhi and his people were experiencing and how they felt about it. To emphasize the difficulty Limhi's people faced, you may want to encourage students to mark the phrase "there was no way that they could deliver themselves" in Mosiah 21:5.

- 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?

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.

- What are some ways the people could have reacted after their third unsuccessful attempt to deliver themselves?

Invite a few students to take turns reading aloud from Mosiah 21:13–16 to learn how the people responded. 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?
- In Mosiah 11:23–25, what had Abinadi told the people they would need to do before the Lord would hear their prayers for deliverance?
- Even though the people were not immediately delivered from captivity, how did the Lord bless them as they began to repent? (As students respond, consider encouraging them to mark the phrase "prosper by degrees" in Mosiah 21:16.)
- What does this teach about what the Lord will do when people humble themselves, begin to repent, and call on Him for help?

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).

Invite students to state principles they have learned from the account of Limhi’s people. Though students may share different principles, make sure they understand that **when we humble ourselves, call upon the Lord, and repent of our sins, He will hear our prayers and ease the burden of our sins in His own time.** (You might want to write this principle on the board. You might also want to invite students to write it in their scriptures next to Mosiah 21:15–16 or in their scripture study journals or class notebooks.)

- How do you think we might benefit from having to wait for the Lord to deliver us from the burden of our sins?

To help students apply what they have learned, give them a few moments to ponder the following questions and write responses in their scripture study journals. (You might want to write the questions on the board.)

- What are you doing to seek the Lord’s power of deliverance from your sins?
- In what ways have you been “prospered by degrees” when you have sought the Lord’s help?

Mosiah 21:23–22:16

Limhi, Ammon, and Gideon work together to help the people escape from bondage and return to Zarahemla

Note: You may want to remind students that Mosiah 7 and 8 include the account of Ammon and his brethren finding King Limhi and his people. The next 14 chapters, Mosiah 9–22, recount the history of Limhi’s people, beginning about 80 years before Ammon found them. This history ends with a retelling of some of the events that are covered in previous chapters. For this reason, 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, it may be helpful to briefly review the overview of journeys in Mosiah 7–24 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. Share the following definition of repentance:

“[Repentance] is essential to your happiness in this life and throughout eternity. Repentance is much more than just acknowledging wrongdoings. It is a change of mind and heart. . . . It includes turning away from sin and turning to God for forgiveness. It is motivated by love for God and the sincere desire to obey His commandments” (*True to the Faith: A Gospel Reference* [2004], 132).

Invite students to read Mosiah 21:32–35 silently. Have them identify 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 mark these words and phrases. Invite a few students to share what they have found. (Their answers should include that Limhi and many of his people had entered into a covenant to serve God and keep His commandments, that they desired to be baptized, and that they were willing to serve God with all their hearts.)

The following activity will help students see that the Lord helped Limhi’s people to escape bondage as they honored their covenant to serve Him and keep His commandments. Write the following questions and scripture references on the board before class:

How was the arrival of Ammon and his brethren an answer to the prayers of Limhi’s people? (See Mosiah 7:14–15, 18–20; 21:14–15, 22–24.)

In addition to seeking the Lord’s help through prayer, what did Limhi’s people do, with leadership from Gideon, to be delivered? (See Mosiah 21:36; 22:1–10.)

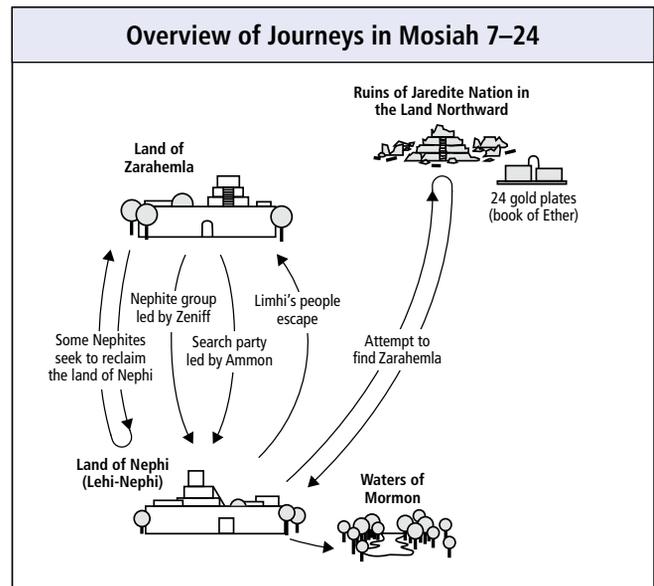
What details in these verses indicate that the Lord helped Limhi’s people to escape safely? (See Mosiah 22:11–16; 25:15–16.)

Divide students into three groups. Have each group prepare to answer one of the questions on the board by studying the accompanying scripture passages. After they have had a few minutes to do this, invite one student from each group to report the answers they have prepared. This would also be a good time to have students add “Limhi’s people escape” to their diagrams of the overview of journeys in Mosiah 7–24 (see the appendix at the end of this manual). You might also want to have students refer to the Book of Mormon bookmark to identify what would eventually happen to Limhi’s people (see Mosiah 22:13–14).

Point out that while we may not need to seek deliverance from physical bondage as Limhi’s people did, we all need deliverance from sin.

- What have you learned from Mosiah 21–22 that would give encouragement to anyone who needed to experience the Lord’s power to deliver us from sin?

Conclude by bearing your testimony of the Lord’s power to deliver us from sin. Emphasize that when we humble ourselves, call upon the Lord, and repent of our sins, He will hear our prayers and ease the burden of our sins in His own time.



Commentary and Background Information

Mosiah 21:15, 29–30. The suffering that comes from sin can serve a purpose

When we sin and refuse to repent, like the people of King Limhi, we bring upon ourselves additional pain—sometimes physical and always spiritual. Elder Kent F. Richards of the Seventy explained how pain can be a necessary part of our spiritual healing and growth:

“Pain is a gauge of the healing process. It often teaches us patience. . . .

“Elder Orson F. Whitney wrote: ‘No pain that we suffer, no trial that we experience is wasted. It ministers to our education, to the development of such qualities as patience, faith, fortitude, and humility. . . . It is through sorrow and suffering, toil and tribulation, that we gain the education that we come here to acquire.’

“Similarly, Elder Robert D. Hales has said:

“‘Pain brings you to a humility that allows you to ponder. It is an experience I am grateful to have endured. . . .

“‘I learned that the physical pain and the healing of the body . . . are remarkably similar to the spiritual pain and the healing of the soul in the process of

repentance’” (“The Atonement Covers All Pain,” *Ensign* or *Liahona*, May 2011, 15).

Mosiah 21:15–16. What are your attitudes during afflictions?

Elder Richard G. Scott of the Quorum of the Twelve Apostles taught about attitudes we should strive to avoid and attitudes we should strive to develop during our afflictions:

“The Lord will give relief with divine power when you seek deliverance in humility and *faith in Jesus Christ*.

“Don’t say, ‘No one understands me; I can’t sort it out, or get the help I need.’ Those comments are self-defeating. No one can help you without faith and effort on your part. Your personal growth requires that. Don’t look for a life virtually free from discomfort, pain, pressure, challenge, or grief, for those are the tools a loving Father uses to stimulate our personal growth and understanding. As the scriptures repeatedly affirm, you will be helped as you exercise *faith in Jesus Christ*. . . . Faith in Christ means we trust Him; we trust His teachings. That leads to hope, and hope brings charity, the pure love of Christ—that peaceful feeling that comes when we sense His concern, His love, and His capacity to cure us or to ease our burdens with His healing power” (“To Be Healed,” *Ensign*, May 1994, 8).

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.)



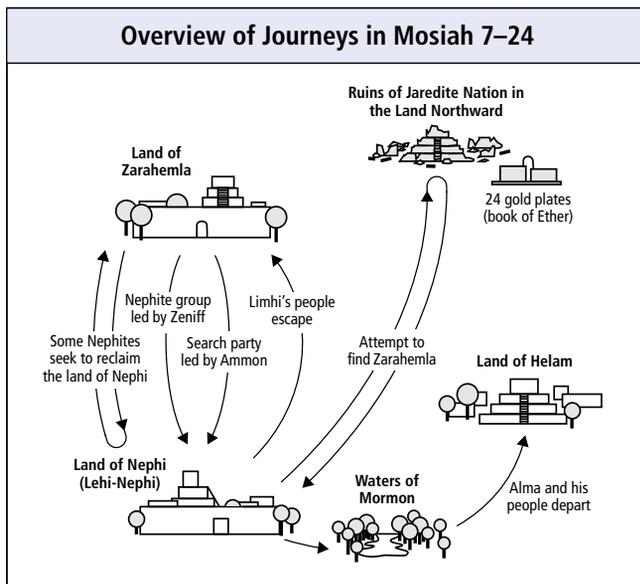
Suggestions for Teaching

Mosiah 23:1–20

The Lord helps Alma and his people escape from the armies of King Noah and establish a righteous city

Show students the picture Alma Baptizes in the Waters of Mormon (62332; *Gospel Art Book* [2009], no. 76). Invite a student to tell the class what he or she knows about the man who is baptizing the others in the picture. (If students have trouble responding, you might suggest that they read the chapter summary for Mosiah 18 to remind them of the account of Alma and his people at the Waters of Mormon.)

Divide students into pairs. Invite each partnership to take turns reading to each other from Mosiah 23:1–5, 19. Ask them to look for phrases that show how the Lord blessed Alma and his people as they repented and chose to live righteously. (You might want to suggest that they mark these phrases.) Ask students to report what they have found.



Invite students to look at their diagrams showing the overview of journeys in Mosiah 7–24. Instruct them to draw the land of Helam on their diagrams in the appropriate location. Also have them draw an arrow from the Waters of Mormon to the land of Helam, and have them label this arrow “Alma and his people depart.” (For the complete diagram, see the appendix at the end of this manual.)

Briefly explain that in Mosiah 23:6–14, we read that Alma rejected the people’s request that he become their king. Invite a student to read Mosiah 23:9–10, 12 aloud. Ask the class to look for Alma’s description of the effect King Noah had on him and his people. Ask students to report what they have found.

- What do the phrases “caught in a snare” and “bound with the bands of iniquity” teach about the effects of sin?
- Why is it helpful for us to recognize the influences that have led us to sin in the past?
- After we repent, why might it be important to remember how “sore” repentance can be?

Ask a student to read Mosiah 23:13 aloud. Point out Alma’s counsel to “stand fast in this liberty wherewith ye have been made free.”

- How does this counsel apply to the process of repentance? (Help students understand that once the Lord has delivered us from sin and we experience the freedom of forgiveness, we must make righteous choices to maintain that liberty.)

Invite students to search Mosiah 23:14–18 silently, looking for some of the things Alma taught the people to do to maintain their liberty. Ask a few students to report what they find.

Invite a student to read Mosiah 23:19–20 aloud. Ask the class to identify the phrase that indicates that the Lord blessed the people when they chose to live righteously (“prosper exceedingly”).

- How would you summarize what you have learned from the experience of Alma and his people? (Among other truths, students may say that **when we repent and choose to live righteously, the Lord will bless us and free us from the bonds of iniquity.**)
- When have you seen this principle fulfilled in your life or in the life of a friend or family member? (Remind students that they do not need to share experiences that are too personal or private.)

Mosiah 23:21–29

An army of Lamanites and the wicked priests of Noah bring Alma and his people into bondage

To help students understand that those who are righteous must still experience trials, ask students to think of a time in their lives when they could relate to the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles:



“Testing . . . is needed even when you are living a worthy, righteous life and are obedient to [God’s] commandments. Just when all seems to be going right, challenges often come in multiple doses applied simultaneously” (“Trust in the Lord,” *Ensign*, Nov. 1995, 16).

Ask students to search Mosiah 23:21–22 to discover why the Lord would allow those who are choosing to live righteously to experience trials and adversity. As students report what they have found, help them understand that **the Lord will try our patience and faith to help us increase our trust in Him.**

Invite students to write the following questions in their scripture study journals or class notebooks. Ask them to ponder these questions as they study the rest of Mosiah 23. 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 students to read Mosiah 23:23–29. Invite them to look for ways Alma and his people were tried and what they did to show their trust in God.

- How can praying and following the counsel of a prophet help us during a trial? (They can help us increase in patience and faith. They can also help us receive strength, personal revelation, peace, and confidence so we can endure our trials or find deliverance from them.)

Mosiah 23:30–24:25

Alma and his people suffer persecution, but the Lord eases their burdens and miraculously delivers them

To help students understand Amulon’s relationship with the Lamanites and their king, summarize Mosiah 23:30–39 and 24:1–7. Explain that Amulon was the leader of the wicked priests of King Noah, who had cast Alma out for supporting Abinadi. Amulon, along with the other wicked priests and their Lamanite wives, had joined the Lamanites. Amulon gained the favor of the Lamanite king, who then appointed him to rule over all the Nephites in the land of Helam, including Alma’s people.

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 other 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.) Ask the class:

- What could the rocks or heavy objects in the backpack represent in our lives?

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.

- How do these types of burdens affect us?

Ask a student to read Mosiah 24:10–12 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.

- How can prayer help us when we have difficult burdens?
- When we experience trials, why might it be comforting to know that God knows the “thoughts of [our] hearts”?

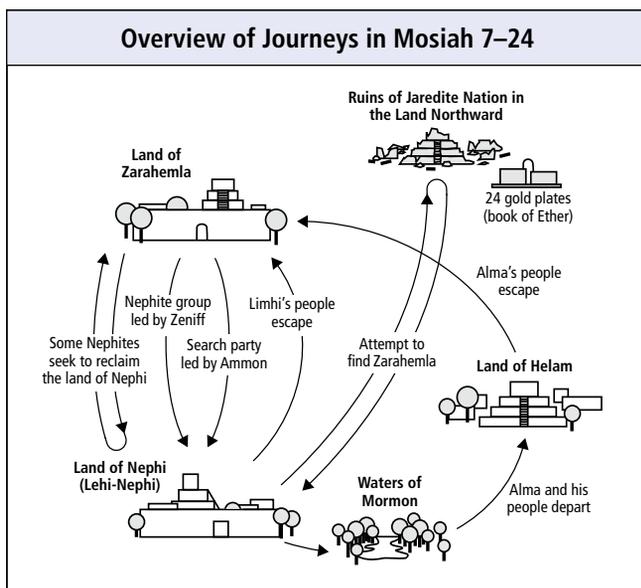
Invite students to read Mosiah 24:13–15 to find out what happened to the people of Alma as they continued to pray for help.

- What did the Lord promise to do for the people of Alma? (As students respond, you might 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.) How did this promise relate to the covenant they had made at the Waters of Mormon? (See Mosiah 18:8–10.)
- Why is it helpful to know that the Lord doesn’t always immediately remove our burdens or take away our challenges?
- What can we learn from the way Alma and his people responded to their trials?
- When have you felt that the Lord has given you strength to endure a trial or carry a burden?

Invite students to read Mosiah 24:16–17, 21 silently. Ask them to find words and phrases that further describe how the people responded to their trials and how the Lord helped them. Invite one or two students to explain in their own words any connections they see between the actions of the people and the actions of the Lord. Write the following principle on the board: ***When we submit patiently to the will of the Lord, He will strengthen us and deliver us from our trials in His time.***

Invite the student at the front of the class to remove the backpack. Ask him or her to describe how it feels to be free of the burden. Invite the same student to read Mosiah 24:21–22. You might ask the student to share how he or she can relate to what the people did in these verses.

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. The Lord then led Alma and his people to Zarahemla, where King Mosiah welcomed them with joy. Alma and his people “poured out their thanks to God,” knowing that “none could deliver them except it were the Lord their God” (Mosiah 24:21; see also Mosiah 25:16).



On their diagrams depicting the overview of journeys in Mosiah 7–24, have students draw an arrow from the land of Helam to the land of Zarahemla. Instruct them to label this journey “Alma’s people escape” (see the appendix at the end of this manual).

To conclude, invite students to write responses to the two questions they wrote in their scripture study journals earlier in the lesson. Ask them to reflect on their trials and how they can exercise faith and trust in God to help them endure. Share your testimony that if we submit 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.

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

Mosiah 25:1–13

Those gathered in Zarahemla unite and become known as Nephites

Invite students to think of accounts they have read or heard that illustrate how the Lord has helped someone by providing guidance, strength, protection, or deliverance. You might suggest that they think of accounts in the scriptures, Church history, or the lives of family members or friends. As an example, share the following story told by a young woman who wandered ahead of her group and walked down a hill during an outdoor ward activity:

“A warning voice, firm yet silent, said ‘Turn back.’ I almost ignored it, but it came again. This time I listened and returned to the group. As we started down, we saw two enormous black bulls walking fast and angrily up the hill. The biggest one started pawing the ground as he stared at us. . . . Our priesthood leader distracted it, and we were able to climb over a fence to safety.

“As we entered camp again, I realized that if I hadn’t listened to the warning from the Spirit, I could have been badly hurt or even killed. I knew that Heavenly Father cared about me personally and had kept me safe. I am so thankful to the Lord for that warning. This experience strengthened my testimony and gave me a greater love for the Lord” (“Turn Back,” *New Era*, Nov. 2010, 47).

Invite one or two students to share a story they thought of that illustrates the goodness and power of God in the life of someone else. Ask the class:

- How does it help you to hear examples of God’s goodness and power in the lives of others?

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. Have students read Mosiah 25:7 silently, looking for the general response of the people to the accounts of God’s dealings with the people of Zeniff. Invite a student to share what he or she has found.

Copy the following chart on the board. Explain that in Mosiah 25:8–11, we learn more about how the people responded to the accounts of Zeniff’s and Alma’s people. Ask students to search the scripture references for what the people heard and how they felt about it. Answers for the first reference are given in parentheses as an example.

	What the people heard	How the people felt
Mosiah 25:8	(They heard how Limhi's people were delivered from bondage.)	(It filled them with great joy.)
Mosiah 25:9		
Mosiah 25:10		
Mosiah 25:11		

When students have had enough time to study the scripture references, invite a few of them to write on the board what they have found. Ask students to summarize what they have learned from Mosiah 25:8–11 by stating principles from this passage that they could apply to themselves. As students respond, help them recognize that **by studying the records of God's dealings with others, we can feel joy and gratitude for the goodness of God.** (As students read these verses, they may also notice the sadness and loss that result from sin.)

- 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 one of these sources?
- What do you think could be the long-term effect on someone who regularly learns of God's goodness in His dealings with others?

Encourage students 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.

Mosiah 25:14–24

Alma establishes the Church of God throughout the land of the Nephites

To prepare students to study the organization and teachings of the Church among the Nephites, 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 25:14–17 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.

Invite a few students to take turns reading aloud from Mosiah 25:18–22. Ask the class to look for how the Church was organized and governed among the Nephites in Alma's day. To help students understand that **the organization of the Church ensures that all members can receive the truth**, ask questions such as the following:

- 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.)

- According to Mosiah 25:15–16, 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, looking for phrases that describe the blessings received by those who joined the Church of God.

- How were the people blessed as a result of being baptized and joining the Church of God?
- In what ways has the Lord blessed you through your membership in the Church?

Write the following principle on the board: ***As we take upon ourselves the name of Jesus Christ and live accordingly, the Lord will pour out His Spirit upon us.***

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.

Testify of promised blessings

Brother Russell T. Osguthorpe, general president of the Sunday School, shared a simple pattern for effective teaching: (1) teach key doctrines, (2) invite learners to action, and (3) testify of promised blessings (see “Teaching Helps Save Lives,” *Ensign* or *Liahona*, Nov. 2009, 15). As you testify of promises found in the scriptures and the words of latter-day prophets, students can feel greater motivation to apply what they learn.

Commentary and Background Information

Mosiah 25:17–22. Priesthood authority among the Nephites

The Book of Mormon does not give specific details about the priesthood held by prophets and other brethren among the Nephites and Lamanites. However, the references to ordinances and the manner in which the Church was conducted provide sufficient evidence that they held the Melchizedek Priesthood. President Joseph Fielding Smith taught that “the priesthood

which [the Nephites] held and under which they officiated was the Priesthood after the *holy order*, the order of the Son of God [see Alma 13:1–20]. This higher priesthood can officiate in every ordinance of the gospel” (*Doctrines of Salvation*, ed. Bruce R. McConkie, 3 vols. [1954–56], 3:87).

For additional information about priesthood authority in the Book of Mormon, see the Commentary and Background Information for Mosiah 18.

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 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 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 the baptismal covenant.

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 scripture 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 as we desire to make and keep covenants, 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, their accounts 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 bless us with His Spirit. 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* (62332; *Gospel Art Book* [2009], no. 76), 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 scripture 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 suggest that students write this principle in their scriptures next to Mosiah 18:8–11.

Ask: 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 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 scripture 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 they were 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 encourage students to write 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 encourage students to mark important words or phrases in these verses.

Copy the following examples 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)

In the coming week, students 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.

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 finally 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. Alma also learned of God’s mercy and willingness to forgive those who repent. Alma followed the Lord’s counsel and brought order to the Church.

Teaching youth

President J. Reuben Clark Jr. 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).

Suggestions for Teaching

Mosiah 26:1–6

Many of the rising generation do not believe the gospel and lead others to commit sin

Before class, write the following questions on the board:

How would you describe your testimony today?

In what ways would you like your testimony to grow?

Ask students to respond to these questions in their scripture study journals or class notebooks. After sufficient time, explain that Mosiah 26 contains an account of a group of people who did not do what they needed to do to nurture their testimonies. As a result, their faith in God never developed, and they led many Church members into sin and error. Suggest that as students study this account, they consider what it teaches about developing and strengthening their testimonies.

Invite a student to read Mosiah 26:1–3 aloud. Then ask the class:

- What choice did many of the rising generation make? (They chose not to believe the traditions of their parents.)
- Why do you think people’s unbelief hinders their ability to “understand the word of God”? (Mosiah 26:3).

Explain that believing (or even having a desire to believe) leads to actions that strengthen our testimonies. On the other hand, when people choose not to believe, they also choose not to do certain things that would help them develop strong testimonies. Invite students to read Mosiah 26:3–4, 6 silently. Ask half of the class to look for what the rising generation would not do because of their unbelief. Ask the other half of the class to look for the results of this unbelief.

- What did the rising generation refuse to do because of their unbelief?
- What were the effects of their unbelief?

After students have discussed these questions, write the following on the board: *To develop and maintain a testimony, we need to . . .*



Ask a student to read aloud the following statement by President Henry B. Eyring of the First Presidency. Ask the class to listen for ways to complete the sentence on the board.

“Testimony requires the nurturing by the prayer of faith, the hungering for the word of God in the scriptures, and the obedience to the truth we have received. There is danger in neglecting prayer. There is danger to our testimony in only casual study and reading of the scriptures. They are necessary nutrients for our testimony. . . .

“Feasting on the word of God, heartfelt prayer, and obedience to the Lord’s commandments must be applied evenly and continually for your testimony to grow and prosper” (“A Living Testimony,” *Ensign or Liahona*, May 2011, 127).

- What practices did President Eyring identify that will help us nourish our testimonies? (As students identify these practices, insert them into the sentence on the board: **To develop and maintain a testimony, we need to feast on the word of God, pray in faith, and obey the Lord’s commandments.**)
- How have these practices influenced your testimony?

Invite students to read Mosiah 26:5–6 silently, looking for how the unbelieving youth influenced some members of the Church.

- 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 26:7–14

Alma asks the Lord for guidance on how to judge those who 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. How would they fulfill their responsibility to hold members accountable for their sins and to help them repent? Explain that Alma, the leader of the Church, faced a similar challenge.

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, who held the authority from God to judge Church members who had sinned.

Invite a student to read Mosiah 26:13–14 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?
- Why is it important to know that bishops and branch presidents seek and receive the Lord’s guidance when helping those who have sinned?

Mosiah 26:15–32

The Lord reveals to Alma how to hold members of the Church accountable for their sins and sets forth conditions of repentance

To help students understand the context of Mosiah 26:15–32, point out that these verses contain the Lord’s answer to Alma’s question regarding what he should do about the transgressors. As students study the Lord’s answer, 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 students to read Mosiah 26:17–28 silently, noticing each time the Lord uses the word *my* or *I*. You may want to suggest that students mark these words each time they appear. Then ask the class:

- In Mosiah 26:17–28, what do the words *I* and *my* suggest about the Lord’s place in the repentance process? (You may want to invite students to share specific phrases or verses that support their answers.)
- What truths can we learn from Mosiah 26:20–21 about the role of the Lord’s servants in the repentance process? (Help students understand that **priesthood leaders represent the Lord** and that **in cases of serious sin, bishops and branch presidents can help us repent and receive forgiveness.**)

- In what ways can a bishop or branch president help those who struggle with sin and temptations?

Explain that the Lord taught Alma about what those seeking forgiveness must do in order to repent. Invite students to search Mosiah 26:29–32 in pairs and to identify principles that help them understand what the Lord requires of us when we repent.

After students have had time to study these verses, invite several students to write on the board, using their own words, the principles they have discovered. Their responses may include the following:

Confession of sins leads to forgiveness.

The Lord will forgive those who repent in the sincerity of their hearts.

We must forgive others to receive the Lord’s forgiveness.

To help students better understand these principles, ask some or all of the following questions:

- In Mosiah 26:29, 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.)
- 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? (Serious transgressions, such as violations of the law of chastity, may jeopardize a person’s membership in the Church. Therefore, in such cases a person needs to confess the sin to both the Lord and His representative in the Church. 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.)
- What do you think it means for someone to repent “in the sincerity of his [or her] heart”? (Mosiah 26:29).
- Why do you think the Lord requires us to forgive others? How are repenting and forgiving others connected? (See 3 Nephi 13:14–15; D&C 64:8–11.)
- What phrases in these verses might give courage or comfort to someone who desires to repent but doesn’t feel he or she can be forgiven?

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 26:34–37 silently, looking for the results of Alma’s efforts to follow the Lord’s counsel. Share your testimony that as we repent and live righteously, we can have peace in our hearts and prosper spiritually.

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

Mosiah 27:1–22

An angel calls Alma the Younger and the sons of Mosiah to repentance

To provide context for this lesson, summarize Mosiah 27:1–7 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 identify 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.)

Ask students to silently ponder the following question:

- If you had lived in Zarahemla at this time, how do you think you would have responded to the actions of Alma and the sons of Mosiah?

Display the picture *Conversion of Alma the Younger* (*Gospel Art Book* [2009], no. 77). Ask students to silently read Mosiah 27:11–13, which is the account depicted in this painting. Then invite a student to read Mosiah 27:14 aloud. Ask the class to look for the reasons the angel gave for coming to Alma and the sons of Mosiah.

- What does this verse teach about how we can help others who are struggling? (Ensure that students understand that **the Lord responds to our faithful prayers for others**. You may want to write this principle on the board and suggest that students write it in their scriptures next to Mosiah 27:14. You may also want to suggest that they add a cross-reference to James 5:16. Point out that the Lord responds to our prayers not only for those who are struggling spiritually but also for those who have other kinds of challenges and needs.)
- When have someone else’s prayers made a difference in your life?
- When have you felt that your prayers have made a difference in someone’s life?

Encourage students to continue praying for others. 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, but He will hear our prayers, and He will respond in His way and His time.

Invite a student to stand in front of the class and read Mosiah 27:15–16 aloud. Explain that these are words of the angel to Alma and the sons of Mosiah. Emphasize that the angel spoke “with a voice of thunder, which caused the earth to shake” (Mosiah 27:11).

- What impresses you about what the angel did and said? Why does this impress you?

Summarize Mosiah 27:19–22 by explaining that after the angel shared his message, Alma could not speak, became weak, and was carried helpless to his father (see Mosiah 27:19).

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.



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 (see Mosiah 27:22).

Mosiah 27:23–31

Alma the Younger repents and is born again

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 students to read Mosiah 27:23–24, 28–29, looking for words and phrases that show how Alma changed. Give a few students the opportunity to write these words and phrases on the board.

- According to Mosiah 27:24 and 28, what did Alma do that led to this change? What did the Lord do? As we seek to change and follow the Savior, why is it important to understand what we must do? Why is it important to understand what the Lord will do for us?
- How might learning about Alma's experience help someone who thinks that he or she cannot be forgiven?

Invite a student to read Mosiah 27:25–26 aloud. Ask the class to identify the doctrine that the Lord taught Alma. (Although students may use different words, make sure they understand that **each of us must be born again through the Atonement of Jesus Christ**. You may want to write this truth 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).

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 are changed through the Atonement more gradually. It 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:

"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" ("A Mighty Change of Heart," *Ensign*, Oct. 1989, 5).

After students share what they have learned from this statement, invite them to take a few minutes to answer one of the following questions in their scripture study journals. (You may want to write these questions on the board before class, prepare a handout with the questions, or read the questions slowly so students can write them in their scripture study journals.)

- How have you been changed through the Atonement 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 the Atonement?

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 and His Atonement. (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.)

Sharing prophetic statements

When a quotation is lengthy, it can be very helpful to present it to students as a handout or to write it on the board. Without such help, students may become distracted or struggle to understand.

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 strengthen the Church

Explain that true repentance is a change of heart, not just a determination to stop doing something wrong. Invite a student to read Mosiah 27:32–37 aloud. Ask the class to identify what Alma and the sons of Mosiah did that went beyond merely stopping what they were doing that was wrong.

- What evidence do you see that Alma and the sons of Mosiah truly changed?
- What can we learn from their example?

Students' responses might include the following:

Even those who rebel against the Lord and His teachings can be forgiven.

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.)

Through the Atonement of Jesus Christ, we can be changed to a state of righteousness.

Conclude by testifying 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.

Commentary and Background Information

Mosiah 27:25. Born again

Elder David A. Bednar of the Quorum of the Twelve Apostles described the process of being born again:

"We begin the process of being born again through exercising faith in Christ, repenting of our sins, and being baptized by immersion for the remission of sins by one having priesthood authority.

". . . After we come out of the waters of baptism, our souls need to be continuously immersed in and saturated with the truth and the light of the Savior's gospel. Sporadic and shallow dipping in the doctrine of Christ and partial participation in His restored Church cannot produce the spiritual transformation that enables us to walk in a newness of life. Rather, fidelity to covenants, constancy of commitment, and offering our whole soul unto God are required if we are to receive the blessings of eternity. . . .

"Total immersion in and saturation with the Savior's gospel are essential steps in the process of being born again" ("Ye Must Be Born Again," *Ensign* or *Liahona*, May 2007, 21).

Elder Bruce R. McConkie, also of the Quorum of the Twelve Apostles, explained:

"We are born again as we die as pertaining to unrighteousness and when we live as pertaining to the things of the Spirit. But that doesn't happen in an instant, suddenly. That . . . is a process. Being born again is a gradual thing, except in a few isolated instances that are so miraculous that they get written up in the scriptures. As far as the generality of the members of the Church are concerned, we are born again by degrees, and we are born again to added light and added knowledge and added desires for righteousness as we keep the commandments. . . .

"As members of the Church, if we chart a course leading to eternal life; if we begin the processes of spiritual rebirth, and are going in the right direction; if we chart a course of sanctifying our souls, and degree by degree are going in that direction; if we chart a course of becoming perfect, and, step by step and phase by phase, are perfecting our souls by overcoming the world, then it is absolutely guaranteed—there is no question whatever about it—we shall gain eternal life. Even though we have spiritual rebirth ahead of us, perfection ahead of us, the full degree of sanctification ahead of us, if we chart a course and follow it to the best of our ability in this life, then when we go out of this life we'll continue in exactly that same course" ("Jesus Christ and Him Crucified," *Brigham Young University 1976 Speeches*, Sept. 5, 1976, 5–6, speeches.byu.edu).

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

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.

Invite students to read Mosiah 27:8–10 silently.

- How would Alma and the sons of Mosiah have rated on the same scale at this time in their lives?

Ask a student to read Mosiah 28:1–4 aloud.

- How would the sons of Mosiah have rated on the same scale after their conversion? Which phrases in Mosiah 28:1–4 show how much they had changed?
- Why did the desires of the sons of Mosiah change? (They exercised faith in Jesus Christ, repented of all their sins, and became 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.)
- From what you have learned about the Lamanites at this time in their history, what difficulties might missionaries encounter among them?
- According to Mosiah 28:2, what difference did the sons of Mosiah believe their preaching could make in the lives of the Lamanites?
- How did the conversion of the sons of Mosiah influence their desire to share the gospel? What principles can we learn from their experience? (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 the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. You may want to encourage students to write 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” (“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?

Ask students to imagine that they know a young man who is a member of the Church but has little desire to serve a full-time mission.

- What can this young man do to increase his desire to share the gospel? (As students share their insights, encourage them to recall what has deepened their conversion to the gospel of Jesus Christ and how they might recommend similar activities or experiences for this young man. Help them see that greater conversion leads to an increased desire 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 draw near to the Lord and feel His Spirit, our desire to share the gospel with others will increase.

Have students read Mosiah 28:5–8 and identify 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?

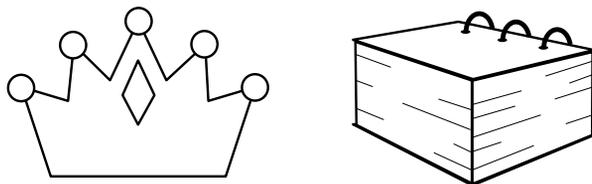
Real-life situations

Relating a gospel principle to a real-life situation can help students analyze the principle and recognize its relevance in their lives. You may want to advise students that the more sincerely they respond to such an example, the more effective it will be in their learning process.

Mosiah 28:10–20

Mosiah translates the Jaredite plates and confers the sacred records upon Alma

Draw the following on the board:



Point to the picture of a crown, and have a student read Mosiah 28:10. Ask the class to look for a problem the king had when his sons left on a mission. (He needed to find someone to take his place as king.)

Summarize Mosiah 28:11–19 by explaining that Mosiah was growing older, and he turned some of his attention to the sacred records that had been entrusted to him: the records that his father had given to him and told him to maintain and the records that King Limhi had given to him. In his capacity as a seer, he 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). Direct students’ attention to the picture of the gold plates on the board.

Explain that in addition to appointing a leader for the kingdom, Mosiah also needed to appoint a caretaker for the plates. Ask students to read Mosiah 28:20 silently.

- Who received the sacred records?
- Why was Alma a good choice to care for these records?

Mosiah 29

The people follow Mosiah’s counsel to establish a system of judges as their form of government

Have students raise their hands if they would like to be a king or queen. Choose one of those students to come to the front of the class and stand by the crown drawn on the board (or place a paper crown on his or her head). Have the student describe what benefits he or she would experience from being a king or queen.

Ask a student to read Mosiah 29:1–3 aloud.

- Whom did the people want to be their king?
- What did the sons of Mosiah give up so they could preach to the Lamanites?
- What are some opportunities young men and young women sacrifice or postpone today so they can serve missions?

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. He also mentioned

other problems that could arise if an unrighteous king came to power. Have students read Mosiah 29:16–18 and identify those problems.

Explain that King Mosiah 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.

Have students read Mosiah 29:11, 25 silently, looking for how the judges were to judge the people. (“According to the commandments of God” and “according to the laws which have been given you by our fathers.”)

Write *Mosiah 29:26–27, 30, 33–34, 37–38* on the board. Divide the class into pairs. Have students search these verses and identify 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? (He said that the voice of the people generally does not desire things that are “contrary to that which is right.” He also spoke about the need for all citizens to share in the burden of their government and to have “an equal chance.”)
- What consequences would come if the voice of the people chose iniquity? (The judgments of God would come upon them, and they would be destroyed.)
- In Mosiah 29:34, what do you think is the meaning of the phrase “that every man might bear his part”? How might this phrase apply to citizens’ responsibilities to participate in their local and national governments?

Read the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles:

“For what happens in cultural decline both leaders and followers are really accountable. . . . It is easy to criticize bad leaders, but we should not give followers a free pass” (“Repent of [Our] Selfishness,” *Ensign*, May 1999, 24).

- Why is it important for both leaders and followers to be accountable for their actions?
- What can you do to support righteous laws and leaders? (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.

Invite a student to read Mosiah 29:41–43 aloud.

- Whom did the people choose to be the first chief judge? Did he live up to his charge to be a just and righteous leader? What resulted from his leadership?

Ask students to explain in their own words what they have learned from Mosiah 29. They might identify some of the following truths:

Unrighteous leadership can bring contention and sin.

It is not common for the voice of the people to choose something that is not right.

If the people choose iniquity, the judgments of God will come upon them.

Each person has a duty to uphold righteous laws and leaders.

Conclude by bearing testimony of the principles in today’s lesson.

Mosiah Review

Take some time to help students review the book of Mosiah. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. If needed, invite them to skim the book to help them remember. After sufficient time, invite several students to share their thoughts and feelings about something in the book that has impressed them.

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 B.C. and 52 B.C. Mormon abridged those records sometime between A.D. 345 and A.D. 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 B.C. to 52 B.C. 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 Moroni 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.

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.

Suggestions for Teaching

Alma 1

Despite the spread of priestcraft and persecution, many stand fast in the faith

Write *popular* on the board.

- What are some dangers of seeking popularity? What are some dangers of following people just because they are popular?

Explain that a man named Nehor became popular with some people in Zarahemla. Invite students to read Alma 1:2–6 silently, looking for what Nehor taught and how the people responded to it. After students report what they have found, consider asking questions like the following:

- Why is Nehor’s teaching in Alma 1:4 dangerous? (If students struggle to answer this question, point out that Nehor taught that “all men [will] have eternal life,” regardless of what they do. This teaching ignores the need for repentance, ordinances, and keeping God’s commandments. See also Alma 15:15.)
- What consequences could come to a person who believes this doctrine?
- How did Nehor’s success affect him? (See Alma 1:6.)

Summarize Alma 1:7–15 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. Alma sentenced Nehor to die, and Nehor “suffered an ignominious death” (Alma 1:15). You may need to explain that *ignominious* means disgraceful, shameful, or dishonorable.

Invite students to search the first few lines of Alma 1:12 for the word Alma used to describe what Nehor had introduced to this people for the first time. Invite students to look at footnote 12a. Have them turn to the first reference listed: 2 Nephi 26:29. Ask them to read this verse silently.

- In your own words, what is priestcraft? What do you think it means for people to “set themselves up for a light unto the world”? Why is this dangerous?
- How was Nehor’s preaching an example of priestcraft?
- According to Alma, what would happen to the people if priestcraft were enforced among them?
- Why do you think it is tempting for people to teach so that others will praise them?

Invite a student to read Alma 1:16 aloud. Ask the class to identify how and why priestcraft continued to spread, even after the death of Nehor. After students report what they have found, ask:

- According to Alma 1:16, what are the goals of people who practice priestcraft? (They do it “for the sake of riches and honor”—in other words, to gain money and popularity.)

Explain that priestcraft and its effects plagued the Nephites for many years (see Alma 2; 15:15; 24:28). Point out that in our day, we need to beware of priestcraft, within the Church as well as outside the Church. We should not allow ourselves to be deceived by people who practice priestcraft. We should also guard against the attitudes and actions of priestcraft in our own efforts to teach the gospel.

- What opportunities do you have to teach the gospel? (Help students see that they have many opportunities to teach the gospel. They teach one another as they participate in seminary and in their quorums and classes. They can teach their families in family home evenings. The young men serve as home teachers. Young men and young women may be asked to speak in sacrament meeting. They can share the gospel with others now, and they may be preparing to serve as full-time missionaries.)

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



“Anything you or I do as instructors that knowingly and intentionally draws attention to self—in the messages we present, in the methods we use, or in our personal demeanor—is a form of priestcraft that inhibits the teaching effectiveness of the Holy Ghost” (“Seek Learning by Faith,” *Ensign*, Sept. 2007, 66–67).

Emphasize that if we knowingly draw attention to ourselves in our efforts to teach the gospel, we will inhibit the teaching effectiveness of the Holy Ghost.

Read the following list of motivations people may have when they teach. Invite students to discuss which motivations could be examples of priestcraft and why.

To lead others to the Savior.

To show how funny they are.

To help others to feel the Spirit.

To show off their intelligence.

To help others apply gospel truths in their lives.

Invite a student to read Alma 1:26–27 aloud. Ask the class to identify ways the priests of God acted differently from Nehor.

- How can the example of the Nephite priests help us avoid priestcraft?
- How did these priests show their commitment to God?

Explain that priestcraft led to contention and persecution among the Nephites. To help students prepare to study Alma 1:19–33, ask the following questions:

- When have you seen people tease, mock, or persecute those who keep the commandments of God?
- Have you ever felt teased, mocked, or persecuted for keeping the commandments? If so, how did you respond?

Invite students to read Alma 1:19–20 silently, looking for examples of members of the Church being persecuted. After students report what they find, write the following questions on the board and invite students to copy them in notebooks or scripture study journals. Give them time to read the scripture passages silently and answer the questions on their own.

According to Alma 1:21–24, how did some members respond to persecution? What were the consequences for their actions?

According to Alma 1:25–31, how did other members of the Church live despite the persecution? What blessings did they receive?

When students have had enough time to study these passages, ask them what we can learn from the passages. Students might identify some or all of the following principles:

Even when people around us are being disobedient, we can be steadfast and immovable in keeping the commandments.

When we live the gospel, we can have peace in our lives, even if we are persecuted.

- When have you seen that these principles are true?

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 another wicked man who was able to gain popular support. Divide students into pairs. In each pair, have one student read Alma 2:1–7 while the other reads Alma 2:8–18. Instruct the students to prepare headlines for news articles based on their assigned verses, describing what the righteous people did to stand up against wickedness. After four or five minutes, invite students to share their headlines with their partners. You may want to ask a few students to share their headlines with the class.

Ask the following questions to be sure students understand the verses they have studied:

- What did Amlici want to do?
- According to Alma 2:18, why were the Nephites able to stop Amlici's attempt to become king? ("The Lord did strengthen the hand of the Nephites." You may want to encourage students to mark this statement in their scriptures.)

Ask the class to list 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.

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 pause for a moment and 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. After students report what they have found, you may want to suggest that they mark the words *strengthen* and *strengthened* in these verses.

- According to Alma 2:28, why did the Lord strengthen the Nephites? (Students may share 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.**)
- Why do you think it is important to receive strength from God to stand against wickedness rather than having wicked influences removed completely from our lives?
- How can you follow Alma's example when you stand against wickedness?

Invite students to write answers to one of the following questions:

- How has the Lord strengthened you as you have faced wickedness?
- What is one way you can stand against wickedness now?

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. 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. Conclude by testifying that God will strengthen us as we stand against wickedness.

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 Amlicites and the Lamanites battled against the Nephites, and “thousands and tens of thousands” 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

Divide the class into small groups. Give each group a piece of paper with the following words written on it: *clothes, hairstyles, earrings and jewelry, tattoos*. Ask the groups to discuss what messages people might send, either intentionally or unintentionally, with these items.

Remind students that the Amlicites separated from the Nephites and joined a Lamanite army (see Alma 2). Invite students to read Alma 3:4 and identify how the Amlicites changed their appearance.

- Whom did the Amlicites want to be “distinguished from”?
- How might some people today distinguish themselves from the righteous through their outward appearance? (As students answer, be sure to make it clear that some people intentionally change their appearance to separate themselves from the righteous or to rebel against the standards of the Church. Others follow worldly trends without realizing that they are sending messages about themselves.)

Explain that when the Amlicites marked their foreheads to distinguish themselves from the Nephites, they showed that they had brought the Lamanites’ curse upon themselves. Invite a few students to take turns reading aloud from Alma 3:14–19. Help the class analyze these verses by asking some or all of the following questions:

- What phrase in Alma 3:18 describes the Amlicites’ actions and attitude toward God? (“Open rebellion against God.”)
- How did the Amlicites bring a curse “upon themselves”? (Alma 3:19).
- What are some truths we can learn from these verses? (Answers may include that **those who come out in open rebellion against God bring negative consequences upon themselves** and that **if we are separated from God, it is because we have separated ourselves from Him**.)

To help students understand the importance of distinguishing themselves in righteous ways, ask the following question:

- What are some ways we can show through our dress and appearance that we are disciples of Jesus Christ? (If students struggle to answer this question, you may have them read the entry “Dress and Appearance” in *For the Strength of Youth* [2011], pages 6–8. Emphasize that our inward testimony of the gospel should influence our dress and appearance.)

Encourage students to show that they follow the Lord as they make daily choices, including choices about their dress and appearance. Emphasize that **through our dress and appearance we can distinguish ourselves as disciples of Jesus Christ**.

Alma 3:20–27*Thousands are killed in a battle between the Nephites and the Lamanites and Amlicites*

Summarize Alma 3:20–25 by stating that the Nephites drove back the Lamanites, but both sides suffered thousands of casualties. Invite a student to read Alma 3:26–27 aloud. Ask the class to listen for a lesson that Mormon wanted us to understand.

- According to these verses, what reward comes to those who obey the Lord?
- What consequence comes to those who do not follow the Lord?

As a summary, you may want to write the following principle on the board: **We receive happiness or misery depending on whom we choose to obey.**

Invite students to think about the blessings that come from choosing to follow the Lord.

- What blessings have you received from the Lord as you have chosen to follow Him?

Alma 4:1–14*After a period of growth in the Church, members of the Church become proud and contend with one another*

Write *humble* and *proud* on the board.

- What does it mean to be humble? (To be humble is to be teachable and to recognize with gratitude our dependence on the Lord—to understand that we have constant need for His support.)

Invite a few students to take turns reading aloud from Alma 4:1–5. Ask the class to look for evidence that the Nephites became humble. As students explain what they have found, it may be helpful to point out that we do not need to endure a tragedy to become humble—we can choose to be humble.

Point out that the description of the Nephites in Alma 4:6 is very different from the description in Alma 4:3–5. Point to the word *proud* on the board.

- What does it mean to be proud? (Pride is the opposite of humility. People who are proud place themselves in opposition to each other and to God. They place themselves above those around them and follow their own desires rather than God’s will.)

Invite half of the class to read Alma 4:6–8 silently and the other half of the class to read Alma 4:9–12 silently. Ask both groups to identify the proud actions of some of the Nephites and how those actions affected others. After sufficient time, have both groups tell what they have found.

- What do these verses teach about how pride influences the way we treat others?
- What warning do you see in Alma 4:10? (Make sure students understand that **if we set an unrighteous example, our actions can hinder others from accepting the gospel.**)

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 do these verses teach about how humility influences the way we treat others?

Emphasize that **our decisions to be humble or proud affect us and others.** Time permitting, invite students to write in notebooks or scripture study journals about experiences they have had that demonstrated the truth of this statement.

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 student to read Alma 4:15–19 aloud. 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?
- When have you heard people bear “pure testimony”? How have these experiences influenced you?
- What truths can we learn from Alma’s example in Alma 4:19?

Students’ responses to this question may include the following:

Fulfilling our spiritual duties may require sacrifice.

Bearing pure testimony helps others draw closer to God.

Encourage students to look for Alma’s pure testimony as they read Alma 5–16 in their personal study and as they discuss these chapters in upcoming lessons. Also encourage them to pay attention to the effect Alma’s testimony had on the people.

Scripture Mastery Review

Introduce students to a few new scripture mastery passages, or review a few passages they already know. Prepare questions that will help them discover the principles in the passages. Invite them to write a goal in notebooks or scripture study journals about what they will do to better live by one of these principles. Give them a specific time frame to complete their goals, and ask them to prepare to report to a class member or the entire class when they have completed them.

Note: If you do not have time to use this activity as part of this lesson, use it another day. For other review activities, see the appendix at the end of this manual.

Invite students to further discovery

From time to time, conclude a lesson by giving students something to look for in the scriptures. Such suggestions can help them focus their personal study and can help them gain understanding about how one chapter relates to another chapter or group of chapters.

Commentary and Background Information

Alma 3:6–17. The mark and the curse

As students study Alma 3, they might have questions about the mark and the curse placed upon the Lamanites. You may want to explain that there is a difference between the mark and the curse. The mark placed upon the Lamanites was dark skin (see Alma 3:6). The purpose of this mark was to distinguish and separate the Lamanites from the Nephites (see Alma 3:8). The curse, which was more serious, was the state of being “cut off from the presence of the Lord” (2 Nephi 5:20). The Lamanites and the Amlicites brought this curse upon themselves because of their rebellion against God (see 2 Nephi 5:20; Alma 3:18–19). Although dark skin was used in this instance as a mark of the curse placed upon the Lamanites, the Book of Mormon teaches that the Lord “denieth none that come unto him, black and

white, bond and free, male and female; . . . all are alike unto God” (2 Nephi 26:33). The gospel of Jesus Christ is for everyone. The Church unequivocally condemns racism, including any and all past racism by individuals both inside and outside the Church. President Gordon B. Hinckley declared:

“No man who makes disparaging remarks concerning those of another race can consider himself a true disciple of Christ. Nor can he consider himself to be in harmony with the teachings of the Church. . . .

“Let us all recognize that each of us is a son or daughter of our Father in Heaven, who loves all of His children” (“The Need for Greater Kindness,” *Ensign* or *Liahona*, May 2006, 58). For additional help on this subject, see lesson 27.

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 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; and to truly repent, a person must do everything possible to repair the damage he or she has done. Students recorded in their scripture 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 citizens have 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. 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.

Remind students 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” (“Experiencing a Change of Heart,” *Ensign*, June 2008, 29–31).

Ask: 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). 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.**

Ask: 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?’” (quoted 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 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 scripture 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)

How do you know if you have been born again? What does it mean to be born again? As students 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.

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 5:1–14

Alma recounts the conversion of his father and those who followed him

Write the word *change* on the board. Ask students to share examples of ways people might change their appearance or their behavior. Invite them to explain what might lead to or bring about some of these changes in people.

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.

- 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?
- Look at Alma 5:7. According to this verse, what kind of change had occurred in the lives of Alma’s father and his people?

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 tell them that Elder Gerald N. Lund of the Seventy taught that in the scriptures, the word *heart* often refers to the “real, inward person” [“Understanding Scriptural Symbols,” *Ensign*, Oct. 1986, 25].)
- What is the difference between a change of heart and the kinds of change we discussed at the beginning of the lesson?

Explain that in Alma 5:7–9, 14, Alma used a variety of phrases that describe what a change of heart is like. Add to the phrase on the board so it reads, *A change of heart is like . . .*

Ask students to read Alma 5:7–9, 14 silently, looking for Alma’s descriptions of what a change of heart is like. Invite them to report what they have found. As students report, add phrases 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; being born of God; receiving the Lord’s image in your countenance.*)

- How is a change of heart like the descriptions listed on the board?
- How might a change of heart be seen in a person’s actions? How is a change of heart sometimes noticeable in a person’s countenance? (You may want to ask students to describe the appearance or demeanor of someone they know who they feel has “received [the Lord’s] image in [his or her] countenance.”)

Invite a student to read Alma 5:10 aloud, and ask the class identify three questions Alma asked the people. (You might want to suggest that students mark these questions.)

Reading these questions will help students identify in the subsequent verses the factors that led Alma and his people to experience a mighty change of heart.

Invite a student to read Alma 5:11–13 aloud, and ask the class to identify 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. You might also want to point out the influence of the word of God mentioned in Alma 5:5, 7.)

- What connection do you see between believing in the word of God and experiencing a 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].)

Explain that another way to express that someone has had a mighty change of heart is to say that they have been born again. Help students understand that being “born of God” or “born again” refers to the change that a person experiences when they accept Jesus Christ and begin a new life as His disciple. To help students understand that experiencing a mighty change of heart, or being born again, is most often a gradual process, read 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. And engaging in that process is the central purpose of mortality” (“Born Again,” *Ensign* or *Liahona*, May 2008, 78).

- When have you felt a change in your heart as you have strived to live according to the word of God?
- How would you describe the feelings and actions that accompany a change of heart?
- How has your heart changed as you have studied the Book of Mormon in seminary this year?

Allow a few minutes for students to write in notebooks or scripture study journals about one or two things they will do to more earnestly live according to the word of God.

Alma 5:15–36

Alma teaches that a mighty change of heart is required to enter the kingdom of heaven

Provide each student with a handout containing the following chart, or display the chart on the board for students to copy.

Spiritual Cardiogram											
	Alma 5:15		Alma 5:16		Alma 5:19		Alma 5:26		Alma 5:27		Alma 5:28
Always											
Almost always											
Usually											
Sometimes											
Seldom, if ever											

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.

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 students to read Alma 5:14 silently,

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.

looking for three questions that Alma asked the people. (You may want to suggest that students mark these questions.)

Explain that Alma asked several more questions to help his people consider the condition of their hearts. 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 some verses have more than one question.) Because of the personal nature of this activity, students should not be asked to share their answers with the class.

When students have completed their cardiograms, invite them to read Alma 5:29–31 silently, looking for a few more questions Alma asked to help his people evaluate their hearts. (You may want to suggest that students reword the questions slightly to apply them to themselves: “Am I stripped of envy?” “Do I make a mock of others?” “Do I persecute others?”)

Invite a few students to take turns reading aloud from Alma 5:17–18, 20–25. Ask the class to look for reasons why our hearts must be changed in preparation for the day of judgment. Ask the following questions to help students understand that **by experiencing a change of heart, we prepare ourselves to receive a place in the kingdom of heaven:**

- What words and phrases did Alma use that describe the condition you would like to be in when you stand before God to be judged? (As students answer this question, you may want to direct their attention to Alma 5:16, 19.)
- How will experiencing a change of heart now help prepare you to receive a place in the kingdom of heaven?

Write the following questions on the board. (You might want to write them on the board before class begins.)

What is the Lord inviting us to do?

What are the consequences of accepting or rejecting this invitation?

What do these verses teach about the Savior?

Ask a student to read Alma 5:33–36 aloud while the rest of the class looks for answers to the questions on the board. Invite students to share the answers they have found.

Conclude by giving students a few minutes to write. Ask them to choose a verse or phrase from Alma 5:1–36. Invite them to write about what that verse or phrase means to them and how they can do what it suggests as they seek to have their hearts changed through the Atonement of Jesus Christ. Testify that if we continually experience a change of heart and bring forth works of righteousness, we will be prepared to enter God’s kingdom.

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, 53–62

Alma warns the wicked and invites all to hearken to the voice of the Good Shepherd

Display the picture *Jesus Carrying a Lost Lamb* (*Gospel Art Book* [2009], no. 64).

- In what ways is the Savior the Good Shepherd?

After a few students have answered, read the following statement by President Ezra Taft Benson:

“In Jesus’ time, the Palestinian shepherd was noted for his protection of his sheep. 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.) . . .

“Jesus used this common illustration of his day to declare that He was the Good Shepherd, the True Shepherd. Because of His love for His brothers and sisters, He would willingly and voluntarily lay down His life for them” (“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).

Help students remember the context of Alma 5 by explaining that Alma went to preach to the people of Zarahemla, who were like “sheep having no shepherd” (Alma 5:37). Ask students to recall the challenges the people of Zarahemla faced and what Alma encouraged them to do. You might briefly review several key verses from the previous lesson, such as Alma 5:14–20, to help students remember some of this background. Ensure that students understand that the people of Zarahemla were in an awful situation because of their wickedness (see Alma 7:3).

Invite two or three students to take turns reading aloud from Alma 5:37–42. Ask the class to look for ways a person can tell whether he or she is one of the Savior’s sheep. After students share what they have found, ask the following questions:

- How are people like sheep in need of a shepherd?
- According to Alma 5:37–38, how does the Good Shepherd show His love and concern for the sheep? (He continues to call after them in His own name.)
- According to Alma 5:41, how can we tell if we are hearkening to the voice of the Good Shepherd?
- What are some works that might indicate that a person is following the Good Shepherd?

After students have responded, ask a student to read the following statement by President Ezra Taft Benson, who described men and women who are committed to following Jesus Christ. (You might want to prepare a copy of this statement for each student.)

“When you choose to follow Christ, you choose to be changed. . . .

“Men [and women] changed for Christ will be captained by Christ. . . .

“Their will is swallowed up in His will. (See John 5:30.)

“They do always those things that please the Lord. (See John 8:29.)



“Not only would they die for the Lord, but more important they want to live for Him.

“Enter their homes, and the pictures on their walls, the books on their shelves, the music in the air, their words and acts reveal them as Christians.

“They stand as witnesses of God at all times, and in all things, and in all places. (See Mosiah 18:9.)

“They have Christ on their minds, as they look unto Him in every thought. (See D&C 6:36.)

“They have Christ in their hearts as their affections are placed on Him forever. (See Alma 37:36.)

“Almost every week they partake of the sacrament and witness anew to their Eternal Father that they are willing to take upon them the name of His Son, always remember Him, and keep His commandments. (See Moro. 4:3.)” (“Born of God,” *Ensign*, Nov. 1985, 5, 6–7).

Invite students to read Alma 5:53–56 silently, 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. You may want to draw students’ attention to Alma’s repeated use of the word *persist*, emphasizing that the people of Zarahemla persisted in these sinful behaviors and attitudes.)

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 identify phrases that teach how we should respond to evil influences. (“Come ye out from the wicked,” “be ye separate,” and “touch not their unclean things.”) You may want to suggest that students mark these phrases in their scriptures. Point out that these phrases emphasize the need to avoid anything that would corrupt or contaminate us spiritually. To help students discuss how they can tune out distractions, avoid evil influences, and follow the voice of the Good Shepherd, ask questions such as the following:

- What can a Latter-day Saint youth do to stay separate from the wicked? (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.)
- According to Alma 5:56–57, what are the consequences of persisting in wickedness? (**If we persist in wickedness, we will be unable to hear the voice of the Good Shepherd and we cannot be numbered among the righteous.**)

If there is time, give students a few minutes to ponder the following question. You may want to have them answer the question in notebooks or scripture study journals.

- What would the Lord have you do to better accept His invitation to come unto Him? (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.)

Invite students to read Alma 5:58–62 silently, looking for blessings promised to those who gather with the Lord and His people. (You may want to suggest that students mark these blessings in their scriptures.)

- How would you summarize the Lord’s promises to those who hearken to His voice? (Though students may suggest different principles, make sure they understand that **if we follow the voice of the Lord [the Good Shepherd], we will be gathered into His kingdom**. You might want to write this principle on the board.)
- What habits have you developed that help you to hearken to the voice of the Good Shepherd?
- How have these habits helped you ignore some of the evil influences listed on the board?

Testify that as we hearken to the Savior’s words, we will be among the righteous who are gathered into the Lord’s kingdom.

Alma 5:43–52

Alma fulfills his responsibility to preach repentance

Ask students to list the five physical senses (sight, sound, touch, smell, and taste). Consider bringing some objects that will allow students to use these senses.

- What is something you have learned from each of your five senses?
- Is there a way to know or learn something without using your five senses?

Invite a few students to take turns reading aloud from Alma 5:44–48. Ask the class to look for what Alma said he knew and how he said he knew it.

- According to Alma 5:48, what did Alma know?
- What did Alma say was the source of his testimony?
- What had Alma done in order to receive this witness from the Holy Ghost?
- How can prayer and fasting help us gain or strengthen a testimony of the gospel?
- When have you felt that your testimony has been strengthened through prayer or fasting?

Testify that **we can know for ourselves, through the Holy Ghost, that Jesus Christ is the Redeemer of mankind.** To emphasize the importance of seeking and obtaining a personal testimony that Jesus Christ is the Redeemer of mankind, read the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles:



“Individual, personal testimony of gospel truth, particularly the divine life and mission of the Lord Jesus Christ, is essential to our eternal life. . . . In other words, life eternal is predicated upon our own individual, personal knowledge of our Father in Heaven and His Holy Son. Simply knowing about them is not enough. We must have personal, spiritual experiences to anchor us. These come through seeking them in the same intense, single-minded way that a hungry person seeks food” (“Feasting at the Lord’s Table,” *Ensign*, May 1996, 80).

Give students time to write their answers to the following question. Also encourage them to write down what they will do to gain or strengthen their testimonies of Jesus Christ. Encourage them to accomplish their goals, even if it takes “many days” (Alma 5:46).

- When have you felt the Holy Ghost witness to you that Jesus Christ is the Redeemer of the world?

Invite students to read Alma 5:49–52 silently, looking for what Alma told the people they needed to do to prepare to inherit the kingdom of heaven.

- Why is repentance essential to entering into the kingdom of God?

To help students apply Alma’s teachings about preparing to enter God’s kingdom, ask a student to read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:

“What if the day of His coming were tomorrow? If we knew that we would meet the Lord tomorrow—through our premature death or through His unexpected coming—what would we do today? What confessions would we make? What practices would we discontinue? What accounts would we settle? What forgivenesses would we extend? What testimonies would we bear?

“If we would do those things then, why not now? Why not seek peace while peace can be obtained?” (“Preparation for the Second Coming,” *Ensign* or *Liahona*, May 2004, 9).

Conclude by giving students time to ponder what they would need to change in their lives to be prepared to meet the Savior and enter into His kingdom. Invite them to write their thoughts and feelings so they can reread their thoughts later and be reminded to follow through on the promptings they receive.

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.

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.

Teach from the scriptures

In their efforts to be prepared, some gospel teachers draw upon sources outside the scriptures. While some additional resources, such as this manual, may be helpful to you, focus on teaching directly from the Book of Mormon text itself. This will allow the Holy Ghost to bear witness to your students regarding the truthfulness of the scriptures and the value of studying them.

Suggestions for Teaching

Alma 6

Alma sets in order the Church in Zarahemla and goes to preach in Gideon

Before the lesson, invite a student to prepare to briefly share with the class some ways he or she has felt blessed for his or her efforts to attend church. To begin the lesson, ask this student to come to the front of the class and share the thoughts he or she has prepared. You might also share how you have been blessed through Church attendance.

Introduce Alma 6 by explaining that this chapter teaches how Alma and other priesthood leaders strengthened the Church in Zarahemla.

Invite a student to read Alma 6:4–6 aloud. Ask the class to follow along, looking for what members of the Church in Zarahemla did for those who did not know God. Invite students to report what they learn.

Write the following truth on the board: ***The Church is established for the welfare of all people.*** To help students think about how this truth can influence their lives, ask:

- How do you think the Church today can bless those who do not know God?

Invite students to think of someone who needs to know God better. This person may be a member of the Church or a member of another faith. Testify of the blessings we receive because we are members of the Church, and encourage students to invite others to share in those blessings.

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. Then explain that after Alma set the Church in order in Zarahemla, he went to the city 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). He taught principles that would help the people prepare for the blessings that would come because of this future event.

Invite a student to read Alma 7:3–6 aloud. Ask the class to look for the hopes Alma had concerning the people in Gideon. Then invite another student to read Alma 7:18–19 aloud. Ask students to describe what Alma learned by inspiration about the people of Gideon.

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?

- Why do you think Alma would tell a people who already believed and had strong faith that they needed to repent?

Explain that Alma then taught why the coming of Jesus Christ was the most important event in all of human history. Ask a few students to take turns reading aloud from Alma 7:11–13. Invite the rest of the class to follow along and identify what the Savior took upon Himself for us. (You may need to explain that *succor* means to give relief or to go to someone’s aid.)

Point out that Alma 7:11–13 is a scripture mastery passage. You might want to suggest that students mark this passage in a distinctive way so they will be able to find it easily.

List students’ answers as headings across the top of the board. Answers may include *pains, afflictions, temptations, sicknesses, death, infirmities (weaknesses or inability), and sins.*

You may want to suggest that students mark 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*.)

Invite a student to read the following statement by Elder Bruce C. Hafen of the Seventy:

“The Atonement is not just for sinners” (“Beauty for Ashes: The Atonement of Jesus Christ,” *Ensign*, Apr. 1990, 7). You may want to write this statement on the board and suggest that students write it in their scriptures next to Alma 7:11–13.

- Based on what we have read in Alma 7:11–13, what do you think Elder Hafen meant when he said that “the Atonement is not just for sinners”?

Write the following truth on the board: ***Jesus Christ suffered to save us from sin and death and to help us through the challenges of mortality.***

To help students further understand how they can rely on the Savior’s Atonement, read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



“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.] From the beginning, trust in such help was to give us both a reason and a way to improve, an incentive to lay down our burdens and take up our salvation” (“Broken Things to Mend,” *Ensign* or *Liahona*, May 2006, 70–71).

- How can an understanding of Alma 7:11–13 help us when we face challenges?

To illustrate some of the ways we can receive help and strength through the Atonement of Jesus Christ, read the following situations. After reading each one, ask students to explain how Jesus Christ, through His Atonement, can help a person facing such a challenge.

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 can’t see how anything will ever be right again.

Share your testimony of the power of the Atonement and the extent of its reach. Then give students a few minutes to respond in notebooks or scripture study journals to one of the following questions. (You may want to write these questions on the board before class, prepare a handout with the questions, or read the questions slowly so students can write them.)

- When has the Atonement helped you or someone you know in one of the ways mentioned in Alma 7:11–13?
- What will you do to rely on the Atonement as you face challenges?



Alma 7:11–13

is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Invite a few students to share with the class what they have written. (Remind them that they do not need to share anything that is too personal or private.)

Alma 7:14–27

Alma encourages the people to continue along the path to the kingdom of God

To remind students how Alma described the spiritual condition of the people in Gideon, invite one of them to read Alma 7:19 aloud. Emphasize that the people were “in the path which leads to the kingdom of God.” Explain that Alma wanted to help them stay on that path.

To help students see that **by living the principles of the gospel, we follow the path to the kingdom of God**, draw a path across the board. At the beginning of the path, write *Mortality*. At the end of the path, write *Kingdom of God*. Divide the class into two groups. Invite one group to study Alma 7:14–16 and the other group to study Alma 7:22–24. Ask the groups 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.

After students have had enough time to read, invite a few of them to come to the board. Ask them to write along the path the actions and attributes they have found that lead to God’s kingdom. 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).

Scripture Mastery—Alma 7:11–13

Because Alma 7:11–13 is a long scripture mastery passage, it may be difficult for students to memorize. Yet Alma’s language contains specific words that can help students remember throughout their lives the power and extensive reach of the Atonement. To help them memorize these key words, write the text of Alma 7:11–13 on the board before class, substituting spaces for the following key words whenever they appear: *pains, afflictions, temptations, sicknesses, death, infirmities, sins, transgressions*. (For example, your writing of Alma 7:11 would begin like this: “*And he shall go forth, suffering . . . and . . . and . . . of every kind.*”)

As you read Alma 7:11–13 aloud as a class, have students supply the missing words. After you have done this a few times, ask students if they can write on a separate piece of paper the words indicating what the Savior took upon Himself for them. Invite students to always remember what Jesus Christ has done for them, so that when they experience challenges they can have greater faith in “the power of his deliverance.”

Note: You may want to take few minutes at the beginning of your next class to see if students can still remember these key words regarding the infinite reach of the Savior’s Atonement.

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

Ask students to raise their hands if they have a relative or friend who has served a mission for the Church. Invite two or three students to share an experience that their relative or friend has related to them that illustrates how missionaries feel when their message is accepted. (You might also consider inviting students to tell about times when someone was receptive to their efforts to share the gospel. You may also wish to share an experience of your own.)

Invite students to read Alma 8:1–5 silently. Have them identify the three cities in which Alma had preached the gospel. Write the names of these three cities on the board. (*Zarahemla, Gideon, and Melek.*)

- What were the results of Alma's preaching in these three cities? (You may want to suggest that students refer to the chapter summaries for Alma 6–8 to help them answer this question.)

Point out that even though the people of these cities accepted Alma's message, his missionary service was not without challenges.

Alma 8:7–32

After Alma is rejected in Ammonihah, the Lord commands him to return

Ask students if their relatives or friends who have served full-time missions have ever seen people reject the message of the gospel. Consider inviting a few students to tell about how their relatives or friends have responded to such experiences.

Invite a few students to take turns reading aloud from Alma 8:7–14. Encourage the class to think about how Alma may have felt as he tried to teach the gospel to the people of Ammonihah. As students read these verses, have them pause occasionally to answer questions such as the following:

- What do these verses tell us about Alma's character? (See Alma 8:8–10.)
- How might you have responded to the treatment Alma received? (See Alma 8:11–13.)
- How was Alma's reaction similar to or different from what yours might be in a similar situation? (See Alma 8:14. You may want to suggest that Alma's decision to continue the Lord's work in the city of Aaron demonstrated that he had faith in the Lord and that he was not giving up.)

Point out that although Alma's prayers for the people of Ammonihah were sincere (see Alma 8:10), his requests were not immediately granted. (Some people in Ammonihah did repent later. See Alma 14:1.)

Read the following statement by Elder Russell M. Nelson of the Quorum of the Twelve Apostles:



“I recognize that, on occasion, some of our most fervent prayers may seem to go unanswered. We wonder, ‘Why?’ I know that feeling! I know the fears and tears of such moments. But I also know that our prayers are never ignored. Our faith is never unappreciated. I know that an all-wise Heavenly Father’s perspective is much broader than is ours. While we know of our mortal problems and pain, He knows of our immortal progress and potential” (“Jesus Christ—the Master Healer,” *Ensign* or *Liahona*, Nov. 2005, 86).

- What did Elder Nelson teach that can help us have faith even when our righteous prayers are not answered immediately or in the way we hope or expect?

Invite a student to read Alma 8:14–17 aloud. Ask the class to follow along, looking for comforting messages in the angel’s words and for commands that might have been difficult for Alma to obey.

- How might the angel’s words in Alma 8:15 have been comforting to Alma? How might the angel’s words be comforting to you?
- Why might it have been difficult for Alma to be obedient in this situation?

Have students read Alma 8:18, 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?

Read the following statement by President Henry B. Eyring of the First Presidency. Ask students to listen for how we can benefit from obeying the Lord quickly:



“However much faith to obey God we now have, we will need to strengthen it continually and keep it refreshed constantly. We can do that by deciding now to be more quick to obey and more determined to endure. Learning to start early and to be steady are the keys to spiritual preparation. . . .

“ . . . A loving Heavenly Father and His Beloved Son have given us all the help They can to pass the test of life set before us. But we must decide to obey and then do it. We build the faith to pass the tests of obedience over time and through our daily choices. We can decide now to do quickly whatever God asks of us. And we can decide to be steady in the small tests of obedience which build the faith to carry us through the great tests, which will surely come” (“Spiritual Preparedness: Start Early and Be Steady,” *Ensign*, Nov. 2005, 38, 40).

- According to President Eyring, what happens to our faith when we choose to obey the Lord quickly?
- When have you felt your faith in the Lord strengthened because of your quick and steady obedience?

For each of the following situations, ask students how prompt obedience can bless them:

1. As a young woman is leaving for school, her mother asks her to wear a more modest shirt.
2. In an interview with his bishop, a new priest is challenged to earn the Duty to God Award.
3. Two missionaries feel impressed during their daily planning session to visit a less-active family in which the mother is not a member of the Church.

Explain that the Lord blessed Alma for his prompt obedience. Invite three students to the front of the class to do a dramatization of the encounter between Alma and Amulek in Alma 8:19–26. Have one student read the words of Alma, a second student the words of Amulek, and a third student the words that tell the story. Encourage students to read their parts with the emotions they think Alma and Amulek may have experienced.

After the dramatization, ask:

- How did the Lord bless Alma for being obedient?

Dramatic readings

Students can gain a greater understanding of gospel principles by dramatizing accounts from the scriptures. Encourage students to make the experience interesting and enjoyable without detracting from the sacredness of events depicted in the scriptures.

- How is Alma’s experience with Amulek an indication that the Lord heard and answered Alma’s prayers? (See Alma 8:10.)
- What principles can we learn from Alma’s experience? (Students may suggest a variety of principles. One possible answer is that **when we respond promptly to the word of the Lord, He helps us obey His commandments.**)

Invite students to read Alma 8:27–32 silently, searching for additional evidence that if we are faithful and diligent, the Lord will help us obey His commandments.

- What challenges did Alma and Amulek face as they went out to teach the people? (See Alma 8:28–29. The people had become more wicked, and the Lord commanded Alma and Amulek to call them to repentance.)
- How did the Lord help Alma and Amulek? (See Alma 8:30–31. They were filled with the Holy Ghost and received divine power to protect them. You might want to suggest that students mark the description of these blessings in their scriptures.)
- When have you felt that the Lord has helped you when you have been faithful and diligent?

Invite students to write the following statement by President Howard W. Hunter in notebooks or scripture study journals:

“Surely the Lord loves, more than anything else, an unwavering determination to obey his counsel” (“Commitment to God,” *Ensign*, Nov. 1982, 58).

Then give them a few minutes to write an answer to the following question:

- What is something you will do today to show Heavenly Father that you will obey His counsel promptly and serve Him faithfully and diligently?

Testify of the blessings we receive when we faithfully follow the Lord’s counsel. You may also want to give students an opportunity to share their testimonies of this truth.

Commentary and Background Information

Alma 8:10. “Mighty prayer”

The phrase “mighty prayer” indicates powerful, faith-filled communication with God. Elder Joseph B. Wirthlin of the Quorum of the Twelve Apostles suggested ways we can evaluate and seek to improve the strength of our prayers:

“May I ask you today to consider the effectiveness of your prayers? How close do you feel to your Heavenly Father? Do you feel that your prayers are answered? Do you feel that the time you spend in prayer enriches and uplifts your soul? Is there room for improvement?”

“There are many reasons our prayers lack power. Sometimes they become routine. Our prayers become hollow when we say similar words in similar ways over

and over so often that the words become more of a recitation than a communication. This is what the Savior described as ‘vain repetitions’ (Matthew 6:7). Such prayers, He said, will not be heard. . . .

“Do your prayers at times sound and feel the same? Have you ever said a prayer mechanically, the words pouring forth as though cut from a machine? Do you sometimes bore yourself as you pray?”

“Prayers that do not demand much of your thought will hardly merit much attention from our Heavenly Father. When you find yourself getting into a routine with your prayers, step back and think. Meditate for a while on the things for which you really are grateful” (“Improving Our Prayers,” [Brigham Young University devotional address, Jan. 21, 2003], 2, speeches.byu.edu).

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. They also taught the people that redemption was possible only through Jesus Christ.

Suggestions for Teaching

Alma 9

Alma warns the people of Ammonihah to repent and prepare for the coming of Jesus Christ

Present the following scenario: Two students arrive at school, and their teacher announces that they must take a surprise test. The first student has been in class every day, but the second student has missed the last two weeks of school because he was sick.

- Which student do you expect to perform better on the test?

Invite students to scan Alma 9:1–7, looking for words and phrases that indicate how well the people of Ammonihah understood the gospel and the power of God. Ask them to report what they discover.

Invite a few students to take turns reading aloud from Alma 9:8–13. Ask the class to look for words and phrases that indicate whether these people had been taught the gospel or had knowledge of God’s power. (Answers should include “ye have forgotten” and “do ye not remember.”)

- Had the people of Ammonihah ever learned the gospel or been taught about the power of God?
- What are some reasons why people who have been taught the gospel might forget what they have learned or not understand what they have been taught?

Invite students to scan Alma 8:9, 11; 9:5, 30; and 12:10–11, looking for words and phrases that suggest why the people of Ammonihah had forgotten or did not understand the things they had been taught. (“Satan had gotten great hold upon [their] hearts”; “they hardened their hearts”; “they were a hard-hearted and a stiffnecked people”; “[their] hearts have been grossly hardened against the word of God.”)

Copy the following chart on the board, and ask students to copy it in notebooks or scripture 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 they have completed the chart, have students write a sentence under their charts summarizing what they have learned. Invite a few of them to share what they have written. 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.** To help students see how this principle applies in their lives, ask the following questions:

- Why do you think the Lord had higher expectations for the people of Ammonihah?
- Why is it fair for the Lord to have higher expectations for those who have received the knowledge and blessings of the gospel?

Point out the phrase “a highly favored people of the Lord” in Alma 9:20. (You might want to suggest that students mark this phrase.)

- In what ways are members of the Church today “a highly favored people of the Lord”?
- 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?
- What gifts and blessings have you experienced because you are a member of the Lord’s Church?
- What are some things the Lord expects of us because of the gifts and blessings we have received from Him?

Assign half the class to study Alma 9:24–27 individually and the other half of the class to study Alma 9:28–30 individually. Ask students to prepare to summarize their assigned passages in their own words. Write the following questions on the board to guide them as they prepare their summaries:

What evidence do you see in these verses that the Lord expects greater obedience from those who have greater knowledge of the gospel?

What blessings did Alma remind the people they could receive?

What did Alma say the people needed to do to receive these blessings?

After students have had sufficient time to read, call on one student from each half of the class to summarize the assigned passages. Then ask the class:

- What are some ways we can stay true to the light and knowledge we have received? (Students might suggest scripture study, expressing gratitude to God for our blessings, bearing our testimonies regularly, attending Church meetings weekly, writing in a journal, and so forth.)

Alma 10:1–12

Amulek heeds the call of the Lord and affirms the divine calling of Alma

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. (See Alma 9:31–34.) 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, he was not living according to gospel truths he had been taught.

- Why do you think it might have been helpful for Amulek, who was well known in the community, to accompany 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.

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”?
- In what ways does the Lord call to us? (Possible answers include promptings from the Holy Ghost, instruction from parents and Church leaders, and Church callings.)

Invite students to summarize

When you ask students to summarize groups of verses, you’re inviting them to analyze the scriptures more carefully. If you feel that a student has missed important details in his or her summary, you might call on other students to see if they have significant details to add.

Invite students to read Alma 10:7–10 silently, looking for the key points of Amulek’s opening testimony to his people.

- How had Amulek’s experiences prepared him to be a second witness of Alma’s message to the people of Ammonihah?
- How do you think Amulek’s decision to obey made a difference in his life?

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. Invite them to share what they find.

Write the following principle on the board: ***When we hear and obey the Lord’s call, blessings come to us and to others.*** (You might want to suggest that students write this principle in their scriptures next to Alma 10:11–12.) To help students feel the truth and importance of this principle, ask:

- 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?

Alma 10:13–32

Amulek responds to those who oppose him and exhorts the people to repent

Write the following phrases on the board:

1. *Become angry and defensive*
2. *Doubt the importance of the counsel*
3. *Criticize the person who gave the counsel*
4. *Question or debate the counsel*
5. *Humbly listen and obey*

Ask students to silently consider which phrase on the board most closely resembles how they might respond if a parent or Church leader were to correct them or ask them to change something they are doing.

- What are some reasons people might respond to correction in these ways?

Write the following scripture references on the board: *Alma 9:2–3; Alma 9:4–5; Alma 10:13, 16–17; Alma 10:24, 28–30*

Invite students to choose one of the passages on the board to study individually. Ask them to look for how the scripture passage describes the people of Ammonihah responding to Alma and Amulek’s message. Also have them choose the phrase on the board that most closely reflects the people’s response. After sufficient time, ask students to explain which of the five responses on the board best matches the passage they studied.

- Why are the first four responses on the board spiritually dangerous?

Invite a few students to take turns reading aloud from Alma 10:19–23. Encourage them to look for what Amulek taught about the consequences of sin and of casting out the righteous.

To help students consider the destructive consequences of not repenting of our sins, read the following statement by President Gordon B. Hinckley:



“There is so much of evil everywhere. Temptation, with all its titillating influences, is about us everywhere. We lose some to these destructive forces, unfortunately. We sorrow over every one that is lost. We reach out to help them, to save them, but in too many cases our entreaties are spurned. Tragic is the course they are following. It is the way which leads down to destruction” (“My Testimony,” *Ensign*, May 2000, 69).

- What are some of the destructive consequences that come to individuals or groups of people when they disobey God’s commandments?

If there is time, invite students to write answers to the following question:

- How can the truths you have learned from today’s lesson bless you?

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 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.

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 when we respond quickly to the word of the Lord, He helps us obey 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 wish to share an experience of your own. You may also want to 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. Then ask the following questions:

- 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. Ask:

- 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 unit 15, 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 this 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 men 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

Ask students to think of something they possess that is so valuable to them that they would never sell it. Invite a few students to tell what they thought of and why those things are so valuable to them.

Explain that Alma 11 continues the account of Alma and Amulek teaching the people of Ammonihah. As Amulek taught, he was confronted by a lawyer named Zeezrom, who offered money in exchange for something that was very valuable to Amulek.

Invite students to search Alma 11:21–22 to discover how much money Zeezrom offered Amulek, and for what reason. Have students report what they learn.

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 onties was equal to about six weeks of wages for a judge.

- Why might Zeezrom's offer have been enticing to some people?

Invite a student to read Alma 11:23–25 aloud.

- What does Amulek's response indicate about him?
- According to Alma 11:25, what did Zeezrom plan to do if Amulek accepted his offer? How is this similar to what Satan does when people give in to his temptations?

To help students identify how Amulek was able to resist Zeezrom's offer, write the following on the board: *I shall . . . nothing which is contrary to the Spirit of the Lord.*

Invite a student to read Alma 11:22. Ask the class to look for the word Amulek used to complete this statement.

- What other words could we put in the blank that might help us rely on the Holy Ghost to resist temptation? ("Do," "think," or "look at.")

Ask students to state a principle based on Alma 11:22 that can help them remember how they can overcome temptation. While students' answers may vary, they should reflect the following principle: **When we rely on the Holy Ghost, we can overcome temptation.** (You might want to suggest that students write 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?

Read the following counsel from President Boyd K. Packer of the Quorum of the Twelve Apostles:

Invite the Holy Ghost

Encourage students to invite the influence of the Holy Ghost while they study the scriptures together. Some actions that invite the Spirit are sincere prayer, teaching from the scriptures, bearing testimony, expressing love for God and others, and sharing spiritual experiences. On occasion, you may feel prompted to help students recognize the influence of the Holy Ghost during lessons.

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.



“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” (“Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 18). To help students understand and feel the importance of following the promptings of the Holy Spirit, ask the following questions:

- What are some situations in which youth might be tempted to act contrary to their testimonies?
- What do you do to rely on the Holy Ghost? How does that help you?
- When has the Holy Ghost helped you to overcome temptation?

Encourage students to apply what they have learned by remembering Amulek’s example the next time they are tempted to compromise their beliefs. Testify that as they live worthy of the companionship of the Holy Ghost, they can experience greater confidence to stand for truth and overcome temptation.

Alma 11:26–40***Amulek testifies of the Son of God and overcomes Zeezrom’s attempts to discredit his word***

Ask students if anyone has ever tried to question or oppose their beliefs through argument or deception. Invite one or two students to share their experiences.

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 a few students to take turns reading aloud from Alma 11:26–35. Ask the class to look for the way Zeezrom tried to twist Amulek’s words. Ask students to report what they have found. Then invite a student to read Alma 11:36–37 aloud. Ask the class to note how Amulek corrects the falsehood Zeezrom taught. Invite students to look at footnote 34*a*. (You might want to suggest that students mark footnote 34*a* in their scriptures.) Ask a student to read Helaman 5:10–11 aloud.

- Why is it impossible to be saved in our sins? What is the difference between being saved in our sins and being saved from our sins?

Invite a student to read Alma 11:40 aloud. Explain that this verse contains a principle that we must follow in order to be saved from our sins. Write the following principle on the board: ***When we believe in Jesus Christ, we can be redeemed from our sins.***

- What does it mean to you to believe in Jesus Christ?
- Why do we need to believe in Jesus Christ to be saved from our sins?

To help students understand how faith in Jesus Christ leads to redemption through repentance, read the following statement by President Dieter F. Uchtdorf of the First Presidency:



“We need a strong faith in Christ to be able to repent. Our faith has to include a ‘correct idea of [God’s] character, perfections, and attributes’ (*Lectures on Faith* [1985], 38). If we believe that God knows all things, is loving, and is merciful, we will be able to put our trust in Him for our salvation without wavering. Faith in Christ will change our thoughts, beliefs, and behaviors that are not in harmony with God’s will” (“Point of Safe Return,” *Ensign* or *Liahona*, May 2007, 100).

Arrange students in pairs. Ask each pair to take turns explaining to each other how they would answer if a younger person asked them questions like the following. (You might want to write these questions on the board.)

- Why do I need to believe in Jesus Christ in order to repent and be saved from my sins?
- How has having faith in Jesus Christ helped you to repent?

Testify that by having faith in Jesus Christ, we can repent, be saved from our sins, and receive eternal life.

Alma 11:41–46

Amulek teaches about the resurrection and judgment of all mankind

To help students consider why it is important to know that we will eventually be resurrected and judged, ask:

- How might someone live their life differently if they believed there was no life after death?

Write the words *Resurrection* and *Judgment* on the board. Invite students to search Alma 11:41–45 silently, looking for as much information as they can about resurrection and judgment. As students report what they find, write their responses on the board. Be sure that one of the statements on the board conveys the truth that all people who live on the earth will eventually be resurrected. 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.) After students have reported what they have learned, you might want to suggest that they write the following truth at the top of the page in their scriptures: **Through the Atonement of Jesus Christ, all will be resurrected and judged according to their works.**

- Which of the truths on the board motivate you to prepare to meet God?
- Why do truths about the resurrection bring peace and hope to the righteous?

Invite students to read Alma 11:46 silently, looking for the effect Amulek’s teachings had on Zeezrom.

- Why do you think someone might react this way to Amulek’s teaching?
- Which of the teachings in Alma 11:41–45 do you think might have troubled Zeezrom? Why?

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). Give students time to ponder what they have learned today and how it relates to them. Then have them write answers to the following questions in notebooks or scripture study journals. (You might want to write these questions on the board.)

- How do you feel when you think about being resurrected and judged?
- What do you need to do to prepare to stand before God?
- How does your belief that you will be resurrected and judged affect the way you choose to live each day?

Commentary and Background Information

Alma 11:38–39. How is Jesus Christ the Eternal Father?

If students need help understanding how Jesus Christ can be both the Son of God and the Eternal Father, you

might teach or review the supplemental teaching idea for Mosiah 15:1–9 in lesson 60.

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.

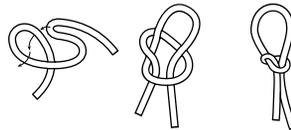
He emphasized the subtle snares of Satan, the judgments that befall the wicked, and the plan of redemption, which makes it possible for those who repent to be forgiven of their sins.

Suggestions for Teaching

Alma 12:1–7

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). Invite students to read Alma 12:3–6 silently, looking for words and phrases Alma used to describe Zeezrom's tactics. (You may want to encourage students to mark these words and phrases.) Have them report what they find.

- 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 the following principle: **The Holy Ghost can help us recognize the deceptions of the adversary.** You may want to remind students that in the previous lesson, they learned that when we rely on the Holy Ghost, we can overcome temptation. Explain that to overcome a temptation or deception, we must first recognize it and the harm it can cause us. Then we must do all we can to avoid it.

- When has the Holy Ghost helped you recognize and avoid temptation? (After students have responded, you may also want to share an experience of your own.)

Give students a few minutes to write in notebooks or scripture study journals about how they can increase their sensitivity to the promptings of the Holy Ghost so they can recognize and avoid the snares of the adversary.

Alma 12:8–18

Alma teaches about the final judgment of all mankind

Ask students to think about careers they are interested in pursuing. Invite a few of them to talk about the career they are interested in. Ask them to estimate how much they might

pay in tuition at a college, university, or trade school to gain the knowledge and skills required to become successful in that career. 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 the “tuition” Elder Bednar said we must pay to receive spiritual knowledge.



“Spiritual understanding . . . simply cannot be given to [us]. The tuition of diligence and of learning by study and also by faith must be paid to obtain and personally ‘own’ such knowledge. Only in this way can what is known in the mind also be felt in the heart” (“Watching with All Perseverance,” *Ensign* or *Liahona*, May 2010, 43).

Invite a student to read Alma 12:7–8 aloud. Ask the class to follow along, looking for evidence that Zeezrom was beginning to pay the spiritual “tuition” needed to obtain spiritual knowledge. Invite students to explain what they see in these verses that indicates Zeezrom’s heart was beginning to change.

Point out that Zeezrom asked Alma a question about resurrection. Rather than answer that question immediately, Alma taught him about gaining spiritual knowledge. Invite a student to read Alma 12:9–11 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). (You may want to write this statement on the board. You might also suggest that students write it in their scriptures next to Alma 12:9.)

Ask students to express in their own words what Alma 12:9 teaches about what we must do to receive spiritual truth. (Students may use different words, but their answers should express that **the Lord reveals spiritual truths to us according to the heed and diligence we give to His words.** You might want to encourage students to write this principle in their scriptures near Alma 12:9.)

- What is the relationship between the condition of our hearts and our ability to receive spiritual truth?

In Alma 12:10–11, point out the contrasting consequences for those who do not harden their hearts against the truth and for those who do.

- How does knowing these consequences influence your desire to seek greater spiritual knowledge?

Explain that after Alma taught how we come to know spiritual truth, he answered the question Zeezrom had asked earlier. Ask students to restate Zeezrom’s question in Alma 12:8 in their own words. Invite them to read Alma 12:12–15 silently, looking for what Alma taught Zeezrom about resurrection and judgment. While students are reading, write the following on the board: *We will be held accountable before God for our . . . , . . . , and . . .*

When students have finished reading, ask them to complete the sentence on the board:

We will be held accountable before God for our thoughts, words, and actions.

- How do you think this truth might have affected Zeezrom? (Have students turn to Alma 14:6 and 15:3 to find the answer.) Why do you think this truth had such a powerful impact on Zeezrom? (You may want to point out that Zeezrom was not concerned only about himself. He was concerned about the people he had led astray.)
- What kinds of thoughts, words, and actions do people struggle with that could condemn them if they do not repent? (To help students ponder and discuss how their choices of entertainment and media can influence their thoughts, words, and actions, you may want to refer to the counsel on entertainment and media in *For the Strength of Youth*.)
- What difference will it make in your daily choices if you remember the truth written on the board?

Point out the cross-reference to Mosiah 4:30 in Alma 12:14, footnote 14*a*, and invite a student to read Mosiah 4:30 aloud. (You might want to suggest that students mark this cross-reference.) If there is enough time, have students refer back to what they wrote about increasing their sensitivity to the promptings of the Holy Ghost. Invite them to add a few thoughts about how understanding their personal accountability before God influences their desire to recognize and avoid temptation.



Alma 12:19–37

Alma explains how the plan of redemption helps us overcome the effects of the Fall

Show students the picture Adam and Eve Kneeling at an Altar (*Gospel Art Book* [2009], no. 4). 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 came to ask Alma how mankind could possibly become immortal. (See Alma 12:20–21.)

Ask students how confident they would feel explaining to someone who is not a member of the Church how we can be redeemed from the Fall. To help them be prepared to teach this truth to someone else, have them search the verses in the following chart and write what they learn in the appropriate columns. (You may want to copy this chart on the board before class begins. Invite students to copy it in notebooks or scripture study journals.)

Effects of the Fall (Alma 12:22, 24)	What God has done to bring about our redemption (Alma 12:24–25, 28–33)	What we must do to be redeemed (Alma 12:24, 30, 34, 37)

Assist students individually

During a class assignment, quietly move around the classroom to assist students with the assignment or to help them stay on task. Doing so will give you an opportunity to strengthen relationships with individual students and better understand their needs.

As students complete the chart, some of them may need your assistance. (One way to help students understand the scriptures is to point them to the footnotes. For example, the scripture references given in footnote 22c might help students understand what it means for all mankind to be lost and fallen.) When students have completed the chart, ask the following questions. (You may want to write these questions on the board before class so students can consider their answers as they fill in the chart.)

- How does the Atonement of Jesus Christ allow us to overcome the effects of the Fall? (Because of the Atonement of Jesus Christ, we will all overcome physical death through resurrection. And through the Savior’s Atonement and our repentance, we can return to God from our “lost and fallen” state.)
- According to Alma 12:24, what did Alma teach is the purpose of life? (He said that **this life is a time for us to prepare to meet God**. You might want to suggest that students mark phrases in Alma 12:24 that teach this truth.)

To help students apply what they have learned, ask questions like the following:

- How has knowing the purpose of life helped guide you?
- How has your faith in Heavenly Father and Jesus Christ helped you prepare to meet Them?

Conclude with your testimony that now is the time to prepare to meet God.

Commentary and Background Information

Alma 12:24. “Probationary state”

In all scripture, the terms “probationary state” or “probationary time” appear only in the book of Alma (see Alma 12:24; 42:4, 10, 13). Elder L. Tom Perry of the Quorum of the Twelve Apostles described this probationary time:

“The main purpose of earth life is to allow our spirits, which existed before the world was, to be united with our bodies for a time of great opportunity in mortality.

The association of the two together has given us the privilege of growing, developing, and maturing as only we can with spirit and body united. With our bodies, we pass through a certain amount of trial in what is termed a probationary state of our existence. This is a time of learning and testing to prove ourselves worthy of eternal opportunities. It is all part of a divine plan our Father has for His children” (“Proclaim My Gospel from Land to Land,” *Ensign*, May 1989, 14).

LESSON 78

Alma 13

Introduction

When Alma first taught the rebellious people of Ammonihah, they contended with him, asking, “Who art thou?” and questioning 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

Alma 13:1–12

Alma teaches the people of Ammonihah about the calling of high priests

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. After they have had time to read this verse, suggest that they also read Alma 13:10, 14 and Doctrine and Covenants 107:1–3. You may want to suggest that they write these references in the margin next to Alma 13:1.

Point out that Alma spoke of priests after the order of the Son of God, which is the Melchizedek Priesthood. In other words, he spoke of men who held the office of high priest in the Melchizedek Priesthood. Invite a student to read the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles:

“These Nephites, who were faithful and true in keeping the law of Moses, had the Melchizedek Priesthood, which means they had also the fulness of the gospel. . . . Some of our best information about the Melchizedek Priesthood is found in Alma 13” (*The Promised Messiah* [1978], 421).

- What blessings have come into your life through the Melchizedek Priesthood? (Students might mention the gift of the Holy Ghost, patriarchal blessings, other priesthood blessings, the leadership of General Authorities, the leadership of local leaders such as bishops or branch presidents, and blessings they receive through the covenants their parents have made in the temple. They might also mention baptism and the sacrament, which are performed by the authority of the Aaronic Priesthood but under the direction of Melchizedek Priesthood leaders.)

Display the following questions on the board, or include them on a handout. Give students time to read Alma 13:2–10 and find the answers to the questions.

When were Melchizedek Priesthood holders first called and prepared? (See Alma 13:3–5.)

What duty do all Melchizedek Priesthood holders have? (See Alma 13:6.)

What phrases in Alma 13:7 describe the Melchizedek Priesthood?

What are some qualifications for being ordained to the Melchizedek Priesthood? (See Alma 13:10.)

When students have had time to find answers to the questions, ask them to report their answers. You may want to write their answers on the board.

To help students further understand and discuss what they have read, consider asking the following questions:

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.

- In what ways does the service of priesthood holders help us know how to look to Jesus Christ for redemption? (See Alma 13:2, 8, 16. Through their example and teachings and through the ordinances they perform, they point us to the Savior.)
- What did Alma mean when he said that high priests have been “called and prepared from the foundation of the world”? (Alma 13:3). (He meant that some men have been foreordained to receive certain priesthood offices.)

To help students understand foreordination and how it applies in their lives, you may want to ask a student to read the following statements.

The Prophet Joseph Smith taught: “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).

President Spencer W. Kimball said: “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).

- What does Alma 13:3 teach about what we need to do to fulfill our foreordained missions?
- When a man is ordained to an office in the priesthood, what should that ordination mean to him? (See Alma 13:8. Note that this question can be answered by young women as well as young men. Young men may benefit from hearing young women’s responses.)

Ask students to read Alma 13:11–12 silently, looking for ways the Melchizedek Priesthood holders Alma mentioned were changed through the Atonement of Jesus Christ.

- What do you think it means for someone’s “garments [to be] washed white through the blood of the Lamb”?
- Why do you think Melchizedek Priesthood holders need to be changed through the Atonement of Jesus Christ? In what ways can we follow their examples?

Remind students that Alma taught these truths to 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 was a man who had established a false order that Alma had called “priestcraft” (see Alma 1:12–15).

- How are faithful Melchizedek Priesthood holders different from those who followed the teachings of Nehor? (You may want to invite students to review Alma 1:2–6, looking for contrasts between the priestcraft of Nehor and the Melchizedek Priesthood.)
- The people of Ammonihah had previously been taught about the Melchizedek Priesthood and received blessings through the Melchizedek Priesthood (see Alma 9:21; 13:1). Why do you think it was important for the people in Ammonihah to be reminded of what they had previously learned about the Melchizedek Priesthood?
- What have you learned about the priesthood so far in this lesson? (While students may suggest a number of truths, their answers should express that **priesthood ordinances and the service of priesthood holders help us know how to look to Jesus Christ for redemption.**)

You may want to suggest that students write in notebooks or scripture study journals this principle and other principles they have identified. If time permits, ask them to write about how these principles can influence the way they view the power and blessings of the priesthood.

Alma 13:13–20

Alma teaches about Melchizedek, a great high priest who established peace among his people

Write the following words and phrases on the board: *high priest, king, exercised mighty faith, preached repentance, established peace, prince of peace, reigned under his father*. Pause after writing each word or phrase to let students guess, without looking in their scriptures, who Alma

described with these words and phrases. (He described Melchizedek.) If students have not guessed correctly when you have written all the words and phrases on the board, have them read Alma 13:14.

If some students guessed that Alma was talking about Jesus Christ, ask them why the description of a righteous high priest would remind them of the Savior. Help them understand that Melchizedek Priesthood holders are “after the order of the Son, the Only Begotten of the Father” (Alma 13:9; see also D&C 107:2–4). Point out that Melchizedek Priesthood holders should strive to follow the example of Jesus Christ in their service and their teachings. Also remind students that the ordinances performed by the authority of the Melchizedek Priesthood help us draw nearer to the Savior.

Ask a student to read Alma 13:14–19 aloud. Encourage the class to think about how the wicked people of Ammonihah might have benefited from learning about Melchizedek.

- 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? How was this influence different from the influence of those in Ammonihah who followed the teachings of Nehor? (See Alma 8:17; 10:27, 32.)

Invite students to summarize Alma 13:16–18, expressing truths these verses teach about the responsibilities of priesthood leaders. As they suggest summaries, make sure they express that **priesthood leaders help us look to Jesus Christ, repent, and live in peace.** (You may want to encourage students to write their summaries 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

Invite students to look for an idea that is repeated in Alma 13:12, 13, 16, 29. They should find the word *rest* and the phrase “rest of the Lord.” You may want to encourage them to mark this idea in each verse. To help students understand what it means to enter the Lord’s rest in this life and after we die, read the following statements:

“The ancient prophets speak of ‘entering into God’s rest’ [see Alma 12:34; D&C 84:23–24]; what does it mean? To my mind, it means entering into the knowledge and love of God, having faith in his purpose and in his plan, to such an extent that we know we are right, and that we are not hunting for something else” (Joseph F. Smith, *Teachings of Presidents of the Church: Joseph F. Smith* [1998], 56).

“True saints enter into the *rest of the Lord* while in this life, and by abiding in the truth, they continue in that blessed state until they rest with the Lord in heaven. . . . The rest of the Lord, in eternity, is to inherit eternal life, to gain the fulness of the Lord’s glory” (Bruce R. McConkie, *Mormon Doctrine*, 2nd ed. [1966], 633).

Explain that Alma exhorted the people of Ammonihah to repent and prepare for the coming of Christ (see Alma 13:21–26). Then he shared principles they needed to follow to enter the Lord’s rest.

Ask students to read Alma 13:27 silently.

- What words in Alma 13:27 show how Alma felt about the people and about his message?

Invite a few students to take turns reading aloud from Alma 13:27–29. Ask the class to look for the principles Alma hoped the people would follow. Then ask students to list the principles they have found. For example, they might say that **as we respond humbly to the invitation to repent, the Spirit will lead us into the rest of the Lord.**

Invite students to write goals concerning how they will follow the counsel in Alma 13:27–29. Testify that we can enter into the Lord’s rest in this life and in the next as we follow the principles Alma taught.

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

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.)

Point out that when Amulek saw the suffering of the women and children, he wanted to exercise the power of the priesthood to save them. 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.)
- According to Alma, how would the women and children be blessed for their trust in the Lord?

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. Assure students that the Lord loves them and wants them to be happy and have peace in their lives. 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.

- What are some other reasons the Lord might permit us to suffer? (Answers may include that He wants us to understand the consequences of unwise decisions, that He wants us to develop patience, that He wants us to develop empathy for others who suffer, and that He wants us to understand that we need to rely on Him.)

Write the following truth on the board: ***When we trust in the Lord, He strengthens us during our trials.*** Then ask a student to read Alma 14:12–13 aloud.

- How did Alma’s words show his trust in the Lord?

You may want to ask a student to read the following statements by Elder Richard G. Scott of the Quorum of the Twelve Apostles:



“The example of Alma and Amulek is enlightening. While striving to do good among the people of Ammonihah, they were taken captive. Amulek trusted his more seasoned companion, Alma, who led him to greater confidence in the Lord. Forced to observe women and children consumed by fire, Amulek said, ‘Perhaps they will burn us also.’ Alma answered: ‘*Be it according to the will of the Lord*’—a vital principle. ‘But . . . our work is not finished; therefore they burn us not’ [Alma 14:12–13; emphasis added]” (“To Be Healed,” *Ensign*, May 1994, 8).

“This life is an experience in profound trust—trust in Jesus Christ. . . . To trust means to obey willingly without knowing the end from the beginning (see Prov. 3:5–7). To produce fruit, your trust in the Lord must be more powerful and enduring than your confidence in your own personal feelings and experience” (“Trust in the Lord,” *Ensign*, Nov. 1995, 17).

Explain that in Alma 14:14–29, students will see more examples of Alma and Amulek trusting in the Lord. They will also see how the Lord strengthened them so they could do His work.

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 14:14–19 while the other half searches Alma 14:20–25. 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 share 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?
- When have you seen people suffer trials even though they were striving to be righteous?

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 principles in these verses, ask some or all of the following questions:

- Why were Alma and Amulek able to receive power and strength from the Lord? (See Alma 14:26, 28.)
- What principles can we learn from Alma and Amulek’s experience in prison? (Students’ answers may vary, but they should reflect the truth that **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.** You may want to suggest that students mark phrases in Alma 14:26, 28 that emphasize this principle.)
- What are some ways that people can exercise faith in Jesus Christ during difficult times?

Invite students to share experiences they have had when they have witnessed the strength that can come into our lives as we exercise faith in Jesus Christ and humbly wait upon Him. 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.

Conclude by testifying of the Lord’s power to give us strength and deliver us from trials in His own way and in His own time. Assure students that as we trust in the Lord’s will, He will increase our strength and power to endure difficulties.

Personal experiences

Students will benefit from hearing each others’ 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.

Commentary and Background Information

Alma 14:7–11. “The Lord receiveth them up unto himself”

Although we grieve at the deaths of the righteous, we rejoice in knowing of their rewards in the spirit world (see Alma 40:12) and their final state in the celestial kingdom (see D&C 76:50–70). The Lord said, “Those that die in me shall not taste of death, for it shall be sweet unto them” (D&C 42:46). President Joseph F. Smith explained:

“It is true I am weak enough to weep at the death of my friends and kindred. I may shed tears when I see the grief of others. I have sympathy in my soul for the children of men. I can weep with them when they weep; I can rejoice with them when they rejoice; but I have no cause to mourn, nor to be sad because death comes into the world. . . . All fear of this death has been removed from the Latter-day Saints. They have

no dread of the temporal death, because they know that as death came upon them by the transgression of Adam, so by the righteousness of Jesus Christ shall life come unto them, and though they die they shall live again. Possessing this knowledge, they have joy even in death, for they know that they shall rise again and shall meet again beyond the grave” (in Conference Report, Oct. 1899, 70).

Elder Bruce R. McConkie of the Quorum of the Twelve Apostles taught:

“Sometimes the Lord’s people are hounded and persecuted. Sometimes He deliberately lets His faithful saints linger and suffer, in both body and spirit, to prove them in all things, and to see if they will abide in His covenant, even unto death, that they may be found worthy of eternal life. If such be the lot of any of us, so be it” (“The Dead Who Die in the Lord,” *Ensign*, Nov. 1976, 108).

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

Alma 15

Alma heals Zeezrom, establishes the Church in Sidom, and returns with Amulek to Zarahemla

To help students remember the main people and events recounted in Alma 11–14, write the following words on the board:

Zeezrom

Onties

Fire

Alma

Amulek

Ammonihah

Give students one minute to try to use all the names and words on the board to summarize the events recounted in Alma 11–14. (You might suggest that they refer to the chapter summaries for help.) After a few students have responded, erase all the words except *Zeezrom*.

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 students to read Alma 15:3–5 silently, looking for words and phrases that describe Zeezrom’s condition. As students report what they find, write their answers on the board under Zeezrom’s name.

- Why do you think Zeezrom’s guilt led him to suffer both spiritually and physically? What do people in this condition need to do in order for their condition to change?
- Whose help did Zeezrom seek? (See Alma 15:4.) Why do you think he sent for Alma and Amulek? (Answers may include that he trusted them and that he knew they were men of God and had priesthood authority.)

Invite a few students to take turns reading aloud from Alma 15:6–10. Ask the class to look for the words Alma said to help Zeezrom exercise faith in Jesus Christ and His Atonement.

- Why do you think Zeezrom needed to exercise faith in Jesus Christ and His Atonement before he could be healed?

Ask students to read Alma 15:11–12 silently to find out what happened to Zeezrom. When they have had sufficient time to read, erase all the words and phrases on the board under Zeezrom’s name.

- What evidence do you see that Zeezrom repented and received the Lord’s mercy? (He was healed through faith in Jesus Christ, he was baptized, and he began to preach the gospel.)

Write the following principle on the board: ***Through our faith in Jesus Christ we can be healed and strengthened.***

Point out that Alma, as a priesthood leader, did not draw attention to himself. His purpose in this conversation with Zeezrom was to help Zeezrom exercise faith in Jesus Christ and to receive mercy through the Atonement. To illustrate one way our priesthood leaders help us receive the blessings of the Atonement, read the following experience shared by Elder Jay E. Jensen of the Seventy:

“While serving as a bishop, I witnessed the blessings of the Atonement in the lives of Church members who committed serious transgressions. . . .

“A young single adult in our ward was dating a young woman. They allowed their affections to get out of control. He came to me for counsel and help. Based on what was confessed and the impressions of the Spirit to me, among other things, he was not permitted to partake of the sacrament for a time. We met regularly to ensure that repentance had happened, and, after an appropriate time, I authorized him to again partake of the sacrament.

“As I sat on the stand in that sacrament meeting, my eyes were drawn to him as he now partook of the sacrament worthily. I witnessed arms of mercy, love, and safety encircling him as the healing of the Atonement warmed his soul and lifted his load, resulting in the promised forgiveness, peace, and happiness” (“Arms of Safety,” *Ensign* or *Liahona*, Nov. 2008, 49).

Testify that bishops and other priesthood leaders can help us receive the mercy and strength we need through the Atonement of Jesus Christ.

To help students see that Church leaders serve groups of people and individuals, have them study Alma 15:13–18. Assign them to work in pairs. Ask one student in each pair to search Alma 15:13–15, 17, looking for ways the people of Sidom were blessed through the ministry of Alma. Ask the other student in each pair to search Alma 15:16, 18, looking for ways Amulek was blessed through the ministry of Alma. After they have had sufficient time, invite them to explain to each other what they have found.

Invite the partnerships to think of three to five ways that Church leaders today can help groups and individuals. Encourage students to think of their own responsibilities as leaders in their priesthood quorums and Young Women classes. Ask each partnership to share one of their ideas with the class.

Alma 16:1–12

The Lamanites destroy Ammonihah but are unable to defeat the Nephites who follow Alma’s counsel

Ask students to think of a time when they felt surprised or suddenly frightened. You may want to ask one or two students to share their experiences. Invite students to read Alma 16:1–3 silently, looking for how the Nephites in Ammonihah were surprised and why some of them were likely frightened. 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.)

Invite a student to read Alma 16:4–6 aloud, and ask the class to identify where the righteous Nephites looked for guidance. Ask another student to read Alma 16:7–8 aloud while the rest of the class looks for the result of the help they received.

- How did Alma’s prophetic guidance help the Nephites?
- What principles can we learn from this account? (Students may identify a variety of principles. Make sure they understand that ***as we seek and follow guidance from the Lord’s prophets, the Lord strengthens and protects us.*** Write this principle on the board.)
- How are youth blessed as they follow prophetic guidance? (To help students answer this question, consider having them turn to two or three sections in the *For the Strength of Youth* booklet. Invite them to answer this question regarding each section you choose.)

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 feel obligated to share experiences that are too personal or private.) You might also share an experience of your own. To reinforce the truth that the words of prophets are always fulfilled, you might point out that Alma 16:9–11 shows the fulfillment of Alma’s prophecy about the people of Ammonihah (see Alma 9:12).

Alma 16:13–21

Alma, Amulek, and others build up the Church among the Nephites

As students finish studying Alma 16, encourage them to look for examples of the two principles you have written on the board. Summarize Alma 16:13–15 by explaining that Alma and Amulek continued to preach the word of God throughout the land, with the assistance of others “who had been chosen for the work” (Alma 16:15). Invite students to read Alma 16:16–21 silently, looking for the results of these efforts. After sufficient time, ask students to tell about what they have found. Ask them how these examples illustrate one or both of the two principles written on the board.

Conclude the lesson by encouraging students to copy one of these principles in notebooks or scripture study journals. Invite them to write a summary of what they have learned today about that principle. Also ask them to write about how they plan to apply what they have learned.

Scripture Mastery Review

This lesson marks the midway point in this course. To help students reinforce their knowledge of scripture mastery passages, consider giving them a quiz or test to measure how familiar they are with the scripture mastery passages you have covered in class. You might prepare a simple verbal or written quiz, such as giving a clue from the seminary bookmark and letting students write the correct reference, or you might consider conducting a review of some of the passages students have memorized. You may want to tell students about the quiz or test in advance so they can prepare for it.

Note: If you do not have time to use this activity as part of this lesson, you may use it on another day. For other review activities, see the appendix at the end of this manual.

Commentary and Background Information

Alma 15:3–5. Physical suffering caused by spiritual disorders

While Zeezrom was repenting, his sins “did harrow up his mind until it did become exceedingly sore” (Alma 15:3). President Boyd K. Packer of the Quorum of the Twelve Apostles spoke of the reality of the physical suffering that can be caused by spiritual disorders:

“I [once] asked a doctor of family medicine how much of his time was devoted purely to correcting physical disorders. He has a large practice, and after thoughtfully considering, he answered, ‘Not more than 20 percent. The rest of the time I seem to be working on problems that very much affect the physical well-being of my patients but do not originate in the body.’

“‘These physical disorders,’ the doctor concluded, ‘are merely symptoms of some other kind of trouble.’

“In recent generations one after another of the major diseases has yielded to control or cure. Some very major ones still remain, but we now seem able to do something about most of them.

“There is another part of us, not so tangible, but quite as real as our physical body. This intangible part of us is described as mind, emotion, intellect, temperament, and many other things. Very seldom is it described as spiritual.

“But there is a *spirit* in man; to ignore it is to ignore reality. There are spiritual disorders, too, and spiritual diseases that can cause intense suffering.

“The body and the spirit of man are bound together” (“The Balm of Gilead,” *Ensign*, Nov. 1977, 59).

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 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 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 doctrines 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 that God ordained priesthood holders from the foundation of the world. Men who exercise great faith and choose righteousness receive 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 Holy Ghost will 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 Him 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 aloud from Alma 14:7–11 and Alma 60:13.

Ask: 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 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" ("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.

Ask the following questions:

- 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 in His own time.**

Ask the following questions:

- 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)

The sons of Mosiah go to preach to a wicked and ferocious people. At first they suffer many afflictions, but as they preach the gospel to the Lamanites, miracles occur. Note how Ammon's loyalty to God and the king brings about much righteousness.

Alma 17

Introduction

In preparation to preach the gospel to the Lamanites, the sons of Mosiah sought the Lord's guidance by fasting and praying. 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

Before class, write the following incomplete statement on the board: "The single most important thing you can do to prepare for a call to serve [a mission] is to . . ." (You will refer to this a little later in the lesson.)

Ask students if they have been present when relatives or friends have come home from missions after serving faithfully. Invite a few students to describe the Christlike characteristics of these missionaries when they returned.

- What positive changes did you see in them after their missions? What do you think caused these changes?

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. (You may want to refer to the Book of Mormon bookmark as part of this explanation.) 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.

- How did Alma feel when he saw his friends again? Why do you think he felt this way?

Direct students' attention to the incomplete statement you wrote on the board before class. Invite students to suggest ways to complete the statement. Then 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" ("Becoming a Missionary," *Ensign* or *Liahona*, Nov. 2005, 45). Complete the statement on the board.

Point out that one way we can know how to become a missionary is to learn about the service of faithful missionaries in the scriptures. Invite the class to silently read Alma 17:2–4, looking for reasons the sons of Mosiah had success in bringing people to the knowledge of the truth.

- What did the sons of Mosiah do that helped them become successful missionaries? (Answers might include that they "searched the scriptures diligently," prayed, and fasted.)

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.

- What blessings did they receive because of their study, fasting, and prayer? (As students answer this question, help them identify the following principle: **As we search the scriptures, pray, and fast, we can receive the Holy Ghost and teach with power.**)

Ask a student to read the following statement by Elder Bednar, emphasizing what we can do to become missionaries:



“You can increase in your desire to serve God (see D&C 4:3), and you can begin to think as missionaries think, to read what missionaries read, to pray as missionaries pray, and to feel what missionaries feel. You can avoid the worldly influences that cause the Holy Ghost to withdraw, and you can grow in confidence in recognizing and responding to spiritual promptings. Line upon line and precept upon precept, here a little and there a little, you can gradually become the missionary you hope to be and the missionary the Savior expects. . . .

“The preparation I am describing is not oriented only toward your missionary service as a 19- or 20- or 21-year-old. . . . You are preparing for a lifetime of missionary work. . . . We are missionaries always” (“Becoming a Missionary,” 46).

To help students apply the principles taught by Elder Bednar and in Alma 17:2–4, ask them to write in notebooks or scripture study journals about what they will do to become missionaries before they are called to serve.

Invite students to read Alma 17:9 silently, identifying what the sons of Mosiah and their companions prayed for. After students report what they have found, ask them to read Alma 17:10–12, looking for the Lord’s answer to their prayers.

- Why do you think their hearts “took courage” when they received the Lord’s answer to their prayers?
- Alma 17:11 contains the Lord’s promise that He would make these missionaries instruments in His hands. What does this mean to you? In what ways can we be instruments in the Lord’s hands?
- The Lord instructed these missionaries to “show forth good examples” (Alma 17:11). Why do you think setting a good example was an important part of their missionary work? (As students share their answers, help them identify the following principle: **When we set a good example, the Lord can make us instruments in His hands.** You may want to write this truth on the board.)
- What are some things people can learn about the gospel as they see our good examples?
- When have the good examples of others helped you?

Testify of the importance of setting a good example, and encourage students to be good examples to those around them. If you can think of specific times when you have seen students set good examples, you may want to commend the students for what they have done. However, do not share general or vague compliments, which may seem insincere.

Ask students to read Alma 17:13–16 silently, thinking about the difficulty of teaching 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.

- What do you think is significant about Ammon telling the king “I will be thy servant”? (Alma 17:25).
- When have you seen service lead to opportunities to share the gospel?

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. Have students 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?
- How might this have helped prepare the people to receive the gospel?
- What characteristics did Ammon demonstrate?

Give the groups time to discuss their answers. Then ask:

- What can we learn from this account? (Students may share different responses. For example, they might say that **through service, we can help others prepare to accept the gospel** or that **when we are in the Lord’s service, we can have courage and be of good cheer**. You may want to encourage students to write these principles in their scriptures.)

Invite students to write in their scripture study journals about what they can do to set good examples of gospel living. For young women, this goal can help them complete an additional value experience in Personal Progress under “Good Works.” For priests, this goal can help them learn and fulfill their duties as listed in the Duty to God booklet under “Priesthood Duties” and “Invite All to Come unto Christ.”

Commentary and Background Information

Alma 17. Full-time missionary service by young men and young women

President Thomas S. Monson gave the following counsel to young men and young women regarding the responsibility to serve a full-time mission:

“To young men of the Aaronic Priesthood and to you young men who are becoming elders: I repeat what prophets have long taught—that every worthy, able young man should prepare to serve a mission. 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” (“As We Meet Together Again,” *Ensign* or *Liahona*, Nov. 2010, 5–6).

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

A quick review of the account at the end of Alma 17 will help students see the context of Alma 18. It will also help them understand the messages in Alma 18. To review Alma 17, ask students whether the following statements are true or false. You may want to have them write their answers.

1. Because King Lamoni was pleased with Ammon, he offered one of his daughters to be Ammon's wife. (True. See Alma 17:24.)
2. Ammon said that he wanted to be the king's servant. (True. See Alma 17:25.)
3. Ammon feared for his life when a group of Lamanites scattered the flocks of the king. (False. See Alma 17:28–30.)
4. With great power, Ammon fought off the Lamanites and cut off the arms of those who raised their clubs against him. (True. See Alma 17:37–38.)

After conducting this exercise, ensure that students know the correct answers.

Ask students if they have ever been scared or felt inadequate or if they have ever felt that an assignment or duty was too difficult for them to accomplish. Tell them that in today's lesson, they will learn principles that will help them in such situations.

Divide the class in half. Assign one half to read Alma 18:1–4 and the other half to read Alma 18:8–11. As they read, have them consider how Ammon's faithfulness prepared the way for him to teach Lamoni and his people. When they have had enough time to read, 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.)
- 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, . . .*

Ask students to consider how they might complete this sentence as they continue their study of Alma 18.

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

**Prepare students
in advance for
readers' theaters**

In a reader's 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.

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.

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 18:16–21. 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 did Lamoni want to know from Ammon?
- At this point in the account, what did Lamoni know about Ammon? (He knew that Ammon worked with unusual power and could perceive other people's thoughts.)

Refer students to the incomplete statement you wrote on the board: *As we serve others faithfully, . . .*

- Based on what we have learned today from 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 the participants to read their parts in Alma 18:22–32. Ask the class to follow along, looking for specific truths Ammon taught Lamoni. You may want to suggest that students mark these truths in their scriptures. Then ask them to report on the truths they have identified. Write their responses on the board.

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. Invite students to report their findings. To help students see how God blessed Ammon to be able to serve Lamoni and his people, ask:

- What are some things Ammon was able to do that were beyond his natural ability?

Point out that when Ammon was serving King Lamoni, he was also serving Heavenly Father and Jesus Christ. 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 apply to 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 one of these questions.

How might this principle help you in your current and future responsibilities?

How can you be more faithful so that you might feel the Lord increase your ability to do His work?

Explain that Ammon's approach to teaching Lamoni in Alma 18:36–39 is a pattern used by missionaries today. He taught about the plan of redemption, including the Creation, the Fall of Adam and Eve, and the Atonement of Jesus Christ. Ask students to ponder the following question:

- 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 the following statement by Elder 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. . . .
 “. . . Eternal life, made possible by the Atonement, is the supreme purpose of the Creation” (“The Atonement,” *Ensign*, Nov. 1996, 33, 35).

If these three doctrines are not already on the board, add them to the list you wrote during the readers’ theater. Invite a student to read Alma 18:36–39 aloud. Ask the class to follow along, looking for elements of the Creation, the Fall, and the Atonement in Ammon’s teachings to Lamoni. Have them report what they find.

- How might learning the doctrines of the Creation, the Fall, and the Atonement have helped Lamoni recognize his need for a Savior?

Ask students to read Alma 18:40–43 silently and identify what Lamoni prayed for in response to Ammon’s teaching. You may want to encourage students to mark 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 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. Point out that while our individual experiences with repentance may vary, we can all follow King Lamoni’s example as we sincerely ask for God’s mercy.)

Invite students to write their answers to the following question:

- What can you do that will help you remember your need for the Savior?

Commentary and Background Information

Alma 18:36–39. Teaching the plan of salvation

When Ammon taught Lamoni, “he began at the creation of the world,” and then he taught “concerning the fall of man” (Alma 18:36). Finally, he “expounded unto them [the king and his servants] the plan of redemption,” particularly “concerning the coming of Christ” (Alma 18:39). Likewise, Aaron taught these doctrines to Lamoni’s father (see Alma 22:12–14).

Elder Bruce R. McConkie of the Quorum of the Twelve Apostles called these foundational doctrines—the Creation, the Fall, and the Atonement—the “three pillars of eternity” and the “greatest events that have ever occurred in all eternity.” He explained:

“If we can gain an understanding of them, then the whole eternal scheme of things will fall into place, and we will be in a position to work out our salvation. . . .

“. . . These three are the foundations upon which all things rest. Without any one of them all things would lose their purpose and meaning, and the plans and designs of Deity would come to naught” (“The Three

Pillars of Eternity” [Brigham Young University devotional address, Feb. 17, 1981], 1, speeches.byu.edu).

Elder Russell M. Nelson of the Quorum of the Twelve Apostles explained how each component of the plan is essential:

“The plan required the Creation, and that in turn required both the Fall and the Atonement. These are the three fundamental components of the plan. The creation of a paradisiacal planet came from God. Mortality and death came into the world through the Fall of Adam. Immortality and the possibility of eternal life were provided by the Atonement of Jesus Christ. The Creation, the Fall, and the Atonement were planned long before the actual work of the Creation began” (“The Creation,” *Ensign*, May 2000, 84).

In addition to teaching the same doctrines, Ammon and Aaron used a similar approach in their teaching. They taught with simplicity, in a way their hearers could understand (see Alma 18:24–30; 22:7–11). They taught from the scriptures (see Alma 18:36–39; 22:12–14). Their teachings led others to pray (see Alma 18:40–41; 22:15–18).

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

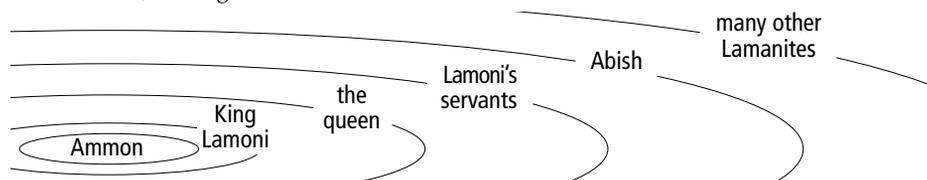
Alma 19

King Lamoni and many of his people repent and are baptized

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.



Write the following on the board:

By sharing our testimonies and setting righteous examples, we can . . .

Invite students to remember this statement throughout the lesson and consider how they might complete it.

- 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.)

Write *Ammon* in the first ring in the diagram.

- Who did Ammon first teach? (If students need help answering this question, you may want to suggest that they review the chapter summary for Alma 18. Write *King Lamoni* on the second ring in the diagram.)

Summarize Alma 18:40–43 and 19:1–5 by explaining that when King Lamoni listened to Ammon, he recognized his own sinfulness and his need for the Savior. He cried to the Lord for mercy and then fell to the earth. Believing that he was dead, his servants carried him to his wife and laid him on a bed. Two days and two nights later, the servants 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.

Ask students to read Alma 19:6 silently, looking for a phrase that they feel describes Lamoni's experience especially well. 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. Have students search Alma 19:7–11 to see 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, giving special attention to Lamoni’s expression of faith.

- What truths had Lamoni learned during the previous two days?
- Lamoni, the queen, and Ammon were “overpowered by the Spirit” and “overpowered with joy.” When have you felt the influence of the Spirit in a powerful way? When have you felt great joy?

Write *Lamoni’s servants* on the next ring in the diagram. Invite a student to read Alma 19:15–16 aloud. Ask the class to look for evidence that these servants were turning to God.

- What words and phrases show that the servants were turning to God?

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?

Consider giving students the opportunity to summarize Alma 19:18–28. Give them time to read these verses silently. Then ask for a volunteer to tell the story in his or her own words. Allow other students to help. As needed, help them 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?

Read Alma 19:30–36 aloud. Ask students to follow along and to consider the effect Ammon’s testimony and example had on others.

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.**

- When has someone’s example or testimony influenced you for good?

Invite students to ponder how their testimonies and examples can influence their family members, friends, and community. Ask them to write an answer to the following question in notebooks or scripture study journals:

- What can you do today that might have a good influence on people around you?

Encourage students to allow their testimonies and righteous examples to influence others, like a rock makes ripples in a pond. Tell students that in an upcoming lesson (lesson 85), you might ask them to report on their efforts.

Alma 20

King Lamoni’s father desires to learn about the gospel and begins to experience a change of heart

Invite students to think of a time when they felt they were treated poorly or unfairly.

Explain that Ammon and Lamoni faced a situation in which they were treated poorly. Point out that we can learn important lessons from their responses to the way they were treated.

To help students become familiar with the account in Alma 20, summarize Alma 20:1–7 as follows: 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 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 brothers.

Before class, copy the following chart on the board or on a handout for each student:

1. Alma 20:8–13	What feelings would you have if you were in Ammon's position and someone accused you of being a liar and a robber?
2. Alma 20:14–16	What lessons can we learn from Lamoni's response 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 principles can we learn from these verses? (Students may share several answers, but help them identify the following principle: **We can bear our testimonies by word and example 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.)

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 principles can we learn from these verses? (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.)

Invite students to share experiences they have had that demonstrate the truth of one of the principles they have identified in Alma 20. You may also want to share an experience of your own.

Conclude by encouraging students to seek the guidance of the Spirit about how they might apply these two principles in their lives.

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.

Write the following references on the board: *Alma 21:1–4*; *Alma 21:5–8*; *Alma 21:9–11*; *Alma 21:12–15*; and *Alma 20:29–30*. Divide the class into five 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 share what they have found.

- How did Aaron and his brethren endure their trials? (See Alma 20:29; 21:9, 12, 15.)
- One of the trials Aaron faced was opposition from the Amalekites as he taught them (see Alma 21:5–10). What can we do if someone wants to argue with us about religion or challenge our beliefs?

Remind students of the question at the beginning of this lesson. Aaron and his brethren worked hard to do as the Lord directed them, but they still faced difficulties. Ask students to silently consider how they might feel if they had experienced what Aaron and his companions experienced. What might they want to do after suffering and being imprisoned for the gospel's sake far from home? You might ask them if they would want to go home.

Write on the board the following principle: ***If we faithfully persist through trials, the Lord will help us do His work.*** Invite a student to read Alma 21:16–17 aloud. Ask the rest of the class to follow along, identifying how the Lord helped Aaron and his brethren do His work. Invite students to report what they have identified.

To help students apply the principle written on the board, ask them what kinds of work God has for them to do now and what challenges they might face in trying to accomplish this work. (You may want to point out that in addition to missionary work, students can participate in God's work by attending Church meetings, fulfilling callings and assignments, serving others, strengthening their testimonies, and becoming more Christlike.)

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 helps us accomplish His work when we faithfully persist through trials. Ask students for examples of times in the future when they think they might need to persist through trials as they do the Lord's work.

Help students apply doctrines and principles

Prayerfully determine how to help students identify and apply the doctrine and principles in a lesson according to their individual circumstances.

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

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.

- What do you remember about Lamoni’s father from the previous lesson? (You may want to invite a student to summarize Alma 20.)
- According to Alma 20:27, what had Lamoni’s father asked Ammon to do? (Teach him.)

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 compiled their lists, ask a student to share with the class the list of doctrines that his or her group created. You may want to ask the student to write the list on the board. Then invite other students to write any additional doctrines their groups listed.

- How do these doctrines answer the king’s question in Alma 22:6?

Invite students to search Alma 22:15 silently, looking for what the father of King Lamoni was willing to give up in order to receive joy and eternal life.

- What thoughts do you have as you consider what the king was willing to give up?

Point out that although the king was willing to give up all his possessions, Aaron taught him of a greater sacrifice that he needed to make. 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? (Repent of his sins and pray to God with faith.)

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? (Help students understand that it takes time for a person to repent of all his or her sins.)
- What can we learn from King Lamoni’s father about preparing for eternal life? (While students may use different words, make sure they understand the following truth: **We must be willing to forsake all our sins in order to prepare for eternal life.** You may want to suggest that students mark the phrase “I will give away all my sins to know thee” in Alma 22:18.)

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” (“Repentance and Change,” *Ensign* or *Liahona*, Nov. 2003, 37).

Point out that some people wonder if they can truly repent and change. Others question whether the Lord will forgive them. To help students who may have these concerns, read the following statement by Sister Elaine S. Dalton, Young Women general president:

“Do you have something in your life that you need to change? You can do this. You can repent because of the Savior’s infinite atoning sacrifice. He made it possible for you and me to change, to become pure and clean again, and to become like Him. And He has promised that when we do, He will remember our sins and mistakes no more” (“Now Is the Time to Arise and Shine!” *Ensign* or *Liahona*, May 2012, 124).

Explain that as we exercise faith and repent of our sins, we qualify to receive priesthood ordinances and covenants that help us prepare for eternal life.

Invite students to write in notebooks or scripture study journals their answers to the following question. (You may want to write the question on the board or read it slowly so students can write it.)

- From what you have learned about what is required to receive eternal life, what do you feel the Lord would ask you to do today so you can draw closer to Him?

When students have had enough time to ponder and write, ask:

- What evidence do you see that the king had been converted unto the Lord? (Remind students that the king had changed from wanting to kill his own son to being willing to forsake his entire kingdom and all of his sins in order to be born of God.)

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 silently, looking for actions that Aaron and the king took so that the queen and others might also become converted and experience joy. Conclude by sharing your testimony of repentance and of the blessing of being changed through the Atonement of Jesus Christ.

Scripture Mastery Review

Young people can learn to use the scriptures to teach gospel truths. Divide students into pairs, and invite each partnership to prepare a one- to two-minute presentation in which they teach a basic doctrine that you assign them. Ask them to use at least one scripture mastery passage in teaching the doctrine. Also ask them to consider using explanations, examples, experiences, and testimony in their teaching. Both students in each partnership should participate in the presentations. After sufficient time for preparation, ask two or three of the partnerships to teach the class. Consider asking other partnerships to make their presentations during upcoming devotionals or after a shorter lesson.

Note: If you do not have time for this activity as part of this lesson, you may use it on another day. For other review activities, see the appendix at the end of this manual.

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.

Note: In lesson 83, you may have encouraged students to allow their testimonies and righteous examples to influence others, like a rock makes ripples in a pond. If you did, consider beginning this lesson by asking students to report on their efforts.

Follow up on invitations

When teachers follow up on invitations and assignments given in previous lessons, students will come to understand and feel the importance of acting on divine principles and applying them in their lives outside of the classroom.

Suggestions for Teaching

Alma 23

Thousands of Lamanites are converted to the Lord

On the board, draw a picture of two people (simple stick figures will suffice). Then read the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles. Ask the class to listen for Elder Scott’s descriptions of two different types of people.



“Each of us has observed how some individuals go through life consistently doing the right things. They seem happy, even enthusiastic about life. When difficult choices are to be made, they seem to invariably make the right ones, even though there were enticing alternatives available to them. We know that they are subject to temptation, but they seem oblivious to it. Likewise, we have observed how others are not so valiant in the decisions they make.

In a powerfully spiritual environment, they resolve to do better, to change their course of life, to set aside debilitating habits. They are very sincere in their determination to change, yet they are soon back doing the same things they resolved to abandon.

“What is it that makes the difference in the lives of these two groups? How can you consistently make the right choices?” (*Full Conversion Brings Happiness*, *Ensign*, May 2002, 24).

Ask students how they might label the two figures on the board based on Elder Scott’s comments. Label one figure on the board *Faithful* and the other figure *Inconsistent*. Ask students how they would answer the questions Elder Scott asked:

- What is it that makes the difference in the lives of these two groups?
- How can you consistently make the right choices?

As the class studies Alma 23–24, encourage students to think about what motivates many members of the Church to remain true and faithful throughout their lives.

Summarize Alma 23:1–5 by explaining that after the king of the Lamanites was converted, he sent a proclamation among the people declaring that they should allow Aaron and his brethren to preach the word of God throughout the land without obstruction and without being harmed. This proclamation made it possible for the missionaries to establish churches among the Lamanites. As a result, thousands of Lamanites were converted.

Invite a student to read Alma 23:6 aloud. Ask the class to follow along, looking for two things that helped bring about the conversion of the Lamanites. Invite students to report what they find.

- Why do you think it was important that Ammon and his brethren taught the Lamanites “according to the spirit of revelation and of prophecy”?

- What do you think it means that “the power of God work[ed] miracles” in the Lamanites?
- When have you experienced the power of God helping you become converted? When have you seen the power of God working to help someone else become converted?

Invite students to read Alma 23:6 again, identifying phrases that describe the Lamanites who believed the preaching of Ammon and his brethren. (Make sure students understand that these Lamanites were “converted unto the Lord,” not to the Church or to the missionaries who had taught them. Also ensure that students see that these people “never did fall away.” Write *Converted unto the Lord* and *Never did fall away* on the board under the figure labeled *Faithful*.)

- When we face difficult circumstances and adversity, why is it important that we be converted to the Lord rather than to other people or ideas?

Invite students to read Alma 23:7, 16–18 silently, looking for words and phrases that give evidence of the Lamanites’ conversion. Ask students to report what they find. You might list these words and phrases on the board under the figure labeled *Faithful*. To help students further analyze these verses, you may want to ask the following questions:

- How was the people’s desire for a new name evidence that they had changed?
- How might those who are converted today “be distinguished” from others?
- According to Alma 23:18, the converted Lamanites began to be industrious and to be friendly with the Nephites. When a person is trying to repent or change his or her life, how might it be helpful for him or her to associate with other people who are converted?

Write the following words on the board: *Conversion means . . .*

Invite students to summarize what they have learned from Alma 23 by completing the statement on the board. Students may use different words in their answers, but they should express the following truth: **Conversion means changing and becoming a new person through the power of God.** Complete the statement on the board.

Refer students to the words *Faithful* and *Inconsistent* on the board. Encourage them to consider which of these terms best describes their level of conversion.

Alma 24

The Anti-Nephi-Lehies covenant never to take up weapons again

Invite students to silently consider if they have ever determined to avoid repeating a certain mistake or sin but later committed that mistake or sin again. Explain that if they have experienced this, they should continue trying to improve. As they study Alma 24, they will learn truths that will help them.

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. After students report what they have found, ask several students to take turns reading aloud from Alma 24:7–10, 12–14. Have the class follow along, listening for all the ways the king of the Anti-Nephi-Lehies acknowledged that God had blessed them.

- According to Alma 24:9, what was one of the sins the Anti-Nephi-Lehies had previously committed?
- According to Alma 24:13, why did they refuse to fight in battle?

Divide the class into two groups. Invite the first group to read Alma 24:11, 15, looking for phrases that indicate the efforts of the Anti-Nephi-Lehies to repent. Ask the second group to read Alma 24:16–19, looking for what the Anti-Nephi-Lehies did to ensure that they would remain clean. After students have had enough time to read, invite them to share what they have found. You might use the following questions to bring out additional ideas:

- What do you think the king meant when he said, “It has been all that we could do . . . to repent”? (Alma 24:11). (This phrase describes the great efforts and determination of the Anti-Nephi-Lehies to repent of their sins.)
- The word *testimony* appears three times in Alma 24:15–16, 18. How did burying their weapons deep in the ground serve as a testimony? (It demonstrated to other people and to God that they had truly forsaken, or abandoned, their sins.)

Invite a student to read the following statement by President Spencer W. Kimball:



“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” (*The Miracle of Forgiveness* [1969], 171–72).

- What did the Anti-Nephi-Lehies do to avoid conditions and people that might entice them to resume their former sins?

You might want to 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.

Write the following on the board: *If we . . . , God will . . .*

Ask students to review Alma 24:10–18, looking for ways they might complete the statement on the board. (You may want to suggest that students write a statement like the following in their scriptures: **If we do all we can to repent, God will take away our guilt and help us remain clean.**)

Refer students again to Alma 24:17.

- What are some examples of weapons of rebellion (see Alma 23:7) that people might lay down or bury as they become converted to the Lord? (Help students see that weapons of rebellion could include sinful attitudes or actions that people must give up in order to be converted to the Lord.)

Invite a student to read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



“It takes exactly as long to repent as it takes you to say ‘I’ll change’—and mean it. Of course there will be problems to work out and restitutions to make. You may well spend—indeed you had better spend—the rest of your life proving your repentance by its permanence” (“For Times of Trouble,” *New Era*, Oct. 1980, 11–12).

Ask students to explain actions a young man or young woman might take to avoid repeating each of the following sins: breaking the Word of Wisdom, viewing pornography, and being unkind to a sibling.

Invite students to imagine how the Anti-Nephi-Lehies might have felt after they buried their weapons and then discovered that a Lamanite army was coming to attack them. Ask students to consider this situation as they read Alma 24:20–22 silently.

Write the following truth on the board: ***As we keep our covenants, we can help others become converted.*** Invite a few students to take turns reading aloud from Alma 24:23–27. Ask the class to follow along, looking for words or phrases that teach the principle written on the board.

- How does this account influence your desire to keep your covenants?
- What can we do to strengthen our desire and ability to keep the covenants we have made with the Lord?

Invite students to share any experiences they have had with the principle on the board. Conclude by sharing your testimony of the principles taught in this lesson.

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 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 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 others with power. Ammon's service to King Lamoni also taught an important aspect of missionary service—that when we set good examples, 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 our loving actions 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 is a spiritual change—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 we can help others become converted when we are faithful.

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 the students: 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"* (*"Becoming a Missionary," Ensign or Liahona, Nov. 2005, 45*).

Ask: 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" (*"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: Alma 17:1–4; Alma 17:9–13; Alma 17:19–25; 18:1–9; 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 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 your 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 students to take turns reading aloud from Alma 18:24–29. Ask the class to look for how Ammon built on Lamoni's understanding of God so he could prepare Lamoni to understand true doctrine.

Ask students the following questions:

- 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. Ask one student to read aloud Alma 18:39–41—Lamoni's response to learning about Jesus Christ. Ask another student to read Alma 22:14–18—Lamoni's father's response. Invite the class to follow along in their scriptures and to look for the similarity in the responses of these men.

Ask: 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 statement by Elder Dallin H. Oaks found in their 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" ("Repentance and Change," *Ensign or Liahona*, Nov. 2003, 37).

Invite students to think about their lives and 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 students to consider this question: What would you say to someone who is an anti-Christ? In the next unit, students will learn how Alma handled the questions and ridicule of Korihor, who was an anti-Christ. In addition, they will learn more about faith as they read about how Alma and others worked 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

Alma 25:1–12

The prophecies of Abinadi and Alma are fulfilled

Before class, copy the following chart on the board:

Prophecy	Fulfillment of the Prophecy
Alma 9:12. What did Alma prophesy to the people of Ammonihah?	Alma 25:1–2 (see also Alma 16:2–3, 9–11)
Mosiah 17:14–19. What did Abinadi prophesy would happen to the descendants of King Noah and his priests?	Alma 25:4–9

Write the word *trust* on the board. Ask students to name some people in whom we often place our trust. (Possible answers include the Lord, prophets, parents, teachers, and coaches.) Ask students:

- Why is it easier to place trust in some individuals than in others?
- Of all the people on the earth today, in whom is it most easy for you to place your trust?

Tell students that Alma 25 contains evidence that the Lord’s word to His prophets will always be fulfilled. Explain that students will use the chart on the board to study two prophecies by Book of Mormon prophets and the fulfillment of those prophecies. Ask students to copy the chart in notebooks or scripture study journals. In the first column, have them write answers to the questions, using the provided scripture references. In the second column, have them write about the fulfillment of the prophecies. Invite a few students to report what they find.

Invite a student to read Alma 25:11–12 aloud. Ask the rest of the class to follow along, looking for what Mormon said happened with the words of Abinadi. You might want to suggest that students mark the phrase “these words were verified” in verse 12.

- What does the phrase “these words were verified” mean?

You may want to suggest that students write *D&C 1:38* in their scriptures next to Alma 25:12. Invite a student to read Doctrine and Covenants 1:38 aloud. Ask the class to follow along, looking for a phrase that is similar to the phrase “these words were verified.” (“Shall all be fulfilled.”)

- What do we learn from Alma 25:1–12 about prophecies and promises made by prophets? (Write the following truth on the board: ***The inspired words of prophets will all be fulfilled.***)

Point out that the examples in the chart show that prophets' warnings to the unrighteous will always be fulfilled. Prophets also share promises for those who will turn to the Lord. These promises will also be fulfilled. To help students see application of this principle in their lives, read the following statement by the First Presidency from *For the Strength of Youth*. Ask students to listen for promises 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?
- When have you seen these promises fulfilled?

Alma 25:13–17

Many Lamanites repent and join the Anti-Nephi-Lehies

Ask a student to read Alma 25:13–14 aloud. Ask the class to follow along, looking for what many of the Lamanites did after they realized they could not defeat the Nephites.

- What impresses you about the Lamanites' actions?

Have students read Alma 25:17 silently, looking for the feelings of the sons of Mosiah about the success they had had among the Lamanites.

- How was the success of the sons of Mosiah an example of the words of the Lord being verified? (If students need help answering this question, refer them to Mosiah 28:5–7 and Alma 17:11.)

Alma 26

Ammon rejoices in the Lord's mercies toward him and his brethren and toward the Lamanites

Display some tools (such as a hammer, a screwdriver, a wrench, a pen or pencil, a paintbrush, a pair of scissors, a computer, and a musical instrument). Explain that another word for *tool* is *instrument*.

- What are some things a skilled craftsman or artist can do with the right instrument?
- What do you think it means for someone to be an instrument in the hands of the Lord?

Invite a few students to take turns reading aloud from Alma 26:1–5, 12. Ask the class to identify ways Ammon and his fellow missionaries were instruments in the hands of God.

- What did the Lord accomplish through Ammon and his fellow missionaries?
- How would you restate Alma 26:12? How does Ammon's statement in this verse relate to being an instrument in the Lord's hands?

Invite students to read Alma 26:11, 13, 16 silently, looking for all the times the words *joy* and *rejoice* appear. You may want to suggest that students mark these words in their scriptures. Invite a student to read Alma 26:13–16 aloud, and ask the class to look for reasons Ammon gave for his rejoicing.

- 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.)

- Why do you think we experience joy when we are in the service of the Lord?

Write the following scripture references and questions on the board. (Consider writing them before class.) Divide students into pairs. Ask each pair to select and read one of the passages and to discuss answers to the accompanying question.

Alma 26:17–20. What kind of people were Ammon and his brothers before they were converted?

Alma 26:23–25. According to what the Nephites told Ammon and his brethren, what were the Lamanites like before they were converted?

Provide time for a few students to explain their answers to these questions. Invite students to read Alma 26:23–29 silently, identifying obstacles Ammon and his brothers faced in their service to the Lord and the Lamanites.

- Which of these obstacles do you think missionaries might face today?
- According to Alma 26:27, 30, what motivated Ammon and his fellow missionaries to continue to serve? (Comfort and promises from the Lord and a desire to “be the means of saving some soul.”)

Ask students to read Alma 26:31–34 silently, looking for some of the results of the labors of the sons of Mosiah. When they have had enough time to read, ask them to share what they have found.

Invite a student to read Alma 26:35–37 aloud. Ask the class to follow along, pondering reasons they have to rejoice in the goodness of God.

- What messages do you see in these verses?

Point out that one of the many messages in these verses is that **the Lord is merciful to all who repent and believe on His name**. To help students feel the truth and importance of this principle, read the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles:



“Letters come from those who have made tragic mistakes. They ask, ‘Can I ever be forgiven?’

“The answer is *yes!*”

“The gospel teaches us that relief from torment and guilt can be earned through repentance. Save for those few who defect to perdition after having known a fulness, there is no habit, no addiction, no rebellion, no transgression, no offense exempted from the promise of complete forgiveness” (“The Brilliant Morning of Forgiveness,” *Ensign*, Nov. 1995, 19).

Testify of the power of the Atonement to allow forgiveness of sins, big or small, for those who have faith in Jesus Christ and repent. Also testify of the joy that comes into our lives when we serve as instruments in the hands of the Lord.

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. Despite the sorrow the Nephites felt for the deaths of their loved ones, many of them found hope and joy in the Lord’s promise that the righteous would be “raised to dwell at the right hand of God, in a state of never-ending happiness” (Alma 28:12).

Suggestions for Teaching

Alma 27

Ammon leads the people of Anti-Nephi-Lehi to safety among the Nephites

Ask students to raise their hands if they have ever had someone make a promise to them and then break that promise. Then ask them to raise their hands if they have had someone make a promise and then keep it.

- How do you feel toward people who keep their promises? Why?
- How do you think the Lord feels about those who keep their promises to Him?

Introduce Alma 27 by explaining that after the Lamanites unsuccessfully tried to destroy the Nephites, they attacked the Anti-Nephi-Lehies, the Lamanites who had been converted through the service of Ammon and his brothers. Ask students to recall what the Anti-Nephi-Lehies did to show the Lord they would keep their covenant to never again “use weapons . . . for the shedding of man’s blood” (Alma 24:18). (They buried their weapons of war.) To find out how determined the Anti-Nephi-Lehies were to keep their promise, invite a student to read Alma 27:2–3 aloud. (You might also suggest that students read Alma 24:18–19 and write this reference in the margin next to Alma 27:3.)

- If you were one of the Anti-Nephi-Lehies, how difficult might it be for you to keep your covenant and not go to battle to defend yourself and your loved ones?

Invite students to read Alma 27:4–10 silently, looking for what Ammon proposed to do to protect the Anti-Nephi-Lehies and help them keep their covenants. Ask a student to summarize this passage.

Invite a student to read Alma 27:11–12 aloud, and ask the class look for the instruction Ammon received from the Lord. Explain that the Anti-Nephi-Lehies followed Ammon to Zarahemla (see Alma 27:13–15). (You may also want to summarize Alma 27:16–19, pointing out that it was under these circumstances that Ammon and the other sons of Mosiah reunited with Alma, as recounted in Alma 17:1–4.)

Explain that the chief judge of the Nephites asked the people if they would allow the Anti-Nephi-Lehies to live among them. Invite students to read Alma 27:22–24 silently, looking for the Nephites’ response to the chief judge’s proclamation.

- How did the Nephites say they would help the Anti-Nephi-Lehies?
- Why do you think the Nephites were willing to protect their former enemies?

Ask students to read Alma 27:26 silently to discover what the Nephites began to call the Anti-Nephi-Lehies.

Ask a few students to take turns reading aloud from Alma 27:27–30. Have the class follow along, looking for what the people of Ammon became known for. Invite students to report what they find.

- What impresses you about the people of Ammon? Why?
- What does Alma 27:27–30 teach about the relationship between being converted to the Lord and keeping covenants? (Students may use different words, but they should demonstrate that they understand the following truth: **When we are fully converted to the Lord, we keep the covenants we have made with Him.** You might want to write this principle on the board.)
- Who in your life has been an example of this principle?

Alma 28

The Nephites defeat the Lamanites in a great battle

Point out that even though many of the Nephites were faithful, they still faced difficult trials.

Explain that President Thomas S. Monson shared the following account of an experience he had in his youth. After hearing that his friend Arthur Patton had died in World War II, young Thomas Monson went to visit Arthur’s mother, who was not a member of the Church. He later recalled:

“A light went out in the life of Mrs. Patton. She groped in utter darkness and deep despair.

“With a prayer in my heart, I approached the familiar walkway to the Patton home, wondering what words of comfort could come from the lips of a mere boy.

“The door opened, and Mrs. Patton embraced me as she would her own son. Home became a chapel as a grief-stricken mother and a less-than-adequate boy knelt in prayer.

“Arising from our knees, Mrs. Patton gazed into my eyes and spoke: ‘Tommy, I belong to no church, but you do. Tell me, will Arthur live again?’” (“Mrs. Patton—the Story Continues,” *Ensign* or *Liahona*, Nov. 2007, 22).

- How would you respond to Mrs. Patton’s question?

Read President Monson’s response:

“To the best of my ability, I testified to her that Arthur would indeed live again” (“Mrs. Patton—the Story Continues,” 22).

- How does knowledge of the plan of salvation change the perspective of those whose loved ones have died?

Ask a few students to take turns reading aloud from Alma 28:1–3. Ask the class to look for the price the Nephites paid to help the people of Ammon keep their covenant. Invite students to read Alma 28:4–6 silently, looking for how so much death affected the Nephites. Ask students to search Alma 28:11–12 for reasons why some people might experience fear when loved ones die, while others might feel hope.

- Why might some people experience fear when loved ones die?
- Why are some people able to feel hope when loved ones die? (Students may use different words, but they should express that **when we have faith in Jesus Christ and the promises of the Lord, we can have hope and joy in times of death.**)

Write the following incomplete sentence on the board: *And thus we see . . .*

Ask students how they would complete the sentence based upon what they have studied in Alma 28.

After students have had time to respond, invite a student to read Alma 28:13–14. Have students compare their responses with the principles taught in these verses. (You might want to suggest that students mark the phrase “and thus we see” each time it appears in these verses. Explain that Mormon often used this phrase to introduce important lessons we can learn from the accounts in the Book of Mormon.)

- What have you read in Alma 27–28 that supports Mormon’s “and thus we see” statements?
- 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?
- How would you explain the resurrection to help someone have hope in the face of his or her own death or the death of a loved one?

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?”

Alma 29

Alma glories in bringing souls unto God

Tell students that Alma 29 contains Alma's expression of his desire to be an instrument in the hands of the Lord. Invite a student to read Alma 29:1–3 aloud. Have the class look for what Alma would have done if he could have had the "wish of [his] heart." (He would have "[cried] repentance unto every people.")

- According to Alma 29:2, why did Alma desire this?

Have students read Alma 29:4–5 silently, looking for what the Lord grants to those who have righteous desires. (If students need help answering this question, you might point out the phrase "I know that he granteth unto men according to their desire." Explain that **if we desire righteous things, the Lord will bless us according to those desires.** Point out that if all our righteous desires are not fulfilled in this life, they will be fulfilled in the eternities.)

Ask students to search Alma 29:10, 14, 16 individually, looking for the blessing Alma received as he helped others come unto Christ. Ask students to share what they find.

- What word did Alma use to describe how he felt about helping others come unto Christ? (You might want to suggest that students mark each use of the word *joy* in these verses.)
- What principle can we learn from Alma's experience of helping others repent and come unto Jesus Christ? (Students may use different words, but they should show that they understand the following principle: **We will experience joy as we help others repent and come unto Jesus Christ.**)
- When have you felt the joy that comes from helping others come unto Christ?

Encourage students to look for opportunities to help others come unto Jesus Christ. Consider sharing a joyful missionary experience of your own.

Commentary and Background Information

Alma 28:11–12. Finding peace when death occurs

Elder Russell M. Nelson of the Quorum of the Twelve Apostles spoke about how our actions in this life can bring us peace when death occurs:

"Brothers and sisters, we live to die and we die to live—in another realm. If we are well prepared, death brings no terror. From an eternal perspective, death is premature only for those who are not prepared to meet God.

"Now is the time to prepare. Then, when death comes, we can move toward the celestial glory that Heavenly Father has prepared for His faithful children. Meanwhile, for sorrowing loved ones left behind . . . the sting of death is soothed by a steadfast faith in Christ, a perfect brightness of hope, a love of God and of all men, and a deep desire to serve them" ("Now Is the Time to Prepare," *Ensign or Liahona*, May 2005, 18).

Elder Wilford W. Andersen of the Seventy related how some friends dealt with the death of their father:

"Recently a dear friend of mine passed away from cancer. He and his family are people of great faith. It was inspiring to see how their faith carried them through this very difficult time. They were filled with an inner peace that sustained and strengthened them. With their permission I would like to read from a family member's letter written just days before her father passed away:

"The last few days have been especially difficult. . . . Last night as we gathered at Dad's bedside, the Spirit of the Lord was palpable and truly acted as a comforter to us. We are at peace. . . . It has been the hardest thing any of us has ever experienced, but we feel peace in the knowledge that . . . our Father in Heaven has promised that we will live together as a family again. After the doctor told Dad in the hospital that there was nothing left to be done, he looked at all of us with perfect faith and boldly asked, "Does anybody in this room have a problem with the plan of salvation?" We . . . are grateful for a father and mother who have taught us to have perfect trust in the plan'" ("The Rock of Our Redeemer," *Ensign or Liahona*, May 2010, 17–18).

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

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].)

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 notebooks or scripture 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

False Teaching	Message
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.

False Teaching	Message
4. Alma 30:17 (beginning with "every man fared . . .")	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 false teachings of Korihor, which are on the left side of the exercise, with the messages of those teachings, 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 and apply what they learn, ask the following questions:

- What teachings have you been exposed to that are similar to Korihor's teachings?
- 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.**)

Ask students to imagine themselves in the following situation:

A friend invites you to play a video game. When you arrive at your friend's house, you realize that the game is violent and that it includes characters that are dressed immodestly. When you hesitate to play the game, your friend asks you to explain why you do not want to play it.

- What would you say? (Students might explain that the game violates the standards of their faith.)
- If your friend begins to criticize or your beliefs, saying that they limit your freedom, how might you respond?

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.

Ask students to read Alma 30:31 silently, looking for accusations Korihor made against Alma and other leaders of the Church.

Invite students to read Alma 30:32–35 to discover 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.

- What evidences did Alma give for the existence of God? (As students respond, you may want to write their answers on the board. You may also want to encourage students to mark them in their scriptures. As part of this discussion, emphasize that **all things testify of God.**)
- Of the evidences Alma listed, which are especially powerful to you? Why?

Give students a few minutes to write. Ask them to list 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. Convinced of God’s power, Korihor wrote about why he had been preaching against God the Father and Jesus Christ. Invite a student to read aloud Korihor’s explanation in Alma 30:51–53.

- 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 30:54–59 by explaining that Korihor asked Alma to pray so the curse could be removed from him. Alma refused, saying that if Korihor received the ability to speak, he would again teach false doctrine to the people. 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.

Ask students to read Alma 30:60 silently, looking for the principle Mormon teaches.

- What principle does Mormon teach in this verse?

Make sure students understand that **“the devil will not support his children [his followers] at the last day.”**

- How is this different from the way Heavenly Father and Jesus Christ care for us? (As students discuss this question, you may want to have them read Alma 36:3.)

Testify of the truths that you and the students have discussed in this lesson.

Commentary and Background Information

Alma 30:52. “I always knew that there was a God”

Elder Robert D. Hales of the Quorum of the Twelve Apostles taught about the importance of recognizing the signs we have received concerning the truthfulness of the gospel:

“If we do not yield to the gentle influence of the Holy Ghost, we stand in jeopardy of becoming like Korihor, an anti-Christ in the Book of Mormon. Not only did Korihor disbelieve in God, but he also ridiculed the Savior, the Atonement, and the spirit of prophecy, falsely teaching that there is no God and no Christ.

“Korihor was not content merely to reject God and quietly go his own way. He mocked the believers and demanded that the prophet Alma convince him with a sign of God’s existence and power. Alma’s response is as meaningful today as it was then: ‘Thou hast had signs enough; will ye tempt your God? Will ye say, Show unto me a sign, when ye have the testimony of all these thy

brethren, and also all the holy prophets? The scriptures are laid before thee, yea, and all things denote there is a God; yea, even the earth, and all things that are upon the face of it, yea, and its motion, yea, and also all the planets which move in their regular form do witness that there is a Supreme Creator.’ [Alma 30:44.]

“Eventually Korihor was given a sign. He was struck dumb. ‘And Korihor put forth his hand and wrote, saying: . . . I know that nothing save it were the power of God could bring this upon me; yea, and I always knew that there was a God.’ [Alma 30:52.]

“Brothers and sisters, you may already know, deep in your soul, that God lives. You may not know all about Him yet and do not understand all His ways, but the light of belief is within you, waiting to be awakened and intensified by the Spirit of God and the Light of Christ, which you are born with” (“Seeking to Know God, Our Heavenly Father, and His Son, Jesus Christ,” *Ensign or Liahona*, Nov. 2009, 31–32).

Alma 31

Introduction

Alma learned that a group of Nephite dissenters called the Zoramites had strayed from the truth of the gospel and fallen into false practices. 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 you do to help this person return to the Church? How could you awaken in the person a desire to keep the commandments? To whom might you turn for help in working with your family member or friend?

Tell students that today's lesson highlights 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 the 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?

Ask students to imagine that they have the opportunity to advise Alma on how to resolve his concerns about the Zoramites. Ask students what they would suggest he do. 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.

- What did Alma decide to do to help the Zoramites?
- In the effort to help people change, why do you think the word of God is more powerful than force or other techniques?

Based on Alma 31:5, what can we learn about the power of the word of God in our lives? (Students may use different words, but be sure they identify the following truth: **As we study the word of God, it will lead us to do what is right.** You may want to write this truth on the board.)

To help students better understand the power of the word of God in helping us do what is right, share the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles. (You may want to write this statement on the board or prepare it as a handout.)



"True doctrine, understood, changes attitudes and behavior.

"The study of the doctrines of the gospel will improve behavior quicker than a study of behavior will improve behavior. . . . That is why we stress so forcefully the study of the doctrines of the gospel" ("Little Children," *Ensign*, Nov. 1986, 17).

Invite students to tell about a time when they or someone they know gained a greater desire to do what is right because of the scriptures or the teachings of Church leaders.

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

Tell students that when Alma and his companions went among the Zoramites, they observed the people worshipping God in an astonishing manner.

Invite students to read Alma 31:8–11 silently, identifying words and phrases that describe the worship of the Zoramites. Point out that footnote 10a suggests that the phrase “performances of the church” is related to ordinances as well as “prayer and supplication to God daily.”

- According to verse 10, what were the Zoramites doing that made them vulnerable to temptation?
- What can we learn from the Zoramites’ failure to “continue in prayer and supplication to God daily”? (Students’ answers may vary, but they should express that **our daily efforts to pray and keep the commandments fortify us against temptation**. You may want to write this principle on the board. You might also suggest that students write it in their scriptures next to Alma 31:9–11.)
- When have you seen that daily prayer can help us resist temptation?

As part of students’ discussion of this question, read the following statement by Elder Rulon G. Craven of the Seventy:

“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’” (“Temptation,” *Ensign*, May 1996, 76).

Invite a student to read Alma 31:12–14 aloud. Then invite another student to read Alma 31:15–18 aloud. Before the second student reads, ask the class to think about how they would respond if they heard someone pray in this manner.

- 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.

- What changes do you think the Zoramites would need to make in order for their worship to be reverent and pleasing to the Lord?

Explain that we worship God by giving Him our love, reverence, and devotion. (You may want to list these elements of worship on the board.) We should be worshipful not only in our attitude and actions when we pray, fast, and attend Church but in our attitude and actions throughout each day. Encourage students to evaluate the focus and sincerity of their own worship.

Ask students to identify various ways we can properly worship God. Allow enough time for them to share ideas. You may want to have a student write these on the board.

- What attitude should we have as we worship? How can we keep that attitude throughout each day?

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, 107–8).

To help students understand how our attitude affects our worship, invite a student to read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



“Worship often includes actions, but true worship always involves a particular attitude of mind.

“The attitude of worship evokes the deepest feelings of allegiance, adoration, and awe. Worship combines love and reverence in a state of devotion that draws our spirits closer to God” (*Pure in Heart* [1988], 125).

Invite students to write in notebooks or scripture study journals a brief evaluation of their current personal pattern of worship and their attitude of worship in the following categories: daily personal prayer, daily personal scripture study, obedience to the commandments, and attending church and partaking of the sacrament weekly. Ask students to set a goal to improve their personal daily worship.

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 attitudes and behaviors that accompanied the Zoramites’ apostasy. Ask students to report what they find.

Explain that when Alma saw the wickedness of the Zoramites, he prayed. Ask students to divide into pairs. Have the pairs study Alma 31:26–35 and discuss the following questions. (You may want to provide these questions as a handout or write them on the board before class begins.)

- What was the focus of the Zoramites’ prayer? (They focused on themselves.)
- What was the focus of Alma’s prayer? (He focused on helping others. Even when he prayed for himself and his companions, he asked for strength to serve the Zoramites.)
- What elements of Alma’s prayer would you like to incorporate into your personal prayers?

Write the following on the board:

If we pray and act in faith, . . .

Explain that after Alma prayed for help in reaching the Zoramites, he and his companions began to serve, “taking no thought for themselves” (Alma 31:37). Ask students to read Alma 31:36–38 silently, looking for the blessings that came to Alma and his companions as they received priesthood blessings and preached the gospel. (You may want to explain that in Alma 31:36, the phrase “clapped his hands upon them” refers to the laying on of hands. See footnote 36b.)

- What blessings came to Alma and his companions because of their prayers and actions?

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:

If we pray and act in faith, the Lord will strengthen us in our trials.)

Explain that following his prayer, Alma and his companions demonstrated their faith by going to work and trusting in the Lord to provide for them as they served Him. Invite students to follow Alma’s example of praying in faith.

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

Alma 32:1–16

Humble Zoramites show that they are prepared to hear the word of God

Invite students to imagine that you are a friend who has asked them how you can know if the gospel of Jesus Christ is true. Ask them what they would say to help you receive a testimony.

After students share their thoughts, write on the board *How to receive and strengthen a testimony*. Tell students that throughout the lesson, you will list the principles and insights they discover about how to receive and strengthen a testimony.

Remind students that Alma and his brethren had observed the false worship of the Zoramites, an apostate group of Nephites. Because of his sorrow for the wickedness of the people, he had prayed for comfort and for strength to be able to teach them. (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? (“They were poor as to things of the world; and also they were poor in heart.”)
- What do you think it means to be “poor in heart”?

To help students answer this question, invite several of them to take turns reading aloud from Alma 32:4–12. (Students might suggest that being poor in heart includes being humble, repentant, and ready to hear the word of God.)

- How does the question in Alma 32:5 show that the Zoramites were poor in heart?
- How did poverty lead to blessings for this group of Zoramites?
- What do these verses teach about receiving and strengthening a testimony? (As students share different principles, write them under the heading on the board. Make sure they identify the following principle: **Humility prepares us to receive the word of God.**)
- Why is humility essential in the process of receiving and strengthening a testimony?

Invite a few students to take turns reading aloud from Alma 32:13–16. Ask the class to look for two different ways people may become humble. (People may choose to be humble, or they may be compelled to be humble.)

- What can we learn about humility from these verses? (Help students identify the following principle: **we are more blessed when we choose to be humble than when we are compelled to be humble.**) Why do you think it is better to choose to be humble?
- What do you think it means to humble yourself “because of the word”? (Alma 32:14). How might this apply to our attitudes in church, seminary, or family scripture study?

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 while the class identifies 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? (You may want to remind students of the example of Sherem in Jacob 7:13–16 and the example of Korihor in Alma 30:43–52. You might also have them read Doctrine and Covenants 63:9 to emphasize that signs are a product of faith, not something we should demand before we have faith.)



Alma 32:21 is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Explain that Alma taught the people what faith is. Invite students to read Alma 32:21 silently, looking for Alma’s definition of faith. Point out that this verse is a scripture mastery passage. You may want to encourage students to mark it in a distinctive way so they will be able to locate it easily.

Ask students to read Alma 32:22 silently, looking for counsel on how to receive and strengthen a testimony. Invite them to report what they discover.

Add *Remember the mercy of God* and *Believe God’s word* to the list on the board.

- Why are these actions important in the development of our faith?

Explain that to help the Zoramites understand how to believe in the word of God, Alma suggested that they conduct an experiment.

- Why do people conduct scientific experiments? (To find out if a theory or idea is true.)

Ask students to describe experiments they have performed in science classes or other settings. Help them see that experiments require action, not just guesses, on the part of the researcher. The process of receiving or strengthening a testimony also requires action.

Have a student read Alma 32:27 aloud. Ask the class to look for the experiment Alma invited the Zoramites to conduct. Add *Experiment upon the word* to the list on the board.

- What do you think Alma meant when he said to “experiment upon [his] words”?
- What do you think Alma meant when he said to “awake and arouse your faculties”? (You may need to explain that the word *faculties* refers to our ability to think and act and accomplish things. Alma was inviting the people to act on his words. You may want to add *Awake and arouse your faculties* to the list on the board.)
- What do you think it means to “exercise a particle of faith”?

To help students discover how they can begin to perform this experiment in their lives, invite them to read Alma 32:28 silently.

- What did Alma compare the word of God to? (A seed.)
- What are some sources of God’s word? (Answers should include the scriptures, the teachings of latter-day prophets, and personal revelation from the Holy Ghost.)
- What did Alma say we must do with this “seed”?

List students’ answers on the board. You may want to write them under *Experiment upon the word*, which you wrote earlier. The list might include the following elements:

1. Give place for the word (or seed) to be planted in your heart.
2. Do not cast out the word by your unbelief.
3. Recognize the growth of the word within you.

To help students understand what they have read about the experiment, ask the following questions:

- How is the word of God like a seed that can be planted in our hearts? (Answers may include that it can grow, that it can strengthen us, and that we need to nurture it.)

As students discuss the comparison of the word of God to a seed, invite them to read Alma 33:22–23 silently. Before they read, ask them to look for Alma’s explanation of “this word.” Help them see that it refers to Jesus Christ and His Atonement.

- What do you think it means to “give place” for the word to be planted in our hearts? (See Alma 32:28. Answers may include that we need to open our hearts and that we need to make room in our lives for scripture study.)

- What do you think it means to feel that the word of God is “swelling” within you? If the word of God is swelling within you, then what is happening to your testimony and faith?
- When has the word of God enlarged your soul and enlightened your understanding?

Ask a few students to take turns reading from Alma 32:29–34. Invite the class to follow along, looking for words and phrases that describe what we learn about the word of God. Then ask students to read the words and phrases they have found and explain why they have chosen them. Refer to the picture on the board and ask:

- Why would our faith not yet be perfect after performing this experiment? What more do you think we need to do to receive a lasting testimony of the gospel?
- How is the process of helping a tree grow similar to the process of strengthening a testimony?

Invite a few students to take turns reading aloud from Alma 32:35–40. Ask the class to look for Alma’s counsel about how to complete the experiment.

- According to Alma 32:37–40, what must we do so our faith in the word of God will continue to grow? (Add *Nourish the word* to the list on the board.)
- What can we do to nourish the word? (Answers may include that we can study the scriptures every day, pray for guidance as we study, look for ways the scriptures and the teachings of latter-day prophets apply in our lives, and share what we learn.)
- What happens when we neglect a tree or fail to nourish it? What happens when we neglect the word of God that has been planted in our hearts?

Ask students to write in notebooks or scripture study journals what they have learned from Alma 32 about how to receive and strengthen a testimony. You might also suggest that they write these summaries in their scriptures near Alma 32:37–43.

Invite students to share what they have written. As they share, make sure they express that **if we diligently nourish God’s word in our hearts, our faith and our testimony of Jesus Christ and His gospel will grow.**

Ask students to read Alma 32:41–43, looking for Alma’s description of the tree and the fruit.

- Where else does the Book of Mormon include a description of a tree with fruit that is “sweet above all that is sweet”? (You may need to remind students of the description of the tree of life in 1 Nephi 8:11–12 and 1 Nephi 11:9–24.)
- In Lehi and Nephi’s vision of the tree of life, what do the tree and the fruit represent? (The tree represents the love of God as expressed through the Savior and His Atonement, and the fruit represents the blessings we can receive through the Atonement. See lesson 12 in this book.)
- In Lehi and Nephi’s vision, how do the people arrive at the tree? (By following the iron rod, which represents the word of God.) How is this like Alma’s comparison of the word of God to a seed?

Invite a few students to share how they have followed the practice described in Alma 32. Ask them how this practice has influenced their lives. Consider sharing your own experiences when you have felt the power of the word of God.

Scripture Mastery—Alma 32:21

Ask students to use Alma 32:21 to determine how the people in the following situations are exercising faith or not exercising faith.

1. A young woman wants physical evidence that the Book of Mormon is true before she will believe it.
2. A young man hears that all worthy young men should serve a full-time mission. Though his family is poor, he is determined to serve and make preparations to serve.
3. A young woman wants to become clean from her sins through the Atonement of Jesus Christ. She knows she needs to confess some transgressions to her bishop in order to fully repent. She makes an appointment to see her bishop.

Note: You may use this idea during the lesson as you introduce the scripture mastery passage, or you may use it at the end of the lesson.

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 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 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 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 recognize we will experience joy as we help others 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. 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, students 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. Have students read Alma 26:1–4, 11–13 and look for what Ammon and his brethren accomplished and how they were able to accomplish it. Remind students 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 them 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: 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. Have students review Alma 32:21, a scripture mastery verse. Ask them to explain what this verse teaches them 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 scripture 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)

What is the danger of procrastinating repentance? Amulek answers this question and gives a warning. Also, Alma counsels two of his sons as he approaches the end of his life. He gives 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.

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

Write *exercise* on the board.

- What does it mean to exercise something? (As students respond to this question, you might ask a student to demonstrate how to exercise his or her arms, perhaps by doing push-ups, or his or her legs, perhaps by running in place.)

Have students read Alma 33:1 silently, identifying the exercise that the Zoramites wanted to understand. After students report what they have found, 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 identify the Zoramites' false idea about worshipping God.

- Why did these Zoramites think they could not worship God? (Because they were not allowed in their synagogues.)

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.)

- Why is Church attendance an important part of our worship? What are some ways we can worship God in addition to attending our weekly Church meetings?

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*.)

Invite students to read Alma 33:4–10 silently, identifying each circumstance in which Zenos said he prayed.

- When and where did Zenos pray?
- What did Alma teach about worship when he quoted Zenos's words? (Help students identify the following truth: **We can worship God continually through prayer.**)

Refer to the question on the board: *How do we exercise faith?* Below that question, write *Pray always*.

- In what ways is prayer an exercise of faith in Heavenly Father and Jesus Christ?
- When have you prayed in a situation like those Zenos mentioned? How was your prayer answered? (Remind students that they do not need to share experiences that are too personal or private.)

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").

To help students see the connection between the Atonement of Jesus Christ and the mercy of Heavenly Father, invite a student to read Alma 33:11–16 aloud. 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.)

- What do you think Zenos meant when he said, “Thou hast turned thy judgments away from me, because of thy Son”? (Help students identify the following truth: **We receive Heavenly Father’s mercy, including forgiveness for our sins, because of the Atonement of Jesus Christ.** You may want to invite students to write this truth in their scriptures near Alma 33:11–16.)

To help students better understand the mercy we can receive through the Atonement of Jesus Christ, consider sharing the following story quoted by President Gordon B. Hinckley:



“The teacher said, ‘Good morning, boys, we have come to conduct school.’ They yelled and made fun at the top of their voices. ‘Now, I want a good school, but I confess that I do not know how unless you help me. Suppose we have a few rules. You tell me, and I will write them on the blackboard.’

“One fellow yelled, ‘No stealing!’ Another yelled, ‘On time.’ Finally, ten rules appeared on the blackboard.

“‘Now,’ said the teacher, ‘a law is not good unless there is a penalty attached. What shall we do with one who breaks the rules?’

“‘Beat him across the back ten times without his coat on,’ came the response from the class.

“‘That is pretty severe, boys. Are you sure that you are ready to stand by it?’ Another yelled, ‘I second the motion,’ and the teacher said, ‘All right, we will live by them! Class, come to order!’

“In a day or so, ‘Big Tom’ found that his lunch had been stolen. The thief was located—a little hungry fellow, about ten years old. ‘We have found the thief and he must be punished according to your rule—ten stripes across the back. Jim, come up here!’ the teacher said.

“The little fellow, trembling, came up slowly with a big coat fastened up to his neck and pleaded, ‘Teacher, you can lick me as hard as you like, but please, don’t take my coat off!’ [Note: You may need to explain that in this story, the word *lick* means to hit someone.]

“‘Take your coat off,’ the teacher said. ‘You helped make the rules!’

“‘Oh, teacher, don’t make me!’ He began to unbutton, and what did the teacher see? The boy had no shirt on, and revealed a bony little crippled body.

“‘How can I whip this child?’ he thought. ‘But I must, I must do something if I am to keep this school.’ Everything was quiet as death.

“‘How come you aren’t wearing a shirt, Jim?’

“He replied, ‘My father died and my mother is very poor. I have only one shirt and she is washing it today, and I wore my brother’s big coat to keep me warm.’

“The teacher, with rod in hand, hesitated. Just then ‘Big Tom’ jumped to his feet and said, ‘Teacher, if you don’t object, I will take Jim’s licking for him.’

“‘Very well, there is a certain law that one can become a substitute for another. Are you all agreed?’

“Off came Tom’s coat, and after five strokes the rod broke! The teacher bowed his head in his hands and thought, ‘How can I finish this awful task?’ Then he heard the class sobbing, and what did he see? Little Jim had reached up and caught Tom with both arms around his neck. ‘Tom, I’m sorry that I stole your lunch, but I was awful hungry. Tom, I will love you till I die for taking my licking for me! Yes, I will love you forever!’” [Author unknown.]

After quoting this story, President Hinckley said, “To lift a phrase from this simple story, Jesus, my Redeemer, has taken ‘my licking for me’ and yours for you” (“The Wondrous and True Story of Christmas,” *Ensign*, Dec. 2000, 4).

- How does this account relate to Alma’s teachings about the Savior’s Atonement? (As needed, explain that Tom’s willingness to “take Jim’s licking” represents the Atonement. The Savior has taken the punishment for our sins upon Himself so we will not have to endure that punishment if we repent.)

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.

Explain that after quoting the words of Zenos, Alma quoted the words of Zenock, another prophet. Read Alma 33:15–16 aloud to students. Emphasize Heavenly Father’s displeasure when people refuse to understand what His Son has done for them.

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. 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. Emphasize that **the scriptures testify of Jesus Christ.**)

Below the question on the board, write *Study and believe the scriptures.*



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* (62202; *Gospel Art Book* [2009], no. 16). Summarize this account by explaining that 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.

Display the picture *The Crucifixion* (62505; *Gospel Art Book*, no. 57). 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).

Ask students to read Alma 33:21–23 silently, looking for how Alma likened this account to the Zoramites. After students report what they discovered, refer again to the question on the board: *How can we exercise faith?*

- What can the account of the Israelites and the brass serpent teach about what we must do to be healed spiritually?
- How does Alma 33:22–23 answer this question? (Students should identify the following truth: **We exercise faith by choosing to believe in Jesus Christ and His Atonement.**)

Below the question on the board, write *Believe in Jesus Christ and His Atonement.*

- What actions or attitudes do you see in people who believe in the Savior’s Atonement?

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” [address to CES religious educators, Feb. 2, 2001], 1, si.lds.org.)

“Each child in each generation chooses faith or disbelief. Faith is not an inheritance; it is a choice” (President Henry B. Eyring).

Ask students to answer one of the following questions in notebooks or scripture study journals. (You may want to write these questions on the board before class, prepare a handout with the questions, or read the questions slowly so students can write them.)

- How has your choice to believe in the Savior influenced your everyday life?
- How has personal scripture study strengthened your faith in Heavenly Father and Jesus Christ?
- How has daily personal prayer and worship strengthened your faith in Heavenly Father and Jesus Christ?
- What do you feel Heavenly Father would like you to do to exercise greater faith?

Invite a few students to share their responses. Testify of the importance of choosing to believe in the Savior.

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

Alma 34:1–14

Amulek teaches the Zoramites about the Atonement of Jesus Christ

Write the following statements on the board before class. Ask students to write in notebooks or on pieces of paper whether they think each statement is true or false.

1. *When Jesus Christ atoned for the sins of mankind, He suffered only for righteous people.*
2. *All people need the Atonement in order to be saved.*
3. *Any person can atone or pay for the sins of another.*

After students have had time to record their answers, remind them that Alma taught a group of Zoramites how to receive the word of God and exercise faith in Jesus Christ (see Alma 32–33). Summarize Alma 34:1–7 by explaining that Amulek followed Alma by sharing his own testimony about the Savior. Ask students to search Amulek's teachings in Alma 34:8–9, 11 silently, identifying phrases that indicate whether each statement on the board is true or false. Then review the statements as a class. The correct answers are:

1. False—"He shall atone for the sins of the world" (Alma 34:8).
2. True—"There must be an atonement made, or else all mankind must unavoidably perish" (Alma 34:9).
3. False—"There is not any man that can sacrifice his own blood which will atone for the sins of another" (Alma 34:11).

After students have discussed the answer to statement 3, ask:

- Why do you think Jesus Christ is the only one who could atone for the sins of the world?

To help students answer this question, invite them to read Alma 34:10, 14 silently. Then read the following statements by Elder Russell M. Nelson of the Quorum of the Twelve Apostles:



"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" ("The Atonement," *Ensign*, Nov. 1996, 35).

"According to eternal law, that atonement required a personal sacrifice by an immortal being not subject to death. Yet He must die and take up His own body again. The Savior was the only one who could accomplish this. From His mother He inherited power to die. From His Father He obtained power over death" ("Constancy amid Change," *Ensign*, Nov. 1993, 34).

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.

- How do Amulek’s teachings and the statements by Elder Nelson help us understand why Jesus Christ was the only one who could atone for the sins of the world?
- How would you summarize what you have learned so far from Alma 34 about the Atonement of Jesus Christ? (Students may suggest other truths, but ensure they understand that **the infinite and eternal Atonement of Jesus Christ makes salvation possible for all mankind.**)

To help students further appreciate the necessity of the Atonement in Heavenly Father’s plan of salvation, consider using the following activity. You may want to adapt this activity to meet the needs and interests of the students you teach.

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? (Give students a moment to ponder this question before asking for responses. If time permits, you may want to invite them to write answers to this question.)

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 do not automatically receive all of its blessings. Amulek taught what we need to do to receive all of the blessings made available through the Atonement. Invite students to read Alma 34:15–17 silently and identify a phrase Amulek said four times. (“Faith unto repentance.”)

- What can we learn from Alma 34:15–17 about what must we do to receive the full blessings of the Atonement? (Make sure students understand that **in order to receive the full blessings of the Atonement, we must 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, read 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” (“Point of Safe Return,” *Ensign* or *Liahona*, May 2007, 100).

- Why it is 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 34:16, what results when we exercise faith unto repentance?
- What happens if we do not exercise faith unto repentance? (You may want to explain that to be “exposed to the whole law of the demands of justice” means to suffer the full consequences for our sins and to forfeit the blessing of eternal life.)
- According to Alma 34:17, what is one thing we can do to exercise faith unto repentance?

Invite students to read Alma 34:17–28 silently. Ask them to look for what Amulek taught the Zoramites about prayer, including when to pray and what to pray for.

- What did Amulek teach about prayer that relates to your life? Why do you think prayer is an important part of exercising faith unto repentance?
- Amulek said that our prayers will avail us nothing, or be useless, if we do not help those around us (see Alma 34:28). Why do you think this is true?

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 demonstrate faith unto repentance to become free of this habit? (Answers

might include 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.)

- What does it mean to procrastinate? What are some reasons why people procrastinate?

Invite students to read Alma 34:33 silently, looking for something Amulek warned the Zoramites not to procrastinate doing. Invite a few students to take turns reading aloud from Alma 34:32–35. As they read, have the class look for consequences of procrastinating our repentance. As students report what they have learned, write the following truth on the board: ***This life is the time for us to prepare to meet God.***

- How would you explain this truth to someone?
- Imagine you have a friend who is knowingly disobeying some commandments but plans to repent later. What would you teach this friend based on what you have learned from Alma 34:32–35?

Explain that Amulek did not just warn of the consequences of procrastinating repentance; he also taught about the blessings of choosing to repent now. Invite students to read Alma 34:30–31 silently and identify this blessing.

- In Alma 34:31, what assurance is given to those who repent now? (“Immediately shall the great plan of redemption be brought about unto you.”)

Read the following statement by President Boyd K. Packer 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!” (“Washed Clean,” *Ensign*, May 1997, 10).

- How does understanding this assurance help us? In what ways have you felt the Atonement begin to work for you when you have begun to rely upon it?

Read the following statement by President Harold B. Lee. Ask students to listen for what President Lee called “the most important commandment.”

“Now, if you have made mistakes, make today the beginning of a change of your lives. Turn from the thing that you have been doing that is wrong. The most important of all the commandments of God is that one that you are having the most difficulty keeping today. If it is one of dishonesty, if it is one of unchastity, if it is one of falsifying, not telling the truth, today is the day for you to work on that until you have been able to conquer that weakness. . . . Put that aright and then you start on the next one that is most difficult for you to keep” (*Teachings of Presidents of the Church: Harold B. Lee* [2000], 30).

- According to President Lee, what is the most important commandment? Why?

Write the following incomplete statements on the board. Ask students to complete them in notebooks or scripture study journals.

Today, the most important commandment for me is . . .

I will begin now to exercise faith unto repentance by . . .

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.

Testify that we can receive blessings of the Savior’s Atonement as soon as we exercise faith unto repentance. Encourage students to follow the example of the people of Ammon and the Nephites by showing kindness and giving support to those who are seeking to repent.

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.

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).

Suggestions for Teaching

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. Have students read these verses silently, looking for what impresses them about Alma’s testimony.

- In these verses, what impresses 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. 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 identify how long Alma suffered for his sins. 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 36:11–17, looking for Alma’s expressions of fear or pain. You may want to suggest that students mark what they discover. Have students report the words and phrases they find. (You may want to write them on the board.) You may want to ask the following questions to deepen students’ understanding of the words and phrases they report.

- What do you think that phrase (or word) means? What caused Alma to feel that way?

To help students better understand the words *racked*, *harrowed*, and *torment*, read the following statement by President Boyd K. Packer 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" ("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.**)
- Does it appear that Alma experienced pain and regret for his sins immediately after committing 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. Then read the following statement by President Packer:

"Every one of us has at least tasted the pain of conscience which follows our mistakes. . . .

"If you are burdened with depressing feelings of guilt or disappointment, of failure or shame, there is a cure" ("The Touch of the Master's Hand," 22).

Point out that while Alma was feeling intense pain and remorse for his sins, he remembered the cure for his pain.

- According to Alma 36:17, what did he remember?

Have a student read Alma 36:18 aloud. Invite the class to look for what Alma did to act on his father's teachings. To help students better understand these verses, ask a student to read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



"Alma had been touched by the teaching of his father, but it is particularly important that the prophecy he remembered was one regarding 'the coming of one Jesus Christ, a Son of God, to atone for the sins of the world.' (Alma 36:17.) That is the name and that is the message that every person must hear. . . . Whatever other prayers we offer, whatever other needs we have, all somehow depends on that plea: 'O Jesus, thou Son of God, have mercy on me.' He is prepared to provide that mercy. He paid with his very life in order to give it" (*However Long and Hard the Road* [1985], 85).

- Why do you think it is important for us not only to learn about Jesus Christ but also to ask for the blessings of His Atonement?

Encourage students to silently consider whether they have prayed to receive the blessings of the Atonement of Jesus Christ, including the blessing of forgiveness.

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.

- 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.)

Write the following incomplete statement on the board: *If we exercise faith in Jesus Christ and His Atonement, then He will . . .*

- From Alma's experience, what can we learn about what the Lord does for us as we sincerely repent? (Students may share different principles, but be sure they express that **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.** You may want to complete the statement on the board.)
- What can we do to exercise faith in Jesus Christ so that we can be delivered from the feelings of pain or remorse caused by our sins?

Read aloud the following situation, and ask students to consider how they would respond:

A friend who has been reading the Book of Mormon expresses concern about Alma's words in Alma 36:19. Your 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, read 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).

"It is our responsibility to avoid anything that would bring back old sinful memories. When we continue to have a 'broken heart and a contrite spirit' (3 Nephi 12:19), we may trust that God will 'remember [our sins] no more'" ("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. Time permitting, have the class sing "Where Can I Turn for Peace?" (*Hymns*, no. 129).

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 identify how Alma's efforts to teach the gospel influenced him and others.

- How did Alma's teaching influence him and others?
- What principles 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 the Lord would deliver those who put their trust in Him. Testify of the joy we can experience as we exercise faith in Jesus Christ and as we encourage others to do so as well. 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 scripture study journal, explain what you will do so you can 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 a letter to this person and include your testimony of how Jesus Christ is able to deliver us from the pain of sin and fill us with joy.

LESSON 94

Alma 37

Introduction

Alma continued his counsel to his son Helaman and gave him charge over the sacred records. He reminded Helaman that the scriptures had already been the means of bringing thousands of Lamanites to the Lord, and he prophesied that the Lord had great purposes for the records in the future. 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.

What do we learn from these verses about the value of "small and simple things"? (Students may use different words, but they should express the truth that **the Lord works by small and simple means to bring about His eternal purposes.**)

Invite students to read Alma 37:1–5 silently, looking for an example of a small and simple thing that can have a big impact in people's lives (the sacred records, or scriptures). After students report what they have found, write the word *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 and resulting destruction.

Invite students to search Alma 37:13–16 silently, looking for principles Alma taught Helaman as he gave him charge over the records. (Students may share a variety of principles, but make sure their answers reflect that **if we obey the Lord's commandments, He will help us accomplish our duties.** You may want to ask how this principle relates to the idea that small and simple things can have a big impact.)

The rest of this lesson is designed to be taught by three students. If the class is large, ask the student teachers to move to three different locations in the room. Divide the class into three groups. Invite each group to take their scriptures, notebooks or scripture study journals, and pens or pencils and to gather with one of the student teachers. After the student

teachers have finished their lessons, the groups will rotate. If the class is small, the student teachers may take turns teaching the entire class. In either case, the student teachers should take about seven minutes to present their lessons and guide discussion.

Student Teacher 1—Alma 37:33–34

Ask your fellow students to think of a local Church leader or 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. You might want to share an example from your life.

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. You might suggest that they mark the phrases “teach them” and “preach unto them” as they read. On the board or on a piece of paper, write *Teachings of Church leaders*. When students have finished reading the verses, ask them to report what they found. Write their responses under *Teachings of Church leaders*. Ask the following questions:

- How might these teachings be especially helpful for us today? Why?

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: ***By following the teachings of Church leaders, we can find rest to our souls.*** Ask them what they think it means to “find rest to their 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.)

Share your testimony about how this principle has been true in your life. If you have extra time, invite others to share their testimonies of this principle.

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 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:

“More than half a century has passed since I planted that 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” (“Bring Up a Child in the Way He Should Go,” *Ensign*, Nov. 1993, 59).

Have students read Alma’s counsel to Helaman in Alma 37:35. Ask them to think about how this verse relates to President Hinckley’s experience with the tree.

Invite students to summarize Alma 37:35 in their own words. (Their responses should express that **we should learn in our youth to keep the commandments of God.**) Also invite them to write their answers to the following questions. (You may want to write the questions on the board or read them slowly so students can write them.)

- What difference do you think it makes in a person’s life to learn to keep the commandments of God while still young?
- Can you think of people who have been blessed throughout their lives because they learned to obey the commandments in their youth? Write about how they were blessed.

Invite a few students to report what they have written. Then 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?

 **Alma 37:35** is a scripture mastery passage. You may want to help students with their mastery of this passage by inviting them to complete the assignment at the end of today’s lesson.

- In what ways do you try to put the Lord first in your thoughts, words, deeds, and affections? (Encourage students to consider how they might improve.)

Share your feelings about how counseling with the Lord has helped you keep the commandments. Encourage your fellow students to counsel with the Lord in all they do.

Student Teacher 3—Alma 37:38–45

Display the picture *The Liahona* (62041; *Gospel Art Book* [2009], no. 68). 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.)

You might need to explain that in these verses, the words *shadow* and *type* refer to “a person, event, or ritual with likeness to another person, event, or ritual of greater importance which is to follow. . . . True types will have noticeable points of resemblance, show evidence of divine appointment, and be prophetic of future events” (Joseph Fielding McConkie, *Gospel Symbolism* [1985], 274). The choice to follow or not follow the directions of the Liahona is like our choice about how we respond to direction that comes through the words of Christ.

- 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.)

Invite your fellow students to summarize Alma’s words in Alma 37:38–45, especially in verses 44–45. This discussion should include the following truth: **If we follow the words of Jesus Christ, they will direct us to receive eternal life.**

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 obtaining a patriarchal blessing or, if they have already received one, reading it regularly and prayerfully.

Note to the teacher: After students finish teaching their portions of the lesson, thank them and, time permitting, invite a few students to testify of one of the principles they have learned today. You might also want to share your testimony of these principles. Conclude by inviting the class to follow along as you read Alma 37:46–47 aloud.

Scripture Mastery—Alma 37:35

Note: The following take-home activity will prepare students for the beginning of the next lesson (Alma 38). Plan for time in class to explain the assignment to students and inform them of your plan to follow up on their experiences the next time you meet.

Point out that Alma 37:35 is a scripture mastery passage. You might encourage students to mark it in a distinct way so they can locate it easily. Invite them to memorize this passage at home tonight and recite it from memory to a parent or another trusted adult. (Or they could read the verse with an adult.) Encourage them to ask the adult the following questions. (You may want to have students write these questions on a piece of paper to take home.)

How has obedience to the commandments of God helped you?

What advice do you have for me that could help me be wiser in my youth?

Inform students that you will ask them to report on their experience during the next class.

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.

Follow up after giving assignments

When you follow up with students on previous invitations to apply gospel principles, you give them opportunities to testify of the blessings that come from living the gospel. When students share what they have experienced as they have applied gospel truths, they strengthen their testimonies and help strengthen the testimonies of others.

Suggestions for Teaching

Alma 38:1–3

Alma expresses joy in Shiblon’s faithfulness

If you invited students to do the take-home application activity at the end of the previous lesson, remind them of the two questions you invited them to ask their parents or another trusted adult:

- How has obedience to the commandments of God helped you?
- What advice do you have for me that could help me be wiser in my youth?

Ask students to report on their experiences with the activity. After students have shared, ask:

- How did this experience influence your desire to keep the Lord’s commandments?

Explain that Alma 38 records counsel that Alma gave his son Shiblon. 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 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. Ensure that they identify the truth that **as youth are steady and faithful in keeping the commandments, they can bring great joy to their parents.**)
- When have your parents felt joy because of a good decision you have made or because of your efforts to live the gospel?
- How do your efforts to keep the commandments influence your relationship with your parents?

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 notebooks or scripture study journals.

	Shiblon (Alma 38:4–5)	Alma (Alma 38:6–8)
What was he delivered from?		
Why did he receive the blessing of deliverance?		
What 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. Encourage them to incorporate what they already know about the Lord delivering Shiblon (see Alma 38:2–3) and Alma (see Mosiah 27; Alma 36). After students complete the chart, ask the following questions to help them discuss the principles they have learned:

- What can we learn from Shiblon’s experience? (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 can we learn from Alma’s experience? (Though students may answer differently, make sure they express that **to receive a remission of our sins and find peace to our souls, we must exercise faith in Jesus Christ and seek His mercy.**)

Invite a student to read Alma 38:9 aloud. Ask the class to follow along, looking for what Alma wanted his son to learn about the Savior.

- Why is it important for us to know that Jesus Christ is the only “way or means whereby [we] can be saved”?
- In what ways have you experienced deliverance through the Savior’s power? (You may want to give students time to ponder this question before asking for their responses.) What did you do to seek that deliverance?

Provide some time for students to ponder how they might seek the Lord’s help with a personal challenge.

Alma 38:10–15

Alma counsels Shiblon to continue teaching the gospel and developing righteous attributes

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. Invite students to read Alma 38:10–15 silently, looking for counsel that would be especially helpful to them. You may want to suggest that students mark what they find.

Give students a copy of the study guide at the end of this lesson. Explain that as they use the guide, they will see how **our efforts to develop righteous attributes prepare us to teach and serve others**. 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.)

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. 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.

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.

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
<p>“Be diligent and temperate in all things” (Alma 38:10).</p>	<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). In your scripture study journal, write about why these two traits are needed when a person teaches the gospel and serves others. Also write about any areas of your life in which you could be more diligent or temperate and about how improving in those areas will help you teach and serve others more effectively.</p>
<p>“See that ye are not lifted up unto pride; . . . do not boast” (Alma 38:11).</p>	<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. Write in your scripture study journal about what might happen if a Church member is prideful in his or her calling. Elder Robert D. Hales of the Quorum of the Twelve Apostles taught, “True disciples speak with quiet confidence, not boastful pride” (“Christian Courage: The Price of Discipleship,” <i>Ensign or Liahona</i>, Nov. 2008, 73). Think of someone you know who teaches the gospel “with quiet confidence.” In your scripture study journal, write about this person and the effect his or her teaching has had on you. Also write one or two ways you will seek to avoid pride.</p>
<p>“Use boldness, but not overbearing” (Alma 38:12).</p>	<p>Read the Apostle Paul’s words in Philippians 1:14 (in the New Testament) to see how servants of God can show boldness. President James E. Faust 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). In your scripture study journal, write about how a person can be bold without being overbearing. Record a specific way you will apply the counsel to be bold but not overbearing. Also write about how this counsel can help you be successful in teaching and serving others.</p>
<p>“Bridle all your passions” (Alma 38:12).</p>	<p>To bridle means to restrain, guide, or control. A passion is a strong emotion. Ponder the following questions, and write your answers in your scripture study journal: Why do you think it is important for us to bridle our passions? How do you think bridling your passions can help you be filled with love? What will you do to follow Alma’s counsel to bridle all your passions?</p>
<p>“Refrain from idleness” (Alma 38:12).</p>	<p>Review scripture passages listed in the index to the triple combination under “Idleness, Idle, Idler.” Look for counsel about what it means to be idle and about the opposite of being idle. Choose two verses listed under the entry and study them. Write in your scripture study journal about what you learn from the verses you have chosen. Write about how the counsel to refrain from idleness will help you teach and serve others more effectively. Finally, write a specific way you will refrain from idleness.</p>

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 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 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 great pain and regret. In addition, they learned that if we exercise faith in the Atonement of Jesus Christ, He will deliver us from the pain of our sins and fill us with joy. Like Alma, we can receive great joy as we seek to bring others to Christ.

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 give heed to 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 they begin in their youth to be steady and faithful in keeping the commandments, they can bring great joy to their parents. Alma testified to his sons that God delivers individuals from trials, troubles, and afflictions when they bear all things with patience and trust in Him. Alma also testified that to receive a remission of our sins and peace to our souls, we must cry unto the Lord for 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*. Ask 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 Elder Russell M. Nelson of the Quorum of the Twelve Apostles to help them 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” (“The Atonement,” *Ensign*, Nov. 1996, 35).

Ask: How do Amulek’s teachings and this explanation from Elder 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 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 students to take turns reading aloud from Alma 34:30–35, looking for what Amulek taught about why we should not delay repentance. 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 this 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 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!" ("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 scripture 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 own 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. 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

Write the following question on the board: *Why are some sins more serious than others?*

Invite students to silently consider answers to this question. Suggest that Alma's counsel recorded in Alma 39 can help us understand the serious nature of certain sins.

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 Alma to preach the gospel among the Zoramites, but he had fallen into sin. Point out that understanding what Corianton did wrong will help students better understand Alma's counsel to him in this chapter and the next three chapters.

Invite a student to read Alma 39:1–5 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? Which of his sins was most serious? (Sexual immorality.)
- Among the Zoramites, Corianton had boasted of his strength and wisdom (see Alma 39:2). In what ways can a prideful attitude lead to serious sins such as sexual immorality? What are some modern-day examples of prideful attitudes leading people to commit sexual sin? (As students discuss these questions, point out that when people are boastful, they often overestimate their own strength, including their ability to resist temptation. Some modern-day examples of this are early dating and dating one person exclusively.)

Ask students to read Alma 39:5 silently, 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.)

- How does the Lord feel about sexual sin? (As students answer, help them identify the truth that **sexual sin is an abomination in the sight of the Lord.**)
- Why do you think fornication and adultery are placed next to murder in seriousness?

To help students understand the Lord's standards and promises associated with sexual purity, invite them to read silently the first two paragraphs of the section titled "Sexual Purity" in *For the Strength of Youth*. Ask them to look for answers to the following question as they read. (You may want to write the question on the board. You may also want to suggest that students mark in the booklet the answers they find.)

- What are the benefits of remaining sexually pure?

After students have had time to read and to report the answers they found, ask them to read the rest of the "Sexual Purity" section silently, looking for answers to the following question:

- What standards has the Lord set for us to remain sexually pure?

Invite students to ponder what message they feel the Lord would have them learn from what they just read. Testify of the seriousness of sexual sin and of the blessings that come from being sexually pure.

Point out that by counseling his son about a sensitive issue, Alma was fulfilling his duty as a parent. Ask students to consider how they might respond to counsel from their parents or Church leaders concerning sexual purity. Invite them to read Alma 39:7–8 silently, 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.)
- How should we respond when someone invites us to repent?

To help students understand why parents, like Alma, would invite their children to repent, read the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles:



“The invitation to repent is an expression of love. . . . If we do not invite others to change or if we do not demand repentance of ourselves, we fail in a fundamental duty we owe to one another and to ourselves. A permissive parent, an indulgent friend, a fearful Church leader are in reality more concerned about themselves than the welfare and happiness of those they could help. Yes, the call to repentance is at times regarded as intolerant or offensive and may even be resented, but guided by the Spirit, it is in reality an act of genuine caring” (“The Divine Gift of Repentance,” *Ensign* or *Liahona*, Nov. 2011, 39).

Alma 39:9–19

Alma encourages Corianton to repent

To introduce the counsel Alma gave his son about how to repent and turn to the Lord, write the following on the board: *Repentance includes . . .*

Invite a few students to take turns reading aloud from Alma 39:9–13. Pause between each verse to ask students the following questions:

Alma 39:9

- 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. To emphasize the danger of pornography, consider asking students to read the counsel on this subject on page 12 of *For the Strength of Youth*. You might also explain that the phrase “cross yourself” means to exercise self-control or self-mastery; see footnote 9b.)
- 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? (To help students discuss this question in more detail, you may want to describe some situations that are relevant to your students’ culture and circumstances. For example, you might say something like the following: A Latter-day Saint young woman has decided to “cross herself,” but then a young man she admires invites her to an inappropriate party. How should she respond?)

Point out that Alma 39:9 is a scripture mastery passage. You may want to suggest that students mark this passage in their scriptures so they will be able to locate it easily.

Alma 39:10

- In what ways can seeking spiritual nourishment—possibly from parents, Church leaders, siblings, or trusted friends—help us to repent?

Alma 39:11

- What does it mean to “suffer not yourself to be led away”? (You may need to explain that the word *suffer* means to allow.)
- What are some “vain or foolish” things that you see people being led away by today?

 **Alma 39:9** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Alma 39:12

- What does it mean to refrain from iniquity? (To avoid sin.)

Alma 39:13

Explain that repentance means “a turning of the heart and will to God” (see Bible Dictionary, “Repentance”). In the scriptures, the phrase “turn to the Lord” usually denotes repentance.

- What do you think it means to “turn to the Lord with all your mind, might, and strength”?

Remind students that during the mission to the Zoramites, Corianton’s conduct had led some people not to believe Alma’s words (see Alma 39:11).

- When our sins affect others, what must we do as a part of our repentance? (Acknowledge or confess our faults to those we have hurt and seek to repair the hurt.)

Write the following truth on the board: ***Repentance includes acknowledging and forsaking our sins and turning to the Lord with all our mind, might, and strength.*** You may want to suggest that students write this statement in their scriptures near Alma 39:13. Invite students to write in notebooks or scripture study journals about what they feel the Lord would want them to do to turn their hearts and wills to Him more fully.

To emphasize the Savior’s role in the repentance process, ask a student to read Alma 39:15–16, 19 aloud. Ask the class to look for a phrase that is repeated three times in these verses. (The phrase is “glad tidings,” which you may want to explain means “good news.”)

- What “glad tidings” did Alma teach his son? (Among the answers the students give should be the truth that **Jesus Christ came to take away the sins of the world.** You may want to write this on the board.)
- Why was the coming of Jesus Christ good news for Corianton? (As students answer this question, you may want to tell them that Corianton later repented of his sins and returned to being a missionary [see Alma 49:30].)

Consider sharing with the class how the message of Jesus Christ’s Atonement has been “glad tidings” for you or those you know. Add your testimony concerning the principles the class has discussed from Alma 39. Encourage students to follow the promptings they may have received during the lesson to safeguard their purity and turn to the Lord through repentance.

Scripture Mastery—Alma 39:9

Divide the class into groups of four or five. Give each group a six-sided die and a pencil. (If dice are not available, consider adapting the activity by placing six small pieces of paper, each with one of the numbers from 1 to 6 written on it, in an envelope or other container.) Each student will also need a blank piece of paper. Have each group of students sit closely around a table or in a circle. Invite them to open their scriptures to Alma 39:9.

Explain that the object of the activity is to be the first person in the group to write out Alma 39:9 in its entirety. However, because there is only one pencil per group, only one person in the group can write at a time. A person qualifies to use the pencil by rolling a 1 on the die.

Have the members of each group take turns rolling the die (or taking a piece of paper and then returning it). When a person rolls (or selects) a 1, he or she takes the pencil and begins writing, saying aloud each of the words while writing them. Meanwhile, the others in the group take turns rolling the die to qualify to use the pencil. When another student in the group rolls a 1, that person takes the pencil from the previous writer and begins writing the verse on his or her paper while saying the words. The previous writer joins the rest of the group in rolling the die. When students qualify for the pencil and have already written a portion of the verse on their papers, they must read aloud the portion they have written before writing more of the verse. (This provides the repetition that will help students to memorize the verse.) The activity concludes when a student from each of the groups writes Alma 39:9 in its entirety.

Ask the class to repeat the verse in unison after the activity.

Note: Because of the nature and length of this lesson, you may want to use this activity on another day, when you have extra time.

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

Write the following questions on the board before class:

1. *What makes it possible for us to live after we die? Who will be resurrected?*
2. *Where will we go when we die? What is it like there?*
3. *What is resurrection? How will our resurrected bodies be different from our mortal bodies? What will we do after we are resurrected?*

Invite students to imagine that they are missionaries and that they have an appointment to meet with someone who is seeking answers to the questions written on the board. Explain that Alma 40 is a continuation of Alma’s teachings to his son Corianton and contains answers to those questions.

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?

Divide the class into pairs. Assign each pair a number: 1, 2, or 3. 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 below). As students work, you may want to walk around the room so you can listen and help as needed.

Companionship 1—Alma 40:1–5

Questions: *What makes it possible for us to live after we die? Who will be resurrected?*

Prepare to use Alma 40:1–5 to answer these questions. As you prepare, decide which parts of the lesson each companion will teach. Be ready to do the following:

Give some background for the passage you were assigned. (When you teach from the scriptures, explain who is speaking, who is being spoken to, and any other circumstances that might help learners understand the passage.)

Read the verses that answer the questions. Explain how the truths in these verses help answer the questions. As you do so, make sure everyone understands that **because of Jesus Christ, all mankind will be resurrected**. You might also suggest that those you teach write this truth in their scriptures next to Alma 40:1–5.

Share why the promise of resurrection is important to you. You might also ask those you teach why they appreciate the promise of resurrection.

Testify of the truths you have taught.

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.

Companionship 2—Alma 40:6–14

Questions: *Where will we go when we die? What is it like there?*

Prepare to use Alma 40:6–7, 11–14 to answer these questions. As you prepare, decide which parts of the lesson each companion will teach. Be ready to do the following:

Give some background for the passage you were assigned. (When you teach from the scriptures, explain who is speaking, who is being spoken to, and any other circumstances that might help learners understand the passage.)

Read the verses that answer the questions. Explain how the truths in these verses help answer the questions. (It may be helpful to 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.) As you read these verses, make sure everyone understands that **between death and resurrection, the spirits of the righteous dwell in paradise and the spirits of the wicked dwell in prison**. You might suggest that those you teach write this truth in their scriptures next to Alma 40:11–14.

Share how your understanding of this truth influences the choices you make in this life. You might also ask those you teach how their understanding of life after death has helped them.

Testify of the truths you have taught.

Companionship 3—Alma 40:21–26

Questions: *What is resurrection? How will our resurrected bodies be different from our mortal bodies? What will we do after we are resurrected?*

Prepare to use Alma 40:21–26 to answer these questions. As you prepare, decide which parts of the lesson each companion will teach. Be ready to do the following:

Give some background for the passage you were assigned. (When you teach from the scriptures, explain who is speaking, who is being spoken to, and any other circumstances that might help learners understand the passage.)

Read the verses that answer the questions. Explain how the truths in these verses help answer the questions. (As you prepare to teach, it may be helpful to understand that the word *soul* in these verses refers to a person’s spirit.) Make sure everyone understands that **resurrection is the reuniting of the spirit and the body, with all things restored to their proper and perfect frame**. You may want to suggest that those you teach write this truth in their scriptures next to Alma 40:21–23.

Share why you are grateful to know that your body and spirit will one day be restored to their proper and perfect frame. You might also describe how your choices are affected by your knowledge that you will one day stand before God and be judged. Ask those you teach to share their feelings about the doctrines of resurrection and final judgment.

Testify of the truths you have taught.

After students have prepared to answer their assigned questions, organize them into small groups so they can teach each other in a missionary role-play. Each group should consist of three companionships, with each companionship having prepared answers to a different set of questions. (If the class is small, have each group teach the entire class.) Encourage students to be themselves as they teach and as they learn from others during the role-play. Assure them that the Holy Ghost can inspire them and those they teach if they are sincere in their instruction and responses. Listen as they teach each other, and offer insights as you feel prompted.

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 answer your assigned questions? What did you learn as you were taught by other companionships?
- Knowing that Corianton had struggled to obey the law of chastity, how do you think understanding the nature of life after death might have helped him resist future temptations?
- Why do the truths we have discussed today matter to you?

Invite students to read Alma 40:25–26 silently, looking for the differences between the final state of the righteous and the final state of the wicked. After they describe what they have found, ask them to share how this passage influences their commitment to live the gospel. You may want to share your answer to the same question. Testify of Jesus Christ’s role in making available the blessings of the resurrection.

Scripture Mastery Review

Students’ understanding of scripture passages will increase when they create their own questions about the passages. Invite students to work together, as a class or in small groups, to write clues that point to specific scripture mastery passages. (You may want to select a group of passages that you would like students to learn or review.) Then have them read their clues to you. Points are awarded to you if you guess a scripture mastery passage correctly. Points are awarded to the class if you are unable to guess correctly.

Note: The length of this lesson may allow time for this scripture mastery activity. However, to ensure that students have enough time to prepare for and participate in the lesson, you may want to use this activity at the end of class, as time permits. If you do not have time to use this activity as part of this lesson, you may use it on another day. For other review activities, see the appendix at the end of this manual.

Commentary and Background Information

Alma 40:11. “Taken home to that God who gave them life”

President Joseph Fielding Smith explained that the words in Alma 40:11 do not teach that we will be brought into God’s presence immediately after we die:

“These words of Alma [Alma 40:11–14] as I understand them, do not intend to convey the thought that all spirits go back into the presence of God for an assignment to a place of peace or a place of punishment and before him receive their individual sentence. ‘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. ‘Back to God’ is a phrase which finds an equivalent in many other well known conditions. For instance: a man spends a stated time in some foreign mission field. When he is released and returns to the United States, he may say, ‘It is wonderful to be back home’; yet his home may be somewhere in Utah or Idaho or some other part of the West” (*Answers to Gospel Questions*, comp. Joseph Fielding Smith Jr., 5 vols. [1957–66], 2:85).

Alma 40:11–15. Where is the spirit world?

President Brigham Young taught:

“Where is the spirit world? It is right here. . . . Do they [the spirits of those who have died] go beyond the boundaries of the organized earth? No, they do not. They are brought forth upon this earth” (*Discourses of Brigham Young*, sel. John A. Widtsoe [1954], 376).

Alma 40:11–15. What happens to spirits in the spirit world?

“When the physical body dies, the spirit continues to live. In the spirit world, the spirits of the righteous ‘are received into a state of happiness, which is called paradise, a state of rest, a state of peace, where they shall rest from all their troubles and from all care, and sorrow’ (Alma 40:12). A place called spirit prison is reserved for ‘those who [have] died in their sins, without a knowledge of the truth, or in transgression, having rejected the prophets’ (D&C 138:32). The spirits in prison are ‘taught faith in God, repentance from sin, vicarious baptism for the remission of sins, the gift of the Holy Ghost by the laying on of hands, and all other principles of the gospel that [are] necessary for them to know’ (D&C 138:33–34). If they accept the principles of the gospel, repent of their sins, and accept ordinances performed in their behalf in temples, they will be welcomed into paradise” (*True to the Faith: A Gospel Reference* [2004], 46–47).

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 a person's actions might be influenced if they believe the following 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.

In the Final Judgment, we will be rewarded for our good deeds and punished for our bad deeds.

- 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 what some people were teaching about the resurrection. 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 identify the word *restoration*, you may want to write it on the board. Explain that *restoration* means to bring back or to put back into a former state.

Explain that Alma wanted Corianton to understand that there is a physical aspect and a spiritual aspect to what he called the "plan of restoration" (Alma 41:2). Invite students to search Alma 41:2–5 silently, looking for the things that will be physically restored to us after death and the things that will be spiritually restored. You might want to suggest that students mark what they find. Before students read, it may be helpful for you to explain that *requisite* means required or necessary.

- What is the physical aspect of the plan of restoration mentioned in Alma 41:2? (In the resurrection, the spirit will be restored to the body, and all parts of the body will be restored.)
- What is the spiritual aspect of the plan of restoration described in Alma 41:3–5? (As students respond, write the following truth on the board: ***We will be restored to either happiness or misery according to our works and desires in mortality.***)

Invite students to imagine they are teaching these verses to a Primary class.

- How would you explain the doctrine of spiritual restoration so that children can understand it?

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 spiritual restoration have helped Corianton make better choices? How can understanding this doctrine influence our actions and desires?

Testify of the truth of this doctrine, and share your thoughts about the justice of God in restoring each of us to good or evil according to our desires and our actions.

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 to have goodness and happiness restored to us when we have done wrong?

Invite a student to read Alma 41:6–9 aloud. Ask the class to look for what we can do to have goodness and happiness restored to us even when we have sinned. (We must repent and desire righteousness our entire lives.)

- What words or phrases in Alma 41:6–7 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 students to stand and read Alma 41:10 aloud in unison. Point out that Alma 41:10 is a scripture mastery passage. You may want to suggest that students mark this passage in a distinctive way so they will be able to locate it easily. (Because this is a scripture mastery passage, you might have them repeat it together more than once. You might ask if anyone in the class can repeat it from memory.) When they are finished, ask the class to be seated. On the board, write ***“Wickedness never was happiness.”***

- Why is it true that “wickedness never was happiness”?
- What is an example of how Satan would have us break a commandment and believe that we can still experience happiness?

To help students appreciate the difference between fleeting worldly pleasures and the happiness the Lord offers, read the following statement by Elder Glenn L. Pace of the Seventy:

“Activities always forbidden by the Lord and for many years frowned upon by society are now accepted and promoted by that same society. The media serves up these activities in such a fashion as to make them look very desirable. . . .

“ . . . Don’t mistake telestial pleasure for celestial happiness and joy. Don’t mistake lack of self-control for freedom. Complete freedom without appropriate restraint makes us slaves to our appetites. Don’t envy a lesser and lower life. . . .

“ . . . The commandments you observe were not given by a dispassionate God to prevent you from having fun, but by a loving Father in Heaven who wants you to be happy while you are living on this earth as well as in the hereafter” (“They’re Not Really Happy,” *Ensign*, Nov. 1987, 39–40).

Write the following statement on the board. You may want to suggest that students write it in their scriptures next to Alma 41:10. (The statement is found in “To ‘the Rising Generation,’” *New Era*, June 1986, 5.)

“You cannot do wrong and feel right. It is impossible!” (President Ezra Taft Benson).

Tell students that Alma 41:11 explains why it is impossible to be truly happy when making wrong choices. Copy the following chart on the board (you may want to do so before class begins), or prepare it as a handout for each student. Arrange students in pairs, and instruct them to match each phrase from Alma 41:11 with its meaning. Also invite them to discuss the accompanying questions.

Read in unison

Reading in unison can add emphasis to a scripture passage as well as contribute to unity in the class. It is also one way to add variety to a lesson. Use this idea when you see that students might need a change of pace. Encourage them to say the words deliberately and together as they read.

 **Alma 41:10**

is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Phrases in Alma 41:11 that describe being in a “state of nature”	Meaning
1. “In a carnal state”	a. Limited and burdened by our sins
2. “In the gall of bitterness and in the bonds of iniquity”	b. Lacking the blessings and direction of God; the loss of the companionship of the Holy Ghost
3. “Without God in the world”	c. Ruled by the will of the flesh

In this verse, we see that “the nature of God” is “the nature of happiness.” What does this tell you about why sinfulness is contrary to the nature of happiness?
What are some specific examples of why people may find themselves in a state of unhappiness?

(Answers: 1-c, 2-a, 3-b)

To help students see how persisting in a “state of nature” relates to the doctrine of restoration, invite a student to read Alma 41:12. After the verse has been read, ask students to answer Alma’s question. Then have students read Alma’s answer to his own question in Alma 41:13. (You may want to suggest that they mark what Alma said will be returned to us as part of the plan of restoration.)

Ask students to imagine they have a friend who is choosing to act in ways contrary to the Lord’s commandments but wants to be restored to righteousness. Invite students to explain the doctrine of restoration to a partner, as though they were that friend, using Alma 41:12–13. (Students may use their own words or the wording of the statement written on the board: “*We will be restored to either happiness or misery according to our works and desires in mortality.*”)

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 41:14–15 silently, looking for ways in which a boomerang might represent the truths taught in these verses. (You might want to suggest that students mark these verses.) Invite students to explain what they have found.

- What are some things you hope to receive from others and from the Lord in this life and in the next? (Answers could include kindness, mercy, and love. Consider listing students’ responses on the board.)
- When have you given goodness, mercy, or kindness to others and later received it back?

Encourage students to set a goal to act in ways and develop attitudes that reflect what they hope to have restored to them in this life and in the next. Testify of the happiness that comes as we act in righteousness.

Scripture Mastery—Alma 41:10

Note: Because of the nature and length of this lesson, the following activity would be best used on another day when you have extra time.

Write the following on the board: . . . *is happiness.*

Invite students to come up with an inverse statement of the doctrine taught in Alma 41:10. (One possible answer is “Righteousness is happiness.”) Then invite students to list specific righteous acts that they feel would fit in the blank. (For example, “Serving others is happiness.”) Ask students if they can testify that any of these righteous acts lead to happiness. After a few students have shared their experiences and testimonies, invite the class to write on a pocket-sized card or piece of paper one or two righteous acts they can do during the week to increase their happiness. Encourage them to carry their papers with them as a reminder and to report on their efforts in the coming days.

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.

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

Alma 42:1–14

Alma teaches Corianton about God’s justice

Before class, draw a simple set of scales on the board, as shown on the following page. (Do not add words to the drawing until instructed to do so in the lesson. You may want to encourage students to copy this drawing in notebooks or scripture study journals.)

Above the scales, write the following statement: *I want the Final Judgment to be fair.*

Invite students to raise their hands if they agree with the statement on the board.

- Why do you want the Final Judgment to be fair?
- What does the word *fair* mean?

Suggest that *fair* might mean getting what you deserve. The idea of fairness is related to the scriptural term *justice*. Write the word *Justice* on the board under the scales.

To help students understand the concept of justice, ask a student to read the following explanation by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:

“Justice has many meanings. One is balance. A popular symbol of justice is scales in balance. Thus, when the laws of man have been violated, justice usually requires that a punishment be imposed, a penalty that will restore the balance [to the scales]. . . .

“[The] laws of God are likewise concerned with justice. The idea of justice as what one deserves is the fundamental premise of all scriptures that speak of men’s being judged according to their works” (“Sins, Crimes, and Atonement” [address to CES religious educators, Feb. 7, 1992], 1, si.lds.org).

Explain that Alma’s son Corianton was worried about the fairness of the Final Judgment. Invite a student to read Alma 42:1 aloud as the class looks 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.)
- 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.)
- If justice means receiving what we deserve and being punished for our sins, how might this also be worrisome for us? (We all sin and are subject to the demands of justice.)

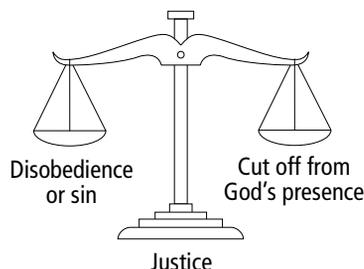
Summarize Alma 42:2–11 by explaining that Alma addressed Corianton’s concern. He taught that the Fall of Adam brought all mankind into a fallen state in which they must experience physical death and spiritual death (see Alma 42:9). He also explained that without a way to be reclaimed from this fallen state, the souls of all mankind would be miserable and cut off from God’s presence forever (see Alma 42:11).

Invite a student to read Alma 42:12 aloud. Explain that this verse emphasizes that the Fall and its consequences, including being cut off from God’s presence, were brought about by Adam’s disobedience to God’s commandments. Help students understand that when we disobey God’s commandments—when we sin—we further distance ourselves spiritually

from God and subject ourselves to the demands of justice. (You may want to invite a student to read Articles of Faith 1:2 aloud.) Ask students to read Alma 42:14 silently, looking for the consequence that justice requires for disobedience.

- What does it mean to be “cut off” from God’s presence? (To be separated from God and unable to return to dwell in His presence. You may also want to mention that when we sin, we withdraw ourselves from the companionship of the Holy Ghost, who is a member of the Godhead.)

On the board, add the phrases *Disobedience or sin* and *Cut off from God’s presence* to the diagram, as shown below.



From what you have learned in Alma 42:1–14, how would you summarize in one sentence what the law of justice requires when an individual is disobedient? (Write the following truth on the board under the scales: ***Because of our disobedience, the law of justice requires that we be cut off from God’s presence.*** You may want to suggest that students write this truth in their scriptures near Alma 42:1–14.)

Invite students to read Alma 42:18 silently, looking for another consequence of sin.

- What does it mean to have remorse of conscience?

Invite students to ponder a time when they have experienced regret and sorrow or the absence of the Holy Ghost because they have sinned. Ask them to imagine that feeling multiplied by everything they have ever done wrong. Then ask them to imagine that feeling remaining with them forever.

To help students understand and feel the need for mercy, you may want to ask the following question:

- Based on what you have learned in Alma 42:1–14, do you want the Final Judgment to be based solely on justice?

Alma 42:15–31

Alma teaches Corianton about the plan of mercy

To help students understand that the demands of justice must be satisfied, point to the punishment side of the scales on the board. You might consider holding up an eraser as if you are going to erase the demands of justice. Ask:

- Is there any way for the demands of justice to be erased or dismissed? (No. When God’s laws are broken, justice requires punishment. The demands of justice must somehow be met.)

Help students understand that it would be unjust to erase the consequences that justice demands. Invite a student to read Alma 42:25 aloud.

- According to Alma, what would happen if the consequences of sin were removed and justice was left unsatisfied?

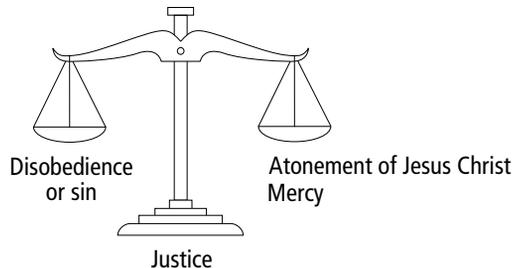
Ask students to ponder the following question before giving them the scripture reference to find the answer:

- If the demands of justice cannot be erased, then how can those who have sinned (each of us) ever have peace of conscience and be restored to the presence of God? (After giving students time to ponder the question, invite a student to read Alma 42:15. It may be helpful to explain that the phrase “appease the demands of justice” means to pay the price, or suffer the punishment, that justice demands.)
- According to Alma 42:15, how is it possible that mercy can ever be extended to us?

Invite students to ponder a question

Asking a question that requires students to think before responding stimulates their desire to know the answer and causes them to look deeper into the scriptures or into their personal experience for understanding. Allow students time to think about the question before pointing them to the scriptures for an answer.

Drawing upon the students' responses, erase the phrase "Cut off from God's presence" from the board and write *Atonement of Jesus Christ* and *Mercy*. Under the scales, write the following truth: ***Jesus Christ's Atonement satisfied the demands of justice so that mercy could be extended to us.***



- 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?

Invite students to read Alma 42:22–24 and look 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 under the scales: ***If we repent, we will receive mercy through the Savior's Atonement.*** You might also want to suggest that they write it in their scriptures near Alma 42:22–24.)
- What do you think the phrase "truly penitent" means? (Sincerely repentant.)
- Why is it important for us to understand that the Savior suffered the punishments for our sins in our place?

Explain that Jesus Christ is our Mediator. A mediator is one who stands between two parties to help resolve a conflict. Ask a student to read aloud the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles. Invite the class to listen for reasons why a third person is needed for mercy to be extended to the sinner:

"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" ("The Mediator," *Ensign*, May 1977, 55–56).

Ask students to read Alma 42:29–31 silently, looking for what Alma desired for Corianton. (You may want to suggest that students mark what they find.)

- What do you think it means to let justice and mercy and the Lord's suffering "have full sway in your heart"?

Invite students to write a brief lesson plan that shows how they might teach the concepts of justice and mercy to others. Encourage them to teach their families what they have learned today.

Remind students about Corianton's concern regarding the fairness of the justice of God. You may want to testify that the Final Judgment will be fair and that we will ultimately get what we deserve, according to God's justice and mercy. You may also want to point out that Corianton repented of his sins and had a positive impact on the growth of the Church (see Alma 49:30). Ask students to ponder how they might need to proceed in their own repentance process.

Invite a few students to share their gratitude and testimony of the Savior's willingness to atone for our sins and satisfy the demands of justice on our behalf. Share your testimony of the mercy and redemption available through the Savior's atoning sacrifice.

LESSON 100

Alma 43–44

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. Even though they

were outnumbered, the Nephite soldiers' preparation and faith in Jesus Christ gave them the advantage in battle. When the Lamanites faced certain defeat, they made a covenant of peace and departed out of the land for a season.

Suggestions for Teaching

Alma 43

Captain Moroni's preparations and strategies help frustrate the designs of the Lamanite army

Invite students to write in notebooks or scripture study journals a list of plans, goals, and desires for their future. As they write, remind them to think about spiritual goals and desires such as serving a mission, being sealed in the temple, and raising a family. Before class, you may want to write such a list of goals and desires for your own future. You might share some of your plans and desires as examples to help students begin writing.

After students make their lists, invite them to identify the desires and goals they feel Satan would not want them to accomplish. Invite a few students to share goals they have identified. Ask them to explain why Satan would not want them to accomplish those goals. You might also ask them why they feel strongly about accomplishing those goals. Suggest that a study of Alma 43–44 can help us see how we can accomplish our righteous goals despite the destructive efforts of the adversary.

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. They were also joined by Amalekites, who, like the Zoramites, had once been Nephites but had strayed from the truth.

Invite a student to read Alma 43:5–8 aloud. Ask the class to follow along, looking for the plans, or "designs," of the Lamanite leader, Zerahemnah.

Explain that as we study the accounts of physical battles in the Book of Mormon, we can liken them to spiritual battles we face.

- How might Zerahemnah's designs against the Nephites be like the designs Satan has against us?

Invite a student to read Alma 43:9–12 aloud. Ask the class to identify the designs of the Nephites.

- What were the designs of the Nephites?

Invite students to read Alma 43:16–19 silently. Invite them to look for what Moroni, the chief captain of the Nephites, did to prepare the people to defend their land and families.

- What specific things did the Nephites do to prepare for the Lamanites' attack?

Invite a student to read Alma 43:20–22 aloud, and ask the class to look for the Lamanites' reaction to the Nephites' preparations.

- Why did the Lamanites withdraw their attack even though they outnumbered the Nephites?
- What can we learn from this event about defending ourselves against Satan's designs?

Invite students to read Alma 43:23–24 silently to find out what Moroni did when he was not sure how his enemy planned to attack next.

- Why did Moroni send messengers to talk with Alma?

- What can Moroni's example teach us about how we can be prepared spiritually against the adversary? (Help students identify the following principle: **If we seek and follow prophetic counsel, we will be better able to defend ourselves against the adversary.**)

Briefly summarize Alma 43:25–43 by relating that Moroni acted on the knowledge he received from the prophet. He divided his army into two parts. Some soldiers stayed in the city of Jershon to protect the people of Ammon. The rest of the army marched to the land of Manti. Moroni sent spies to find out where the Lamanites were, and he had the other soldiers hide along the path the Lamanites would take. As the Lamanites approached, Nephite soldiers encircled them. When the Lamanites saw they were surrounded, they fought ferociously. Many Nephites died, but the Lamanites suffered even more casualties.

Invite several students to take turns reading aloud from Alma 43:43–54. 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 did you notice about the Lamanites' reasons for fighting? What did you notice about the Nephites' reasons for fighting? How did the Nephites' source of strength differ from the Lamanites' source of strength? (As needed, point out that while the Lamanites fought out of hatred and anger, the Nephites were inspired by a better cause [see Alma 43:45–47]. They cried to the Lord for help, and He strengthened them [see Alma 43:49–50].)
- What can we learn from the examples of Moroni and his army to help us in our battles against the adversary?

Invite students to write their answers to this question. Then ask them to share what they have written. They may mention some of the following principles:

As we pray for help in accomplishing our righteous plans and desires, God will help us accomplish them.

We are inspired by a better cause than those who oppose the truth.

The Lord will help us fulfill our duty to defend our families, our liberty, and our religion.

Invite students to tell about times when they have experienced the Lord's help in accomplishing righteous goals. Consider sharing experiences of your own. Testify of the Lord's ability to help us accomplish righteous designs. Invite students to make righteous goals a continual part of their prayers.

Alma 44

Captain Moroni commands the Lamanites to make a covenant of peace

Invite a young man who is willing to read aloud to come to the front of the room with his scriptures. Remind the class that when Captain Moroni saw the terror of the Lamanites, he commanded his men to stop fighting (see Alma 43:54). Have the young man read Moroni's words in Alma 44:1–6. Ask the class to listen for Moroni's explanation of the Nephites' victory.

- What did Moroni want Zerahemnah to understand about the Nephites' source of strength in battle? What did he offer to the Lamanites? (He said that the Nephites would not harm them any more if they would give up their weapons and enter into a covenant of peace.)
- What truths can we learn from Alma 44:4–6 that can help us in our spiritual battles? (Students may share several principles, some of which have already been covered in this lesson. Make sure they include the following truth: **The Lord will strengthen and preserve us according to our faith in Him.** You might want to suggest that students mark words in these verses that teach this truth.)

Invite a student to read aloud the following counsel to the youth of the Church, from President Boyd K. Packer of the Quorum of the Twelve Apostles. You may want to provide a copy for each student.



“Youth today are being raised in enemy territory with a declining standard of morality. But 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.

“Dress modestly; talk reverently; listen to uplifting music. Avoid all immorality and personally degrading practices. Take hold of your life and order yourself to be valiant. Because we depend so much on you, you will be remarkably blessed. You are never far from the sight of your loving Heavenly Father” (“Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 18).

- In President Packer’s words, what stands out to you? Why?

Summarize Alma 44:7–10 by explaining that 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 the student who read Alma 44:1–6 to read aloud Moroni’s response to Zerahemnah, which is found in Alma 44:11. 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.

Testify of the Lord’s protecting hand in the lives of those who are faithful to Him. Encourage students to fight valiantly for their righteous goals and desires and to trust in God’s promise to “support, and keep, and preserve us, so long as we are faithful unto him” (Alma 44:4).

Commentary and Background Information

Alma 43:3. The war we are fighting started in our premortal life

President Gordon B. Hinckley spoke of the reality of the war we have been engaged in since before the world began:

“There is [a] war that has gone on since before the world was created and which is likely to continue for a long time yet to come. . . .

“That war . . . is the war between truth and error, between agency and compulsion, between the followers of Christ and those who have denied Him. His enemies have used every stratagem in that conflict. . . .

“. . . It is as it was in the beginning. . . . The victims who fall are as precious as those who have fallen in the past. It is an ongoing battle. . . .

“The war goes on. . . . It is waged in our own lives, day in and day out, in our homes, in our work, in our

school associations; it is waged over questions of love and respect, of loyalty and fidelity, of obedience and integrity. We are all involved in it. . . . We are winning, and the future never looked brighter” (“The War We Are Winning,” *Ensign*, Nov. 1986, 42, 44–45).

Alma 43:9, 45. Protect and strengthen the family

Sister Virginia U. Jensen of the Relief Society general presidency referred to a warning in the proclamation on the family “that the disintegration of the family will bring upon individuals, communities, and nations the calamities foretold by ancient and modern prophets” (“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129). Sister Jensen observed: “Brothers and sisters, we are in the midst of that reality at this very moment. It is the duty of all of us to protect and strengthen the family” (“Come, Listen to a Prophet’s Voice,” *Ensign*, Nov. 1998, 13–14).

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 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 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 suffering 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 unto the Lord concerning our righteous plans and desires, He will assist us in accomplishing 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

Before class, prepare handouts containing the instructions in this lesson. Familiarize yourself with the instructions so you can help students succeed in their efforts to teach one another.

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.)*

Ask students to imagine that they are missionaries and that they have an appointment to meet with someone who is seeking answers to these questions. Inform them that they will be given some time to prepare, and then they will have an opportunity to answer some of these questions using what they learned from Alma 39–41.

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 companionship a copy of the instructions below, and ask them to use the verses referenced at the end of their assigned question to answer their investigator's questions. 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.

As students prepare, you may wish 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

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.

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:

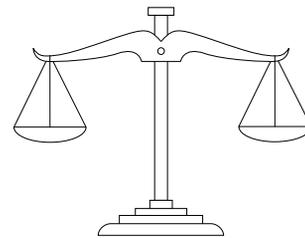
- As you consider Corianton's sins, why do you think understanding these doctrines would be helpful to him?

- 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 scripture 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)

Why were the Nephites so successful against their enemies? How were they able to fight with the strength of the Lord? The answers can be found by studying the examples of Captain Moroni and Helaman and his stripling warriors.

Alma 45–48

Introduction

After Alma gave final instructions to his son Helaman, he departed from the people of Nephi and was never heard from again. Helaman became a significant spiritual leader and Captain Moroni became an important military leader during a difficult time for the Nephites.

Amalickiah, the leader of a group of Nephite dissenters, set in motion a cunning plan to gain power over the Nephites. 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 45

Helaman believes the words of Alma and begins his ministry

Invite students to think about an interview they have had with a parent or priesthood leader.

- What sort of questions do parents and priesthood leaders usually ask in interviews?

After a short discussion, explain that before Alma gave his son Helaman charge of the sacred records and departed out of the land (see Alma 45:18–19), he asked Helaman a series of questions. Invite students to read Alma 45:2–8 silently, looking for the questions Alma asked and the answers Helaman gave.

- The Nephites were at war with the Lamanites when Alma and Helaman had this conversation. How do you think Helaman’s faith may have helped him during the war and throughout his ministry?
- When have you received strength from your faith in Jesus Christ and the words of the prophets and from your commitment to keeping the commandments?

Summarize Alma 45:9–19 by telling students that after Alma prophesied about the eventual destruction of the Nephite nation, he departed out of the land and was never heard from again. Before he left, he gave a final prophecy. Invite a student to read Alma 45:16 aloud.

- What truths can we learn from this prophecy? (Students may state several principles, but make sure they demonstrate understanding that **the Lord cannot look upon sin with the least degree of allowance.**)

Explain that Helaman began his ministry by appointing priests and teachers over the Church throughout the land. Invite students to search Alma 45:23–24, looking for how the people responded to these Church leaders.

- How did the people respond to their Church leaders? 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 46:1–3 by explaining that those who would not heed the leaders of the Church were led by a man named Amalickiah. Ask students to read Alma 46:4–5 silently, looking for what Amalickiah and his followers desired. Invite students to explain what they discover.

Invite students to read Alma 46:6–7 silently, looking for the results of Amalickiah’s influence on those who followed him.

- What happened as a result of Amalickiah’s influence?

Invite students to read Alma 46:8–10 silently, looking for the lessons Mormon wanted us to learn from Amalickiah’s actions. You might point out that several of these lessons are

introduced by the words “thus we see” or “we see.” (You may want to suggest that students mark these lessons in their scriptures.) Students may discover the following lessons: Many people are quick to forget the Lord and to do iniquity.

One wicked man can bring to pass much wickedness.

To contrast Amalickiah with Captain Moroni, ask students to read Alma 46:11–18 and Alma 48:11–13, 17 silently. Invite half of the class to search for what Moroni desired. Invite the other half of the class to look for words and phrases that describe what Moroni was like. (Help students see the difference between Moroni’s righteous motives and Amalickiah’s wicked motives. Moroni supported the cause of liberty and righteousness, while Amalickiah hungered for power and sought to bring the Nephites into bondage.)

- Based on what you read, how would you describe Captain Moroni? What principles can we learn from these verses? (Students may suggest several different principles, including the truth that **one righteous man can bring to pass much righteousness.**)
- According to Alma 46:11–18, what did Moroni pray for? (For the blessings of freedom and liberty to remain with the Nephites and for the “cause of the Christians” to be favored by God.)

Moroni prayed about the “cause of the Christians.” According to Alma 46:12, what three ideals did Moroni feel that Christians should defend and uphold? (Help students see that **it is our duty to defend families, our religion, and our freedom.** See also Alma 43:45–48.)

- What challenges exist against families, Christians, and freedom today? What are some appropriate ways we can defend our families, our religion, and our liberties?

Invite students to read Alma 46:18–22 silently, looking for what Moroni asked his people to do. (You might suggest that students mark the word *covenant* in these verses.)

- What did the people covenant to do? (Maintain their rights and their religion; not forsake the Lord; not transgress the commandments of God; and not be ashamed to take upon themselves the name of Christ.)
- According to Alma 46:22, what did the people do as a token of the covenant they made? (They rent, or tore, their clothing and cast the pieces at Moroni’s feet.)

Hold up a piece of cloth, and tear it in half. You may want to explain that by rending, or tearing, their clothing, the people were demonstrating their commitment to the covenant they had made.

- According to Alma 46:21–22, what did the people say should happen if they broke their covenant?
- How does this help you understand the serious nature of the covenants we make with God?

Remind students that Moroni and his people were facing enemies who wanted to destroy them.

- According to Alma 46:18, what did Moroni say could bring his people to destruction?

Write the following on the board: *If we keep our covenants, God will . . .*

Invite students share how they might complete the statement based on what they have learned from Alma 46:18–22. Also ask them to give an example of how they know the statement is true. Responses may vary. Summarize the responses by completing the phrase on the board as follows: ***If we keep our covenants, God will bless us.*** Encourage students to look for evidence that supports this principle as they study the remaining chapters in Alma. You may want to tell about a time when the Lord blessed you for honoring your covenants.

Summarize Alma 46:29–41. Explain that 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.

Alma 47

By fraud, Amalickiah becomes king of the Lamanites

Ask students how they would feel if they were in a competitive game or other contest and had in their possession a book that contained a list of what their opponent intended to do to win the competition. Tell students that by likening Alma 47 to ourselves, we can learn some important lessons about Satan's tactics for trying to defeat us.

Summarize Alma 47:1–6 by telling students that Amalickiah did not give up his goal to gain power over the Nephites. He devised a cunning plan to dethrone the king of the Lamanites and become their king so he could eventually lead the Lamanites to battle against the Nephites. When Amalickiah joined the Lamanites, he gained the favor of their king, who gave him command over a portion of the Lamanite army. The king ordered Amalickiah and his army to pursue a disobedient faction of the Lamanite army, led by a man named Lehonti. Amalickiah was ordered to compel Lehonti's army to take up arms against the Nephites, but Amalickiah had different plans.

Invite students to study Alma 47:7–19 as if they were Lehonti and as if Amalickiah were Satan. Ask them to read Alma 47:7–10 silently, looking for where Lehonti went to defend his army and what Amalickiah tried to get Lehonti to do.

- Where did Lehonti gather his army in preparation for battle? What advantage does an army have if it is on higher ground than its enemy?
- What did Amalickiah want Lehonti to do? What are some tactics Satan uses to get us to come down from higher ground? (Possible answers include tempting us to lower our standards and enticing us to go places where we are not safe spiritually.)

Invite several students to take turns reading aloud from Alma 47:11–19. Ask the class to follow along, considering how Amalickiah's tactics might be likened unto the tactics Satan uses to destroy us.

- 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.)
- What are some examples of ways Satan seeks to poison us "by degrees"?

Summarize Alma 47:20–36 by explaining that Amalickiah continued to deceive and murder until he became the king of the Lamanites. Emphasize that Amalickiah's intentions and tactics were much like Satan's intentions and tactics toward us. Write the following principle on the board: ***Satan seeks to destroy us, and he entices us by degrees to lower our standards.***

Alma 48

Captain Moroni inspires the Nephites to be prepared and faithful

Invite students to read Alma 48:7–10 silently, 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?
- What did Moroni do to strengthen his people and their cities against future attacks? Which specific locations did Moroni pay special attention to?

Give students time to ponder areas of weakness in their lives and what they could do to strengthen those areas. Ask them to write their thoughts.

- According to Alma 48:10, why did Moroni work so hard to fortify his people against the attacks of their enemies? (Emphasize that Moroni wanted to help preserve the Nephites' freedom to practice their religion.)
- What are some examples of things that modern-day Church leaders teach to help us fortify our areas of spiritual weakness?
- Why do Church leaders work so hard to fortify us spiritually?

Assure students that **as we follow the counsel of the Lord's servants, we will be fortified against temptation.**

Encourage students to watch carefully in the remaining chapters of Alma for principles about the value of keeping covenants and the importance of fortifying ourselves to resist Satan.

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

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.

- What preparations might this young man have made to avoid this temptation?
- What could he do to avoid the temptation in the future?

Explain to students that as they study Alma 49–51, they can look for how the preparations Captain Moroni made against the Lamanites can be compared to preparations we should make against Satan's temptations today.

Explain that while Amalickiah was stirring up a Lamanite army to go to battle, Captain Moroni was fortifying the cities of the Nephites. Invite students to read Alma 49:1, 6–7 silently. Ask them to consider how Captain Moroni's preparations to withstand the Lamanites can be likened to our need to prepare for Satan's attacks on us. Invite students to read Alma 49:2–4; 50:1–6 silently, looking for how the Nephites prepared for future Lamanite attacks.

- 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.)

Ask a student to read aloud the following statement by President James E. Faust of the First Presidency:

"Satan is our greatest enemy and works night and day to destroy us. But we need not become paralyzed with fear of Satan's power. He can have no power over us unless we permit it. He is really a coward, and if we stand firm he will retreat" ("Be Not Afraid," *Ensign*, Oct. 2002, 4).

Invite a few students to take turns reading aloud from Alma 49:18–20, 23. Ask the class to follow along and consider how we might use the Nephite preparations for battle as a pattern to help us prepare for our spiritual battles against Satan.

- Captain Moroni labored to protect the Nephites from the Lamanites. How do our leaders labor to protect and defend us against the adversary?
- What can we do to build high spiritual walls against Satan's temptations? (Answers could include meaningful daily prayer, daily scripture study, regular Church attendance, serving others, and fasting.)

Consider inviting students to respond to the following questions in notebooks or scripture study journals. (You may want to write these questions on the board before class.)

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.

- 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 identify 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.

Give students time to study Alma 50:10–12. Then have them discuss the following scenarios with a classmate. (If possible, prepare a handout with the scenarios before class. If this is not possible, read the scenarios one at a time, allowing sufficient time for discussion of each one.)

1. Moroni “cut off all the strongholds of the Lamanites.” How might a young woman “cut off” a situation of gossiping when she gets together with her friends at lunch?
2. Moroni fortified a line, or border, between the Nephites and the Lamanites. How might a young man and a young woman fortify the line between keeping the law of chastity and crossing over into immorality?
3. Moroni’s armies built fortifications to secure his people against their enemies. A young man recognizes that he has been spending too much time using social media (online or through text messaging). This behavior seems to diminish his concern for his immediate family, and he neglects his responsibilities in the home. What can he do to fortify and secure his relationships with his family?

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. Ensure that students understand that **if we prepare ourselves, we can withstand attacks (temptations) from the adversary**. You may want to write this principle on the board.

Invite a student to read Alma 50:1 aloud. Ask the class:

- 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.)

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” (“Always,” *Ensign*, Oct. 1999, 9).

Write the following on the board:

I will prepare to withstand temptation by . . .

I will stand firm when . . .

Invite students to complete these statements in notebooks or scripture study journals. After students have finished writing, read the following statement by President Ezra Taft Benson. (You may want to suggest that students write this statement in their scriptures near Alma 50:10–12.)

“It is better to prepare and prevent than it is to repair and repent” (*The Teachings of Ezra Taft Benson* [1988], 285).

- Why do you think this statement is true? When have you seen an example of the principle this statement teaches?

Explain that the Nephites’ preparation led to a few years of great prosperity and peace. Point out that while Amalickiah cursed God because he was defeated, the Nephites “did thank the Lord their God” (Alma 49:28).

Invite students to imagine they have a friend who lives in an area where war is rampant. He feels that it is impossible to find peace and happiness because of the chaos around

him. Write the following scripture reference on the board: *Alma 50:18–23*. Invite students to read this passage and develop a response they could make to their friend. Ask a few students to share what they would say. 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.

- According to Alma 50:18–23, why were the Nephites experiencing a period of happiness?
- When have you felt the Lord extend His power and blessings to you for being obedient and for fortifying yourself against temptation?
- When has the Lord blessed you or someone you know with prosperity, peace, and 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

(Note: Given the length of the lesson thus far, you may need to briefly summarize the rest of the material. If you do so, explain 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 punished. 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.)

Write the following statement on the board: *United we stand; divided we fall*.

Invite students to read Alma 50:25–26 silently, looking for the word in each verse that describes the reason for a division among the Nephites.

- What caused a division among the people?

Summarize the rest of Alma 50 by explaining that Morianton and his people tried to leave the Nephites and escape into the land northward. Moroni feared that this division would lead to a loss of liberty for the Nephites. He sent an army, led by a man named Teancum, to stop Morianton’s people from leaving. Teancum’s army prevented Morianton’s people from reaching their destination, and Morianton was killed. The remainder of his people “covenant[ed] to keep the peace” (Alma 50:36). Soon after Morianton’s rebellion, a dangerous political division developed among the people of Nephi. Some of the Nephites wanted to remove Pahoran from the judgment seat and replace him with a king. The rest of the people wanted to retain their governing system of judges.

Invite students to search Alma 51:5–6 for the names of these two opposing groups (king-men and freemen). Give students a moment to identify in Alma 51:8 the motives of the king-men.

Write the following truth on the board: *Division and contention destroy our peace*.

- How is this principle shown in the accounts of division and contention recorded in Alma 50 and 51?
- What could you do in your family, among your friends, or in your community to resolve contention?
- When have you seen the blessings that come from unity strengthen a family or a quorum or class?

Testify of those truths you feel impressed to emphasize. Remind students that the next few lessons will give them more opportunities to identify principles and learn lessons from the warfare between the Nephites and the Lamanites.

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. Moroni stood firm and didn't compromise with the wickedness of Ammoron and his followers.

Note: This lesson focuses on events in the lives of Moroni, Teancum, and Lehi. In the next lesson, students will learn more about Helaman's 2,000 stripling warriors mentioned in Alma 53:16–23.

Suggestions for Teaching

Alma 52–53

Moroni, Teancum, and Lehi work together to defeat the Lamanites

Before class, write the following statement on the board:

“Youth today are being raised in enemy territory” (President Boyd K. Packer).

At the beginning of class, invite a student to read this statement. Then ask:

- Who is the enemy? (Satan.)
- What evidence of Satan's influence do you see in the world around you? (Students might mention inappropriate language and clothing, dishonest and immoral behavior, and the temptations often promoted through media and technology.)

Encourage students to consider ways they can compare the challenges they face to the events and situations described in Alma 52–55. Then read the continuation of President Packer's statement:

*“Youth today are being raised in enemy territory with a declining standard of morality. But 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” (“Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 18).*

Encourage students to seek the guidance of the Holy Ghost so that they can withstand evil.

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). Invite students to read Alma 52:14 silently, looking for Mormon's description of the Nephites' situation at this time. Then ask a student to read Alma 53:9 aloud. Ask the class to identify why the Nephites' circumstances were dangerous.

- What are some ways people place themselves in circumstances that are spiritually dangerous?

Write the following scripture reference on the board: *Alma 52:5–10, 16–19*. To help students understand the context and story line surrounding these verses, ask two students to read the chapter summaries for Alma 52 and 53 aloud. Then invite students to study the verses you have written on the board, looking for principles that can help them avoid or withstand evil. After sufficient time, ask:

- What principles can we learn from these verses? (Among other principles, students might identify the following truth: **If we avoid the adversary's strongholds, we are more able to avoid and resist temptation.**)

Invite students to reflect on physical places, social settings, or situations involving the use of technology (such as the Internet) that they feel may lead to dangerous circumstances in their lives.

Help students identify implied principles

Many principles are not stated directly by those who wrote the scriptures. Instead, a principle may be embedded in a story line or in a particular event or parable. It may be illustrated by an entire book of scripture, a chapter, or a single verse. Implied principles can often be discovered by analyzing the actions and attitudes of individuals or groups in the scriptures and then identifying the consequences of those actions and attitudes.

Explain that Mormon described Teancum’s stand against the Lamanites using such words as *defend*, *fortify*, *secure*, *scourge*, and *strengthen*. Ask students to ponder what may need to be “scourged,” or driven, from their own lives to help them be more spiritually secure.

Invite a student to read Alma 52:19 aloud. Ask the class:

- What did the Nephite leaders do prior to going to battle? (They held a council of war.)
- In what ways might a family council or a Church council be similar to a “council of war”? How can such councils strengthen us in our battles against the adversary?

Summarize Alma 52:20–40 and Alma 53 by explaining that after the council of war, Captain Moroni and his armies retook the city of Mulek by drawing the Lamanites out of their strongholds. The Nephites took many Lamanite prisoners and sent them to work on fortifying the city of Bountiful. However, the Lamanites continued to have success in other regions because of dissensions among the Nephites.

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.

Explain that Alma 54:9–12 contains words of Captain Moroni to Ammoron. Invite a student to read these verses aloud. Then ask another student to read Ammoron’s response to Captain Moroni in Alma 54:18–20.

- How were Captain Moroni’s motives for exchanging prisoners different from Ammoron’s? (You may want to point out that Moroni was concerned about families, while Ammoron was concerned only about his men of war because he wanted to destroy the Nephites.)
- How do Ammoron’s statements in Alma 54:18–20 reflect Satan’s motives in his warfare against us?

Invite a student to read Alma 55:1–2 aloud. Ask the class to look for Moroni’s response to Ammoron’s demands.

- Why was Moroni unwilling to do what Ammoron said? (He knew Ammoron was lying, and he did not want to grant Ammoron any more power than he already had.)
- What can we learn from Moroni’s response to Ammoron? (Although students may state a number of truths, be sure they understand that **as we stand firm for what is right, we can prevent evil influences from gaining power over us.**)

The following statements by Joseph Smith may be helpful in your discussion of these verses:

“Satan cannot seduce us by his enticements unless we in our hearts consent and yield” (*Teachings of Presidents of the Church: Joseph Smith* [2007], 213).

“The devil has no power over us only as we permit him” (*Teachings of Presidents of the Church: Joseph Smith*, 214).

Write the following scripture reference on the board: *Alma 55:15–24, 28–31*.

Explain that in Alma 55 we learn that Captain Moroni freed the Nephite prisoners in the city of Gid by stratagem (a method used in war to deceive or outwit an enemy). In Alma 55:3–14, we learn that Moroni was able to use a Nephite soldier named Laman to cause the Lamanite soldiers guarding the Nephite prisoners to become drunk. Invite students to read silently the verses you wrote on the board, looking for what Captain Moroni did once he had the Lamanites surrounded in the city of Gid. Remind students to look for principles as they study. After sufficient time, ask them to report what they have discovered. You might also ask:

- What do these verses teach you about Moroni?

Write the following statement on the board and invite students to fill in the blanks:

We are not to delight in . . . ; rather, we are to delight in . . .

- How might we apply Moroni's example of not delighting in bloodshed? For example, how might we apply Moroni's example to the things we read and watch or to the games we play?

Invite students to contemplate the following question:

- What do you feel Mormon 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 notebooks or scripture study journals about what they will do to resist entering Satan's territory and to stand firm against his attacks.

Conclude by testifying of the truths you have discussed in class today.

Supplemental Teaching Idea

Alma 53:20–21. Walking uprightly before God

Invite a student to read Alma 53:20–21 aloud.

- What does it mean to walk uprightly before God?

Ask students to ponder how they, like the stripling warriors, can be "true at all times in whatsoever thing they [are] entrusted." Read the following statement, in which President George Albert Smith shares wise counsel given by his grandfather George A. Smith:

"My grandfather used to say to his family, 'There is a line of demarcation well defined between the Lord's territory and the devil's territory. If you will stay on the Lord's side of the line you will be under his influence and will have no desire to do wrong; but if you cross to the devil's side of that line one inch you are in the tempter's power and if he is successful, you will not be able to think or even reason properly because you will have lost the Spirit of the Lord.'

"When I have been tempted sometimes to do a certain thing, I have asked myself, 'Which side of the line am

I on?' If I determined to be on the safe side, the Lord's side, I would do the right thing every time. So when temptation comes think prayerfully about your problem and the influence of the Lord will aid you to decide wisely. There is safety for us only on the Lord's side of the line" ("A Faith Founded upon Truth," *Deseret News*, June 17, 1944, Church section, 9).

Consider drawing a vertical line down the center of the board. Label one side of the board *The Lord's territory* and the other side of the board *The devil's territory*.

Ask students:

- In relation to the line separating the two territories, where is the safest place to be? (On the Lord's side, as far away from the line as possible.)
- What danger might there be in trying to live on the Lord's side but as close to the line as possible?
- What helps you stay far away from the line?

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

Ask students if they have ever received a letter or message that strengthened them to endure a particular difficulty. Explain that Alma 56–58 contains the content of an epistle, or letter, that Helaman wrote to Captain Moroni during a difficult period in the war. Invite students to read Alma 59:1–2 silently to discover how Captain Moroni responded to the letter. Encourage students as they study the letter to identify reasons why Captain Moroni could rejoice despite the difficult circumstances he was in.

Summarize Alma 56:2–17 by explaining that Helaman commanded a small army consisting of 2,000 sons of the Anti-Nephi-Lehies, or people of Ammon. These soldiers are often referred to as the 2,000 stripling warriors. (You may need to explain that the word *stripling* means young.) 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.

Explain 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.

Invite students to read Alma 53:17–21 silently, looking for words and phrases that describe the spiritual strength these young men brought to the army. As they read, copy the following diagram on the board. Invite several students to come to the board and write the words and phrases they have found under the heading "Before battle."



- What do you think Helaman might have meant when he described the 2,000 stripling warriors as "men of truth and soberness"? (You might want to explain that the word *soberness* denotes seriousness, calmness, and self-control.)
- How can the traits listed on the board help us face spiritual battles and other challenges?

Briefly summarize the beginning of the stripling warriors' first battle in Alma 56:29–43. 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 army of Antipus caught up with the Lamanite army, they attacked according to their plan. 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. Invite students to read Alma 56:44–48 silently. Ask them to look for words and phrases that show evidence of how these young men acted in faith. Invite a few students to write what they find on the board under the heading “During battle.”

- What did these young men not doubt? (That God would deliver them.)
- Why did they not doubt that God would deliver them?
- How did the traits they had developed before the battle help them during the battle?

Write the following truth on the board: ***When we act in faith, we can receive strength from God.*** Invite students to look for evidence of this truth as they study Alma 56.

Summarize Alma 56:49–53 by explaining that Helaman’s army found the army of Antipus in a difficult situation. Antipus and many of the army’s other leaders were dead, and the weary and confused Nephites were close to defeat.

Invite a student to read Alma 56:54–56 aloud. Ask the class to follow along, looking for how God blessed Helaman’s warriors because of their faith.

- How do you think the spiritual attributes listed on the board contributed to the events recorded in Alma 56:56?
- 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 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 two cities 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. The Lamanites also received reinforcements and continued to fortify the cities they had captured.

Point out that in one battle, the Lamanites were about to overpower the Nephites (see Alma 57:18). Invite students to read Alma 57:19–22 silently, looking for the reason the Nephites were able to prevail.

- Why were the Nephites able to prevail against the Lamanites?
- Helaman said that his warriors “did obey and observe to perform every word of command with exactness” (Alma 57:21). What do you think this means? How was this obedience an expression of their faith?

To supplement students’ answers to these questions, read the following statement by Elder 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. It takes faith to obey them, and keeping His commandments will strengthen that faith” (“Face the Future with Faith,” *Ensign* or *Liahona*, May 2011, 34).

Invite a student to read Alma 57:23–27 aloud. Ask the class to look for how the Lord preserved Helaman’s young soldiers and why He preserved them. To help them discuss what they find, ask these follow-up questions:

- Of his warriors, Helaman said, “Their minds are firm.” What do you think this means? Why do we need to keep our minds firm as we face challenges?
- How did Helaman’s soldiers show that they “put their trust in God continually”?

It may be helpful to explain that in some instances, the righteous will suffer or die, just as the stripling warriors suffered and just as some in the Nephite army were killed. However, God will always honor those who honor Him, and the righteous who die will be blessed.

- What similarities do you see between the stripling warriors' battles with their enemies and our battles with the adversary?

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

"Today we are fighting a battle that in many ways is more perilous . . . than the battle between the Nephites and the Lamanites. Our enemy is cunning and resourceful. We fight against Lucifer, the father of all lies, the enemy of all that is good and right and holy. . . .

". . . We battle literally for the souls of men. The enemy is unforgiving and relentless. He is taking eternal prisoners at an alarming rate. And he shows no sign of letting up.

"While we are profoundly grateful for the many members of the Church who are doing great things in the battle for truth and right, I must honestly tell you it still is not enough. We need much more help. . . . We need you. Like Helaman's 2,000 stripling warriors, . . . you too can be endowed with power to build up and defend His kingdom. We need you to make sacred covenants, just as they did. We need you to be meticulously obedient and faithful, just as they were" ("The Greatest Generation of Missionaries," *Ensign* or *Liahona*, Nov. 2002, 46–47).

Write the following on the board: *If we trust the Lord and obey Him with exactness, . . .*

- Based on what you have read about Helaman's warriors, how would you complete this sentence? (Complete the sentence on the board according to students' suggestions. For example, you might write the following truth: ***If we trust the Lord and obey Him with exactness, He will support us in our battles.***)

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 notebooks or scripture study journals about what they will do to 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. Invite a few students to take turns reading aloud from Alma 58:2, 6–9, and ask the class to identify those difficult circumstances (lack of provisions, lack of reinforcements, fear that they would be destroyed by their enemies).

Ask students to read Alma 58:10–12 silently, looking for answers to the following questions. (Write the questions on the board before class. Read the questions to the class before they read the scripture passage, and then review them after they have read. This will help students focus on how Helaman's army responded in this difficult situation.)

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?

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, we can receive divine assurance that can strengthen our faith and give us hope.**)

- When has the Lord blessed you with peace and assurance 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.

- How did Helaman's young warriors show their faith in God, despite the "many wounds" they received?
- As you face challenges in life, how can you benefit from following the example of the sons of Helaman?

Conclude by sharing your testimony of the principles taught in this lesson.

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.

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.

Suggestions for Teaching

Alma 59

The Nephites lose a stronghold, and Captain Moroni grieves because of the wickedness of the people

Before class, write on the board the following statement by President Ezra Taft Benson (from *The Teachings of Ezra Taft Benson* [1988], 285):

“It is better to prepare and prevent than it is to repair and repent” (President Ezra Taft Benson).

You may have quoted this statement as part of the lesson on Alma 49–51. If you did, consider leaving blanks in place of some words when you write it on the board. Ask the students to fill in the blanks.

Invite students to tell about times in their lives or in the lives of someone they know when preparation has helped prevent disappointment or sorrow.

Remind students that in recent lessons they have studied chapters about battles between the Nephites and the Lamanites. Invite students to read Alma 59:5–11 silently, thinking about how the statement on the board relates to the situation described in these verses.

- What seems to have enabled the Lamanites to defeat the city of Nephiah? (The wickedness of the people of Nephiah.)
- What did you find in these verses that pertains to the statement written on the board?

If students do not mention the following statement in Alma 59:9, point it out to them: “It was easier to keep the city from falling into the hands of the Lamanites than to retake it from them.” You might want to suggest that students mark this statement in their scriptures. To help students think about how this truth applies in their lives, ask them to compare the cities in this account to themselves and the spiritual battles they face. Then ask one or more of the following questions:

- How does this truth relate to us? (Help students see that **it is easier and better to remain faithful than it is to return to the faith after going astray.**)
- Why is staying faithful in the Church easier than returning to the Church after a period of being less active?
- Why is it easier to maintain a testimony than it is to regain a testimony after falling away?

Invite students to ponder ways the adversary and his followers may be attacking them. Encourage them to write in notebooks or scripture study journals about what they will do to prepare for spiritual battles.

Alma 60–62

Moroni falsely accuses Pahoran, who responds with love and respect

Read Alma 59:13 aloud. Make sure students understand that Moroni was angry because he thought the government was indifferent, or unconcerned, about the freedom of the people. In his anger, he wrote a letter to Pahoran, the chief judge in Zarahemla. Invite a few students to take turns reading aloud from Alma 60:6–11.

- What did Captain Moroni accuse Pahoran of?
- What emotions do you sense in Moroni’s accusations?

Write the following scripture reference on the board: *Alma 60:17–20, 23–24*. Invite students to read these verses silently. Encourage them to imagine how they would feel 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. After allowing students to report what they have found, ask them to identify words or phrases in these verses that indicate Moroni’s reasons or motives for making his requests.

Invite students to read Alma 61:1–5 silently to discover 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?
- Have you ever been wrongly accused of something? How did you feel about the accusations and the accuser?

Invite students to read Alma 61:9–10, 15–18 silently, looking for anything that reveals the greatness of Pahoran’s character. After sufficient time, call on a few students to share what they have found.

- What lessons can we learn from the way Pahoran responded to Moroni’s accusations? (Help students identify the following principle: **We can choose to not be offended by the words and actions of others.** Other truths students might identify include that **we should avoid making unkind judgments about others** and that **when we unite in righteousness with others, we are stronger in our battles against evil.** You may want to write these truths on the board.)
- How can we choose not to be offended?

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 forgiving others for their words or actions against us. Encourage students to follow Pahoran’s example.

Invite a student to read Alma 62:1 aloud. Ask the class to identify how Moroni felt when he received Pahoran’s response.

Explain that even though Captain Moroni was wrong in his accusations of Pahoran, he taught true principles that we can apply in our lives. Invite a student to read Alma 60:23 aloud. Point out that Moroni’s words about cleansing the “inward vessel” can apply to anyone who needs to repent. Explain that a vessel is a container, such as a cup or bowl. Put dirt or mud on the inside and outside of a cup (if available, a clear cup works best). Ask students if they would like to drink from the cup. Clean the outside of the cup and ask if students would now feel comfortable drinking from it.

- If we think of ourselves as vessels, what might it mean to cleanse the inward, or inner, vessel?

Read the following statement by President Ezra Taft Benson:

“We must cleanse the inner vessel (see Alma 60:23), beginning first with ourselves, then with our families, and finally with the Church” (“Cleansing the Inner Vessel,” *Ensign*, May 1986, 4).

- Why is it important that we be clean on the inside (what people cannot see) as well as on the outside (what people can see)?
- Why is it important to cleanse the inner vessel of our lives before we can be fully effective in the Lord's kingdom?

Summarize Alma 62:1–38 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 retook 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 principles can you identify in Alma 62:40–41?

As students discuss this question, they might respond with answers such as these:

Our righteous prayers can have a positive effect on our communities.

In times of adversity, some people humble themselves before God while others become hardened.

- Why do you think some people grow closer to the Lord when they face trials? Why do some people turn away from the Lord when they face trials? (Help students understand that in times of adversity, our choices determine whether we will grow closer to the Lord.)
- As you have read the Book of Mormon chapters on war, what have they taught you about being a disciple of Jesus Christ in times of war or contention?

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.

You may want to conclude this lesson by telling about someone who has faced adversity and affliction and has chosen to have a soft heart and increased trust in God. Consider sharing a personal experience.

Alma Review

Take some time to help students review the book of Alma. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. If needed, invite them to review some of the chapter summaries in Alma to help them remember. After sufficient time, invite several students to share their thoughts and feelings about something in the book that has impressed them.

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 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 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 he 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 happiness, even amid turmoil—yet division and contention can destroy our 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 if we trust the Lord and obey Him with exactness, He will support us in our battles. 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: *"From the Book of Mormon we learn how disciples of Christ live in times of war"* ("The Book of Mormon—Keystone of Our Religion," *Ensign*, Nov. 1986, 7).

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.

Ask: *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" ("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 who lived during the wars in Book of Mormon

times can help us develop qualities that will be important in our own spiritual battles.

Write the following names and scripture references on the board, or prepare them as a handout. Ask students to choose one of these individuals or groups to study. Try to have at least one student study each person or group.

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

Give students several minutes to study as many scriptures as possible about the individual or group they chose. Ask them to be prepared to teach the following ideas to the class (you may want to write these on the board or put them on a handout as well):

- 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 these 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.

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 prophesy 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 B.C. and 1 B.C. Mormon abridged those records sometime between A.D. 345 and A.D. 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.

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

Before class, write the following on the board:

Helaman 1:1–4. What caused contention and divisions among the Nephite people?

Helaman 1:5–8. Who was appointed chief judge, and how did his two brothers react?

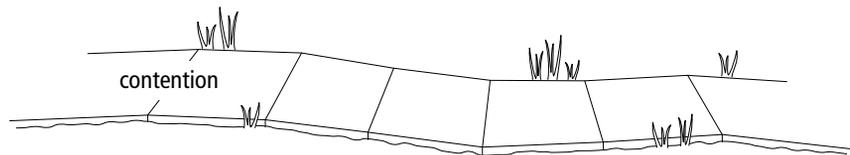
To begin the lesson, ask students to describe the differences between *discussing* an issue and *contending* about an issue. If students need help understanding these differences, ask them to consider the following situations and identify which ones are examples of contention. (They should identify the second and third situations.)

1. Explaining your position through friendly persuasion and facts
2. Showing disrespect toward a person whose views are different from yours
3. Feeling that winning an argument is more important than another person's well-being

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.

Ask students to read silently the scripture passages you have written on the board, looking for answers to the corresponding questions. Invite them to report what they find.

Draw a path on the board, and label it with the word *contention*.



Explain that contention can be like a path that leads to other sins and negative consequences. Invite a student to read Helaman 1:9 aloud.

Ask the class to identify what the contention among the Nephites ultimately led to. (Murder.) Write *murder* on the board, somewhere along the path you have drawn.

Invite students to read Helaman 1:10–12 silently, identifying what Kishkumen and those who had sent him did to cover up the murder he had committed.

- Why would Kishkumen and his followers want to keep their actions a secret?
- What are some modern-day examples of people trying to keep their unrighteous actions secret? (Answers may include lying to parents or in interviews with the bishop or branch president.)
- Why would it be unwise to help someone else cover up his or her sins?

Invite a student to read Helaman 1:18–21 aloud. Ask the class to follow along and identify other consequences of the Nephites’ contention. As students report what they find, have them write their answers somewhere on the path on the board. You might also invite them to suggest and write other consequences of contention that they have seen.

Summarize Helaman 1:22–30 by explaining that after the Lamanites conquered Zarahemla, the Nephite armies defeated them in a battle in which many were killed.

Invite students to summarize a principle regarding contention that they have learned from studying Helaman 1. One principle students might identify is that **contention makes us vulnerable to the influence of the adversary**. You might want to write this on the board.

To help students better understand this principle and apply it in their lives, consider asking some of the following questions:

- 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?
- If siblings have been contentious, how might their behavior affect their long-term relationship? How might it affect the entire family?
- How can contention in a ward or branch make Church members more vulnerable to Satan’s attacks?
- If a young man has angry feelings toward someone in his priesthood quorum, how might his feelings affect his actions at church? How might they affect his attendance at church?
- How might contentious feelings weaken us when we face temptation?

Invite students to suggest other situations in which contention may make us weak and vulnerable to the designs of the adversary.

Give students time to reflect on areas of their lives in which they may be contributing to feelings of contention. Invite them to identify one specific action they can take to avoid contentious behavior.

Helaman 2

Helaman becomes chief judge, and his servant prevents Kishkumen from taking his life

- Why is it better to clean up a mess rather than to cover it up?
- Why might someone want to cover up something he or she has done?

Invite students to read Helaman 2:3–4 and D&C 58:43 silently.

- 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?

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.

Invite students to read Helaman 2:10–11 silently, looking for the action Helaman took against the Gadianton robbers. Ask a student to summarize these verses.

Explain that Gadianton’s band is an example of a secret combination. Invite a student to read Helaman 2:12–14 aloud. Ask the class to identify the effect that secret combinations had 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:

Identifying doctrines and principles

At times, students state doctrines or principles as they answer questions or summarize what they have learned in 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 encourage students to write it in notebooks or scripture study journals.



“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” (“Standing for Truth and Right,” *Ensign*, Nov. 1997, 38).

Invite students to ponder ways they can apply Elder Ballard’s teaching. Invite them to write in notebooks or scripture study journals about what they will do to avoid any form of secret combination and what they will do to “take a firm stand for truth and right” in their communities.

Commentary and Background Information

Helaman 1:1–21. Contention is destructive

The book of Helaman recounts a period of great wickedness among the Nephites. The Gadianton robbers thrived, and the people experienced cycles of wickedness, destruction, and repentance, only to return to wickedness. Many of these troubles began with contention, as described in the first chapter of Helaman. Some people consider contention to be a small sin. However, the following two statements by latter-day prophets emphasize the seriousness of this sin:

President James E. Faust of the First Presidency warned, “When there is contention, the Spirit of the Lord will depart, regardless of who is at fault” (“What I Want My Son to Know before He Leaves on His Mission,” *Ensign*, May 1996, 41).

Elder Joseph B. Wirthlin of the Quorum of the Twelve Apostles cautioned: “The sins of corruption, dishonesty, strife, contention, and other evils in this world are not here by chance. They are evidences of the

relentless campaign of Satan and those who follow him. He uses every tool and device available to him to deceive, confuse, and mislead” (“Deep Roots,” *Ensign*, Nov. 1994, 76).

In contrast to the destructive impact of contention, President Henry B. Eyring of the First Presidency emphasized the unity and peace that the Spirit of the Lord brings:

“Where people have that Spirit with them, we may expect harmony. The Spirit puts the testimony of truth in our hearts, which unifies those who share that testimony. The Spirit of God never generates contention (see 3 Ne. 11:29). It never generates the feelings of distinctions between people which lead to strife (see Joseph F. Smith, *Gospel Doctrine*, 13th ed. [1963], 131). It leads to personal peace and a feeling of union with others. It unifies souls. A unified family, a unified Church, and a world at peace depend on unified souls” (“That We May Be One,” *Ensign*, May 1998, 67).

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

Write the following words on the board (you may want to do this before class):

People in . . . (the name of your country)

People in . . . (the name of your city)

People in my ward or branch

People in my family

Myself

Ask students whom, of all the people listed on the board, they feel they can control. Then ask them to raise their hands if they have ever been discouraged because of others' actions. Have them keep their hands raised if they have been discouraged recently because of the unrighteous actions of others. Explain that as they study Helaman 3, they will find insights about what they can do when those around them do not live according to the gospel.

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, identifying words or phrases that indicate how things changed among the Nephites.

- Why do you think the Nephites moved so quickly from a period of no contention to one of much contention?

Summarize Helaman 3:3–16 by explaining that during this time of contention, many Nephites migrated to the north.

Invite a student to read Helaman 3:20 aloud. Ask the class to identify how Helaman was described during this time of contention.

- What impresses you about the example of Helaman during this time of contention? (As students answer, you may want to suggest that they mark the word *continually* in Helaman 3:20.)

Invite students to read Helaman 3:22–26 silently and identify how the situation among the Nephites changed.

- What caused the Church leaders to be astonished?
- What can we learn from these verses about the potential influence the Church can have on people?

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. Invite students to read Helaman 3:27–30 silently and identify what lessons Mormon wanted us to learn. After students report what they find, ask:

- What did Mormon want us to know about the word of God?

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.

Give students some time to ponder how their study of the scriptures has enabled them to obtain blessings such as those promised in Helaman 3:29. Consider calling on a few students to share their experiences.

Explain that the rest of Helaman 3 recounts how, after the time of great prosperity, pride spread among the Nephites. Many humble members of the Church experienced persecution from other Church members who were proud in their hearts. 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 situations described above. After students have had time to respond, ask the following questions:

- Why do you think the persecution of Church members by other Church members was considered “a great evil” among the Nephites?
- What gospel principles do we violate when we mistreat or are unkind to other Church members? How can we strengthen our love for our fellow Saints?

Invite students to read Helaman 3:35 silently and identify 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? (They fasted and prayed oft, sought to be humble, and yielded their hearts to God.)
- Besides an increase in faith, what else did the actions of the humble Nephites lead to? (Joy, consolation, and purification and sanctification of their hearts.)

Write the following on the board: *As we . . . , our faith in Jesus Christ will increase, despite persecution and trial.* Ask students to complete this statement based on what they have learned from Helaman 3:33–35. You may want to invite several students to share how they have completed the statement. Though students' answers may vary, make sure they express the following truth: **As we seek to live righteously, our faith in Jesus Christ will increase, despite persecution and trial.** To help students deepen their understanding of the teachings in these verses, you may want to ask the following questions:

- How have prayer and fasting helped you in a time of persecution or trial?
- What do you think it means to yield your heart to God?
- Why is yielding your heart to God necessary in order to increase your faith in a time of persecution or trial?

Ask students if they have ever felt their faith increase as they have responded righteously to persecution. Invite a few students to share their experiences. You may also want to share a personal experience.

To prepare students to study Helaman 4, invite them to read Helaman 3:36 silently. Ask them to identify the general state of the Nephites. (The Nephites were increasing in pride, despite the example of the humble followers of Christ.)

Helaman 4

Because of wickedness, the Spirit of the Lord withdraws from the Nephites, and the Lamanites conquer all of the Nephites' southern lands

Explain that Helaman 4:4–8 tells of a battle that the Nephites fought against the Lamanites and Nephite dissenters. Invite a student to read these verses aloud. Ask the class to follow along, identifying which Nephite lands were conquered during this battle.

Write the following instructions on the board. (You may want to do this before class begins.) Invite students to copy them in notebooks or scripture study journals.

Write three phrases that indicate the Nephites' attitude and actions.

Write three phrases that indicate what happened because of these actions.

Divide students into pairs. Ask the pairs to read Helaman 4:11–13, 23–26 together, looking for and writing down key phrases according to the instructions on the board.

Invite a few partnerships to report their answers. As students share what they have written, you may want to suggest that they mark the following phrases in their scriptures: “left in their own strength” (Helaman 4:13), “they had become weak” (Helaman 4:24), and “thus had they become weak” (Helaman 4:26).

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.** You may want to write this principle on the board. You might also suggest that students write it in their scriptures next to Helaman 4:23–24.

To help students understand this principle, invite one of them to come to the front of the class. Ask the student to imagine that he or she has been enlisted to fight alone in a battle against the Lamanites. Ask the student what chances he or she would have against an army of significant size. Ask another student to come to the front of the class and stand next to the first student. Ask the first student if having the help of the second student would increase his or her chances for victory against the enemy force. (Against an army of significant size, adding a second student would not substantially increase the chances for victory.) Then write *The Lord* on the board. Ask the first student:

- What do you think your chances of winning the battle would be if you had the Lord on your side?

Ask students how this activity relates to the principle identified from Helaman 4. Consider asking the following question:

- 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?

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. Share your testimony of the importance of the Spirit in your life.

Commentary and Background Information

Helaman 3:33–34, 36; 4:12. The effect of pride on the Church

Mormon pointed out that pride was not part of the Lord's Church but that because of great riches, it began to enter into the hearts of some of the members of the Church (see Helaman 3:33, 36).

President Ezra Taft Benson taught:

“Think of what pride has cost us in the past and what it is now costing us in our own lives, our families, and the Church.

“Think of the repentance that could take place with lives changed, marriages preserved, and homes

strengthened, if pride did not keep us from confessing our sins and forsaking them. (See D&C 58:43.)

“Think of the many who are less active members of the Church because they were offended and their pride will not allow them to forgive or fully sup at the Lord's table.

“Think of the tens of thousands of additional young men and couples who could be on missions except for the pride that keeps them from yielding their hearts unto God. (See Alma 10:6; Hel. 3:34–35.)

“Think how temple work would increase if the time spent in this godly service were more important than the many prideful pursuits that compete for our time” (“Beware of Pride,” *Ensign*, May 1989, 6).

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.

Teach by the Holy Spirit

When you prepare to teach, pray that the Holy Ghost will be with you and the students.

Suggestions for Teaching

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 the following statement by President Spencer W. Kimball. 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” (“Circles of Exaltation” [address to CES religious educators, June 28, 1968], 5, si.lds.org).

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. Explain 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. (Do not include the words in parentheses.)

Helaman 5:5–7 (Keep the commandments; remember the righteous examples of ancestors.)

Helaman 5:9–11 (Remember the Atonement of Christ; remember that we cannot be saved in our sins but that we can be saved from our sins through repentance and the power of the Atonement.)

Helaman 5:12 (Remember that Jesus Christ must be our foundation.)

Invite students to scan the verses listed on the board, looking for the word *remember*. You might want to suggest that they mark each instance of this word. Then give students a

few minutes to read these passages silently, looking for what Helaman wanted his sons to remember. Invite students to report what they have found. You might want to write their responses on the board next to the corresponding scripture references.

To help students analyze and understand these verses, ask the following questions:

- How can remembering the righteous examples of others help you choose to “do that which is good”?
- What do you do to remember the Atonement of Jesus Christ?

Write the following statement on the board: *If we . . . , Satan will have no power over us.*

Invite a student to read Helaman 5:12 aloud. Ask the class to follow along, looking for a way they can complete the statement on the board. 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.** You may want to invite students to mark phrases in Helaman 5:12 that express this principle. Point out that Helaman 5:12 is a scripture mastery passage. You may want to suggest that students mark this passage in a distinctive way so they will be able to locate it easily.

To help students understand the principle taught in this verse, build a small tower or house out of objects (such as blocks or books), and ask questions such as the following:

- Why is it essential that a building have a firm foundation?
- 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 can we do to build our foundation on the rock of Jesus Christ? (You may want to ask students how the truths taught in Helaman 5:6–11 are examples of ways we can build our foundation on Jesus Christ.)

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 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 notebooks or scripture 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 5:14–19 by explaining that Nephi and Lehi 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.

Copy the following chart on the board. Divide the class into in pairs, and ask each pair to copy the chart on a piece of paper. Ask the pairs to work together to read the passages listed in the chart and then draw a simple picture or write a brief summary of what each passage describes. (As students copy the chart, encourage them to leave enough room under each scripture reference for their pictures or summaries.)

Helaman 5:20–21	Helaman 5:22–25	Helaman 5:26–28
Helaman 5:29–34	Helaman 5:35–41	Helaman 5:42–44

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:



Helaman 5:12

is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

- When the Lamanites were overshadowed by darkness, what did the voice urge them to do? (See Helaman 5:29, 32.)
- How does Helaman 5:30 describe the voice?
- When have you felt or heard the whisperings of the “still voice of perfect mildness”?
- What did Aminadab teach his brethren to do in order to disperse the darkness? (See Helaman 5:41.)
- What happened when the Lamanites obeyed Aminadab’s counsel and exercised faith in Christ? (See Helaman 5:43–44.)

Invite students to read Helaman 5:44–47 silently, looking for words that describe some results of repentance.

- From these verses, what do you learn about repentance? (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.**)

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.

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 build their foundation on Jesus Christ and dispel the clouds of darkness from around them.

Scripture Mastery—Helaman 5:12

Invite students to read Helaman 5:12. To help them memorize this verse, give them a blank sheet of paper. Have them write the verse on the paper using only pictures and single letters. For words that suggest images (such as *rock*, *foundation*, *wind*, *hail*, and *storm*), have them draw simple pictures. For words that do not suggest images (such as *now* and *my*), have them write the first letters of the words. Invite students to practice reciting the verse using only the pictures and letters they have drawn and written. You could also invite them to exchange papers with each other and recite the verse using the reminders their classmates have drawn and written. Encourage students to take their papers home and place them where they will see them often so they can work on memorizing this passage.

Note: Because of the length of today’s lesson, you may want to use this activity on another day, when you have more time.

Commentary and Background Information

Helaman 5:12. How can we withstand the “mighty winds” of the adversary?

President Spencer W. Kimball taught that we must cling to the gospel of Jesus Christ when the adversary unleashes his forces against us:

“We, too, are faced with powerful, destructive forces unleashed by the adversary. Waves of sin, wickedness, immorality, degradation, tyranny, deceitfulness, conspiracy, and dishonesty threaten all of us. They come with great power and speed and will destroy us if we are not watchful.

“But a warning is sounded for us. It behooves us to be alert and to listen and flee from the evil for our eternal

lives. Without help we cannot stand against it. We must flee to high ground or cling fast to that which can keep us from being swept away. That to which we must cling for safety is the gospel of Jesus Christ. It is our protection from whatever force the evil one can muster. An inspired Book of Mormon prophet counseled his people: ‘Remember that it is upon the rock of our Redeemer, who is Christ, the Son of God, that ye must build your foundation; that when the devil shall send forth his mighty winds, yea, his shafts in the whirlwind, yea, when all his hail and his mighty storm shall beat upon you, it shall have no power over you to drag you down to the gulf of misery and endless wo’ (Hel. 5:12)” (“Hold Fast to the Iron Rod,” *Ensign*, Nov. 1978, 6).

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

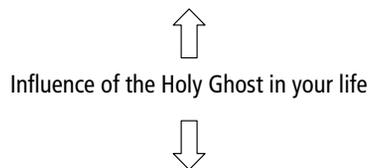
if the Nephites continued to live in wickedness, they would perish. He also prophesied that because of the Lamanites’ righteousness, the Lord would be merciful unto them and preserve them.

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

Draw the following diagram in the center of the board:



Invite students to identify and think about attitudes and actions that result in an increase in the influence of the Holy Ghost in their lives and those that result in a decrease of the Holy Ghost’s influence.

Explain that Mormon recorded that the Lord withdrew His Spirit from the Nephites and began to pour out His Spirit on the Lamanites (see Helaman 6:35–36). Remind students that the Nephites had “become weak, because of their transgression” (Helaman 4:26). “The Spirit of the Lord did no more preserve them” (Helaman 4:24), and they were “ripening for destruction” (Helaman 5:2).

Invite a student to read Helaman 6:2 aloud. Ask the class to follow along, looking for actions and attitudes that would lead the Nephites to continue to “[ripen] for an everlasting destruction” (Helaman 6:40). As students report what they find, have a student write their responses on the bottom half of the board, below or next to the arrow pointing down. (You may want to explain that the word *impenitent* means unrepentant and without remorse.)

Remind students that because of the missionary efforts of Nephi and Lehi in the previous year, thousands of Lamanites in 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, 3–5 aloud. Invite the class to follow along, looking for actions and attitudes that led the Lamanites to enjoy an increased influence of the Spirit. As students report what they find, ask a student to write their responses on the top half of the board, above or next to the arrow pointing up.

- What does it mean to you to be firm and steady in the faith? (See Helaman 6:1.)
- How did the people of the Church respond to the conversion of the Lamanites? (You may want to point out that sharing the gospel and fellowshiping with the Saints can bring great joy, even when we are surrounded by wickedness.)

Summarize Helaman 6:7–14 by explaining that 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. Invite a student to read Helaman 6:16–17 aloud. Ask the class to follow along, identifying more attitudes and actions that caused the Spirit to withdraw from the Nephites.

As students report what they find, ask a student to write their responses on the bottom half of the board, below or next to the arrow pointing down.

Share the following facts with your students:

The heart is essential to our physical survival. It pumps blood through our bodies so oxygen and other nutrients can reach all our cells. About the size of a fist, the average adult heart pumps 2,000 gallons (7,570 liters) of blood daily. It beats about 70 times per minute, or 100,000 beats per day.

- Knowing the vital nature of your physical heart, what would you be willing to do to keep it healthy?

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 ask a student to read aloud the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles. Ask the class to listen carefully to identify ways Satan tries to plant temptations in 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!" ("Personal Revelation: The Gift, the Test, and the Promise," *Ensign*, Nov. 1994, 61).

Add *listening to and giving in to temptation* to the list on the bottom half of the board.

Invite a few students to take turns reading aloud from Helaman 6:20–21, 37–38. Ask the class to follow along, looking for the different reactions of the Lamanites and the Nephites to the influence of the Gadianton robbers.

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 incomplete statements on the board:

The Nephites lost the Spirit because . . .

The Lord poured out His Spirit on the Lamanites because . . .

Invite students to read Helaman 6:34–36, looking for information that will help them complete the statements on the board.

- Based on what you read in these verses, how would you complete the statements on the board? (You may want to complete the statements on the board using students' responses.)
- What do these verses teach about what we can do to have the Spirit with us? (Though students may give several answers, be sure they express that **as we believe in and obey the Lord's words, He will pour out His Spirit upon us**. Students should also express that **when we allow Satan to take hold of our hearts, the Spirit of the Lord will withdraw from us**.)

Draw students' attention to the lists they wrote above and below the arrows on the board. 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.

- What are you doing to actively invite the influence of the Holy Ghost into your life and to keep Satan's influence out of your heart?
- 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.)

Ask students to write in notebooks or scripture 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.

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.

- Why did Nephi say the people “ought to marvel”?
- What does Satan seek?

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.

- Why do you think Nephi warned the people about Satan’s intentions? What did Nephi want them to avoid?

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? (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 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) 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.

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, identifying how the judges reacted to Nephi's teaching. You may want to point out that some of the judges were part of Gadianton's secret band.

- 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 students to think about what they would do if someone tried to persuade them to disregard the words of prophets.

Inform students that some people spoke out against the ideas of the judges. Ask a student to read Helaman 8:7–9 aloud. Point out that, like some people in the crowd, **we can raise our voices in support of the prophet, even when it is not the popular thing to do.**

- Have there been times in your life when you have raised your voice to support the living prophet, even though his teachings have been unpopular? How did this make a difference in your life? How did it influence others?

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?

Invite a student to read the following statement by Elder M. Russell Ballard of the Quorum of the Twelve Apostles:



"We need to remember Edmund Burke's statement: 'The only thing necessary for the triumph of evil is for good men to do nothing.' [Attributed in John Bartlett, comp., *Familiar Quotations*, 15th ed. (1980), ix.] We need to raise our voices with other concerned citizens throughout the world in opposition to current trends. We need to tell the sponsors of offensive media that we have had enough. We need to support programs and products that are positive and uplifting. Joining together with neighbors and friends who share our concerns, we can send a clear message to those responsible" ("Let Our Voices Be Heard," *Ensign* or *Liahona*, Nov. 2003, 18).

- How can we resist influences that attempt to persuade us against the words of prophets?

- What are some appropriate ways to speak out against evil influences and in favor of the words of prophets?

Invite students to tell about a time when they or someone they know stood up against such influences.

Helaman 8:11–24

Helaman teaches that all prophets testify of Jesus Christ

Invite a student to read Helaman 8:13 aloud. Ask the class to follow along and identify what Nephi said the people denied. Show students the picture Moses and the Brass Serpent (62202; *Gospel Art Book* [2009], no. 16). Ask them to read Helaman 8:14–15 and identify what Moses taught about the Savior.

- 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. Why is this attitude essential as we look to the Savior?
- How can knowing of the Savior’s mission help us to resist evil?

Invite students to restate the teaching in Helaman 8:15, using their own words. For example, they might say that **if we focus on Jesus Christ and exercise faith in Him, we will receive eternal life.**

Ask a student to read Helaman 8:16 aloud. Invite the class to follow along, identifying others who have taught the message expressed in Helaman 8:15. Then ask students to quickly search Helaman 8:17–22 for names of other prophets who testified of Christ. Invite students to contemplate the many testimonies of Jesus Christ that they have read or heard from ancient prophets and latter-day prophets.

Explain that many people rejected Nephi and his message. Invite students to read Helaman 8:24–26 and identify what consequences the Nephites faced because they rejected the testimonies of prophets.

- Why do you think those who consistently deny the truth and rebel against God face such serious consequences?
- When has a prophet’s message helped you turn to the Lord?

Invite students to consider how they can improve in their efforts to turn to the Savior. Encourage them to focus on one way they will improve within the next week.

Helaman 8:25–9:41

Nephi reveals that the chief judge has been murdered

Summarize Helaman 8:25–28 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.

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:



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.”

- 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.)
- 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 many different thoughts, but be sure they identify the following principle: **The words of prophets will be fulfilled.** To reinforce this truth, you may want to have students read Doctrine and Covenants 1:37–38.

- 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.

Commentary and Background Information

Helaman 8:14–15. “The brazen serpent”

When Nephi spoke of Moses lifting up a “brazen serpent,” he referred to a time when the children of Israel were plagued by “fiery serpents” (see Numbers 21:6–9; note that the word *brazen* means brass). The prelude to the Israelites’ trouble was that they had spoken evil of God and His prophet (see Numbers 21:5). Those who looked at the brazen serpent were healed, and those who chose not to look at it perished (see Numbers 21:9; 1 Nephi 17:41).

Like those Israelites, many of the people in Nephi’s day spoke against God and His prophet. When Nephi referred to the account of the brazen serpent, he emphasized that his people “should look upon the Son of God with faith” and live (Helaman 8:15; see also John 3:14–15, in which Jesus Christ Himself referred to the brazen serpent as a symbol of His coming Crucifixion). Nephi then reminded the people that all the prophets had testified of Christ (see Helaman 8:16–23).

Supplemental Teaching Idea

Helaman 7–9. Video presentation

Instead of using the investigation activity in the lesson, you may want to show the video presentation titled

“The Pride Cycle,” which is a depiction of the account in Helaman 7–9 and the first few verses in Helaman 10. The presentation is available on *Book of Mormon DVD Presentations 1–19* (54011) and LDS.org.

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 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 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 focus on Jesus Christ and exercise faith in Him, 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, Nephi 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. Then ask: 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. Then 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 while the class identifies 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* (62202; *Gospel Art Book* [2009], no. 16). 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, and ask the class to identify who else taught about the Savior's mission. Have students quickly search Helaman 8:17–22 for names of other prophets who testified of Jesus Christ. Invite students 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. 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 this week, 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.

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

Helaman 10:1–11

Nephi receives the sealing power

Remind students of Nephi’s revelation about the murder of the chief judge, recorded in Helaman 8–9. Invite students to imagine themselves in the place of Nephi, just after he revealed who had killed the chief judge.

- How would you feel? How would you expect others to react?
- What would you want to say to the people?
- How would you feel if the people ignored you and left you alone?

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.

- Why was Nephi “cast down”?
- 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.** You may want to write this principle on the board.

Ask students if they can think of accounts in the scriptures or Church history when people received revelation as a result of pondering the things of the Lord. (Examples include Lehi’s son Nephi, who received a vision after desiring to behold the things his father saw and “pondering in [his] heart” [see 1 Nephi 10:17; 11:1]; Joseph Smith, whose First Vision came after he “reflected . . . again and again” on James 1:5 [see Joseph Smith—History 1:11–17]; and Joseph F. Smith, who received the vision of the redemption of the dead after pondering and reflecting on the words of the Lord [see D&C 138:1–6, 11].)

- 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.)
- 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.)

Encourage students to set aside time to ponder regularly. Suggest that they write down impressions they receive when they ponder.

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” (“Reverence Invites Revelation,” *Ensign*, Nov. 1991, 21, 22).

To prepare students to continue studying Nephi's experience, invite them to imagine that their neighbors are going to be away for a time and need someone to watch their home and belongings.

- What kind of person do you think your neighbors would want to watch over their home?
- How might you show your neighbors that you are prepared to be entrusted with such responsibilities?

Ask students to read Helaman 10:4–5 silently, looking for why the Lord entrusted Nephi with great blessings and responsibilities. (You may need to explain that *unwearyingness* means tirelessness or diligence.) Invite students to report what they have found.

- How does unwearying 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?
- What does the phrase "thou . . . hast not sought thine own life" mean to you?

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 put His will before our own.** You may want to suggest that students write this truth in their scriptures or in notebooks or scripture study journals.

Invite students to ponder the following questions and write their answers to one of them:

- 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?

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 read Helaman 10:5–7 silently, looking for the blessings and responsibilities 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.** You may want to suggest that students write this truth in their scriptures next to Helaman 10:7.

Ask students if they know of others besides Helaman 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 unwearyingly 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 the following statement by Elder 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” (“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 10:12–19

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 10:11–12 aloud. Ask the class to follow along, looking for how Nephi responded when the Lord commanded him to preach repentance to the people.

- What do we show the Lord when we respond quickly to His counsel and commandments?

Invite a student to read Helaman 10:13–14 aloud. Then ask another student to read Helaman 10:15–17 aloud.

- What does Nephi’s example in these verses teach us?
- How did the Lord help Nephi?

Help students see that because of Nephi’s faithfulness, the Lord protected him and blessed him with great power. Nephi was determined to fulfill the mission the Lord had given him.

- How can you show your determination to serve the Lord?

Encourage students to seek for ways to put the Lord’s will before their own and to quickly obey. Testify of the blessings that come when we obey the Lord.

Scripture Mastery Review

The length of this lesson may allow time for the following scripture mastery review activity.

Assign each student one of the following scripture mastery verses to read silently: 1 Nephi 3:7; 2 Nephi 2:27; 2 Nephi 31:19–20; Mosiah 2:17. Ask students to read the passage they were assigned and consider how it applies to Nephi and his ministry as recorded in Helaman 10. After sufficient time, invite a few students to respond.

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

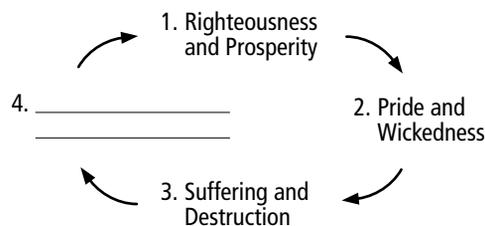
history shows how quickly people can forget the Lord and how He chastens them to help them repent and return to Him.

Suggestions for Teaching

Helaman 11

The Nephites pass through a cycle of righteousness and wickedness

Copy the following diagram on the board. Explain that this diagram represents what is often called the pride cycle.



Ask students to consider what they would write for the fourth element of the cycle. Allow students to discuss possible answers. After some discussion, write *Humility and Repentance* next to the number 4 in the diagram. Explain that the following scripture activity will show how Book of Mormon people went through this cycle. Point out that this cycle is often seen in large societies, but it can also reflect patterns in the lives of families and individuals.

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?

Before class, copy the following chart on the board. Do not include the italicized answers in the third and fourth columns. If possible, make a copy of the chart as a handout for each student. If this is not possible, ask them to copy the chart in notebooks or scripture study journals.

Model how to complete the chart by working on the first line together as a class. Invite a student to read Helaman 11:1–2 aloud. Ask the class to give a brief summary of the people’s condition as described in these verses. Write their responses on the chart. Then ask students to identify which stage or stages of the cycle the people were in. Write their responses on the chart.

When students understand how to complete the chart, provide time for them to do so. You might ask them to work individually, in pairs or small groups, or together as a class.

Modeling scripture activities

When you prepare to have students complete a scripture activity, determine the degree of difficulty of the activity and the abilities of your students. In some situations, you may want to model a portion of the activity yourself so students can see what they will need to do when they complete the assignment on their own.

Years of the reign of the judges	Verses in Helaman 11	Description of the people's condition	Stage(s) in the cycle
72–73	1–2	<i>Contention and wars increase, and the secret band of robbers carries on the work of destruction.</i>	2, 3
73–75	3–6	<i>Because of Nephi's request to the Lord, famine replaces war, and thousands begin to perish with hunger.</i>	2, 3
75	7–11	<i>The people begin to remember the Lord and humble themselves, and they sweep the band of Gadianton from among them.</i>	3, 4
76	17–20	<i>The people rejoice and glorify God. They are righteous, and they begin to prosper again.</i>	4, 1
77–79	21–23	<i>Prosperity and peace are restored. Contentions are small, and they are resolved by revelations and gospel teaching.</i>	1
80	24–26	<i>The people become prideful, angry, and wicked again. A wicked band of robbers develops again among the people, with their murders and secret plans.</i>	2, 3
80–81	27–35	<i>The robbers cause havoc and destruction, and the armies of the Nephites and Lamanites are unable to destroy the wicked band. The robbers kill many people and carry some people, including women and children, captive into the wilderness. The trials lead the people to remember the Lord.</i>	3, 4

After students have had time to complete the chart, ask them to report what they have learned from the activity. Then ask the following questions:

- 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.)
- What could the people have done to avoid the “suffering and destruction” phase of the cycle?

Students may offer many good answers to this question. Make sure they identify the following principle: **Through humility and repentance, we can avoid pride and destruction.** Point out that the Nephites could have skipped the second and third stages 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.

Invite a student to read Helaman 11:36–37 aloud. Ask the class to follow along, listening for the change that occurred in a short period of time.

- How long after remembering the Lord did it take for the Nephites to be “ripening again for destruction”? (Four years.)
- What stage of the pride cycle is described at the end of Helaman 11?

Ask students to identify and 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 what they can do to avoid the second and third stages of the cycle. Encourage them to write specific ideas they receive as they ponder.

Helaman 12

Mormon explains why the Lord chastens people.

Write the following on the board: “*And thus we can behold . . .*” Explain that Mormon used this phrase to indicate lessons to be learned from the accounts he recorded.

- 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?
- What helps your heart remain steady in devotion to the Lord?

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.**)
- Why do you think people who are prosperous sometimes forget the Lord?
- Why do you think people sometimes need to be chastened before they remember the Lord? (You may need to explain that the word *chasten* means to correct someone through punishment or suffering of some kind.)

Ask students to ponder the following question:

- In what ways might the Lord chasten us today?

To help students answer this question, read the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles:

“Divine chastening has at least three purposes: (1) to persuade us to repent, (2) to refine and sanctify us, and (3) at times to redirect our course in life to what God knows is a better path” (“As Many as I Love, I Rebuke and Chasten,” *Ensign or Liahona*, May 2011, 98).

- How is the Lord’s chastening evidence of His love?

Invite a student to read Helaman 12:4–6 aloud. Ask the class to follow along, looking for attitudes that make it difficult for people to remember God. Invite students to report what they find.

Explain that Mormon described people who refuse to let the Lord be their guide as “less than the dust of the earth” (Helaman 12:7). Ask a student to read Helaman 12:7–8 aloud.

- Why could such people be considered “less than the dust of the earth”? (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.)

Summarize Helaman 12:9–22 by mentioning that in these verses Mormon reminds 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, looking for evidence that shows we are of greater worth than the dust of the earth. You may want to suggest that students mark words and phrases that are important to them.

- What gift is available to us when we repent and hearken to the voice of the Lord?
- How is this evidence of our worth to God?

Write the following incomplete statements on the board. Invite students to write a conclusion for today’s lesson by finishing these statements in notebooks or scripture study journals.

And thus I see in Helaman 11–12 that . . .

And therefore I will . . .

Testify that as we remember the Lord, hearken to His voice, and repent, we express our humility and faith in Him. In turn, He keeps His promise to bless and prosper us, eventually granting us eternal life.

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 handout found at the end of this lesson. You may want to cut the handout in thirds, with one group assignment on each piece of paper. 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 13:5–23. Samuel warns the Nephites of the destruction that will come upon them if they do not repent.

Helaman 13:24–39. Samuel warns the people of the consequences of rejecting the prophets and refusing to repent.

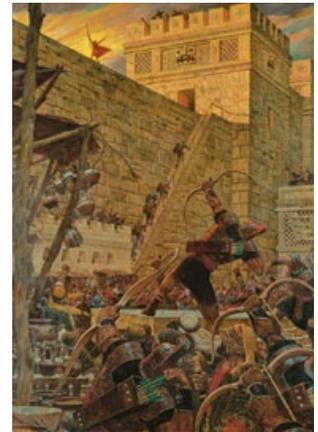
Begin the lesson by displaying the picture Samuel the Lamanite on the Wall (62370; *Gospel Art Book* [2009], no. 81). Ask students if they know why the Nephites wanted to kill Samuel. After students respond, explain that Helaman 13–16 contains the account of the Lamanite prophet Samuel. This account 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.

Divide the class into three groups. (If possible, each group should have an equal number of students.) Give each student a copy of his or her group's assignment (found at the end of the lesson). Tell students they are going to study a portion of Helaman 13 individually and then teach each other what they have learned. Ask each student to prepare to teach principles from his or her assigned scripture passage and to prepare responses to the accompanying questions. Give students the option to write their answers. (This activity will allow all students to participate and will provide a safe environment where students can share feelings, thoughts, and testimonies with each other.)

After students have had sufficient time to study individually, assign them to work in groups of three. If possible, each group should include one student who studied Helaman 13:1–7, 11, one who studied Helaman 13:17–23, and one who studied Helaman 13:24–33. Allow enough time for each student to share his or her responses with the other members of the group. During the small group discussions, walk around the classroom and monitor students' responses. As appropriate, add your insights to the discussions you hear.

When students have had time to teach each other, invite a few of them to share with the entire class a truth or insight they learned from another student during the activity.

Summarize Helaman 13:9–14 by explaining that the Nephites would be destroyed in 400 years (see Helaman 13:9–10), and the only reason they had not been destroyed already was that righteous people still dwelt among them (see Helaman 13:13–14). Testify that Samuel was sent to the Nephites by the Lord, and he spoke what the Lord put into his heart as he invited the Nephites to repent and return to the Lord (see Helaman 13:11).



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.

Invite a student to read Helaman 13:27–28 aloud. Ask the class to follow along, looking for how the Nephites had responded to false prophets.

- According to Samuel, how did the Nephites respond to those who taught falsehoods? Why do you think some accepted his exhortation and others rejected it?
- How are the statements and attitudes we read about in Helaman 13:27 apparent in our day?

Ask a student to read aloud the following statement by President Ezra Taft Benson:

“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” (“Fourteen Fundamentals in Following the Prophet” [BYU devotional address, Feb. 26, 1980], 3–4, speeches.byu.edu).

- 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?

Invite students to write in notebooks or scripture study journals about one way they can improve in following the counsel of living prophets.

When students have had enough time to write, ask a student to read Helaman 13:33–37 aloud. Ask the class to follow along, looking for what the unrepentant Nephites would eventually experience and what they would say about themselves. Then invite another student to read Helaman 13:38 aloud. Ask the class to look for the sad truth that Samuel declared regarding future generations of the Nephites.

- What sad truth did Samuel declare about future generations of the Nephites?
- What do you think Samuel meant when he said that their “days of probation are past”? (Future generations of Nephites would procrastinate their repentance until it would be too late for them to repent. And because they would not repent, their sins would lead to their destruction.)
- What is wrong with seeking “for happiness in doing iniquity”? (Help students see that **true happiness comes only as we keep the commandments of God.**)
- What are some ways people seek happiness in doing iniquity?

Remind students of other accounts in the Book of Mormon in which individuals persisted in rebellion and wickedness until their hearts became hardened to the influence of the Holy Ghost. (Examples include Laman and Lemuel, who became “past feeling” [1 Nephi 17:45] and refused to hearken unto God, and King Noah and his people, who refused to repent despite the prophet Abinadi’s warnings.) Samuel emphasized that the Nephites’ refusal to repent would lead to the destruction of their people in future generations.

Help students understand that, on a personal level, there is hope for all who will choose to repent. Through repentance, we can receive the Lord’s forgiveness and prevent our hearts from becoming hardened. To help students understand that we can correct our course through repentance, read the following statement by President Dieter F. Uchtdorf of the First Presidency:

“During my training to become an airline captain, I had to learn how to navigate an airplane over long distances. Flights over huge oceans, crossing extensive deserts, and connecting continents need careful planning to ensure a safe arrival at the planned destination. Some of these nonstop flights can last up to 14 hours and cover almost 9,000 miles.

“There is an important decision point during such long flights commonly known as the *point of safe return*. Up to this point the aircraft has enough fuel to turn around and return safely to the airport of departure. Having passed the point of safe return, the captain has lost this option and has to continue on. That is why this point is often referred to as the *point of no return*.

“. . . Satan wants us to think that when we have sinned we have gone past a ‘point of no return’—that it is too late to change our course. . . .

“. . . To make us lose hope, feel miserable like himself, and believe that we are beyond forgiveness, Satan might even misuse words from the scriptures that emphasize the justice of God, in order to imply that there is no mercy. . . .

“Christ came to save us. If we have taken a wrong course, the Atonement of Jesus Christ can give us the assurance that sin is *not* a point of no return. A safe return is possible if we will follow God’s plan for our salvation” (“Point of Safe Return,” *Ensign* or *Liahona*, May 2007, 99).

- How might President Uchtdorf’s remarks give hope to someone who has sinned?

Encourage students to ponder the truths they have discussed. Encourage them 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.

Note: Prepare the following handouts for the three groups described earlier in the lesson.

Group 1—Helaman 13:1–7, 11

Prophets speak the messages God puts into their hearts.

1. Which verses do you feel teach this truth?
2. What message did God put into Samuel’s heart?
3. Why do you think it might have been difficult for Samuel to deliver this message?
4. What effect did Samuel hope his message would have on the Nephites?
5. When have you felt that a parent or Church leader was inspired to give a message for you? How did it influence you?
6. What additional truths can you find in these verses?

Group 2—Helaman 13:17–23

When we do not remember the Lord, we are susceptible to pride and iniquity.

1. Which verses do you feel teach this truth?
2. What curse did Samuel say would come upon the Nephites if they persisted in iniquity?
3. What other sins had the Nephites’ love of riches led to?
4. What are some things that youth may set their hearts upon that lead to pride and sin?
5. Why do you think it is essential to “remember the Lord your God in the things with which he hath blessed you”? (Helaman 13:22).
6. What additional truths can you find in these verses?

Group 3—Helaman 13:24–33

If we reject the words of the Lord’s prophets, we will experience regret and sorrow.

1. Which verses do you feel teach this truth?
2. According to Samuel, why did the Nephites reject the true prophets?
3. Why do you think some people accept false prophets, as Samuel described?
4. What are some specific teachings of the living prophets and apostles?
5. What are some “foolish and blind guides” (Helaman 13:29) living prophets and apostles have warned us to avoid?
6. What additional truths can you find in these verses?

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.

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.

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.

Suggestions for Teaching

Helaman 14:1–13

Samuel prophesies of signs related to the Savior's birth

Before class, draw three arrows on the board as follows. You will insert words and phrases around the arrows as the lesson develops.



Invite students to recall what they discussed in the previous lesson, which was about Helaman 13. If they need help remembering, remind them that they learned about a prophet named Samuel. Ask them to share details they remember about him, such as who he was, where he went, what he taught, and the spiritual condition of those he taught. Ask students to recall how the people responded to Samuel's message. Explain that Helaman 14 contains a continuation of Samuel's teachings.

Explain that Samuel prophesied of events that would take place in the future, some of them thousands of miles from Zarahemla. Ask students to skim Helaman 14:1–2 and identify one event Samuel prophesied about (the birth of Jesus Christ).

Ask students to read Helaman 14:3–6 silently, looking for the signs the Nephites would see at the time of the Savior's birth. You may want to suggest that students mark these signs in their scriptures. You may also want to direct students' attention to the footnotes for these verses, which point to fulfillments of Samuel's prophecies.

- What does the birth of the Savior mean to you?

Read Helaman 14:8–9 aloud. Emphasize the importance of believing in the Savior in order to obtain everlasting life. Write *Everlasting Life* after the last arrow on the board. Explain that "everlasting life" means the same thing as "eternal life." It means to live the kind of life God lives and to live forever in His presence with our families. Samuel taught the Nephites in Zarahemla what they needed to do to receive everlasting life.

Invite students to read Helaman 14:11–13 silently, looking for what Samuel wanted the people to know and do. You may want to suggest that students mark the things Samuel wanted the people to know and do.

To the left of the first arrow on the board, write *Knowledge*. Then ask students what they found that Samuel wanted the people to know. Ask a few students to list these things on the board under the word *Knowledge*. (Answers should include that Samuel wanted the people to know about the judgments of God for those who sin, the conditions of repentance, the coming of Jesus Christ, and the signs associated with His coming.)

- What did Samuel hope this knowledge would lead the people to do? (Believe in Jesus Christ and repent of their sins.)

Ask students to write a principle based on Helaman 14:13. Then ask a few students to read aloud what they have written. (One possible answer might be that **belief in Jesus Christ leads to repentance and remission of sins.**)

To help students understand the meaning of the phrase “through his merits,” explain that merits are qualities or actions that make a person deserving of reward. To be worthy to receive a remission of our sins, we must do certain things, such as sincerely repent, be baptized and confirmed, and keep the commandments. However, we receive the gift of forgiveness because of the Savior’s merits, not ours. You may want to remind students of 2 Nephi 25:23, a scripture mastery passage: “It is by grace that we are saved, after all we can do.” You might also suggest that students read Alma 22:14 and Alma 24:10–11.

Finish the diagram on the board as follows:

Knowledge → Belief in Christ → Repentance → Everlasting Life

- How has gaining knowledge of the Savior increased your belief in Him?
- How has your belief in the Savior led you to repent and strive to be more like Him?

Testify that only through the merits of Jesus Christ can we receive a remission of sins and receive eternal life.

Helaman 14:14–31

Samuel prophesies of signs related to the Savior’s death

Invite a student to read Helaman 14:14 aloud. Then ask students to read Helaman 14:20–27 silently, looking for the signs the Nephites would see at the time of Jesus Christ’s death. You may want to suggest that they mark these signs. When they have had enough time to read, invite them to report what they have found. Tell them that the fulfillments of these signs are recorded in 3 Nephi (see Helaman 14:20, footnote *a*).

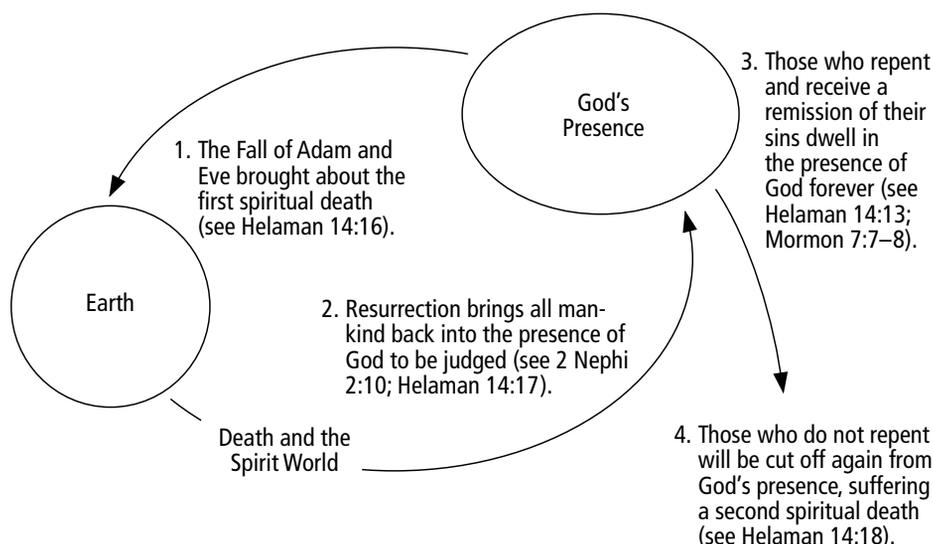
Invite a student to read Helaman 14:28–29 aloud. Ask the class to follow along, looking for reasons why the Lord provides signs and wonders. Ask a few students to express these reasons in their own words. (Students may use different words, but be sure they identify the following truth: **The Lord provides signs and wonders to help people believe in Him.**)

- What can this truth teach us about the signs that will precede the Savior’s Second Coming?

Ask students to think about signs or evidences the Lord has given them to help them believe in Him. 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.

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.

Explain that while it is good to know about the signs the Nephites would see relating to the Savior’s death, it is more important to understand Samuel’s teachings about the significance of the death and resurrection of Jesus Christ. Draw the following diagram on the board, leaving out the numbered explanations. Add these explanations at appropriate times during the discussion of Helaman 14:15–19. (You might consider inviting students to copy this diagram in notebooks or scripture study journals.)



Explain that the phrase “spiritual death” 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 separated from the presence of God.)

Invite a student to read Helaman 14:17 aloud. Ask the class to follow along and to ponder how they can overcome the first spiritual death. Write the following truth on the board:

Jesus Christ redeems all mankind from the Fall so we can return to God’s presence. Explain that all mankind will return to the presence of God to be judged (see 2 Nephi 2:10).

Ask a student to read Helaman 14:18–19 aloud.

- 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.)
- What can we do to avoid the second death spoken of by Samuel? (Consider inviting students to read Helaman 14:13 and Mormon 7:7–8. Point out that **through the Atonement of Jesus Christ, those who repent will dwell in the presence of God forever.**)

To emphasize the importance of agency as we seek the blessings of the Savior’s Atonement, invite students to read Helaman 14:30–31 silently. Ask them to look for words and phrases about their agency. Invite them to share the words and phrases they find. Ask them to explain how these words and phrases help them understand the importance of the choices they make every day.

Commentary and Background Information

Helaman 14:18–19. The divine gift of repentance

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles testified of the joy that comes through repentance:

“I gratefully acknowledge and testify that the incomprehensible suffering, death, and Resurrection of our Lord ‘bringeth to pass the condition of repentance’

(Helaman 14:18). The divine gift of repentance is the key to happiness here and hereafter. In the Savior’s words and in deep humility and love, I invite all to ‘repent: for the kingdom of heaven is at hand’ (Matthew 4:17). I know that in accepting this invitation, you will find joy both now and forever” (“The Divine Gift of Repentance,” *Ensign* or *Liahona*, Nov. 2011, 41).

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 descriptions aloud:

One young man was raised by parents who were not members of the Church and did not emphasize the teachings of Jesus Christ. They allowed him to drink alcohol, a practice he continued in college. Then he met the Latter-day Saint missionaries. After meeting with the missionaries a few times, he pledged to give up alcohol. A few days later, he was with a group of friends. They offered him an alcoholic drink.

Another young man was raised in a Latter-day Saint family. His parents held family home evening and family scripture study. He developed a habit of daily scripture study and personal prayer. He attended Primary, served in Aaronic Priesthood quorums, and graduated from seminary, gaining knowledge of the commandments and ways of the Lord. While attending college, he developed new friendships. One night a friend offered him an alcoholic drink.

- Would accepting the alcoholic drink be a more serious offense for the first young man or the second? Why or why not?

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. (Before they read, you may want to direct their attention to the word *circumspectly* in Helaman 15:5. To do something circumspectly means to act with great care.) Ask students to write two sentences—one summarizing the spiritual condition of the Nephites and the other summarizing the spiritual condition of the Lamanites. After sufficient time, ask:

- Which of the two young men we discussed at the beginning of the lesson is similar to the Nephites described in these verses? Which is similar to the Lamanites?
- Although the Lamanites had a long history of wickedness, why were they able to receive so many blessings?
- Why were the Nephites in danger of being destroyed?
- How is the Lord's chastening a sign of His love? (You may need to explain that the word *chasten* means to correct someone through punishment or suffering of some kind.)

Write the following on the board:

When people know the truth and believe the scriptures, they are led to . . . and . . . , which bring . . .

Ask students to read Helaman 15:7 silently, looking for how they might complete the statement on the board. After sufficient time, ask a few students how they would complete the statement. (For example, students may state the following principle: **When people**

know the truth and believe the scriptures, they are led to faith and repentance, which bring a change of heart.)

Invite a student to read Helaman 15:8 aloud. Ask the class to follow along, looking for Samuel’s description of the Lamanites who had experienced a change of heart. (They were “firm and steadfast in the faith.”)

Give students time to ponder whether studying the scriptures has led them to have greater faith in the Lord. Also ask them to ponder whether this has led them to be firm and steadfast in the faith. Consider inviting one or two students to explain how studying the scriptures has increased their faith in Jesus Christ.

Draw students’ attention to Helaman 15:9–17. Explain that in these verses, the word *you* refers to the Nephites and the words *they* and *them* refer to the Lamanites. Read these verses aloud to the class, pausing as needed to offer explanations or answer questions. Then give students time to look at the verses again and to write a sentence that conveys a truth taught in these verses.

Invite several students to read what they have written. Among other truths, students may write something like this: **If people become unbelieving after having received the fullness of the gospel, they will receive greater condemnation.** You may want to suggest that students write this truth in their scriptures next to Helaman 15:9–17.

As students discuss this truth, emphasize the great blessings that come from understanding and living the gospel now. Samuel’s teachings do not excuse a new member of the Church in committing sin. Neither do they imply that we can escape accountability and condemnation by refusing to learn about the gospel. While it is true that having gospel knowledge leads to increased accountability if we do something wrong, it also leads to greater strength in our efforts to do what is right. And when we follow God’s will and help others do the same, He blesses us with peace and happiness that we cannot receive any other way.

Helaman 16

Those who believe Samuel repent and are baptized, while others harden their hearts

Display a picture of the current President of The Church of Jesus Christ of Latter-day Saints. Ask students to describe various ways they have seen people (both inside and outside the Church) respond to the prophet’s messages.

Ask half of the class to read Helaman 16:1–5 silently, looking for actions of the people who believed Samuel’s message. Ask the other half of the class to read Helaman 16:2–3, 6–7 silently, looking for actions of the people who did not believe Samuel’s message. (You may want to write these scripture references on the board.) Invite a few students to report on what they have learned.

- Why do you think people respond to prophets and their messages in such different ways?
- Why do you think some people become angry when prophets offer counsel such as the words in the *For the Strength of Youth* booklet?

Invite a student to read the following statement by President Ezra Taft Benson:



“When the prophet points out the sins of the world, the worldly, rather than repent of their sins, either want to close the mouth of the prophet or else act as if the prophet didn’t exist. Popularity is never a test of truth. Many a prophet has been killed or cast out. As we come closer to the Lord’s second coming, you can expect that as the people of the world become more wicked, the prophet will be less popular with them” (*The Teachings of Ezra Taft Benson* [1988], 133).

- What are some examples of people following the counsel of prophets even though others rejected that counsel?

Ask students to close their scriptures. Ask one student to open his or her scriptures and read Helaman 16:13–14 while the other students listen. Ask the class how they think unbelievers would respond to these signs and appearances.

Ask students to open their scriptures and follow along as you read Helaman 16:15–16 to them. Then ask them to imagine that they have been allowed to speak with people who were in Zarahemla at the time the signs were given. Invite them to think of questions they would like to ask a believer or a nonbeliever. After students have had time to think of questions, ask a few of them to share their questions with the class.

Invite students to ponder the following question without answering aloud:

- If you had been there and witnessed those signs and wonders, how do you think you would have responded?

When students have had time to ponder, ask:

- According to Helaman 16:16, why did some people reject the fulfillment of the prophecies of the prophets, including signs from heaven?

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.** (You may want to 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. We have moral agency as a gift of God. Rather than the right to choose to be free of influence, it is the inalienable right to submit ourselves to whichever of those powers we choose” (“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. Encourage them to be firm and steadfast in living the gospel and in heeding the counsel of the Lord from His prophets. Testify of the truths you have discussed in this lesson.

Helaman Review

Take some time to help students review the book of Helaman. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. Invite them to briefly review some of the chapter summaries in Helaman to help them remember. Ask a few students to share something from Helaman that was inspiring to them or that has helped them have greater faith in Jesus Christ. After sufficient time, ask several students to share their thoughts and feelings.

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 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 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 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. Then ask the following questions:

- 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” (*If Thou Endure It Well* [1996], 116).

Ask:

- 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” (“Faith in the Lord Jesus Christ,” *Ensign*, May 1994, 100).

Ask:

- 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. 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)

In the students’ next assignment, they will read about the entire Nephite nation gathering to fight the Gadianton robbers in an epic battle. How were the Nephites able to defeat the wicked robbers? Students 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.

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: "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" ("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 B.C. and A.D. 35. Mormon abridged those records sometime between A.D. 345 and A.D. 385. Mormon did not record where he was when he compiled this book.

What are some distinctive features of this book?

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.

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 signs 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 the Lord on 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.

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?
- Whom do you know who you believe would stay faithful in this situation? Why do you think those people would stay faithful?

Invite students to read 3 Nephi 1:10–12 silently, looking for what Nephi did at this critical time.

- What impresses you about Nephi’s response to this situation? Why?

Invite a student to read 3 Nephi 1:13–14 aloud, and ask the class to give special attention to the Lord’s answer to Nephi’s prayer.

- 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.**)
- When the Lord spoke of coming into the world to “do the will, both of the Father and of the Son,” He referred to His Atonement. How does this message help us “be of good cheer”?

Invite students to read 3 Nephi 1:4, 14–15, 19–21 silently, looking for phrases that emphasize that the Lord fulfills the words of the 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 signs that had been prophesied.

- What did the wicked know after the sign had been given?
- Why do sin and unbelief lead to fear?

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? (He sent forth lies among the people.) What are some lies that Satan sends forth today?
- What truth can we learn from the people’s response 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.)

To help students feel the truth and importance of this principle, share the following statement by Bishop Richard C. Edgley of the Presiding Bishopric. Consider giving students a copy of this statement that can fit in their scriptures.

“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)” (“Faith—the Choice Is Yours,” *Ensign* or *Liahona*, Nov. 2010, 31, 32–33).

- What can we do to choose faith over doubt, fear, and pessimism? (Answers may include that we can choose to pray and seek the Lord’s help, study the scriptures, keep the commandments, attend Church meetings, and serve others.)

Invite students to read 3 Nephi 1:24–25 silently and to identify an additional challenge that some of the believers faced.

- What did some people try to prove about the law of Moses?
- What impresses you about the response of these people when they learned they were wrong?

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 notebooks or scripture study journals. Give them a few minutes to write their answers.

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.

- What does the first student need to do in order to stay steady? (The student should open his or her eyes and stand on both feet.)

Instruct the first student to open his or her eyes and stand with both feet shoulder-width apart. Explain that this student now represents someone who is “firm and steadfast in the faith” (Helaman 15:8). Then ask the second student to push gently on the arm of the first student again. Point out that when a person is striving to study the gospel and keep God’s commandments, he or she stays steady even when opposition comes.

Have the two students return to their seats. 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.)
- 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?

As students discuss this question, read what Sister Kathleen H. Hughes, 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” (“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?

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?

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.

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.

Invite a student to come to the board and act as scribe for the class. Ask the scribe to write students’ answers to the following question:

- What are some ways you can have a positive influence on the faith of your family, ward or branch, and community?

Encourage students to choose one or two ideas on the board that they will act on immediately. Assure them that they can strengthen the faith of others through the power of their righteous examples.

Commentary and Background Information

3 Nephi 1:29–30. “The wickedness of the rising generation”

President Henry B. Eyring of the First Presidency explained the impact one person who goes astray can have on a family:

“The young people of the Church . . . hold the future in their hands. The Church has always been one

generation away from extinction. If a whole generation were lost, which will not happen, we would lose the Church. But even a single individual lost to the gospel of Jesus Christ closes doors for generations of descendants, unless the Lord reaches out to bring some of them back” (“We Must Raise Our Sights” [address to CES religious educators, Aug. 14, 2001], 1, si.lds.org).

3 Nephi 2–5

Introduction

After the people saw the signs of Jesus Christ’s birth, they began to be less astonished by signs, and they hardened their hearts. Many of the people rejected further signs and wonders and increased in wickedness. As a result, 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 notebooks or scripture 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.

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 the signs related to the Savior’s birth.

- What truths does this account teach us about the danger of forgetting spiritual experiences?

As students share the truths they have identified, emphasize the following principle: **If we forget previous spiritual experiences, we will become more vulnerable to Satan’s temptations and deceptions.** You might want to write this principle on the board. You may also want to encourage students to write it 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 a student to read the following statement, in which President Henry B. Eyring of the First Presidency explains how recording spiritual experiences in a journal helped him. Ask the class to listen for blessings that can come from keeping such a record.



“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?’ 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 [our family members] 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” (“O Remember, Remember,” *Ensign* or *Liahona*, Nov. 2007, 67).

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.

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 to fight against them. 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 3:1–10

The leader of the Gadianton robbers demands that the Nephites surrender

Explain that in 3 Nephi 3:1–10, we see an example of how the adversary can sometimes work through others to try to weaken our faith and lead us astray. 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.

Write *Giddianhi tempts Lachoneus* on the board. Ask half the class to read 3 Nephi 3:2–5 silently and the other half of the class to read 3 Nephi 3:6–10 silently. As students read, have them look for words or phrases that illustrate the tactics Giddianhi used to try to weaken Lachoneus’s faith and lead him astray. After students have finished reading, ask them to report what they have found. Invite a student to write their answers on the board.

To summarize the tactics that students identified in 3 Nephi 3:2–10, write the following truth on the board under the students’ list: ***Satan and his followers often use flattery, false promises, and threats to lead people astray.*** Invite students to pick one of Giddianhi’s tactics written on the board and explain how Satan and his followers might use a similar tactic on youth today. To help students explore some of these comparisons, you might ask questions such as the following:

- What are some examples of how the adversary might use flattery (insincere or excessive praise) on youth today? What are some false promises or empty threats that the adversary might use? How do you think youth can resist these tactics?

3 Nephi 3:11–5:7

Lachoneus’s people prepare to defend themselves, and they defeat the Gadianton robbers

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.

- What truths can we learn from the way Lachoneus responded to Giddianhi? (One truth students might identify is that **righteous men and women need not fear the wicked and should not give in to their intimidation.**)

Divide the class into four groups. Give each group a large 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* 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. To help students determine how they can apply what they have learned, ask questions such as the following during or after their presentations:

- How can we fortify our homes against the attacks of the adversary?
- Why are temporal preparations—such as getting an education and home storage—important in the last days?
- How does gathering in families and in wards or branches provide protection for us?
- When has prayer helped you gain spiritual strength?
- How can repentance prepare us for the future?
- What blessings come as we follow the living prophets and apostles?
- How can we invite the spirit of revelation into our lives?

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.

- 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.**)

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 the Lord 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. You may want to point out that **as we repent and humble ourselves, God will sustain us through and deliver us from our trials.**)

You may want to share an experience in which you relied on God and He helped you endure or overcome a trial. You might also invite one or two students to share such an experience.

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.

3 Nephi 5:8–26

Peace is restored among the people; Mormon explains his abridgment of the records

Tell students that the rest of 3 Nephi 5 contains Mormon’s explanation of why he was abridging this record. Invite students to read 3 Nephi 5:12–15 silently, looking for what Mormon said about his responsibility to write an abridgment of the Nephite records.

- What truth have you learned from these verses that describes our responsibility as disciples of Jesus Christ? (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.

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 questions on the board before class. Ask students to answer them and 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 and Lamanites 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, 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.) When students have finished reading, invite them to write in the appropriate column on the board the words or phrases they have found.

- What evidence do you see in 3 Nephi 6:13 that some who were being persecuted by the prideful were responding with pride themselves?
- 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 they should identify the following principle: **We can choose to be humble and faithful regardless of our circumstances.**)

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*.)
- 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.

- What do these verses teach about the relationship between pride and Satan's power to tempt us? (As students answer, help them identify the following truth: **When we are prideful, we allow Satan greater power to tempt us and lead us to commit more sin.** You may want to encourage them to write this principle in their scriptures or in notebooks or scripture study journals.)
- According to 3 Nephi 6:15–18, what words and phrases describe the wicked change of heart 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.")
- Why do you think pride affects the degree to which Satan can influence us?



In addition to the answers students give, consider inviting a student to read the following statement by President Henry B. Eyring of the First Presidency. Ask students to listen for what President Eyring warned is one of the dangers of pride.

"Pride creates a noise within us which makes the quiet voice of the Spirit hard to hear. And soon, in our vanity, we no longer even listen for it. We can come quickly to think we don't need it" ("Prayer," *Ensign*, Nov. 2001, 16).

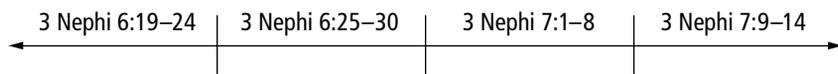
- Why is it dangerous to no longer listen for the voice of the Spirit? (Help students understand that when we ignore the whisperings of the Holy Ghost, we are more susceptible to the temptations of the devil.)

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 timeline (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 keep their actions secret and avoid the consequences of their actions.)
- Imagine you have some friends who want to avoid the consequences of their actions. How can you help them live the gospel and its standards instead?

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?
- Where do you think you would have turned for leadership and direction?

Ask a few students to take turns reading aloud from 3 Nephi 7:15–20. Ask the class to follow along, looking for reasons why they might have wanted to follow Nephi under these circumstances. Consider having students pause after each verse or two so you can ask students to explain why they might have been inspired to follow Nephi.

- What was Nephi’s message to the people at this time? (See 3 Nephi 7:16.)
- How are Church leaders today like Nephi?
- When have you seen a Church leader “minister with power and with great authority”? (3 Nephi 7:17).

Ask students to read 3 Nephi 7:21–26 silently and identify 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?
- Why do you think following the Lord’s servants helps us to be more receptive to guidance from the Holy Ghost?

Read the following statement by President James E. Faust 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” (“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.

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 peoples' 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 question:

- 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 signs 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 signs. Ask students to report what they find. (Although the people watched for the signs "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?
- How can we strengthen our faith in Jesus Christ even when many around us express doubt?

Ask students if they have ever experienced a violent storm, earthquake, or other disaster. As students respond, invite them to share how they felt during and after the experience.

Invite a student to read 3 Nephi 8:5–7 aloud. Ask the class to follow along, looking for what happened in the 34th year after the birth of Jesus Christ. Then invite students to read 3 Nephi 8:8–18 silently, looking for what happened to the inhabitants of the cities. Have students report what they find. Remind students that Samuel the Lamanite had prophesied of these things (see Helaman 14:20–27). Emphasize that **the words of the prophets will all be fulfilled** and that **God will hold the wicked accountable for their actions**.

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 or go to a place without windows. Ask students to read 3 Nephi 8:19–23 silently, looking for phrases that describe the darkness the Nephites experienced. (Responses may include “thick darkness,” “vapor of darkness,” “mists of darkness,” and “no light.”)

Ask students to read 3 Nephi 8:23–25 silently, looking for the effect the darkness had on the Nephites who had survived the destruction. Have students report what they find.

3 Nephi 9:1–14

In the darkness, Jesus Christ invites those who have survived the destruction to repent and come unto Him

Write the following questions on the board. Invite students to read 3 Nephi 9:1–12 silently, looking for answers to these questions.

Why did this destruction take place?

How did Satan react to this destruction?

What does this teach about Satan and how he treats those who follow him?

Read 3 Nephi 9:13–14 aloud to the class. Ask students to follow along, looking for the Savior’s invitation to those who had been spared from destruction. Ask students to imagine those Nephites, listening to the Savior’s voice in complete darkness. They had been “spared because [they] were more righteous than” those who had been destroyed, but they still needed to repent and change (see 3 Nephi 9:13; 10:12).

- How do you think the Nephites felt when they heard this invitation from the Savior? Why?

Invite a student to read the following statement by Elder C. Scott Grow of the Seventy:

“Jesus Christ is the Great Healer of our souls. . . .

“When we sin, Satan tells us we are lost. In contrast, our Redeemer offers redemption to all—no matter what we have done wrong—even to you and to me” (“The Miracle of the Atonement,” *Ensign* or *Liahona*, May 2011, 109).

Affirm that the Savior’s invitation in 3 Nephi 9:13—to come unto Him and be healed—is extended to each of us. In order for the Savior to heal us, we must accept His invitation to come unto Him, repent of our sins, and be converted. Ask students to think about aspects of their lives in which they need the Savior’s healing. Then invite them to respond to the following question in notebooks or scripture study journals:

- What do you need to do so you can receive the Savior’s healing in your life?

3 Nephi 9:15–22

The Savior proclaims that through His sacrifice, the law of Moses is fulfilled

Read 3 Nephi 9:19 aloud. Ask the class to follow along, looking for what Jesus Christ said He would no longer accept from the Nephites. 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 students to read 3 Nephi 9:20 silently, looking for what the Savior said the Nephites were now to offer as a sacrifice. Have students report what they find.

- What do you think it means to offer a sacrifice of “a broken heart and a contrite spirit”?
- What blessings does the Savior promise to those who come unto Him with a broken heart and 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

Personal questions

Personal questions can help students apply gospel truths. However, because of the nature of these questions, students may hesitate to answer them vocally. Inviting students to respond to personal questions in writing allows them to respond in private, with more open and heartfelt answers. However, you should caution them not to write about confidential matters, such as past sins or transgressions.

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” (“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?

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. Hold up a picture of a small child, perhaps someone from your family.

- How do you imagine a little child coming unto the Savior? How does this help you understand how we should come unto the Savior?

Write the following on the board:

If we come unto Christ with a broken heart and contrite spirit, He will . . .

Ask students to review 3 Nephi 9:13–15, 19–22 to identify ways to complete the statement on the board. Invite them to report what they find. Answers may include that He will heal us (see 3 Nephi 9:13), give us eternal life (see 3 Nephi 9:14), and receive us (see 3 Nephi 9:22). After students have responded, complete the statement on the board: ***If we come unto Christ with a broken heart and contrite spirit, He will receive us, heal us, and give us eternal life.***

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.

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.)

Ask students to respond to the following question in notebooks or scripture study journals. (You may want to write this question on the board or read it slowly so students can write it down.)

- When have you felt the Savior’s invitation to receive His nourishment and protection?

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. You may want to conclude by testifying that the Savior is merciful to all those who come unto Him with a broken heart and a contrite spirit. 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

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. (If you do not have the resources to carry out this activity, consider having a student read in a soft voice from 3 Nephi 11 as students enter the room. If you choose this option, it will work best if you make the assignment a day ahead of time, perhaps to a student who usually arrives early.)

- What must a person do to hear and understand a soft voice?
- What was the message of the song (or general conference address or scripture passage) 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 the Nephites had difficulty understanding.

- 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 students to read 3 Nephi 11:4–7 silently, 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.)

Consider asking students to read Helaman 5:30, looking for another description of the voice of the Lord.

- How was the voice the Nephites heard similar to the promptings we receive from the Holy Ghost? (Students may use different words, but they should identify the following truth: **The Holy Ghost often speaks to us through our feelings.**)
- Why is it important to pay attention to the inspiration we receive from the Lord through the Holy Ghost?

Invite students to share experiences they have had when they felt the inspiration of the Holy Ghost come into their minds or hearts. Ask them to describe how they felt. You may also want to share an experience of your own.

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.

Invite a student to read the following statement by President Boyd K. Packer of the Quorum of the Twelve Apostles about what we need to do to listen to and understand the voice of the Lord through the Holy Ghost:



“The Spirit does not get our attention by shouting. It never shakes us with a heavy hand. The Spirit whispers. It caresses so gently, indeed, that if we are preoccupied, we can’t feel it at all.

“Occasionally, the Spirit will press just firmly enough or often enough for us to pay attention; but from my experience, most of the time, if we do not heed the gentle feeling, if we do not listen with those feelings, the Spirit will withdraw and wait until we come seeking and listening, in our manner and our expression” (“How Does the Spirit Speak to Us?” *New Era*, Feb. 2010, 3).

- What principle can we learn from 3 Nephi 11:1–7 and from President Packer? (Students may give a variety of answers, but make sure they identify the following truth: **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.**)
- What helps you to prepare your mind and heart to hear and understand the whisperings of the Holy Ghost?

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 student to read 3 Nephi 11:8–10 aloud. Ask the class to follow along and imagine what it might have been like to be among the Nephites at this time. Display the picture *Jesus Teaching in the Western Hemisphere* (62380; *Gospel Art Book* [2009], no. 82), and ask:

- What thoughts and feelings do you think you would have had if you had been among the Nephites when the Savior visited them?

Remind students of the darkness and destruction that the Nephites experienced just before the Savior appeared. Then 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” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 250–51).

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 11:11–17 and follow the instructions on the handout. Encourage them to ponder carefully the meaning of these verses as they study them.

1. Read 3 Nephi 11:11–12 silently. Look for what Jesus Christ wanted the people to know about Him and about what He had done during His mortal ministry. Ponder the following questions:
 - Which of the Savior’s statements in 3 Nephi 11:11 is most meaningful to you? Why?
 - What did the Savior mean when He said, “I have drunk out of that bitter cup which the Father hath given me”? Why is it important to know that Jesus Christ has always been submissive to Heavenly Father’s will?
2. Read 3 Nephi 11:13–15, and ponder the following questions:
 - What did the Savior invite the Nephites to do? What did He want them to know as a result of this experience?

- The people went to the Savior “one by one until they had all gone forth” (3 Nephi 11:15). 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?
3. Respond to the following questions in a notebook or scripture study journal:
- Why do you think the Lord wanted the people to see and touch Him “one by one”?
 - How do you think it would affect you to be able to touch the wounds the Savior received while atoning for your sins?
4. Consider writing the following truth in the margin of your scriptures near 3 Nephi 11:11–15. **Jesus Christ invites me to receive a personal testimony that He is my Savior.** Respond to the following questions in a notebook or scripture study journal:
- What experiences have led you to gain your own testimony that Jesus Christ is your Savior?
 - What do you think the Savior would like you to do to strengthen your testimony of Him?
 - When have you felt that the Savior knows you and has blessed you individually?

After students have had sufficient time to complete this activity, 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 identify what the people did after they had seen and felt the Savior’s wounds. (The people bore record, or testified, that it was Jesus Christ.)

- Do we need to be able to see and touch the Savior to know that He lives? (See Moroni 10:5.) How can we “bear record” of Jesus Christ?
- How can we liken 3 Nephi 11:15 to ourselves? What should each of us do after we receive a testimony of Jesus Christ? (**When we receive a personal testimony of Jesus Christ, it is our responsibility to bear record of Him.**)

Conclude class by inviting students to tell about times when they have shared their testimonies of Jesus Christ with others. As time allows, invite all those who wish to do so to share a brief testimony of the Savior and, perhaps, tell what they have done to gain their testimonies. If time allows, you also might invite them to share some of what they wrote down or felt during their study of 3 Nephi 11 today.

Commentary and Background Information

3 Nephi 11:3. “A small voice”

President Boyd K. Packer of the Quorum of the Twelve Apostles explained how the voice of the Holy Ghost operates on our minds and hearts:

“The voice of the Spirit comes as a *feeling* rather than a sound. You will learn, as I have learned, to ‘listen’ for that voice that is *felt* rather than *heard*. . . .

“The gift of the Holy Ghost, if you consent, will guide and protect you and even correct your actions. It is a spiritual voice that comes into the mind as a thought or a feeling put into your heart. . . .

“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” (“Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 17–18).

Home-Study Lesson

3 Nephi 1–11:17 (Unit 24)

Preparation Material for the Home-Study Teacher

Summary of Daily Home-Study Lessons

The following summary of the doctrines and principles students learned as they studied 3 Nephi 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 youth 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, the Lord will strengthen us to overcome challenges. 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 through our feelings. 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

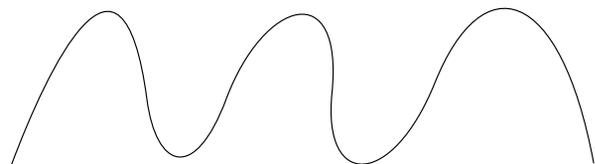
The activity for 3 Nephi 1–7 in this lesson emphasizes some of the doctrines and principles that can help students better understand what it means to be converted to the gospel of Jesus Christ. The teaching activities for 3 Nephi 8–10 will prepare students to reflect on their testimonies of the Savior 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:



Ask: 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 A.D. 1 to A.D. 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 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” (in Conference Report, Guatemala Area Conference 1977, 8).

Ask: What phrases or words do you feel best describe a converted person?

Draw the following chart on the board, or prepare it as a hand-out 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 8–11:17

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. Ask a student to read 3 Nephi 8:20–23. Invite the class to 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 aloud from 3 Nephi 9:13–20. 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* (62380; *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 to these questions 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? Students 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 and perform other priesthood functions. 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.

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 His doctrine, which was to believe in Him, be baptized, and receive the Holy Ghost.

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?* Have a student write responses on the board under the question. Although students may use different words, they should identify the following truth: **Baptism must be performed by a person who holds proper authority.** (If this idea is not already written on the board, you may want to add it to the list of responses.)

To help students further 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?

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?* Have a student write their responses on the board under the question.

- 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.) 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.** You may want to write this statement on the board.)

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.

- Why do you think it is important that baptisms be performed precisely in the manner set forth by the Lord?

To help students feel the importance of the truths you have discussed in 3 Nephi 11:18–27, you may want to ask some of the following questions:

- What feelings did you have when you were baptized? 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?

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.)

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

Write the word *contention* on the board.

- What is contention? (Argument, conflict, or disputation.)

Invite students to briefly list in notebooks or scripture study journals some situations or activities in which contention may arise. After students have had sufficient time to write, ask a student to read 3 Nephi 11:28–30 aloud. Invite the class to follow along and identify what some of the Nephites contended about.

- What had some of the Nephites apparently 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? Why is arguing the wrong way to teach the gospel? (Students may give a variety of answers, but be sure they understand that when we contend or argue with others about the gospel, the Holy Ghost will not be present to help us teach or to testify of the truth in the hearts of those we are teaching.)

To emphasize an important consequence of contention, write on the board the following statement by President James E. Faust of the First Presidency. You might want to encourage students to write it in their scriptures next to 3 Nephi 11:29. (The statement is found in “What I Want My Son to Know before He Leaves on His Mission,” *Ensign*, May 1996, 41).

“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?

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

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

Before class, write the following questions on the board:

Does Heavenly Father expect us to be perfect?

Do we need to become perfect in this life to enter the celestial kingdom?

Can we ever be perfect?

At the beginning of the lesson, invite students to ponder these questions. Ask them to consider the questions throughout the lesson.

Invite a student to read 3 Nephi 12:48 aloud. Point out that this is a scripture mastery passage. You might want to suggest that students mark this passage in a distinctive way so they will be able to locate it easily.

Invite a student to read the following statement by Elder 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” (“Perfection Pending,” *Ensign*, Nov. 1995, 88).

- Why do you think perfection can come “only through the Lord”?

Review the three questions at the beginning of the lesson. Ask students if they might change their answers to those questions after reading 3 Nephi 12:48 and hearing Elder Nelson’s explanation. 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 Atonement, we can ultimately be perfected.

Write the word *blessed* on the board. Invite students to read 3 Nephi 12:1–12 silently, looking for attributes the Savior urges us to develop and blessings He promises as a result.

- What blessings have come into your life as a result of living the teachings of Jesus Christ in 3 Nephi 12:1–12?

Point out how often the word *blessed* appears in these verses. Share your testimony of how you have been blessed as you have lived according to the Savior’s teachings.

Ask students to write in notebooks or scripture study journals about a blessing they desire that is described in 3 Nephi 12:1–12. Have them write down the attribute they must develop to receive that blessing. Then invite them to write what they would like to do to develop that attribute. Invite a few students to share what they have written and why.



3 Nephi 12:48 is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

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 students to read 3 Nephi 12:13 silently and identify whom the Savior compared to salt. As students respond, explain that the Savior was referring not only to the multitude at the temple that day but to all those who are baptized into His Church and live His gospel.

- 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.)
- What do you think it means for salt to lose its savor?

As students discuss this question, you may want to read the following statement by Elder Carlos E. Asay of the Seventy:

“Salt will not lose its savor with age. Savor is lost through mixture and contamination. . . . 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” (“Salt of the Earth: Savor of Men and Saviors of Men,” *Ensign*, May 1980, 42).

- Why must we be pure in order to influence 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.

- How might Church members be a light to others? What do you think it means to let our light shine? (As students answer this question, help them see how their examples of righteous living can help other people.)
- 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? (**As we set a righteous example, we can help others glorify Heavenly Father.** You may want to suggest that students write this principle in their own words in their scriptures.)
- Whose righteous example has helped you to draw nearer to Heavenly Father and strengthened your desire to live the gospel?

Invite students to ponder the example they set for those around them. Encourage them to think of how they can better help others deepen their love for Heavenly Father and their desire to follow Him.

3 Nephi 12:17–48

Jesus Christ teaches the multitude the higher law that will help them become like Him and Heavenly Father

Explain that the Savior continued to teach the Nephites how to come unto Him and enter into the kingdom of heaven. Invite a student to read 3 Nephi 12:19–20 aloud. Ask the class to follow along, looking for a word that appears multiple times in these verses.

- What important word does the Savior use three times as part of this invitation to come to Him? (Commandments.)

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 us to live?	What might a young man or woman do to apply the Savior's teaching?
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 12:44–46	

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 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” (“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?

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.

Invite a student to read 3 Nephi 12:19–20 aloud. Help students understand that by repenting and diligently trying to keep the commandments the Savior taught, we can become perfected through the Atonement and “enter into the kingdom of heaven” (3 Nephi 12:20).

After students have completed these activities, invite them to share what was most meaningful to them. Summarize this chapter by writing the following principle on the board: ***As we come unto Christ and keep His commandments, we can become more like Him and our Father in Heaven, who are perfect.*** Remind students that in order to obtain any degree of perfection, we must rely on the Atonement of Jesus Christ. Invite students to write about one or two ways they would like to apply the teachings of the Savior that they learned today. Conclude by sharing your testimony of the principle you wrote on the board.

Scripture Mastery—3 Nephi 12:48

Invite students to open their scriptures to 3 Nephi 12:48. Ask them to read the verse aloud in unison. Give students time to study the verse, and then ask them to close their scriptures and recite the verse again as perfectly as they can. Have them repeat the process of looking at the verse, closing their scriptures, and then reciting the verse from memory.

- How did you improve with effort?
- How does this activity help you understand your journey toward perfection?

Point out that our efforts in life are crucial. Remind students, however, that the Lord does not expect us to become perfect in all things during our mortal lives. Through the Atonement and our diligent efforts to follow the Savior, we can ultimately be perfected. Invite students to think of one way they can strive to follow the Savior.

Note: Because of the length of this lesson, you may want to use this activity on another day, when you have more time.

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 copies for each student. If that is not possible, you could present the assessment verbally or write it on the board.

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 scripture 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?

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

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.

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 of righteousness or who says one thing but does another.

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.) To help students further think about and apply the Savior's teachings, ask the following questions:

- How can our motives for doing righteous works affect the way we do them?
- What are some righteous motives that might inspire a person to do alms, pray, or fast in secret?

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: ***If we do righteous works to please Heavenly Father, He will reward us openly.***)

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.

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 and treasures in heaven?

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 and identify 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?
- How could seeking treasures on earth distract us from seeking 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? (To help students understand the meaning of this phrase, direct them to the Topical Guide reference in footnote 22c.) How can you show dedication in laying up treasures in heaven?

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 the class to read 3 Nephi 13:24 silently 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.

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.

- 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?

Invite the class to stand and face the paper labeled *God*.

- Why is it important to you to have God as your master?
- Based on the Savior's words in 3 Nephi 13:24, how can you tell if God is your master? (Although students may give many correct answers, make sure they identify the following principle: **In order to have God as our master, we must love and serve Him above the things of the world.**)

While the students remain standing, read the examples below and ask them 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 putting God first worth the effort?

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 and to identify 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's kingdom first, He will help us provide for our needs.** You may want to write this principle on the board.)
- How do you feel when a close friend or family member places your interests and needs above his or her own? What do we communicate to Heavenly Father and the Savior when we put them above our temporal needs and interests?

Invite students to write in notebooks or scripture study journals a goal concerning one thing they could do to more fully put God first in their lives. 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.

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

To prepare students to study the Savior’s teachings on making righteous judgments, read 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!’ ” (“Charity Never Faileth,” *Ensign* or *Liahona*, Nov. 2010, 122).

- What lessons can we learn from this story?

Explain that 3 Nephi 14 contains a continuation of the Savior’s teachings to the Nephites at the temple. Invite a student to read 3 Nephi 14:1–2. 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.

- 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.**)

To help students understand the Savior’s command to “judge not” in 3 Nephi 14:1, invite a student to read 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. . . .

“. . . 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” (“‘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”?

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.

- How can our faults affect the way we see others?

Invite students to consider whether it is ever appropriate to make judgments of other people. Give them a moment to ponder this question. Then explain that in the inspired translation of Matthew 7:1, the Prophet Joseph Smith clarified the Savior’s teaching about judging others. According to Joseph Smith, the Savior said, “Judge not unrighteously, that ye be not judged: but judge righteous judgment” (Joseph Smith Translation, Matthew 7:1 [in Matthew 7:1, footnote a]). Invite a student to read the following explanation in *True to the Faith*:

“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” (*True to the Faith: A Gospel Reference* [2004], 90).

To help students see that the Savior taught the importance of making righteous judgments, invite them to read 3 Nephi 14:6 silently. Ask them to identify some judgments He instructed us to make. Ask them to report what they find.

- What does it mean to give that which is holy to dogs or to cast pearls before swine? (To share something that is sacred with those who will not appreciate it or honor its sacredness.)
- How does the Savior’s counsel in 3 Nephi 14:6 require us to make judgments of others?

After students respond, read the following statement by Elder Dallin H. Oaks about other situations in which we need to make righteous judgments:

“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. . . .

“. . . A righteous judgment will be guided by the Spirit of the Lord, not by anger, revenge, jealousy, or self-interest” (“‘Judge Not’ and Judging,” 9).

- Why is it important to make righteous judgments in areas such as choosing friends, deciding how we spend our time and money, and choosing an eternal companion?
- What are some other situations in which we need to make judgments of others? (Students might mention choosing between potential employers or deciding whether to accept an invitation to go on a date.)

3 Nephi 14:7–11

The Savior teaches about seeking blessings from Heavenly Father

Ask students to read 3 Nephi 14:7–11 silently, looking for the Savior’s teachings about Heavenly Father’s willingness to answer our prayers. Explain that if earthly fathers, who are kind and loving but imperfect, will give their children bread and fish instead of stones and serpents, our Heavenly Father, who is perfectly kind and loving, will certainly answer His children’s prayers for help.

- 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.**)
- Why is it important to you to know that Heavenly Father will answer your prayers?
- When have you felt Heavenly Father’s love for you through the way He has answered your prayers? (You may want to give students a moment to ponder this question before they answer it. Also consider sharing an experience of your own.)

3 Nephi 14:12–27

The Savior teaches the importance of doing the will of Heavenly Father

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?

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 2–4. 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? (See 3 Nephi 14:13–14.) 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? (See 3 Nephi 14:15.) 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? (See 3 Nephi 14:24–25.) If we choose not to follow the Savior’s words, how are we like a man who builds his house on the sand? (See 3 Nephi 14:26–27.)

After the students’ presentations and discussion, ask a student to read 3 Nephi 14:21–23 aloud.

- What can we learn from 3 Nephi 14:21? (Students may use different words, but they should identify the following truth [write this truth on the board]: ***We must do the will of Heavenly Father in order to enter into the kingdom of heaven.***)
- How does this truth relate to the illustrations of wide and narrow paths, good and bad trees, and the wise man and the foolish man?

Give students a moment to ponder and apply what they have learned from 3 Nephi 14.

Invite them to write in notebooks or scripture 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. You might conclude by testifying of blessings you have received as you have followed the will of Heavenly Father.

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

3 Nephi 15:1–10

The Savior declares that He has fulfilled the law of Moses

Before class begins, write the following questions on the board:

Why pay tithing? Why keep the Sabbath day holy? Why honor your parents?

To begin the lesson, point to the questions on the board and ask:

- Some people may wonder why the Lord gives commandments. How might you explain the purpose of commandments?

Tell students that as Jesus Christ instructed the Nephites, He taught them that one purpose of His commandments was to point people to Him. Invite students to look for this purpose as they study 3 Nephi 15.

Explain that as the Savior spoke 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. (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 student to read 3 Nephi 15:3–5, 9 aloud. Invite the class to follow along, looking for phrases in the Savior’s explanation that might have reassured the Nephites that their faith did not need to change. Have a few students share the phrases they identify. Ask them to explain why they think these phrases might have been helpful for the Nephites.

- What do you think Jesus was teaching when He proclaimed that He is “the law”? (3 Nephi 15:9).

Students may give a variety of answers. As they respond, help them identify the following truths (write these truths on the board): ***Jesus Christ is the source of the law. All laws of the gospel point us to Jesus Christ and His Atonement. If we follow His commandments, we will receive eternal life.***

- Why would these truths have been important for the Nephites to understand at this time? (You may want to point out that like the law of Moses, the new law pointed to the Savior and His Atonement. While some of the methods of the people’s worship would change, they would continue to exercise faith in Jesus Christ and worship the Father in His name.)

Summarize 3 Nephi 15:6–8 by explaining that the Savior reassured the people that just as the prophets’ words concerning a Redeemer had been fulfilled in Him, their prophecies concerning future events would also come to pass. He also explained that the covenant He had made with His people was still in force and would be fulfilled.

Invite a student to read 3 Nephi 15:9–10 aloud. Ask the class to follow along, looking for what the Savior wants His people to do with their knowledge of the truths that are written on the board.

- What does it mean to you to “look unto” Christ?

Ask students to review 3 Nephi 15:9–10 and summarize how the Lord wants us to approach the way we live the gospel and the blessing that comes as a result. (Students may summarize this passage in different ways, but their answers should reflect the following principle: **If we look to Jesus Christ by keeping His commandments and enduring to the end, He will give us eternal life.**)

- Is it possible to follow Jesus Christ without keeping His commandments? Why not?

Invite students to consider the questions you wrote on the board before class.

- Is it possible for a person to keep the commandments outwardly without looking to Jesus Christ?
- What are some reasons a person might obey commandments outwardly without looking to Jesus Christ? (Answers might include duty, fear of punishment, a desire to fit in or to keep up appearances, or a love of rules.)
- What ought to be the reasons we obey the commandments? (We should keep the commandments because we love the Lord, we desire to please Him, and we want to come unto Him.)
- How have you been blessed when you have kept the commandments with real intent?

Invite students to think of a commandment or gospel standard that has been difficult for them to understand and follow. Invite them to consider how their feelings about this commandment or standard might change if their love for the Lord becomes their reason for obeying. Encourage them to obey the commandments out of love for the Lord. Share ways the commandments have helped you draw nearer to Heavenly Father and the Savior.

3 Nephi 15:11–16:5

Jesus Christ speaks to His disciples concerning His other sheep

Ask students to raise their hands if they have ever felt less important than someone else. Ask them 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 student to read 3 Nephi 15:11–17, and ask students to identify 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 Shepherd, Jesus Christ. The word *fold* can refer to a sheep pen, but it also denotes a group of people with a common belief.)

- 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. After students report what they have found, ask:

- What principle can we learn from this? (Students’ responses should reflect the following principle: **God gives us knowledge and truth according to our faith and obedience.**)

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 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.”

Search questions

Search questions help students build their basic understanding of the scripture block by inviting them to look for important details as they read. It is helpful to ask such questions before having students read the verses where the answer is found. This focuses students' attention and helps them to discover answers within the scripture text as they read.

To introduce the idea that the Savior also manifests Himself to those who do not hear His voice, ask the following questions before inviting students to search the scriptures for answers:

- What about those who do not get to hear the Savior's voice? How does He show them that He cares for them?

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 (through the preaching of others, through the witness of the Holy Ghost, and through the writings of prophets).

- How do these manifestations show that God cares for all His children?
- 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?

3 Nephi 16:6–20***Jesus Christ pronounces blessings and warnings to the Gentiles who will receive the gospel 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.

Commentary and Background Information**3 Nephi 15:5–8. The covenant is not all fulfilled**

What did Jesus mean when He said, "The covenant which I have made with my people is not all fulfilled"? (3 Nephi 15:8). Jehovah made a covenant with Abraham anciently.

Abraham was promised (1) eternal posterity, (2) a land of inheritance, and (3) God's priesthood power. These promises were also made to Abraham's descendants (see D&C 132:30–31) and will be fulfilled in the future.

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 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 the 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 do righteous works to please 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 the way we judge others. They also learned that Heavenly Father blesses us when we pray for His help. 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 source of all the laws and commandments of the gospel. If we look to Him by 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 all His children 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, and ask the class 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.)

Ask: Why do you think it is important to avoid disputations or contention when discussing the gospel with others?

Write the following on the board: *The spirit of contention is not of God, but . . .* Invite a student to read 3 Nephi 11:29–30 aloud, and ask students 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.

Ask: 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 of the First Presidency: "When there is contention, the Spirit of the Lord will depart, regardless of who is at fault" ("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 scripture study journals.

Ask: 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.

Ask: 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 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" ("Salt of the Earth: Savor of Men and Saviors of Men," *Ensign*, May 1980, 42).

Ask: 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.

Ask: How might Church members who keep their covenants be a light to others?

Cover the light with a basket or towel, and 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 identify some of the rewards that 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 a righteous example 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 imagine themselves in the following situation: You and a friend have front-row seats at general conference or at a regional conference where the prophet is speaking. While you are there, you both get to meet him. When the conference ends, you and your friend go home.

- What do you think you and your friend would talk about after the meeting?

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 students to read 3 Nephi 17:1–3 silently, looking for what the Savior told the Nephites they should do in order to gain more understanding. (You may want to suggest that students mark what they find.) After students report what they have found, ask:

- 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” (“Serve with the Spirit,” *Ensign* or *Liahona*, Nov. 2010, 60).

- How do you think pondering and prayer can work together to help us understand what we learn in church or seminary?

Point out the Savior's instruction in 3 Nephi 17:3 that the Nephites should “prepare [their] minds for the morrow,” when He would return to teach them again.

- What could a person do to prepare his or her mind before attending church or seminary?
- What difference does it make when we prepare our minds for such learning opportunities?

To help students identify a principle taught in 3 Nephi 17:1–3, 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 can . . .

Though students may use different words, they should identify the following principle:

By pondering and praying to the Father, we can receive greater understanding.

Write the following on the board:

Prepare my mind before I attend church or seminary

Ponder what I hear in church or seminary

Pray about what I hear in church or seminary

Invite students to select one of the actions written on the board. Give them time to think about (1) how they have done it and (2) how it has helped them learn more from their church or seminary experience. Invite a few students to share their thoughts with the class. Encourage students to consider how they might improve in one of the three areas and to make plans for how they will do so. You might suggest that they write their plans in notebooks or scripture study journals. 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* (62380; *Gospel Art Book* [2009], no. 82). Invite a student to read 3 Nephi 17:4. 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 identify how the Nephites responded 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 the character of Jesus Christ. Write the following scripture references on the board, and ask students to copy them in notebooks or scripture study journals:

3 Nephi 17:6–10

3 Nephi 17:11–18

3 Nephi 17:19–25

Read the following statement by President Ezra Taft Benson:



“That man is greatest and most blessed and joyful whose life most closely approaches the pattern of the Christ. This has nothing to do with earthly wealth, power, or prestige. The only true test of greatness, blessedness, joyfulness is how close a life can come to being like the Master, Jesus Christ. He is the right way, the full truth, and the abundant life” (“Jesus Christ—Gifts and Expectations,” *Ensign*, Dec. 1988, 2).

Give students 5 to 10 minutes to silently study each of the scripture passages you have written on the board. Invite them to identify truths about the Savior’s character. As they study, they should find at least one truth for each scripture passage. Ask them to write down the truths they find.

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. When students have completed this activity, ask the following questions:

- Why is it important for us to know these truths about the Savior?
- What evidence did you find that the Savior is sensitive to our needs and desires?
- What parts of this account impressed you the most? Why?
- Why do you think the people were overcome with joy? (See 3 Nephi 17:18.)
- Why do you think the Savior’s joy was full that day? (See 3 Nephi 17:20.)

Ask students to summarize what they have learned from 3 Nephi 17:6–25. Students may give a variety of answers. One truth they may identify is *the Savior feels great compassion for us*. Write this truth on the board. You might want to suggest that students write this truth, or another truth they have identified, in the margin of their scriptures near 3 Nephi 17:6.

To help students appreciate how understanding the character of Jesus Christ helps us increase our faith, read the following statement:

“You can exercise faith in Christ when you have an assurance that He exists, a correct idea of His character, and a knowledge that you are striving to live according to His will” (*True to the Faith: A Gospel Reference* [2004], 54).

- 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 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.

- Whom do you go to for priesthood blessings?
- When was the last time you felt the healing influence of the Savior in your life?

Remind students of the principle about pondering that they discussed at the beginning of class. Suggest that one way they can ponder is by visualizing themselves in the situations described in the scripture accounts they read. Invite students to visualize themselves among the Nephites at the time of the events recounted in 3 Nephi 17. Give students time to write in notebooks or scripture study journals 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. You might suggest that they write about an affliction they would have asked the Savior to heal. When they have finished writing, consider inviting a few students to read what they have written to the class. Be sure they understand that they should not feel obligated to share anything that is too personal or private.

After a few students have shared what they wrote, you may want to invite one or two of them to share how they have come to know that Jesus Christ loves and has compassion for them. Encourage students to ponder this lesson and to trust in the Savior’s compassion as they rely on Him for help with their desires, weaknesses, heartaches, and trials.

Visualizing

Visualizing is a scripture study skill that can help students analyze, understand, and apply 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.

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 the following statement by Elder Gerald N. Lund of the Seventy. (Tell the student that the name *Czenkusch* is pronounced “ZEN-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*, November 1979, 21; emphasis added]” (“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?

Invite students to read 3 Nephi 18:1–7 silently, looking for what the Savior asked the Nephites to do to remember Him. (You might suggest that students mark the words *remembrance* and *remember* in 3 Nephi 18:7.) After students report what they have found, ask the following questions:

- How does partaking of the sacrament help us remember the Savior’s sacrifice in our behalf?
- According to 3 Nephi 18:7, what were the Nephites to remember as they partook of the bread?

Give students time to look back at 3 Nephi 11:14–15. Then ask the following questions:

- Why might remembering the Savior’s body be particularly significant for the Nephites?
- Though you have not seen the wounds in the Savior’s body as the Nephites did, why is it still important for you to partake of the sacramental bread “in remembrance of the body” of the Savior? (D&C 20:77).
- What can you do to always remember the Savior?

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 18:8–11 silently, looking for words or phrases that complete the statement on the board. Ask a few students to share what they have found. (Students might complete the statement this way: **As we partake of the sacrament, we witness unto the Father that we will always remember Jesus Christ.** Another possible answer might be the following: **As we partake of the sacrament, we witness unto the Father that we are willing to do all that the Savior has commanded.**)

Use some or all of the following questions to help students deepen their understanding and appreciation for the sacrament’s role in helping us remember the Savior:

- 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.)
- Although partaking of the sacrament takes a small amount of time, the effects of preparing for and participating in this ordinance are eternal. What can we do to always remember the Savior after we have partaken of the sacrament and during the rest of the week?
- How might the sincerity and attention we give to partaking of the sacrament help us remember the Savior during the week?
- What meaning does the sacrament have if we fail to remember Him?
- According to 3 Nephi 18:7, 11, what did the Savior promise those who partake of the sacrament and remember Him? (**As we partake of the sacrament and always remember the Savior, we will 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.

- How can regularly partaking of the sacrament help you make Jesus Christ the foundation upon which you build your life?

To help students remember Jesus Christ more, invite them to write each day for the next week in notebooks, scripture study journals, or their personal journals about what they do to remember the Savior. Encourage them to consider writing about the thoughts they had during the sacrament or how remembering the Savior influenced their thoughts, words, and deeds.

Follow up with students over the next few class periods by encouraging them to continue writing each day. During the week, you may want to give them a few minutes at the beginning of class to record what they are doing to remember the Savior.

3 Nephi 18:15–25

Jesus teaches the Nephites to pray to the Father always and meet together often

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. When they have finished reading, have the partnerships write one sentence 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.**)

- What do you think the word *watch* means in 3 Nephi 18:18? (To be spiritually alert, vigilant, or on guard.)
- Why do you think both watching and praying are essential to resisting temptation?

Point out that 3 Nephi 18:15, 20–21 is a scripture mastery passage. You may want to suggest that students mark this passage in a distinctive way so they will be able to locate it easily.

- How does prayer help us stay watchful and alert regarding Satan’s efforts to tempt us?

 **3 Nephi 18:15, 20–21** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

Invite students to answer one of the following questions in notebooks or scripture study journals. (You may want to write the questions on the board or read them slowly so students can write them down.)

- How has praying helped you resist the temptations of Satan?
- What can you do to improve your personal prayers?
- What blessings have you seen from praying with your family?
- What can you do to help your family have consistent and meaningful family prayer?

If time permits, consider asking a few students to share with the class what they wrote.

Ask students to think of someone they would like to help draw nearer to the Savior. Write the following principle on the board and encourage students to write it down: ***As we minister to others, we can help them come unto Christ.*** Invite students to read 3 Nephi 18:22–24 silently.

- 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.)
- The Savior said that He is the light that we are to hold up to the world. How can each of us go about our lives holding up the light of the Savior?

Read aloud the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles. Invite students to listen for what Elder Hales said will happen when we live righteously.



“Wouldn’t it be pleasing to Jesus if we could let our light so shine that those who followed us would be following the Savior? There are those searching for the light who will gladly pass through the gate of baptism onto the straight and narrow way that leads to eternal life (see 2 Nephi 31). Will you be that light that will lead them to a safe harbor?” (“That Ye May Be the Children of Light” [Brigham Young University fireside address, Nov. 3, 1996],

8, speeches.byu.edu).

- What thoughts do you have when you consider the question, “Wouldn’t it be pleasing to Jesus if we could let our light so shine that those who followed us would be following the Savior?”

Explain that praying for others, inviting them to attend Church meetings, and setting a Christlike example are ways that we can minister to others. Invite a few students to share an experience in which they held up the light of the Savior to help someone come to Him.

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. Invite students to read 3 Nephi 18:32 silently, looking for how we should respond to people who have strayed from the faith.

- Why is it important that we continue to minister to people who have strayed from the faith?

Consider sharing an experience in which you helped minister to one of God’s children and helped the person come unto Christ.

Scripture Mastery—3 Nephi 18:15, 20–21

Note: Because of the length of this lesson, you may want to begin the next lesson with the following scripture mastery activity. Or this activity could be used in a future lesson when you have more time to review scripture mastery passages.

Spend several minutes helping students memorize 3 Nephi 18:15, 20–21. Write all three verses on the board, and have students practice saying them aloud. After students have read all the verses a few times, start erasing different parts of the verses while students continue to recite the entire passage. Repeat this process until all the words have been erased from the board.

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 people 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

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 19:8–9 aloud. Ask the class to follow along, looking for what the disciples prayed for.

- What did the disciples most desire?
- 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?
- In the prayers you offer, what are a few things that you most desire?
- Do you pray for the Holy Ghost? Why or why not?

Invite a student to read 3 Nephi 19:10–12 aloud. After he or she has finished reading, explain that this second baptism was a special circumstance. Although the Nephites had been baptized previously for the remission of sins and were worthy to be in the presence of Jesus Christ, 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. 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 notebooks or scripture study journals of what the Holy Ghost does for those who live worthily. Next, invite students to compare their lists with the following statement by Elder Robert D. Hales of the Quorum of the Twelve Apostles. (Before class, make copies of the statement or write

it on the board.) 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. . . . Companionship with the Spirit will give them [our youth] the strength to resist evil and, when necessary, repent and return to the strait and narrow path. . . . 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” (“The Covenant of Baptism: To Be in the Kingdom and of the Kingdom,” *Ensign*, Nov. 2000, 8).

- In what ways would the blessings on your list be helpful for youth in the Church?

Invite students to review the list of blessings they have written and consider what we need to do to qualify for these blessings. Ask them to read 3 Nephi 19:9, 13 silently, looking for a principle about receiving the influence of the Holy Ghost. Have students write down the principle they identify. Ask a few of them to share what they have written. (Students might share something like the following: **Our righteous desires and prayers can qualify us to be filled with the Holy Ghost.**)

- When have your righteous desires and prayers helped you to feel the influence of the Spirit?

Write the following incomplete statement on the board. Invite students to write down this partial statement and then complete it in their own words.

I will show Heavenly Father my desire for the companionship of the Holy Ghost by . . .

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 19:15–16 aloud. Point out that while the people were kneeling, they witnessed Jesus Christ offer three distinct prayers for His disciples and for the multitude. (Explain that later in the lesson the class will study the Savior’s third prayer.)

Write the following scripture references and questions on the board before class (or prepare them on a handout for each student):

3 Nephi 19:17–18, 24–26, 30

3 Nephi 19:19–23

3 Nephi 19:27–29

What can you learn about prayer from this passage?

How could you apply what you have learned in these verses to your personal prayers?

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 questions on the board.

After sufficient time, ask students to share their responses to the questions with the other members of their groups. Be prepared to answer if students ask why the disciples prayed to the Savior (see 3 Nephi 19:18). 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).

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. While students may learn many truths from one another as they share, the following activity will emphasize two principles they may discover in their study.

Write the following on the board: *As we exercise faith in Jesus Christ, . . .*

Ask students to review 3 Nephi 19:28 silently, looking for ways to complete the statement written on the board. (Invite students to write down their responses. The following is one

way students might complete the statement: **As we exercise faith in Jesus Christ, we can be purified.**)

- What does it mean to be purified? How does exercising faith in Jesus Christ help us be clean?
- In what ways did the disciples exercise faith during the events recorded in 3 Nephi 19?

To help students understand that we are purified by the Holy Ghost, remind them that the disciples had received the Holy Ghost and were “filled . . . with fire” (3 Nephi 19:13). Explain that the phrase “filled . . . with fire” is symbolic, referring to the blessing of being cleansed through the influence of the Holy Ghost.

Ask students to reread 3 Nephi 19:23, 29 silently, looking for another blessing that comes to those who have the Spirit of the Lord with them. (After students read, you may want to suggest that they mark in both verses the phrase “that we may be one.”)

- How are Jesus Christ and the Father one? (They are separate, tangible beings, but they are one in purpose and doctrine. Perfectly united, they bring to pass Heavenly Father’s divine plan of salvation.)
- What does it mean for us to become one with God the Father and the Son?
- What do we learn from 3 Nephi 19:23, 29 about how we can become one with Them? **(Through faith, we can be purified and become one with Jesus Christ, as He is one with the Father.)**

Invite a student to read the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Ask the class to listen for how we can be one with the Father and the Son:



“Jesus achieved perfect unity with the Father by submitting Himself, both flesh and spirit, to the will of the Father. His ministry was always clearly focused because there was no debilitating or distracting double-mindedness in Him. Referring to His Father, Jesus said, ‘I do always those things that please him’ (John 8:29). . . .

“Surely we will not be one with God and Christ until we make Their will and interest our greatest desire. Such submissiveness is not reached in a day, but through the Holy Spirit, the Lord will tutor us if we are willing until, in process of time, it may accurately be said that He is in us as the Father is in Him” (“That They May Be One in Us,” *Ensign*, Nov. 2002, 72, 73).

Invite students to read 3 Nephi 19:35–36 silently and to ponder the strength of their own prayers. Promise students that we too can have greater spiritual experiences and grow toward becoming one with the Father and the Son if we increase our faith and pray earnestly for the companionship of the Spirit.

Commentary and Background Information

3 Nephi 19:18, 22. “They did pray unto Jesus”

From the scriptures and the teachings of latter-day prophets, we know that we are to worship God the Father and pray to Him only. We should not pray to Jesus Christ. For example, the Savior taught the Nephites, “Ye must always pray unto the Father in my name” (3 Nephi 18:19). However, shortly after the Savior taught this, His Nephite disciples prayed directly to Him (see 3 Nephi 19:18). They did so, He said, because He was with them (see 3 Nephi 19:22). Elder Bruce R. McConkie of the Quorum of the Twelve

Apostles explained that this was an exception—a unique situation:

“There was a special reason why this was done in this instance and on a onetime basis. Jesus had already taught them to pray in his name to the Father, which they first did. . . . Jesus was present before them as the symbol of the Father. Seeing him, it was as though they saw the Father; praying to him, it was as though they prayed to the Father. It was a special and unique situation” (*The Promised Messiah* [1978], 560, 561).

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

3 Nephi 20:1–9

The Savior administers the sacrament to the people again

To begin the lesson, explain that you would like the young men and young women in class to respond to separate questions. Invite a few young men who hold the Aaronic Priesthood to tell the class about their responsibilities for preparing, blessing, or passing the sacrament. Help them share their feelings about performing these duties by asking them the following questions:

- What does it mean to you to help administer the sacrament?
- How do you demonstrate to the Lord that you understand the sacred nature of this ordinance?

Help a few young women share their feelings about the sacredness of the sacrament by asking them the following questions:

- How do you feel when you see worthy young men administering the sacrament?
- What do you do during the administration of the sacrament that shows that you understand its sacred nature?

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. Invite students to read 3 Nephi 20:1 silently. 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?

Ask a student to read 3 Nephi 20:3–5 aloud.

- How do you think praying in your heart can influence your weekly experience of partaking of the sacrament?
- Why do you think it is important to remain focused on the Savior as we partake of the sacrament?

Invite a student to read 3 Nephi 20:8 aloud. Ask the class to follow along, looking for what the bread and wine represent. (It may be helpful to explain that the current practice of the Church is to use water instead of wine. [See D&C 27:2.]

- What do the sacramental bread and water represent? (The Savior’s body and blood.)

You may want to read the following statement by Elder James E. Talmage of the Quorum of the Twelve Apostles to help students understand the figurative meaning of the Savior’s invitation to eat His flesh and drink His blood:

“To eat the flesh and drink the blood of Christ was and is to believe in and accept Him as the literal Son of God and Savior of the world, and to obey His commandments. By these means only may the Spirit of God become an abiding part of man’s individual being, even as the substance of the food he eats is assimilated with the tissues of his body” (Jesus the Christ, 3rd ed. [1916], 342; italics added).

- What symbolism is there in partaking of the bread and water?

- According to 3 Nephi 20:8, 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, and ask the class:

- What is a principle we can learn from the Savior’s teachings in 3 Nephi 20:8–9? (Students may use different words, but they should identify the following principle: **If we worthily partake of the sacrament, we can be filled with the Holy Ghost.**)

Invite a student to read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles. Ask the class to listen for ways we can be blessed as we are filled with the Spirit:



“Let us qualify ourselves for our Savior’s promise that by partaking of the sacrament we will ‘be filled’ (3 Ne. 20:8; see also 3 Ne. 18:9), which means that we will be ‘filled with the Spirit’ (3 Ne. 20:9). That Spirit—the Holy Ghost—is our comforter, our direction finder, our communicator, our interpreter, our witness, and our purifier—our infallible guide and sanctifier for our mortal journey toward eternal life.

“. . . Out of the seemingly small act of consciously and reverently renewing our baptismal covenants comes a renewal of the blessings of baptism by water and by the Spirit, that we may always have his Spirit to be with us. In this way all of us will be guided, and in this way all of us can be cleansed” (“Always Have His Spirit,” *Ensign*, Nov. 1996, 61).

- What are some ways we can be blessed as we are filled with the Spirit?
- When has partaking of the sacrament helped you to be filled with the Holy Ghost?

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 partaking 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 notebooks or scripture study journals a brief description of their most important qualities. After they have finished, invite them to look at the kinds of qualities they focused on. Were they physical characteristics? Personality traits? Spiritual qualities? (If there is time, you might invite a few students to read what they wrote.) Read 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” (“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.

Tell students that in the rest of 3 Nephi 20, they will study the Savior’s teachings to the Nephites about the covenants and promises made to Abraham and his descendants (the house of Israel). He said 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 will be 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 covenants 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: **The Lord 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.”)

To help students see how coming to a knowledge of Jesus Christ is an essential part of the gathering of Israel, ask a student to read aloud the following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles. Invite students to listen for what the gathering of Israel involves.

“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 having faith in the Lord Jesus Christ, of repenting, of being baptized and receiving the gift of the Holy Ghost, and of keeping the commandments of God. It consists of believing the gospel, joining the Church, and coming into the kingdom. It consists of receiving the holy priesthood, being endowed in holy places with power from on high, and receiving all the blessings of Abraham, Isaac, and Jacob, through the ordinance of celestial marriage. And it may also consist of assembling to an appointed place or land of worship” (*A New Witness for the Articles of Faith* [1985], 515).

- How is believing in and following Jesus Christ an essential part of the gathering of Israel?

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 “because [they were] the children of the covenant.”

- How are we blessed by the covenants we make with Heavenly Father?

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.**”)

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.

To conclude, ask a student to read 3 Nephi 20:46 aloud. Invite students to follow along and identify one way they can bless another person's life with the gospel during the next week. Plan to follow up with students during a future class to give them an opportunity to report on their experiences. Testify of the importance of fulfilling our responsibility to help gather Israel.

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

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 a sign be posted properly and that the message on the sign be easy to understand?

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 them to carefully read verse 1 silently.

- Why did the Lord say He would give this particular sign? (So people will know that He is gathering the house of Israel.)

Invite students to read 3 Nephi 21:1–7 silently, and ask them to note the phrases “these things” and “these works” and to consider what those phrases refer 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.)
- According to these verses, what is one sign that God is fulfilling His covenants in the latter days? (Help students identify the following truth [write it 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 Elder 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” (“The Gathering of Scattered Israel,” *Ensign* or *Liahona*, Nov. 2006, 80).

Teach by the Holy Spirit

Pray for the guidance of the Holy Ghost as you prepare and while you teach.

- 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 or the picture The First Vision [*Gospel Art Book* (2009), no. 87 or 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.



- How has God shown through Joseph Smith that His “wisdom is greater than the cunning of the devil”?
- According to 3 Nephi 21:11, what will happen to those who do not believe in the words of Christ brought forth through Joseph Smith? (They will be “cut off” from the blessings that come through covenants.)

3 Nephi 21:12–22:17

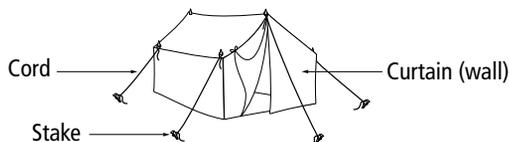
The Savior speaks of the destruction of the unrepentant and the restoration of His people who will repent and return to Him

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 students to read 3 Nephi 21:22, 25–28 silently, looking for blessings and responsibilities that will come to those in the last days who will repent and hearken to the Savior’s words.

Ask students how they might summarize the teachings in 3 Nephi 21:12–22, 25–28. Invite a student to write their responses on the board. Then summarize all the responses on the board by pointing out that **as we repent and hearken to the Savior’s words, we are gathered as part of His covenant people.** (You may want to write this truth on the board.)

Draw a tent on the board or on a poster (you may want to do this before class). Explain that Jesus Christ quoted a prophecy 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.

- 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.) What can you do to help enlarge the tent and strengthen the stakes? (Encourage students to act on their answers to this question.)

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.”) Why is it comforting to know that the “husband” is the “Redeemer, the Holy One of Israel”? (3 Nephi 22:5).
- How are these verses similar to the Savior’s response to us when we sin?

Invite students to read 3 Nephi 22:7–10 silently, looking for promises the Savior makes to His covenant people who return to Him.

- What does the Savior promise to those who 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 return to Him.** You may want to 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.)

To help students better understand 3 Nephi 22:4–10, consider reading 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). The imagery of Jehovah as bridegroom and Israel as bride is among the most commonly used metaphors in scripture, being used by the Lord and his prophets to describe the relationship between Deity and the children of the covenant.

“. . . 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” (*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.)
- How can having a knowledge of the Savior’s mercy and kindness influence our faithfulness to covenants?

Explain that the Savior continued to teach the Nephites of the blessings that await the righteous. Invite students to search 3 Nephi 22:13–17 silently, looking for one promised blessing that is especially meaningful to them. Point out that as we read about these promised blessings, we see 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 notebooks or scripture study journals about one thing they can do today to qualify for the blessings the Lord desires to give them.

Commentary and Background Information

3 Nephi 21:22–25. The New Jerusalem

Daniel H. Ludlow clarified who will build the city of New Jerusalem:

“The ‘New Jerusalem’ of the last days will be built on the American continent by (1) ‘the remnant of Jacob,’

(2) the Gentiles who ‘shall come into the covenant and be numbered among . . . the remnant of Jacob,’ and (3) ‘as many of the house of Israel as shall come.’ (3 Nephi 21:22–25. Read also 3 Nephi 20:22; Ether 13:1–12.)” (*A Companion to Your Study of the Book of Mormon* [1976], 281).

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 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 of the Savior's teachings. 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 Jesus Christ 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 our righteous desires and prayers can qualify us to 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. Then ask: 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). Then ask: 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 choose one 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 and look 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.**

Ask students the following questions:

- 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 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’ (“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, and have students identify what the disciples prayed for.

Ask: 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.**)

Then ask students: 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. Then ask:

- 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.” Ask: 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).

Ask: 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 twelve men who had this experience and what they asked for.

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. You may want to suggest that students mark words and phrases that stand out to them in these verses. Invite them to share what they discover.

- Why did the Lord want the people to search the words of Isaiah? (See 3 Nephi 23:2–3.)
- Why is it a blessing to know that all of the words of Isaiah will be fulfilled?

Invite a student to read 3 Nephi 23:4–5 aloud. Point out that after the Savior said to search the words of Isaiah, He said to "search the prophets." Write the following truth on the board: ***The Savior commands us to search diligently the words of Isaiah and other prophets.***

- According to 3 Nephi 23:5, what must we do to be saved? How do the words of prophets help us follow these commandments?
- In what ways is searching the words of the prophets diligently different from only reading the words of the prophets? Why do you think it is important to search the words of Isaiah and the other prophets diligently?
- What scripture study methods best help you make searching the words of Isaiah and other prophets a meaningful part of your life?

Invite a student to read the following statement by Elder Merrill J. Bateman of the Seventy: "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" ("Coming unto Christ by Searching the Scriptures," *Ensign*, Nov. 1992, 28).

- In addition to the scriptures, where can we find the words of prophets?

Ask students to respond in notebooks or scripture study journals to the following question:

- What changes can you make to study the words of the prophets more diligently?

Invite a few students to testify of the blessings that come from searching the words of prophets.

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.

- 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?

Point out that although we have not been commanded to keep a scriptural record for the Church, we have been counseled to keep personal journals.

- How can the Savior’s counsel in 3 Nephi 23:6–13 apply to our efforts to keep personal journals?

To help students see one way they can keep a journal, 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?’” (“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. (You might have shared part of this statement in lesson 117. Students may benefit from hearing it again.)

“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” (“O Remember, Remember,” 67).

- What principle can we learn from the account in 3 Nephi 23 and from President Eyring’s experience? (Students may answer this question in several different ways. Their answers should reflect the following truth: **When we record spiritual experiences, we will be blessed individually and in our families.**)

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 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’” (“Writing Your Personal and Family History,” *Ensign*, May 1980, 48).

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.

Scripture Mastery Review

Learning how to solve problems by using the scriptures can help students throughout their lives. Give each student a small piece of paper. Invite them to write about a question they have or a challenge they face. Explain that you will collect the papers and read some to the class. Instruct students not to place their names on the papers, and remind them not to include details that are personal or not appropriate to discuss in class. (After collecting the papers, you may want to briefly review the submissions to ensure that they are appropriate and not too personal.) Read a question or challenge to the class and see if students can use scripture mastery passages to help address the question or challenge.

Explain that the Savior commanded us to teach others what He has taught us (see 3 Nephi 23:14). To help prepare students to keep this commandment, encourage them to practice teaching skills, such as explaining doctrines or principles, sharing experiences, and testifying as they use the scripture mastery passages to solve problems. You may wish to save the other questions or challenges that students submitted and discuss them in a similar way on days when you have extra time.

Note: The length of this lesson may allow time for this scripture mastery review. You may conduct the activity at the beginning of class, as a break between sections of the lesson, or at the end of class. Keep the activity brief to allow time for the lesson. For other review activities, see the appendix at the end of this manual.

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

3 Nephi 24:1–6

Jesus Christ quotes Malachi's prophecy concerning the Second Coming

Begin class by holding up a match and a bar of soap (or draw on the board a picture of fire and a bar of soap). Ask students what fire and soap have in common. (Soap and fire can both be used as cleansing or purifying agents.)

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. Ask students to read 3 Nephi 24:1–3 silently, looking for someone who Malachi compared to a "refiner's fire" and "fuller's soap."

- Who is compared to a refiner's fire and fuller's soap? (Jesus Christ.)
- What event is described in these verses? ("The day of his coming." In other words, the Second Coming of Jesus Christ. To help students answer this question, you may want to suggest that they scan the chapter heading or the footnotes.)
- What does the comparison of Jesus Christ to fire and soap suggest will take place at His Second Coming? (Students may use different words, but they should identify the following truth: **At His Second Coming, Jesus Christ will purify the world.** You may want to invite students to write this truth in their scriptures next to 3 Nephi 24:2–3.)

Explain that a refiner uses fire to heat a metal like silver or gold until it reaches a liquid state. The heating process allows dross, or impurities, to rise to the surface of the liquid metal, where the refiner can remove them, thus purging the metal of its impurities. A fuller is someone who cleans or whitens fabrics using soap. You may also need to explain that the "sons of Levi" were priesthood holders in ancient Israel. Today the phrase can refer to modern-day priesthood holders (see D&C 84:33–34).

Invite a student to read 3 Nephi 24:5–6 aloud. Ask the class to follow along and identify who will be consumed, or destroyed, at the Savior's Second Coming and who will not be consumed. (You may want to explain that the phrase "sons of Jacob" refers to the Lord's covenant people in the house of Israel.)

- According to 3 Nephi 24:5, what will Jesus Christ do at His Second Coming? (Though students may use different words, they should identify the following truth: **Jesus Christ will destroy the wicked at His Second Coming.**)

3 Nephi 24:7–18

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 feel the love and influence of the Lord and maintain a testimony of the gospel.

Decide what to teach

This lesson contains more material than you will likely have time to teach. Prayerfully consider which doctrines, principles, and teaching ideas will be most beneficial for the students in your class.

- What would you do to try to help this person?

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 and from keeping their covenants with 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 were not keeping their covenants? ("Return unto me and I will return unto you.")
- What do you think it means to "return" to the Lord? What do you think it means that the Lord will "return unto" those who return to Him?

Write the following principle on the board: ***If we will return unto the Lord, He will return unto us.***

- What does this principle teach you about Heavenly Father and Jesus Christ?

On the board, write *Return to the Lord*. Invite students to read 3 Nephi 24:8–12 silently, looking for one way the Lord indicated the people could return to Him. As students respond, write *pay tithes and offerings* under *Return to the Lord*.

- How is willingness to pay tithing an indication that someone has placed their love and affections on the Lord?

Invite a student to read the following statement by President Gordon B. Hinckley:

"We *can* pay our tithing. This is not so much a matter of money as it is a matter of faith" ("Let Us Move This Work Forward," *Ensign*, Nov. 1985, 85).

- How is our willingness to pay tithes and offerings an indication of our faith in the Lord?

Give students time to review 3 Nephi 24:10–12 silently. Ask them to identify the Lord's promises 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 in these verses 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."

- How is it a blessing to know that the Lord will preserve the faithful and make them His treasure?
- In 3 Nephi 24:16, which phrases describe those whom the Lord will preserve as His treasure? ("They that feared the Lord" and that "thought upon his name.")

Write *fear the Lord* and *think upon the Lord's name* under *Return to the Lord*. (You may want to explain that in this context, the word *fear* means reverence or respect.) Invite students to respond to the following question in notebooks or scripture study journals:

- Consider how you are doing in the areas of paying tithes and offerings and thinking of Christ often. In what ways can you "return" to Him or improve in these areas?

3 Nephi 25

Jesus Christ quotes Malachi's prophecy that Elijah would return prior to the Second Coming

Invite a student to read 3 Nephi 25:1–3 aloud. Ask the class to follow along, looking for a reason why the Second Coming will be a blessing to those who are faithful to Jesus Christ. Invite students to report what they find. You may need to explain that in 3 Nephi 25:1, the word *root* likely refers to ancestors and the word *branch* to posterity. Thus, in the next life, the wicked will not enjoy the blessings of being sealed to their ancestors and posterity. In 3 Nephi 25:2, the phrase "calves in the stall" refers to calves that are safe, well fed, and cared for. The Lord promises that He will similarly protect and care for those who "fear [His] name."

Explain that Malachi prophesied about an event that would take place before the Second Coming and that would involve the Old Testament prophet Elijah. Invite a student to read 3 Nephi 25:5–6 aloud, and ask the class to look for what Elijah would do to help prepare the world for the Lord’s coming.

Ask students what they know about Elijah’s return to the earth as part of the Restoration of the gospel. You may want to supplement their answers by explaining that on April 3, 1836, Elijah appeared to Joseph Smith and Oliver Cowdery in the newly dedicated Kirtland Temple (see D&C 110:13–16). At that time, Elijah restored the priesthood keys necessary to seal families for eternity in the Lord’s holy temples. Through family history research, we identify family members for whom temple ordinances can be performed.

- What do you think it means that Elijah would “turn the heart of the fathers to the children, and the heart of the children to their fathers”?
- How is it a blessing for you to know that you can be sealed to your family for eternity?

Testify that **as our hearts turn to our fathers through family history and temple work, we are helping to prepare the earth for the Second Coming of Jesus Christ.**

3 Nephi 26:1–12

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 scripture 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?

3 Nephi 26:13–21

The Savior ends His earthly ministry among the Nephites, and His disciples follow His example in their ministry

Explain that in 3 Nephi 26, Mormon summarized the rest of the Savior’s ministry among the Nephites. Invite students to read 3 Nephi 26:13–16 silently. You might want to suggest that they mark some of the things the Savior did that Mormon chose to emphasize.

If time permits, invite students to review and ponder their notes and scripture markings from their study of 3 Nephi 11–25. Encourage them to look for teachings and events from the Savior’s ministry among the Nephites that are significant or memorable to them. Invite a few students to share their thoughts and feelings about the Savior’s ministry among the Nephites.

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. It should not take too much time or attention away from the doctrines and principles in 3 Nephi 27.)

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 (see 3 Nephi 27:1). Invite a few students to take turns reading aloud from 3 Nephi 27:2–7. Ask the class to follow along, looking for the disciples’ question and the Savior’s answer.

- 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.**)

- Why do you think it is important for the Savior’s Church to bear His name?
- What do you think it means for the Church to be “built upon [His] gospel”? (3 Nephi 27:10). Why do you think it is important for the Church to be built on His gospel rather than on the works of men?

Invite students to complete the following sentence in notebooks or scripture study journals: “Being a member of the Church of Jesus Christ is important to me because . . .”

3 Nephi 27:13–22

Jesus Christ defines His gospel and teaches what we must do to stand guiltless before Him and His Father

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 are guilty of sin?

Explain that the word *gospel* means “good news.” Invite a few students to take turns reading aloud from 3 Nephi 27:13–16, and ask the class to look for good news in these verses. Also ask them to consider how this good news relates to the day when they will stand before God to be judged.

- 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?
- Based on 3 Nephi 27:13–14, what is the foundation of the gospel? (Though students may use different words, they should identify the following truth: **The foundation of the gospel is that Jesus Christ did the will of His Father in accomplishing the Atonement.** You may want to invite students to write this truth in their scriptures next to 3 Nephi 27:13–14.)
- 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 search 3 Nephi 27:16 silently, looking for works we must do to receive all the blessings of the Atonement and prepare for judgment. Ask students to report what they find. Invite a student to write their answers on the board.

- According to this verse, what blessings will come to those who repent, are baptized, and endure to the end? (Students’ answers should reflect the following truth: **If we repent, are baptized, and endure to the end, we will be guiltless when we stand before God to be judged.**)

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.

- From what you have read, why do all of Heavenly Father’s children need the Atonement of Jesus Christ?
- What good news is there for us as we think about standing before the Lord to be judged?

Invite a student to read aloud the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:



“The ‘good news’ [is] that death and hell [can] be escaped, that mistakes and sins [can] be overcome, that there [is] hope, that there [is] help, that the insoluble [is] solved, that the enemy [has] been conquered. The good news [is] that *everyone’s* tomb [will] one day be empty, that *everyone’s* soul [can] again be pure, that *every* child of God [can] again return to the Father who gave them life” (“Missionary Work and the Atonement,” *Ensign*, Mar. 2001, 8, 10).

Invite a student to read 3 Nephi 27:20–21 aloud, and ask the class to look for the Savior’s invitation to us.

- What is the Savior’s invitation in these verses?

To help students think about their efforts to accept this invitation, invite them to answer the following questions in notebooks or scripture study journals. (You may want to write these questions on the board before class or read them slowly so students can write them down.)

- Why does the Savior want you to repent and come unto Him?
- In what ways are you accepting the Savior’s invitation in 3 Nephi 27:20–21?
- What can you do today to prepare to stand spotless before the Lord?

Invite a student to read Doctrine and Covenants 76:40–42 aloud. Ask the class to follow along, looking for additional insights about why the gospel is good news. (You may want to suggest that students write *D&C 76:40–42* in their scriptures next to 3 Nephi 27:13.)

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 and by obedience to the principles, commandments, and ordinances of the gospel.

- If you could speak with the Savior at that time, what would you say?

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.

- Based on what you have studied today, how would you explain the good news of the gospel of Jesus Christ to a friend?

3 Nephi 27:23–33*Jesus Christ instructs His disciples to become even as He is*

Summarize 3 Nephi 27:23–26 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.

- Why would it be important for judges of the people to be like the Savior?

Ask students to review 3 Nephi 27:21.

- What did the Savior command the disciples to do?
- What is the relationship between doing the works of the Savior and becoming like Him?

As students discuss this question, write the following principle on the board: ***The Lord expects His disciples to do His works and become as He is.***

- What are some ways we can be like the Savior? 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.

Commentary and Background Information**3 Nephi 27:13–21. The gospel of Jesus Christ**

The Prophet Joseph Smith explained the central message of the gospel of Jesus Christ:

"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; and all other things which pertain to our religion are only appendages to it" (*Teachings of Presidents of the Church: Joseph Smith* [2007], 49).

Elder Russell M. Nelson of the Quorum of the Twelve Apostles taught:

"The word *gospel* means 'good news.' The good news is the Lord Jesus Christ and His message of salvation. [See Bible Dictionary, "Gospels," 682–683.] Jesus equated the gospel with both His mission and with His ministry in mortality. In His *mission* statement, Jesus said:

"This is the gospel which I have given unto you—that I came into the world to do the will of my Father, because my Father sent me.

"And my Father sent me that I might be lifted up upon the cross.' [3 Nephi 27:13–14.]

"The Savior's mortal mission we know as the *Atonement*.

"The Savior's mortal *ministry* includes everything else that He did—His teachings, expressions of love, attention to ordinances, patterns of prayer, perseverance, and more. He lived to be our Exemplar, which He also equated to the gospel in His ministerial statement. 'This is my gospel,' He said, ' . . . for the works which ye have seen me do that shall ye also do.' [3 Nephi 27:21.] Thus, faith; repentance; baptism by water, fire, and of the Holy Ghost; the gathering of the elect; and enduring to the end are all part of the gospel" ("Senior Missionaries and the Gospel," *Ensign or Liahona*, Nov. 2004, 81).

3 Nephi 27:27. Becoming like Jesus Christ

President Ezra Taft Benson taught:

"That man is greatest and most blessed and joyful whose life most closely fits the pattern of the Christ. This has nothing to do with earthly wealth, power, or prestige. The only true test of greatness, blessedness, joyfulness is how close a life can come to being like the Master, Jesus Christ. He is the right way, the full truth, and the abundant life" ("Jesus Christ—Gifts and Expectations" [BYU devotional address, Dec. 10, 1974], 1, speeches.byu.edu).

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 asked 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 notebooks or scripture study journals. Give them the opportunity to share what they have written if they feel comfortable doing so.

Invite students to read 3 Nephi 28:1–3 silently, looking for the response of nine Nephite disciples when the Lord asked them this question. After students report what they have learned, ask:

- How did the Savior feel about the desire of these nine disciples?

Invite students to read 3 Nephi 28:4–9 silently, looking for what the remaining three disciples desired of the Savior. Have students report what they find. (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.”)

- How did the Savior feel 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?

Invite a student to read 3 Nephi 28:10 aloud, and ask the class to look for the blessings the Lord promised the Three Nephites.

- What did the Lord promise the Three Nephites? When have you seen that service to others leads to joy?
- What 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.**)

To help students understand the importance of righteous desires, read the following statements:

Elder Neal A. Maxwell of the Quorum of the Twelve Apostles said:

“What we insistently desire, over time, is what we will eventually become and what we will receive in eternity. . . .

“Righteous desires need to be relentless, therefore” (“According to the Desire of [Our] Hearts,” *Ensign*, Nov. 1996, 21–22).

President Brigham Young taught:

“The men and women, who desire to obtain seats in the celestial kingdom, will find that they must battle with the enemy of all righteousness every day” (“Remarks,” *Deseret News*, Dec. 28, 1864, 98).

- Why do you think we have to battle every day in order for our righteous desires to 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 that is not found in Church-approved sources.

- When have you felt that the Lord has blessed you because of your righteous desires?

Refer students to the desires they wrote about at the beginning of class. Invite them to write a few sentences about what they will start doing today to ensure that those righteous desires can be fulfilled.

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 disciples experienced transfiguration—a temporary change in their bodies.

- According to 3 Nephi 28:15, what was one reason the 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. (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?

Invite students to read 3 Nephi 28:25–32 silently, identifying 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. (Note that 3 Nephi 28:27–28 shows one reason why we should be cautious about believing and sharing stories from people who claim to have met the Three Nephites: Mormon said that the people among whom the Three Nephites serve “shall know them not.”)

3 Nephi 28:36–40

Mormon learns about the nature of translated beings

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. Remind them 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).

- To whom do you normally turn when you have questions about the gospel or about scripture passages? Why?

Invite students to read 3 Nephi 28:36–37 silently to discover 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 should inquire of Heavenly Father and we will receive guidance.**)
- What are some examples that illustrate this principle?
- What are some situations in which we might need to ask Heavenly Father for greater understanding?



Read the following statement, in which President Spencer W. Kimball highlights a few circumstances in which we should 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.)” (“Pray Always,” *Ensign*, Oct. 1981, 3, 6).

- How can you increase your faith in the power of prayer? When have you and your family received answers to your prayers?

Encourage students to go to Heavenly Father in prayer as they seek to understand the gospel and face life’s challenges. Testify of the blessings that have come into your life as you have taken your challenges and questions to Heavenly Father.

Explain that the change experienced by the Three Nephites is called translation. **Some of the Lord’s faithful servants have been translated so they can continue their ministry on the earth.** As Mormon continued to inquire about this change, he learned about the nature of translated beings.

Write *Translated Beings* on the board. Invite a student to read 3 Nephi 28:37–38 aloud. Ask the class to follow along, looking for what Mormon learned about the change that occurred in the bodies of the Three Nephites.

- What did Mormon learn about translated beings? (Ask a student to serve as a scribe and write the other students’ answers on the board. Answers should include that translated beings do not “taste of death,” that they do not feel pain, and that they do not experience sorrow except for the sorrow they feel because of the sins of the world.)
- Why was this change to their bodies necessary? (You may want to have students review 3 Nephi 28:6–7. The change was necessary so they could fulfill their righteous desire to remain on the earth and continue to bring souls unto Christ until the Savior’s Second Coming.)

Invite students to read 3 Nephi 28:39–40 silently, looking for additional information about translated beings. As students report, have another scribe write their findings on the board. (Answers should include that translated beings cannot be tempted by Satan, that they are sanctified and holy, and that “the powers of the earth [cannot] hold them.”) 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.

Commentary and Background Information

3 Nephi 28. Transfiguration and translation

The Three Nephites were transfigured and translated.

Transfiguration, which is mentioned in 3 Nephi 28:13–17, is “the condition of persons who are temporarily changed in appearance and nature—that is, lifted to a higher spiritual level—so that they can endure the presence and glory of heavenly beings” (Guide to the Scriptures, “Transfiguration,” [scriptures.lds.org](https://www.lds.org/scriptures/guide-to-the-scriptures/transfiguration); see also D&C 67:11; Moses 1:11). The scriptures tell of people who have been transfigured, including Moses (see Moses 1:9–11); Jesus Christ, Peter, James, and John

(see Matthew 17:1–8); and Joseph Smith (see Joseph Smith—History 1:14–20).

Translated beings are “persons who are changed so that they do not experience pain or death until their resurrection to immortality” (Guide to the Scriptures, “Translated Beings,” [scriptures.lds.org](https://www.lds.org/scriptures/guide-to-the-scriptures/translated-beings); see also 3 Nephi 28:7–9, 20–22, 37–40). Their purpose is to bring souls to Christ (see 3 Nephi 28:9). The scriptures contain accounts of people who have been translated, including Enoch (see Genesis 5:24; Hebrews 11:5), Moses (see Alma 45:19), Elijah (see 2 Kings 2:11), and John the Beloved (see John 21:22–23; D&C 7).

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.

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.

Suggestions for Teaching

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 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. You might do this by inviting students to explain the definitions in their own words or by using each word or phrase in a sentence. Inform students that these definitions will help them better understand 3 Nephi 29–30.

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. Ask students if they have ever experienced the fulfillment of a divine promise, whether given in the scriptures, by a prophet, through the Holy Ghost, or through a priesthood blessing. Invite a few students to relate their experiences, but be sure to remind them that they should not share experiences that are too personal or private.

- Why do you think some people might doubt that God will keep His promises?
- How do you know that God keeps His promises?

Write the words *When* and *Then* on the board. Invite students to read 3 Nephi 29:1–3 silently, looking for the words on the board. Explain that these words will help them identify 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? (Students may use different words, but they should identify the following truth: **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.** You might want to encourage students to mark this truth in the chapter summary of 3 Nephi 29.)

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



“The Book of Mormon is a tangible sign that the Lord has commenced to gather His children of covenant Israel. . . .

“Indeed, the Lord has not forgotten! He has blessed us and others throughout the world with the Book of Mormon. . . . It helps us to make covenants with God. It invites us to remember Him and to know His Beloved Son. It is another testament of Jesus Christ” (“Covenants,” *Ensign* or *Liahona*, Nov. 2011, 88).

- How is the fact that we have the Book of Mormon a witness that God will keep His promises?

Write the following question on the board: *Why are Latter-day Saints interested in the Lord’s covenant with the house of Israel?* Ask students to listen for answers to this question as you read the following statement by Elder Russell M. Nelson, who lists promises that are part of the Lord’s covenant with His people. (You may want to provide each student with a copy of this statement.)

“The covenant God made with Abraham and later reaffirmed with Isaac and Jacob . . . contained several promises, including:

- Jesus the Christ would be born through Abraham’s lineage.
- Abraham’s posterity would be numerous, entitled to an eternal increase, and also entitled to bear the priesthood.
- Abraham would become a father of many nations.
- Certain lands would be inherited by his posterity.
- All nations of the earth would be blessed by his seed.
- And that covenant would be everlasting—even through ‘a thousand generations.’

“Some of these promises have been fulfilled; others are still pending. . . .

“Some of us are the literal seed of Abraham; others are gathered into his family by adoption. The Lord makes no distinction. Together we receive these promised blessings—if we seek the Lord and obey His commandments. . . .

“. . . Brigham Young said: ‘All Latter-day Saints enter the new and everlasting covenant when they enter this Church’” (“Covenants,” 87–88; quoting *Teachings of Presidents of the Church: Brigham Young* [1997], 62).

- Using what you have learned from Elder Nelson’s statement, how might you answer the question on the board? (Students may give various answers, but make sure they identify the following truth: **Latter-day Saints are part of the Lord’s covenant people, and we carry the responsibility to bless all nations.**)
- How do Latter-day Saints seek to bless the nations of the earth?
- What role does the Book of Mormon play in these efforts?

Refer to the words *spurn* and *wo* from the matching activity. Explain that Mormon knew that in the last days there would be those who would spurn the Book of Mormon and other evidences of the fulfillment of the Lord’s covenant with His people. Ask students to read 3 Nephi 29:4–9 silently, looking for what will happen to those who spurn the Savior and His works. After students explain what they have found, you might want to suggest that they write the following truth in their scriptures: **Sorrow will come to those who deny Jesus Christ and His works.**

- Why is sorrow a natural consequence of spurning the Savior and His works?
- How would you respond to someone who says that the Lord does not speak to man or perform miracles?
- How can we better recognize and appreciate the Lord and His works in our lives?

3 Nephi 30

The Lord exhorts the Gentiles to repent and come unto Him

Refer to the word *Gentiles* from the matching activity. 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. After they report what they have found, ask:

- Which of these invitations do you think could be a summary of all the others? (The invitation to come unto Christ includes repentance, baptism, the reception of the Holy Ghost, and being numbered among the Lord’s people.)
- What blessings does Jesus Christ promise to the Gentiles if they will come unto Him? (Remission of sins, being filled with the Holy Ghost, and being numbered among His people.)
- Why is it a blessing to be numbered among the Lord’s people?

Write the following principle on the board: ***If we come unto Christ, we will be numbered among His 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. Testify of the blessings that come from keeping our covenants and the Lord’s commandments.

3 Nephi Review

Take some time to help students review the book of 3 Nephi. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. If needed, invite them to briefly review some of the chapter summaries in 3 Nephi to help them remember. After sufficient time, invite several students to share something from 3 Nephi that was inspiring to them or that has helped them have greater faith in Jesus Christ.

Scripture Mastery Review

Give each student a blank piece of paper. Invite them to write a letter to a person (either imaginary or someone they know) who is not a member of the Church. Suggest that they search scripture mastery passages for truths they can use to invite the recipient of the letter to come unto Christ and be numbered among His people. Ask a few students to share what they wrote.

Note: The length of this lesson may allow time for this activity. For other scripture mastery review activities, see the appendix at the end of this manual.

Commentary and Background Information

3 Nephi 30:1–2. The gathering of Israel

President Spencer W. Kimball taught:

“The gathering of Israel consists of joining the true church and their coming to a knowledge of the true God. . . . Any person, therefore, who has accepted

the restored gospel, and who now seeks to worship the Lord in his own tongue and with the Saints in the nations where he lives, has complied with the law of the gathering of Israel and is heir to all of the blessings promised the Saints in these last days” (*The Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [1982], 439).

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 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 the Savior's Second Coming, He 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 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 can stand spotless before God 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 ask 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 students 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, and then ask the class 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?"

Ask: Why is this an important question for those living in the last days to consider?

Invite a student to read aloud the following explanation 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" ("Spiritual Preparedness: Start Early and Be Steady," *Ensign* or *Liahona*, Nov. 2005, 40).

Ask: 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 them better understand how the fulfillment of this prophecy can affect them, invite a student to read 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" ("The Hearts of the Children Shall Turn," *Ensign* or *Liahona*, Nov. 2011, 26–27).

Ask: 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). Ask a student to read the statement aloud. (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).

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 students 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. Ask: How can following this principle help us to be true disciples of Jesus Christ?

Explain to the class that the ultimate challenge and pinnacle 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 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.]" ("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 A.D. 34 and A.D. 321. Mormon abridged those records sometime between A.D. 345 and A.D. 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.

4 Nephi

Introduction

After Jesus Christ’s ministry among the descendants of Lehi, the people applied His teachings and enjoyed more than 100 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. About 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, prepare two blank pieces of paper for each student—if possible, one white and one of a different color (half sheets would be sufficient). Place the white papers on students’ desks or chairs before they arrive. Set aside the tinted papers for use later in the lesson. Write the following question on the board: *What makes you truly happy?* As students arrive, invite them to write on the board their responses to the question.

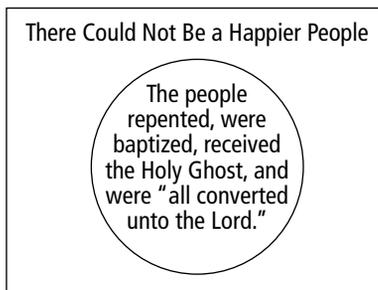
Begin class by discussing the responses they have written on the board. Ask students the following question:

- What is the difference between things that make us temporarily happy and things that lead to lasting happiness? (As students respond, you may want to emphasize that true happiness cannot be found in temporal things like popularity, riches, and material belongings.)

Explain that 4 Nephi is a record of several generations of Lehi’s descendants who lived after Jesus Christ’s visit. Invite students to read 4 Nephi 1:16 silently, looking for how Mormon described the people who lived about 100 years after the Savior’s visit. You may want to suggest that students mark the phrase “surely there could not be a happier people.” Ask students to write *There Could Not Be a Happier People* at the top of the white piece of paper you provided. Then have them draw a large circle in the middle of their papers.

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.



Ask students to read 4 Nephi 1:1–2, looking for what the people did that made this happiness possible. Invite them to list their findings inside the circle. (Answers should include that the people repented, were baptized, received the Holy Ghost, and were “all converted unto the Lord.”)

- What does it mean to be converted?

To help students understand that conversion is deeper than just having a testimony or being a member of the Church, invite a student to read aloud the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles. If possible, provide students with copies of this statement, and encourage them to identify words and phrases that define conversion.

“Your happiness now and forever is conditioned on your degree of conversion and the transformation that it brings to your life. How then can you become truly converted? President [Marion G.] Romney describes the steps you must follow:

“Membership in the Church and conversion are not necessarily synonymous. Being converted and having a testimony are not necessarily the same thing either. A testimony comes when the Holy Ghost gives the earnest seeker a witness of the truth. A moving testimony vitalizes faith. That is, it induces repentance and obedience to the commandments. Conversion is the fruit or the reward for repentance and obedience.” [In Conference Report, Guatemala Area Conference 1977, 8–9.]

“Stated simply, true conversion is the fruit of *faith, repentance, and consistent obedience*. . . .

“True conversion yields the fruit of enduring happiness that can be enjoyed even when the world is in turmoil and most are anything but happy” (“Full Conversion Brings Happiness,” *Ensign*, May 2002, 25, 26).

- What words and phrases did you hear that define conversion?
- What do you think it would be like if everyone around you were converted to the Lord?

Write the following scripture reference on the board: *4 Nephi 1:2–3, 5, 7, 10–13, 15–18*.

Invite several students to take turns reading aloud from these verses. Ask the class to follow along, looking for words and phrases that describe what the people experienced because they were all converted to the Lord. Invite students to write these words and phrases around the circle on their papers. (Answers may include the following: there were no contentions or disputations, they dealt justly one with another, they had all things common, many miracles were performed in the name of Jesus Christ, the Lord prospered the people, they rebuilt cities that had been destroyed, they married and established families, they multiplied and became strong, the love of God was in their hearts, and they were happy and unified.)

Ask students to identify a principle about happiness that they have learned from the first half of 4 Nephi 1. Although students may identify several principles, be sure they express that **when people work together to be converted to the Lord, they become unified and experience increased happiness**. You might want to write this principle on the board.

- What blessings do you think would come to our class if we all lived as these people lived? What blessings do you think would come to your family? What blessings do you think would come to your ward or branch?

Invite students to tell 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. You might also share an experience.

- How can your efforts to be righteous 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.)
- How can the sins of one person influence the rest of a group that is striving to be righteous?

Encourage students to strengthen their conversion to the Lord and help those around them to do the same. To help students with this challenge, ask them to review words and phrases they have listed on their papers. Invite them to choose one or two phrases that describe ways of living they would like to experience. Give them a few minutes to write in notebooks or scripture study journals about how they will seek to live in these ways. Testify of the happiness that comes from true conversion and being united in righteousness.

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?

Have students read 4 Nephi 1:20, 23–24 silently, looking for what threatened the unity and happiness of the people. You might suggest that they mark what they find. After they report what they have found, 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.) You may want to suggest that students copy this statement in their scriptures next to 4 Nephi 1:24.

“Pride is the great enemy of unity” (President Henry B. Eyring).

- 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” (“Pride and the Priesthood,” *Ensign* or *Liahona*, Nov. 2010, 56).

- Based on President Uchtdorf’s statement, how can pride destroy unity?

Invite a few students to take turns reading aloud from 4 Nephi 1:24–35, 38–45. Ask the class to follow along, looking for the effects of pride among the people. You may want to suggest that students mark what they find. (Answers may include the following: wearing costly apparel, dividing into social classes or exclusive groups of friends, building up churches to get gain, denying the true church, persecution of the faithful, forming secret combinations, and wickedness.)

One by one, ask each student to report one thing he or she has found. (Students may repeat each other’s answers.) As each student responds, write his or her response on one of the tinted pieces of paper that you set aside before class. Give the tinted paper to the student in exchange for his or her white paper describing the happiness and unity of the people. Repeat this process until all the students in the class have exchanged their white papers for tinted papers.

Ask students to look around and see that everyone in class has a tinted paper, representing pride. Invite them to ponder how the three disciples of Christ must have felt as they saw pride and wickedness spread among a people who had once been so happy and unified.

- What truth can we learn from these verses? (Although students may use different words, they should identify the following principle: **The sin of pride creates division and leads to wickedness.** You may want to write this truth on the board.)
- How can the pride of a few people affect the happiness of a whole group?

Invite students to consider how one person’s pride might influence others in the following examples:

1. Despite the encouragement of his family, an older brother decides to pursue selfish interests rather than serve a mission.
2. A member of a Young Women class or Aaronic Priesthood quorum is purposely disruptive, refuses to participate in class, and resists following instructions.
3. A young man or woman persistently teases or belittles another member of his or her group of friends.

Ask students to think about times when they have seen pride damage happiness and unity.

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 to which your students belong.) 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. Also encourage them to ponder what they have written about how they plan to live more like the descendants of Lehi who were converted to the Lord.

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.

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 words that make up 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 A.D. 345 and A.D. 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 A.D. 385 (see Mormon 6:10–15; 7:1). Moroni probably wrote the material in chapters 8–9 between the years A.D. 401 and A.D. 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.

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 the following statement by President Gordon B. Hinckley:



“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, anyone who reads this precious trove of history which was assembled and preserved in large measure by him, 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” (“*Mormon Should Mean ‘More Good,’*” *Ensign*, Nov. 1990, 52–53).

To help students understand the context of Mormon 1–2, explain that 320 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 a 10-year-old boy named Mormon and instructed him concerning his future responsibility for the records.

Ask students to read Mormon 1:2 silently, looking for words and phrases Ammaron used to describe Mormon. Ask them to report what they find. Write the name *Mormon* on the board, and list their responses below it. You may need to explain that the word *sober* means calm, serious, and thoughtful.

- What do you think we should be sober about? (Answers may include administering and partaking of the sacrament, scripture study, chastity, and speaking and testifying about the Savior.) Why should we be sober about these things?

Explain that a person can be sober and still have fun and laugh. However, a sober person understands when to be lighthearted and when to be more serious.

- 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. . . .

“. . . The spiritual gift of being quick to observe is so vital for us in the world in which we do now and will yet live” (“Quick to Observe,” *Ensign*, Dec. 2006, 34).

- How can the ability to quickly see and obey the Lord’s counsel help us?

Invite students to write in notebooks or scripture study journals about something they should take more seriously—something they should be more sober about. Also ask them to list directions from the Lord that they could obey more readily. Encourage them to seek to be more sober and quick to observe.

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

Ask students if they have ever lost something they cherished or had something valuable taken from them. Invite a few students to share these experiences.

Summarize Mormon 1:6–12 by explaining that while Mormon was in his youth, he witnessed a number of battles between the Nephites and the Lamanites. He also witnessed the spread of wickedness among all the people in the land.

Explain that because the Nephites became so wicked, they lost precious gifts from the Lord. Divide the class in half. Assign one half to read Mormon 1:13–14, 18 silently, looking for gifts that the Lord began to take away from the Nephites. Assign the other half to read Mormon 1:14, 16–17, 19, looking 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 they have received from the Lord and are unable to receive 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, 18 would be most difficult for you to lose?

Invite a student to read Mormon 1:15 aloud. Ask the class to follow along, looking for what Mormon was experiencing while many of the Nephites were losing the gifts of God and the influence of the Holy Ghost.

- 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 the responsibility Mormon was given when he was 15 years old (in his “sixteenth year”). Ask students to imagine what it would be like for a 15-year-old to lead an army.

- In what ways might the attributes mentioned in Mormon 2:1 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 students to read Mormon 2:10–15 silently, looking for the spiritual condition of the Nephites after these battles.

- Why were the Nephites sorrowing? (See Mormon 2:10–13. They sorrowed because they were unable to keep their belongings. In other words, they sorrowed only because of the consequences of their sins, not because they regretted their actions.)
- According to Mormon 2:13–14, how did Mormon know that the people’s sorrow was not an indication of true repentance?

To help students see the differences between “sorrowing . . . unto repentance” and the “sorrowing of the damned,” write the following on the board:

Those who sorrow unto repentance . . .

Those who sorrow only because of the consequences of sin . . .

Ask students to review Mormon 2:12–15, looking for characteristics of these two groups of people. Invite them to report what they find. Their answers should reflect the following truths:

Those who sorrow unto repentance recognize the goodness of God and come unto Christ with humble hearts.

Those who sorrow only because of the consequences of sin continue to rebel against God.

Explain that Mormon used the phrase “the sorrowing of the damned” (Mormon 2:13) to describe the sorrow of those who suffer because of the consequences of their actions but are unwilling to repent. This attitude does not lead to forgiveness and peace. It leads to damnation, which means that a person is stopped in his or her progress toward eternal life.

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, experience peace, and be reconciled to God.

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.)
- How is Mormon’s example of righteousness helpful to you? (Students may share many different responses. Their responses should express the following principle: **We can choose to live righteously, even in a wicked society.** You may want to invite a student to write this truth on the board.)
- 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 scripture 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.

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: *Have you ever felt that the Lord was trying to get your attention and encourage you to change something in your life?*

Begin by asking students to share their answers to the question on the board. (Ensure that they do not feel obligated to share anything that is too personal or private.) You might also consider sharing an experience.

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 in their battles with the Lamanites. After the Nephites made a treaty with the Lamanites and the Gadianton robbers (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? Did the Nephites understand this message? 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?
- What truth can you identify from the Lord’s dealings with the Nephites recorded in Mormon 3:2–3? (Students may give different answers. Summarize their answers by writing the following truth on board: ***The Lord gives us sufficient opportunities to repent of our sins.*** You might suggest that students write this truth in their scriptures.)

Summarize Mormon 3:4–8 by explaining that the Lord protected the Nephites twice more in battle, despite their wickedness and their unwillingness to turn to Him.

- What does the Lord’s protection of the Nephites teach you about His character? (Answers may include that the Lord is merciful and patient.)

Point out that the Lord gives us all “a chance for repentance” (Mormon 3:3). Then ask students to silently ponder the following questions:

- Have you been willing to repent and make the changes God wants you to make? Are there changes you can make now to become the person God wants you to be?

Testify of God’s kindness and patience in giving us opportunities to repent. Invite students to watch for opportunities and invitations to make changes in their lives, and encourage them to make changes promptly.

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.

Mormon 3:9–22

The Nephites increase in wickedness, and Mormon refuses to lead their armies

Explain that the Nephites did not respond to the Lord’s invitations to repent but rather hardened their hearts. 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?
- Why was it wrong for the Nephites to boast about their own strength? What does this boasting show about their relationship with God?

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?
- Have you ever wanted to seek revenge on someone? Why do you think seeking revenge is a natural response for many people?
- Mormon had been leading the Nephite armies for more than 30 years, despite their wickedness. What does Mormon’s refusal to lead the army teach about the seriousness of seeking revenge?

Invite a student to read Mormon 3:14–16, and encourage the class to look for what the Lord taught Mormon about seeking revenge.

- How does the Lord feel about seeking revenge? (Students’ answers may vary. Summarize their answers by writing the following truth on board: ***The Lord forbids us to seek revenge.***)

To help students better understand the Lord’s counsel in verses 14–16, ask students to restate the first part of Mormon 3:15 (“Vengeance is mine, and I will repay”) in their own words.

- Why is it important not to seek revenge? How can we overcome desires to seek revenge?

To help students learn how to overcome vengeful feelings, invite a student to read aloud the following counsel from President James E. Faust of the First Presidency. If possible, provide a copy of the quotation for each student.



“We need to recognize and acknowledge angry feelings. It will take humility to do this, but if we will get on our knees and ask Heavenly Father for a feeling of forgiveness, He will help us. The Lord requires us ‘to forgive all men’ [D&C 64:10] for our own good because ‘hatred retards spiritual growth.’ [Orson F. Whitney, *Gospel Themes* (1914), 144.] Only as we rid ourselves of hatred and bitterness can the Lord put comfort into our hearts. . . .

“ . . . When tragedy strikes, we should not respond by seeking personal revenge but rather let justice take its course and then let go. It is not easy to let go and empty our hearts of festering resentment. The Savior has offered to all of us a precious peace through His Atonement, but this can come only as we are willing to cast out negative feelings of anger, spite, or revenge” (“The Healing Power of Forgiveness,” *Ensign* or *Liahona*, May 2007, 69).

Invite a student to read Mormon 3:17, 20–22 aloud, and ask the class to look for what Mormon wanted us to know. You may want to invite students to mark Mormon’s counsel to “repent and prepare to stand before the judgment-seat of Christ” (Mormon 3:22).

Mormon 4

The Lamanites begin to sweep the Nephites off the earth

Ask students to raise their hands if they know someone who has done something wrong but has not yet been caught or faced the consequences of the wrongdoing. 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.

Commentary and Background Information

Mormon 3:9–10. Swearing an oath

Mormon said that the Nephites swore “by the heavens, and also by the throne of God” that they would seek revenge on the Lamanites (see Mormon 3:9–10). The following statement by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles explains the significance of swearing an oath in Book of Mormon times, thus giving us an understanding of the blasphemous nature of the Nephites’ attempt to involve God in their vengeance.

“This matter of swearing with an oath in ancient days was far more significant than many of us have realized.

“For instance: Nephi and his brethren were seeking to obtain the brass plates from Laban. Their lives were in peril. Yet Nephi swore this oath: ‘As the Lord liveth, and as we live, we will not go down unto our father in the wilderness until we have accomplished the thing which the Lord hath commanded us.’ (1 Ne. 3:15.)

“Thus Nephi made God his partner. If he failed to get the plates, it meant God had failed. And because God does not fail, it was incumbent upon Nephi to get the plates or lay down his life in the attempt” (“The Doctrine of the Priesthood,” *Ensign*, May 1982, 33).

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 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 and to identify who the Nephites believed could deliver them 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?
- What can we learn from Mormon 5:1–2 about where we ought to turn first for help in our afflictions? (We should turn first to God, who will respond to those who repent and call on Him for help in 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” (Mormon 5:6). 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 and to identify 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. (He said that we would “sorrow.”)

- What do you find sad about this account?

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 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.)

- What does this phrase 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.)

To help students better understand this principle, invite one of them to read 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” (“The Atonement Covers All Pain,” *Ensign or Liahona*, May 2011, 16).

Invite students to write a response to one of the following questions in notebooks or scripture 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. You may want to suggest that students mark phrases that are important to them.

- 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 all people that Jesus is the Christ, to help God fulfill His covenant with the house of Israel, and to help descendants of the Lamanites believe the gospel more fully.**)

As students answer that Mormon’s writings are intended to persuade people that Jesus is the Christ, share your testimony regarding this as the central purpose of the Book of Mormon.

- In what ways does this central purpose of the Book of Mormon bless those who read it?
- How has your study of the Book of Mormon helped you more fully believe in and love Jesus Christ?

Point out that the Book of Mormon is currently helping many to repent and be “clasped in the arms of Jesus” but that there are still many people who refuse to believe in Christ.

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. Ask students to use what they discover in these verses to complete the sentence on the board. As they respond, you might ask some of the following questions to help them understand the words and phrases in the verses:

- 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 Mormon 5:11, 16–18 and 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

Ask the following questions:

- How might you feel at the death of a loved one who was faithful to God throughout his or her life?
- How might you feel at the death of a loved one who was disobedient to God's commandments throughout his or her life?

Explain that Mormon felt great sorrow at the death of all his people because he knew they were not prepared to meet God. 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” (Mormon 6:6). 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 students to read Mormon 6:7–15 silently, thinking about how Mormon might have felt as he wrote these words.

- Why do you think the Nephites awaited death with “awful fear”? (Mormon 6:7).

Read Mormon 6:16–22 aloud to students as they follow along in their scriptures. Then ask them to write in notebooks or scripture 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 repent of their sins so they can be “clasped in the arms of Jesus” (Mormon 5:11).

Commentary and Background Information

Mormon 5:11. “Clasped in the arms of Jesus”

Elder Russell M. Nelson of the Quorum of the Twelve Apostles explained a connection between the word *Atonement* and the phrase “clasped in the arms of Jesus”:

“Rich meaning is found in study of the word *atonement* in the Semitic languages of Old Testament times. In Hebrew, the basic word for atonement is *kaphar*, a verb that means ‘to cover’ or ‘to forgive.’ Closely

related is the Aramaic and Arabic word *kafat*, meaning ‘a close embrace’—no doubt related to the Egyptian ritual embrace. References to that embrace are evident in the Book of Mormon. One states that ‘the Lord hath redeemed my soul . . . ; I have beheld his glory, and I am encircled about eternally in the arms of his love.’ [2 Nephi 1:15.] Another proffers the glorious hope of our being ‘clasped in the arms of Jesus.’ [Mormon 5:11.]” (“The Atonement,” *Ensign*, Nov. 1996, 34).

LESSON 140

Mormon 7–8:11

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). Following Mormon’s death, his son Moroni was left alone to write about the destruction of his people.

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.

Invite students to read Mormon 7:1–4 silently, 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.

Ask students to read Mormon 7:5, 8, 10 silently, identifying what Mormon taught his readers they must do. Ask students to share what they find, and list their answers on the board. You may want to mention that Mormon’s teachings are the same gospel principles that could have saved the Nephites from destruction (see Mormon 3:2).

Invite a student to read Mormon 7:6–7 aloud. Ask the class to follow along, looking for what the Lord offers to all those who will believe in Him and accept His gospel. After students report what they have found, encourage them to write the following truth next to Mormon 7:6–7: **The Lord offers salvation to all, and He will redeem those who accept the principles and ordinances of His gospel.**

Write the following question on the board. Invite students to write their answers to the question in notebooks or scripture study journals.

According to Mormon 7:7, what are the blessings for those who are found “guiltless” before God?

Invite a few students to share what they write.

Mormon 8:1–11

After Mormon dies, his son Moroni remains alone to write about the destruction of his people

Ask students to think of a time when they were alone in a situation that challenged their faith—perhaps a situation in which they easily could have done something wrong without anyone seeing them. Invite them to consider whether their determination to follow

the Savior and keep His commandments during that time increased, stayed the same, or decreased.

- Why might some people choose not to remain faithful when they are alone in a situation that challenges their faith?
- Why might some people choose to remain faithful in the same situation?

Explain 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. Invite a student to read aloud Moroni's words in Mormon 8:1–9, and ask the class to look for descriptions of Moroni's circumstances. Ask them to report what they find.

- How do you think you might feel if you were in Moroni's circumstances?

Using the dates at the bottoms of the pages or in the chapter summaries, help students see that approximately 16 years passed between Mormon's last written words and the time when Moroni began to write on the plates. Then invite students to look again at Mormon 8:1–4 to see what Moroni was determined to do, even though he had been alone for so long. Ask them to report what they find. (They should see that he was determined to obey his father and write on the plates.)

- What principles can we learn from Moroni's obedience despite his circumstances? (As students share their ideas, emphasize the following truth: **Even when we are alone, we can choose to remain faithful.** You may want to invite students to write this truth in their scriptures next to Mormon 8:1–4.)

Point out that Moroni had a unique mission. He "remain[ed] alone to write the sad tale of the destruction of [his] people" (Mormon 8:3). Although students will not face those exact circumstances, they may face situations in which they are alone and need to remain faithful. They also may face situations when they feel alone even when they are with other people—such as times when they are with people who do not live the standards established by the Lord and His prophets.

- Who do you know who has been faithful even when they have been alone in challenging circumstances?

When students respond to this question, ask some or all of these follow-up questions:

- How did this person act in those circumstances?
- How was the person eventually blessed for doing what God had commanded him or her to do?
- How do these examples help you?

Invite students to read Mormon 8:10–11 silently. Ask them to identify one way the Lord sustained Moroni and Mormon during the difficult circumstances they faced. (The Lord sent the Three Nephites to minister to Mormon and Moroni; see also 3 Nephi 28:25–26.) Emphasize that **if we are faithful to God in lonely or difficult circumstances, He will help us remain faithful.** Use the following questions to discuss this truth:

- When have you been obedient to one of Heavenly Father's commandments in an especially difficult circumstance? How do you feel you were blessed for doing so?
- Why do you think it is important to prepare now to be faithful in difficult circumstances in the future?

To encourage students to remain faithful even in circumstances when they have to stand alone, share the following statement by President Thomas S. Monson:



"As we go about living from day to day, it is almost inevitable that our faith will be challenged. We may at times find ourselves surrounded by others and yet standing in the minority or even standing alone concerning what is acceptable and what is not. Do we have the moral courage to stand firm for our beliefs, even if by so doing we must stand alone? . . . May we ever be courageous and prepared to stand for what we believe, and if we must stand alone in the process, may we do so courageously, strengthened by the knowledge that in reality we are never alone when we stand with our Father in Heaven" ("Dare to Stand Alone," *Ensign* or *Liahona*, Nov. 2011, 60, 67).

Conclude by sharing an experience when the Lord blessed you for being faithful in a lonely or difficult circumstance.

Follow-up questions

Asking questions that follow up on students' initial responses can help them think deeply about an answer they have given and share meaningful thoughts and feelings. You can ask follow-up questions to the student who gives an initial answer, or you may generate discussion by directing follow-up questions to other students.

Scripture Mastery Review

Write *exhort* on the board. Explain that the word *exhort* means to strongly urge others to act in a certain way. Explain that Mormon’s final words in Mormon 7 are a good example of an exhortation. Give pieces of paper to the students and tell them they are going to write an exhortation based on one of their favorite scripture mastery passages in the Book of Mormon. At the top of the piece of paper, have students write: “I would speak somewhat unto the youth of the last days.” Invite each student to choose a favorite scripture mastery passage and then write an exhortation to the youth of the last days based on the passage they have chosen. Their exhortation could include a summary of the main truths found in the scripture mastery passage, an explanation of why these truths are important for youth today, and an invitation to act in accordance with these truths. The exhortations might conclude with a promise like the one found in Mormon 7:7 or Mormon 7:10. You could ask a few students to share their finished exhortations with the class. You might also collect these exhortations to use as clues for future scripture mastery activities or to display in the classroom.

Note: You may use this activity at any time during the lesson. For example, you may use it at the end of the lesson, or you may use it after discussing Mormon 7.

Commentary and Background Information

Mormon 7. Mormon’s final plea to believe in Christ

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles explained Mormon’s final plea to believe in Christ, a plea he wrote to people in our day after having watched the destruction of his entire nation:

“In a soliloquy of death, Mormon reached across time and space to all, especially to that ‘remnant of the house of Israel’ who would one day read his majestic record. Those of another time and place must learn what those lying before him had forgotten—that all must ‘believe in Jesus Christ, that he is the Son of God,’ that following his crucifixion in Jerusalem he had, ‘by the power of the Father . . . risen again, whereby he

hath gained the victory over the grave; and also in him is the sting of death swallowed up.

“‘And he bringeth to pass the resurrection of the dead . . . [and] the redemption of the world.’ Those who are redeemed may then, because of Christ, enjoy ‘a state of happiness which hath no end.’ [Mormon 7:2, 5–7.] . . .

“To ‘believe in Christ,’ especially when measured against such tragic but avoidable consequences, was Mormon’s last plea and his only hope. It is the ultimate purpose of the entire book that would come to the latter-day world bearing his name” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 321–22).

Supplemental Teaching Idea

Mormon 7:8–9. The Bible and the Book of Mormon

Display a copy of the Book of Mormon labeled “this.” Then display a copy of the Bible labeled “that.” Invite students to read Mormon 7:8–9 silently, looking for

what Mormon said about the relationship between “this” (the Book of Mormon) and “that” (the Bible).

- How has your study of the Book of Mormon strengthened your testimony of the truths in the Bible? How has your study of the Bible strengthened your testimony of the Book of Mormon?

Home-Study Lesson

4 Nephi 1–Mormon 8:11 (Unit 28)

Preparation Material for the Home-Study Teacher

Summary of Daily Home-Study Lessons

The following summary of the doctrines and principles students learned as they studied 4 Nephi 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 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 people work together to be converted to the Lord, they become unified and experience increased happiness. They also recognized that 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 drives 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 that is only for the consequences of sin leads to damnation (or being stopped in our progress toward eternal life).

Day 3 (Mormon 3–6)

As they studied the Lord's patience with the Nephites, students learned that 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 redemption to all people 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 to the Lesson

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 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 scripture 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 scripture study journals to review who Mormon was and why he was so admirable. Ask each group to summarize what they have learned. Then invite the groups to present their summaries.

Ask students: 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 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” (“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 while the class looks 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)

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?

Mormon 8:12–41

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. He testified that the Book of Mormon would be of great worth amid the spiritually dangerous conditions that would exist in the last days.

Suggestions for Teaching

Mormon 8:12–32

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. Invite a student to read aloud the following statement by President Ezra Taft Benson:



"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 . . ." ("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.

To help students understand the value of the Book of Mormon, invite them to read Mormon 8:13–16 silently. Before they read, ask them to look for what Moroni taught about the worth of the Book of Mormon. Then ask some or all of the following questions to help them discuss and analyze what they have found:

- Some people might think of the monetary value of gold plates. 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 gold plates, the plates themselves "are of no worth." However, the record that was written on the plates "is of great worth.")
- 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.)
- In Mormon 8:16, how does Moroni's description of the coming forth of the Book of Mormon help explain the great worth of the book?

As recorded in Mormon 8:17–21, Moroni warned those who would condemn or oppose the Book of Mormon. 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?
- What truth do you learn from Mormon 8:22? How does the coming forth of the Book of Mormon in the last days help the Lord's eternal purposes to be fulfilled?

Explain that Mormon 8:23–25 contains Moroni’s words about the prayers of faithful Saints who had lived before his time. He spoke of them crying to the Lord “from the dust.” Ask students to read this passage silently, looking for what the Saints in the ancient Americas prayed for regarding the Book of Mormon.

- Whom did the ancient Saints pray for? (They 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.)

Explain that Moroni described the conditions that would exist when the Book of Mormon would come forth. Then ask them 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 notebooks or scripture 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. Then ask students to read Mormon 8:26–32 silently and to compare their paragraphs with Moroni’s prophetic description of our day. Divide the class into pairs. Ask each pair to share a few similarities and differences between their descriptions and Moroni’s description.

- What do you find accurate about Moroni’s description of our day?

Write the following summary of Moroni’s prophecies on the board: ***The Book of Mormon will come forth by the power of God during a day of great wickedness.*** If you have displayed objects or pictures representing technological or medical inventions, consider placing a copy of the Book of Mormon next to them. To help students ponder and testify of the value of the Book of Mormon in their lives, ask questions such as the following:

- How can the Book of Mormon help us withstand the wickedness in our day?
- In what ways is the Book of Mormon more valuable than technological or medical inventions?
- Why do you think the Book of Mormon is “one of the most significant gifts given to the world in modern times,” as President Benson said?
- If a friend asked you why the Book of Mormon is valuable to you, what would you say?

Mormon 8:33–41

Moroni sees the last days and condemns the spiritual wickedness of our time

Ask a student to read Mormon 8:35 aloud. Before he or she reads, point out that in this verse, Moroni is speaking directly to us.

- How might this verse influence the way we read the Book of Mormon?

When students have discussed this question, read the following statement by President Ezra Taft Benson, in which he spoke of Book of Mormon prophets:

“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?’” (“The Book of Mormon—Keystone of Our Religion,” 6).

Encourage students to follow this counsel as they study the rest of Moroni’s words in Mormon 8.

Ask students to think of a time when they noticed someone in need—temporally, emotionally, socially, or spiritually. Invite them to consider what they did to help that person—or, if they did not provide help, what they could have done. Invite them also to ponder why they chose to help or not to help.

Invite a few students to take turns reading aloud from Mormon 8:33–41. Ask the class to follow along, looking for reasons some people in the last days would not help those in need.

- Why would some people in the last days not help those in need? (Answers may include pride, iniquity, loving money and fine clothing more than they love those in need, and desiring the praise of the world.)

Asking students to share written responses

From time to time, encourage students to share what they write in notebooks or scripture 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.

- In Mormon 8:38, Mormon uses the word *pollutions*. What are some influences in the world today that might be considered pollutions? (Answers may include pride, pornography, and the love of money.)

Ask students to write a sentence that summarizes what they have learned from Mormon 8:36–41 about our responsibility to care for the poor and those in need. Invite two or three students to read their sentences to the class. Though students' words may vary, they should be able to identify the following truth: **God will hold us accountable for the way we treat the poor and those in need.**

- What do you think are some of the most common needs in your school or community? What can the youth of the Church do to help care for people with these needs? (Help students understand that they are not expected to give their money and time to every worthy cause or to every person who asks for assistance. In their families and in the Church, youth receive many opportunities to help those in need. In addition, they can follow the guidance of the Spirit to give service on their own.)
- What do you think youth in the Church can do to care for the poor? (If students do not mention fast offerings, you may want to emphasize paying fast offerings by reading the paragraphs under "Fast Sunday" in *True to the Faith: A Gospel Reference* [2004], pages 67–69.)

Following this discussion, invite students to write in notebooks or scripture study journals about one or two things they can do to care for the poor and those in need. They might write suggestions they have heard during class or their own ideas. Invite them to write a goal to do one of these things in the coming weeks. Encourage them to fulfill their goals.

Commentary and Background Information

Mormon 8:14–18. "Blessed be he that shall bring this thing to light"

Moroni prophesied of the Prophet Joseph Smith, who was chosen to bring the Book of Mormon to the world (see Mormon 8:15–16). Many other ancient prophets were also aware of Joseph Smith and prayed for his success in translating and publishing the gold plates, thus fulfilling the purposes of God (see Mormon 8:23–25; D&C 10:46). President Boyd K. Packer of the Quorum of the Twelve Apostles spoke of the role of Joseph Smith in bringing forth the Book of Mormon:

"The truth is, simply, that he was a prophet of God—nothing more and not one whit less!

"The scriptures did not come so much from Joseph Smith as they did through him. He was a conduit through which the revelations were given. . . .

"The Prophet Joseph Smith was an unschooled farm boy. To read some of his early letters in the original shows him to be somewhat unpolished in spelling and grammar and in expression.

"That the revelations came through him in any form of literary refinement is nothing short of a miracle" ("We Believe All That God Has Revealed," *Ensign*, May 1974, 94).

Mormon 8:37–38. How does caring for the poor and the needy relate to eternal happiness?

Bishop H. David Burton, Presiding Bishop, testified of the eternal consequences of caring for the poor and the needy:

"The purpose, promises, and principles that reinforce our work of caring for the poor and needy extend far beyond the bounds of mortality. This sacred work is not only to benefit and bless those who suffer or are in need. As sons and daughters of God, we cannot inherit the full measure of eternal life without being fully invested in caring for each other while we are here on earth. It is in the benevolent practice of sacrifice and giving of ourselves to others that we learn the celestial principles of sacrifice and consecration" ("The Sanctifying Work of Welfare," *Ensign or Liahona*, May 2011, 81–82).

Mormon 9

Introduction

Moroni finished his father's record by calling upon those who did 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 with all their hearts 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

Ask students to think of a situation in which they felt uncomfortable. Invite a few students to tell about their experiences and explain why they felt uncomfortable. You might also ask them what would have made them feel more comfortable in those situations.

Invite students to read Mormon 9:1–5 silently, looking for the uncomfortable situation Moroni described. (You might also want to invite students to read Alma 12:12–15 and write this reference next to Mormon 9:1–5.)

- At the Final Judgment, how will the wicked feel in the presence of God the Father and Jesus Christ? Why will they feel this way?

Invite a student to read the following statement by President Joseph Fielding Smith:



“There can be no salvation without repentance. A man cannot enter into the kingdom of God in his sins. It would be a very inconsistent thing for a man to come into the presence of the Father and to dwell in God’s presence in his sins. . . .

“I think there are a great many people upon the earth, many of them perhaps in the Church—at least some in the Church—who have an idea they can go through this life doing as they please, violating the commandments of the Lord and yet eventually they are going to come into his presence. They think they are going to repent, perhaps in the spirit world.

“They ought to read these words of Moroni [quoting Mormon 9:3–5].

“Do you think that a man whose life has been filled with corruption, who has been rebellious against God, who has not had the spirit of repentance, would be happy or comfortable should he be permitted to come into the presence of God?” (*Doctrines of Salvation*, ed. Bruce R. McConkie, 3 vols. [1954–56], 2:195–96; italics in original removed).

- Why do we need to repent of our sins today and not wait until the Judgment? (To help students answer this question, you might want to invite them to read Alma 34:33–38.)

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 God’s presence. After students report what they have found, ask them to identify words and phrases in Mormon 9:6 that describe those who have turned to the Lord and prayed for forgiveness. You may want to suggest that students mark the words and phrases they find.

Invite students to write in notebooks or scripture study journals a principle that summarizes Mormon 9:6. Call on two or three students to read what they have written. Although students may use different words, their responses should express the following truth: **If we repent, we will be found spotless when we come into the presence of God.**

Testify that through repentance and righteous living, we can prepare to be comfortable in the Lord’s presence. Invite students to ponder what they should do now to be prepared to meet the Lord.

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 9:7–20

Moroni declares that God performs miracles and answers the prayers of the faithful

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 9:7–8 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 9:9–11 silently, while the other reads Mormon 9:15–19 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 can we know about His willingness to perform miracles in our lives today? (Although students may use different words, they should express the following principle: **God has always performed miracles, and because He is unchangeable, He still works miracles according to our faith.** You may want to write this principle on the board and suggest that students write it next to Mormon 9:19–20 in their scriptures.)

Explain that we can experience the miraculous power of God in our lives in many ways. 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 of the Primary general presidency:

“I have learned . . . that the Lord will help us in every aspect of our lives when we are trying to serve Him and do His will.

“I believe that all of us can bear witness to these small 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” (“A God of Miracles,” *Ensign*, May 2001, 12).

- What experiences have you had that confirm that God is still a God of miracles?

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, Heavenly Father will give us whatever we ask for.**)

To help students understand what it means to pray “in the name of Christ,” invite a student to read 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”).

You may want to ask the following questions:

- 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 His disciples blessings when He sent them out to teach the gospel. Ask students to scan Mormon 9:22–25 and identify some of those blessings.

- What does it mean to you that the Savior will “confirm all [His] words”? (Mormon 9:25).

Invite students to read Mormon 9:27–29 silently, looking for attitudes and actions that will help them qualify for and receive God’s help. You may want to ask students to write summaries of these verses in notebooks or scripture study journals.

To conclude this lesson, summarize Mormon 9:30–34 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. Invite a student to read Mormon 9:35–37 aloud. Ask the class to follow along, looking for reasons why Moroni and others prayed that the Book of Mormon would come forth in the latter days. (So 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.)

To help students summarize what they have learned today, ask the following questions:

- How is the Book of Mormon evidence that God is a God of miracles and that He answers prayers?
- What truths have you learned today that will influence your personal prayers?

Mormon Review

Take some time to help students review the book of Mormon. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. Invite them to briefly review some of the chapter summaries in Mormon to help them remember. Ask a few students to share something from Mormon that has inspired them or that has helped them have greater faith in Jesus Christ.

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 A.D. 400 and A.D. 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 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. Then 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. Ask students to read Ether 1:1–5 silently, looking for what Moroni chose to include in his abridgment of the Jaredite record. Ask students to report what they find.

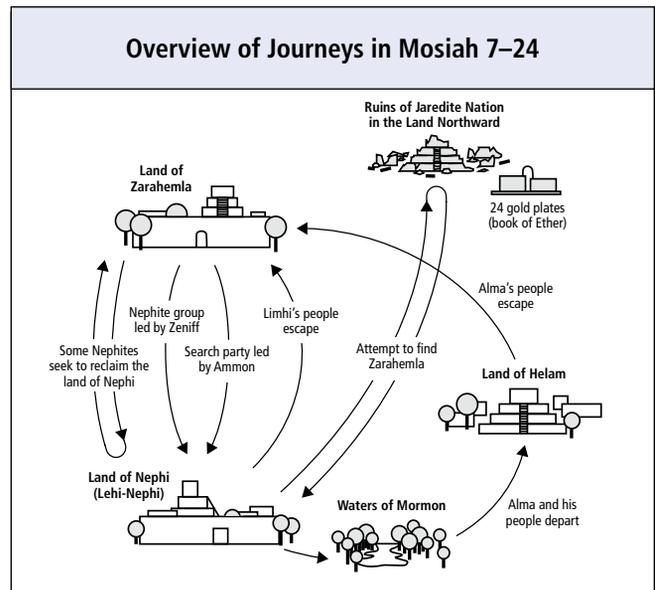
If you have access to a depiction of the Tower of Babel, consider displaying it. Ask students to summarize what they know about the tower referred to in Ether 1:5 and what happened to those who tried to build it. (It was called the Tower of Babel. The Lord confounded the language of the people who tried to build it and scattered them because of their wickedness; see Genesis 11:1–9.)

To help students understand the connection between Jaredite history and Nephite history, you may want to have them refer to the chronology on the Book of Mormon bookmark (item number 32336). Explain 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. Ask them to silently ponder the following questions:

- If you were in that situation, whose communication would you miss the most? Why?

Invite students to read Ether 1:33–34 silently. Before they read, ask them to look for (1) who Jared wanted to be able to communicate with and (2) how he proposed to solve the problem. (He wanted to be able to communicate with his family, and he asked his brother to pray that their language would not be confounded.) After students report what they have discovered, ask:

- What does the phrase “cry unto the Lord” mean to you?
- 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 impresses you about the prayers of the brother of Jared?
- How did the Lord answer the prayers of the brother of Jared?
- What principles can we learn from the way the brother of Jared prayed and the way the Lord answered his prayers? (As students share their ideas, encourage them to ponder Heavenly Father's compassion and love for them. Write on the board the following principle: ***As we consistently cry unto God in faith, He will have compassion on us.***)

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.)

In what ways is crying unto Heavenly Father different from just “saying a prayer”?

When have you felt Heavenly Father's compassion in answer to prayer? When have family members or friends told you of Heavenly Father's compassion in answer to prayer?

What do God's answers to our prayers teach us about His feelings for us?

What can you do to make your prayers more meaningful?

Invite students to answer these questions in notebooks or scripture study journals. You may want to give them an opportunity to share what they write. Testify that you know Heavenly Father loves us and desires to bless us when we call upon Him regularly.

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. Ask students to review Ether 1:34, 36, 38 silently, looking for what Jared requested that his brother ask in his prayers. Invite a student to act as scribe and list students' responses on the board. You might suggest that the scribe write these responses under the words “cry unto Heavenly Father” in the principle you have written on the board.

You may want to suggest that students mark the phrase “let us be faithful unto the Lord” at the end of Ether 1:38. Emphasize that the actions of Jared and his brother show their faith in and willingness to be obedient to the Lord. They asked in faith for the blessings they needed.

Invite students to review Ether 1:35, 37, 40–42 silently, looking for ways God blessed Jared and his brother and their family and friends. Have the student acting as scribe write the students' discoveries on the board under the word *compassion* in the principle you have written. Be sure students see the relationship between the requests of the brother of Jared and the blessings the Lord gave.

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? (Jared had requested that his brother ask the Lord where they should go. Jared had thought that the Lord might direct them to a land that was “choice above all the earth” [Ether 1:38]. The Lord did promise 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.)

Invite students to turn to 2 Nephi 4:35. (You might suggest that they write *2 Nephi 4:35* next to Ether 1:43 in their scriptures.) Then ask them to read 2 Nephi 4:35 and Ether 1:43 silently, looking for what these verses teach about the blessings God gives us in answer to our prayers.

- In 2 Nephi 4:35, what does Nephi teach about God’s answers to prayer? (God will give liberally to those who seek Him in prayer. You may need to explain that the word *liberally* means generously.) How does the account in Ether 1:43 confirm what Nephi declared in 2 Nephi 4:35?
- According to Ether 1:43, what reason did the Lord give for promising blessings beyond those the Jaredites had requested? (The Lord promised additional blessings because they had been faithful in their 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.)
- 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.

Scripture Mastery Review

Divide the class into pairs. Give them time to help each other review the references and key phrases of all 25 Book of Mormon scripture mastery passages. You might suggest that they use scripture mastery cards to quiz each other (see the scripture mastery review idea at the end of lesson 45). Then give them a quiz on the passages, perhaps using clues from the scripture mastery cards. Correct the quiz together as a class. Ask students to take note of the passages they need to review, and encourage them to study on their own. As the school year comes to a close, consider giving a final test on the Book of Mormon scripture mastery passages.

Note: You may conduct this activity at the beginning or end of class. If you use the activity at the beginning of class, keep it brief to allow time for the lesson. For other review activities, see the appendix in this manual.

Commentary and Background Information

Ether 1:34–35. What is the name of the brother of Jared?

Elder George Reynolds of the Seventy related the following account, which shows that the name of the brother of Jared was revealed to the Prophet Joseph Smith:

“While residing in Kirtland Elder Reynolds Cahoon had a son born to him. One day when President Joseph Smith was passing his door he called the Prophet in and asked

him to bless and name the baby. Joseph did so and gave the boy the name of Mahonri Moriancumer. When he had finished the blessing he laid the child on the bed, and turning to Elder Cahoon he said, the name I have given your son is the name of the brother of Jared; the Lord has just shown it to me. Elder William F. Cahoon, who was standing near heard the Prophet make this statement to his father; and this was the first time the name of the brother of Jared was known in the Church in this dispensation” (“The Jaredites,” *Juvenile Instructor*, May 1, 1892, 282).

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

Ether 2:1–12

The Jaredites begin their journey toward the promised land

To help students see how following the instructions we receive from God can prepare us to receive further guidance and direction from Him, conduct the following activity:

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.

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 the blessing the Jaredites received after they followed the first set of instructions.

- What happened after the Jaredites followed the Lord’s first set of instructions? (The Lord gave them additional instructions through the brother of Jared.)
- What 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 they write this truth in their scriptures next to Ether 2:6.)

To help students better understand and apply this principle, invite them to think of an impression or prompting they have received recently from the Lord. Then read the following statement by Elder Richard G. Scott 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” (“Using the Supernal Gift of Prayer,” *Ensign* or *Liahona*, May 2007, 9).

Invite students to answer the following questions in notebooks or scripture study journals. You may want to write them on the board or read them slowly so students can write them down.

- When have you followed a spiritual prompting and then received further direction from God?

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.

- Why do you think we sometimes need to respond to a spiritual prompting before we can receive additional revelation?

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” (Ether 2:8) 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 (Ether 2:8–10). Moroni said that this was an “everlasting decree” (Ether 2:10), meaning that it would apply to all who would live in that land.

Ether 2:13–15

The Lord chastens the brother of Jared for not calling upon Him in prayer

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?
- What lessons can we learn from Ether 2:14? (Students may identify different truths, including the following: **The Lord wants us to call upon Him regularly in prayer; the Lord is not pleased when we fail to call upon Him in prayer; and the Spirit will not strive with us if we are sinful.**)

Ask students to think about their own personal prayers as you read the following statement by Elder Donald L. Staheli of the Seventy:

“Daily fervent prayers seeking forgiveness and special help and direction are essential to our lives and the nourishment of our testimonies. When we become hurried, repetitive, casual, or forgetful in our prayers, we tend to lose the closeness of the Spirit, which is so essential in the continual direction we need to successfully manage the challenges of our everyday lives” (“Securing Our Testimonies,” *Ensign* or *Liahona*, Nov. 2004, 39).

Write the following questions on the board before class. (Or you may want to prepare them on a handout or read them slowly so students can write them down.) Give students two or three minutes to write brief responses to these questions in notebooks or scripture study journals.

How do you feel about the frequency of your personal prayers?

How do you feel about the sincerity of your personal prayers?

In your personal prayers, do you feel that you truly communicate with Heavenly Father? Why or why not?

If you could make one change to improve your personal prayers, what would it be?

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 without including the answers in the bottom three rows. Provide the chart as a handout or ask students to copy it in notebooks or scripture study journals.

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
No air	Make holes that can be opened and closed in the top and bottom of the barges	Gave Jared instructions	Made the holes
No steering	Wind will blow the barges toward the promised land	Caused the wind to blow	Trusted in the Lord
No light	Prepare special stones and ask the Lord to touch them so they will shine	Advised the brother of Jared about things that would not work and instructed him to find a solution that would work Touched the stones after the brother of Jared prepared them	Prepared the stones and asked the Lord to touch them so they would shine in the darkness

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? (Write students’ answers in the first column of the chart, as shown. Encourage them to do the same on their copies of the chart.)

After students have identified the problems, invite them to study 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 individually.

When students have had enough time to complete the chart, ask the following questions to help them identify principles from the experience of the brother of Jared:

- 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: ***As we call upon the Lord and do our part to solve our problems, we can receive the Lord’s help.*** To help students apply this principle, ask them to consider the important decision they thought about a few minutes ago. 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?
- How can you demonstrate trust in the Lord as you think about this decision?

Give students a few minutes to write about what they have learned today. 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.

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 sixteen 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.

- What did the brother of Jared do to help provide light for the barges? (See Ether 3:1.)
- What did the brother of Jared ask the Lord to do to provide light? (See Ether 3:1, 4.)
- What impresses you about the efforts of the brother of Jared?

Point out that the brother of Jared went to great effort to prepare the stones. Then invite students to consider how effective the stones would have been at providing light if the Lord had not touched them. Invite students to read Ether 3:2–5 silently, looking for phrases that indicate that the brother of Jared recognized his dependence on the Lord.

After students have had time to read, divide them into pairs. Ask them to report their findings to each other. Also suggest that they share what impresses them about the prayer of the brother of Jared.

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.

To help students further understand the meaning of the verses they have read, ask the following questions:

- Why do you think it is important for us to recognize our dependence on the Lord when we ask for His help?
- In Ether 3:1–5, what evidence do you see that the brother of Jared had faith that the Lord could help him solve his problem? (As needed, prompt students to look for phrases that describe the effort of the brother of Jared and phrases that show his trust in the Lord.)

To emphasize the power of the faith of the brother of Jared, ask a student to read the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles:

“Surely God, as well as the reader, feels something very striking in the childlike innocence and fervor of this man’s faith. ‘Behold, O Lord, thou canst do this.’ Perhaps there is no more powerful, single line of faith spoken by man in scripture. . . . However uncertain the prophet is about his own ability, he has *no* uncertainty about God’s power” (“Rending the Veil of Unbelief,” in *Nurturing Faith through the Book of Mormon: The 24th Annual Sidney B. Sperry Symposium* [1995], 12).



Show the picture *The Brother of Jared Sees the Finger of the Lord* (62478; *Gospel Art Book* [2009], no. 85). Invite a student to read Ether 3:6. Ask the class to follow along and to imagine what the experience recorded in this verse may have been like for the brother of Jared.

- What would you think or feel if you had an experience similar to that of the brother of Jared?

Summarize Ether 3:6–8 by explaining that when the brother of Jared saw the finger of the Lord, he “fell down before the Lord” (Ether 3:6). He was surprised to see that the Lord’s finger “was as the finger of a man, like unto flesh and blood” (Ether 3:6). (The brother of Jared later learned that he had seen a portion of the Lord’s spirit body [see Ether 3:16].)

Invite students to read Ether 3:9 silently, looking for the reason why the brother of Jared was able to see the finger of the Lord.

After students respond, write the following incomplete statement on the board:

As we humbly call upon the Lord, He will bless us according to our . . . and His will.

Ask students to suggest words that could be used to complete this statement. Students should suggest that the word *faith* completes the sentence. They also may suggest words such as *efforts*, *humility*, *needs*, and *sincerity*. Help them see that all these words represent expressions of our faith. Then complete the statement on the board: ***As we humbly call upon the Lord, He will bless us according to our faith and His will.***

Refer back to the list on the board from the beginning of the lesson. Select one or two items from the list. 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 just written on the board.

- What experiences have you had that have helped you know that this principle is true?

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 notebooks or scripture 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. You may want to share an experience you have had when you received blessings because you exercised faith in the Lord.

Invite a student to read the following statement, in which Elder Jeffrey R. Holland explains that our past experiences can strengthen our faith.

“Preparatory faith is formed by experiences in the past—by the known, which provides a basis for belief” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 18).

- Beginning at the Tower of Babel, what are some experiences the brother of Jared had that likely strengthened his faith in the Lord? How do you think these experiences prepared him to exercise such great faith when he took the stones to the Lord?

Invite students to divide into pairs and discuss the following questions:

- What experiences have strengthened your faith in the Lord? How can those experiences prepare you to exercise even greater faith later in your life?

Invite a few students to take turns reading aloud from Ether 3:9–12. Ask the class to follow along. Then ask the following question:

- When the Lord asked “Believest thou the words which I shall speak?” the brother of Jared said, “Yea, Lord” (Ether 3:11–12). Why do you think it is significant that the brother of Jared would commit to believe the Lord’s words before he heard them?

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.

Explain that after Elder Holland taught about faith that is based on past experiences, he taught about a more complete faith that we need to develop. Invite a student to read aloud the following statement by Elder Holland:



“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.

“The brother of Jared’s faith was complete” (*Christ and the New Covenant*, 18–19).

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.

Invite students to read Ether 3:13–20 silently, looking for the blessing the brother of Jared received because of his faith. You may want to give them time to write about the truths he learned and the experience he had. When students have had time to write, consider asking a few of them to share what they have written.

Early in this lesson, when students read about the brother of Jared seeing the finger of the Lord, you asked how they would feel if they had a similar experience. Now, after they have read more about the experience of the brother of Jared, you might consider asking that question again.

Testify that **as we exercise faith like that of the brother of Jared, we will come closer to the Lord.**

Ether 3:21–28

The Lord commands the brother of Jared to write the things he has seen and to seal up his record

Invite a student to read Ether 3:25–26, and ask the class to identify what the Lord showed the brother of Jared in vision. Invite students to report what they learn.

Summarize Ether 3:21–24, 27–28 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 encouraging students to apply what they have learned today—to seek ways to demonstrate their faith and trust in the Lord. Share your assurance that as we exercise faith in Jesus Christ, God will bless us as He blessed the brother of Jared.

Commentary and Background Information

Ether 3:15. “Never have I showed myself unto man”

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles presented a possible explanation for Jesus’s statement that He had never shown Himself to man prior to showing Himself to the brother of Jared:

“Christ was saying to the brother of Jared, ‘Never have I showed myself unto man *in this manner, without my volition, driven solely by the faith of the beholder.*’ As a rule, prophets are *invited* into the presence of the Lord, are bidden to enter his presence by him and only with

his sanction. The brother of Jared, on the other hand, seems to have thrust himself through the veil, not as an unwelcome guest but perhaps technically as an uninvited one. . . . Obviously the Lord himself was linking unprecedented faith with this unprecedented vision. If the vision itself was not unique, then it had to be the faith and how the vision was obtained that was so unparalleled. The only way that faith could be so remarkable was its ability to take the prophet, uninvited, where others had been able to go only with God’s bidding” (*Christ and the New Covenant: The Messianic Message of the Book of Mormon* [1997], 23).

Home-Study Lesson

Mormon 8:12–Ether 3 (Unit 29)

Preparation Material for the Home-Study Teacher

Summary of Daily Home-Study Lessons

The following summary of the doctrines and principles students learned as they studied Mormon 8:12–Ether 3 (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 call upon the Lord and 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 bless 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 B.C.), when God confounded the people's language. Invite a student to read Ether 1:33–35 aloud, and ask class members to look for reasons why Jared and his brother felt the need to pray for help. Before the student reads, you may wish to explain that the phrase "cry unto the Lord" is another way of saying "pray." Then ask the following questions:

- 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.

Ask: 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 and look 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 and look 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 wish to give them time to write what they desire to do in their scripture 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.”

Ask: 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: **If we pray regularly to God with faith, we can receive blessings beyond those we request.**

Ask: 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 wish 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)

In the next unit, students will learn more about the Jaredites. Although prophets warn the Jaredites not to appoint kings, the people do so, and the kings bring the people into captivity. Men who desire worldly power usually use secret combinations to further their selfish desires. Moroni records many marvelous things that were done because some of the people had great faith. He teaches that those who humble themselves before God and have faith in Him will receive His grace to help them overcome their weakness.

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 student to read 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 record 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 Sources of the 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 them to read Ether 3:25–26 and 2 Nephi 27:8–10 silently. Then ask the following questions:

- According to Ether 3:25–26, what did the Lord show the brother of Jared?
- According to 2 Nephi 27:10, what does the sealed portion of the Book of Mormon contain?

Invite a student to read Ether 4:6–7 aloud. Ask the class to follow along and identify the conditions that must exist before the revelations given to the brother of Jared will be made known. You may want to encourage students to mark what they identify in their scriptures.

- What conditions did you identify?
- What principles about receiving revelation can we learn from this passage? (Help students see that **as we repent and exercise faith in Jesus Christ, we can receive additional revelation.**)
- Why do you think we need to repent and become clean in order to receive additional revelation?

To help students understand what it means to “exercise faith . . . even as the brother of Jared” (Ether 4:7), invite them to list in notebooks or scripture study journals as many ways as they can remember that the brother of Jared showed faith in the Lord. You may want to suggest that they review Ether 1–3 as they compile their lists. When they have had enough time to ponder and write, invite a few students to read some of the examples they have listed and to explain why those examples impress them.

Remind students of the valuable object they thought of at the beginning of class and the conditions on which they would trust a child with it. Testify that in like manner, the Lord requires His children to meet certain conditions before He will reveal all His truth to them. He requires us to demonstrate our spiritual preparedness and faith.

Ether 4:8–19

The Lord teaches what we must do to receive further revelation

Hold up a piece of cloth. Explain that the Lord taught 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 read Ether 4:15 silently and find the phrase 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”?

Invite one student to read Ether 4:8 aloud, another to read Ether 4:11 aloud, and another to read Ether 4:15 aloud. Ask the class to follow along and identify what can prevent us from receiving revelation and what can help us “rend [the] veil of unbelief” and receive more revelation.

- What do you think it means to “contend against the word of the Lord”? (Ether 4:8).
- According to Ether 4:8, what consequences do we face when we contend against the word of the Lord?
- According to Ether 4:11, what is one blessing we receive when we believe the Lord’s words?

Write the following incomplete statement on the board:

When we believe the word of the Lord, . . .

Ask students to complete this statement according to what they have learned in these verses. Though students’ answers may vary, be sure they identify the following principle: ***When we believe the word of the Lord, the Lord will bless us with further revelation.*** Write this principle on the board. You also may want to encourage students to write it in their scriptures next to Ether 4:11.

To help students understand this principle, ask:

- Why do you think we need to believe the truths we have already received before the Lord will give us more?

Ask a student to write on the board the following examples of exercising faith in the word of the Lord: *personal scripture study; following promptings from the Holy Ghost; following local Church leaders; studying the scriptures in church and seminary; following the words of latter-day prophets.*

Invite students to ponder how demonstrating belief in the word of the Lord in one of these ways has led them to receive further revelation. 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 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 notebooks or scripture study journals about one way they can show more faith in the direction they have already received from the Lord. Share your testimony of the principle you have written on the board, and encourage students to follow through with the goals they have written.

Erase the phrase “believe the word of the Lord” from the board. Point out that the Lord taught additional principles about receiving revelation. Ask students to read Ether 4:13–15 silently, searching for other things they can do to receive revelation from the Lord.

When students have had time to read, ask them to suggest ways to complete the statement. Answers may include the following principles: ***When we come unto the Lord, the Lord will bless us with further revelation. When we humbly pray, the Lord will bless us with further revelation.***

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.) 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 has commenced. He also urged all people to repent and come unto Him.

Ether 5

Moroni declares that three witnesses will see and bear testimony of the plates

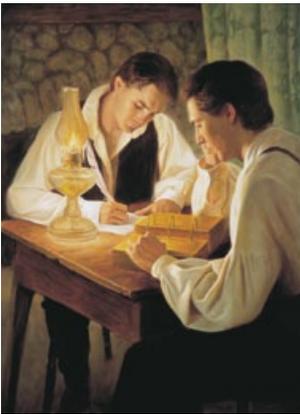
Hold up the picture Joseph Smith Translating the Book of Mormon (*Gospel Art Book* [2009], no. 92). Invite a student to read Ether 5:1–3 aloud. Ask the class to follow along and to imagine what it may have been like for Joseph Smith to translate the Book of Mormon and realize that this counsel was written 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.) You might explain that in addition to the Three Witnesses, others have testified of the reality of the gold plates, including the members of the Godhead (see Ether 5:4), Moroni (see Ether 5:6), Joseph Smith, and the Eight Witnesses.

- In what ways can you be a witness of the Book of Mormon, even without seeing the plates? How can your witness of the Book of Mormon influence other people?

To conclude this lesson, ask a few students to share their witness of the Book of Mormon.



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

Before class, write the following on the board:

Sharing the gospel with a friend

Staying morally clean

Choosing friends with high standards

Setting correct priorities in life

Point out that these are examples of things the Lord wants us to do. However, some people think these things are too difficult. Invite students to think of other examples that could be added to the list. Explain that the account of the Jaredites' journey to the promised land contains principles that can guide us when we find it difficult to do what the Lord commands. Encourage students as they study Ether 6 to look for principles that will help them with challenges like those listed on the board.

Invite a student to read Ether 2:24–25 aloud. Ask the class to follow along, looking for the Lord's warning to the Jaredites about the difficulty of their journey to the promised land.

- What did the Lord promise He would do to help the Jaredites make it safely to the promised land?

Remind students that in order to withstand the waves and the wind, the Jaredites made barges that were "tight like unto a dish" (Ether 2:17), with holes in the top and bottom that they could unplug for air. Invite a student to read Ether 6:1–4 aloud. Ask the class to follow along and identify other ways the Jaredites prepared for these difficulties.

- What do you think it means that the Jaredites set sail "commending themselves unto the Lord their God"? (They entrusted themselves to God for care and preservation.)
- Why do you think it was important for the Jaredites to commend themselves to the Lord after having done all they could to prepare themselves?
- Why might it have been difficult to trust in the Lord in this situation? (If students do not mention the following, you may want to point out that the Jaredites had to build their own barges, they could not steer their vessels, and they most likely did not know the way to the promised land or how long the journey would last.)

To help students visualize the events recounted in Ether 6, ask them to draw a simple outline of a Jaredite barge in notebooks or scripture study journals. Then have them draw or list the contents of the barges according to Ether 6:1–4.

Invite a few students to take turns reading aloud from Ether 6:5–11. Ask the class to look at their drawings as they listen and to imagine what it might have been like to travel in such vessels.

- What do you think would be difficult about traveling in a Jaredite barge?
- According to Ether 6:11, how long did the Jaredites travel this way?

Visualizing

When students visualize, or picture in their minds, the events of a scripture account, those events become more real and vivid to them. This can help students relate better to people and situations in the scriptures and analyze and understand the accounts more effectively.

- What do you think is the meaning of the phrase “mountain waves”? (Ether 6:6). How do you think you would feel if you were in a Jaredite barge when such a wave caused it to be “buried in the depths of the sea”? (You may want to remind students that the Jaredites had to wait for their barges to surface before they could unplug a hole and receive air.)

To help students prepare to identify a principle, ask:

- How did the Jaredites show their trust in the Lord as they crossed the sea? (See Ether 6:7, 9.)
- What are some phrases in Ether 6:5–11 that describe what the Lord did for the Jaredites because of their trust in Him?

Invite students to read Ether 6:12 silently, identifying the result of the Jaredites’ journey.

- Why did the Jaredites shed tears of joy? What “tender mercies” had the Lord given them?

To help students identify a principle illustrated by the experience of the Jaredites, ask:

- 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.** Write this principle on the board. Ask students to ponder the principle and to share experiences that have helped them know it is true. You may also want to share how you know it is true.)

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. Explain that they can discover other principles in Ether 6:1–12. Erase everything on the board except the statement about trusting in the Lord. Draw a simple barge on one side of the board. On the other side, write *Promised Land*.

- What might the promised land be compared to in the plan of salvation? (Eternal life.)
- When we face life’s difficulties, how can we follow the example of these Jaredites? How does the Lord help us, like He helped the Jaredites, during our journey through mortality? (Students’ answers should reflect the following principle: **If we trust in the Lord, He will sustain us as we progress and prepare to receive eternal life.** You may want to suggest that students write this principle in their scriptures next to Ether 6:5–12.)

Invite students to think about hardships they have faced or are currently facing in their lives. Have them write in notebooks or scripture study journals about how they feel they have responded faithfully to these hardships and how the Lord has sustained them.

Encourage a few students to share what they have written. Then ask the following question:

- Based on what you have studied today, what advice would you give to someone who is experiencing adversity or hardship?

Ether 6:13–18

The Jaredites teach their children to walk humbly before the Lord

Summarize Ether 6:13–18 by explaining that when the Jaredites arrived in the promised land, they began to establish their families and raise crops. Invite students to read Ether 6:17 silently, looking for what the Jaredites taught their children. Then ask the following questions:

- What do you think it means to “walk humbly before the Lord”? What are some examples you have seen of people following this principle? How have your parents and others encouraged you to walk humbly before the Lord?
- What does it mean to be taught “from on high”?
- What relationship do you think there is between walking humbly before the Lord and being taught from on high? (Students’ answers should reflect the following principle: **If we walk humbly before the Lord, we can be taught from on high.**)

You may want to invite students to write about a time when they felt they were “taught from on high.” Encourage a few of them to share what they have written. Invite students to follow the principles recorded in Ether 6:17.

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.”

Ether 6:19–30*The Jaredites select a king*

Summarize Ether 6:19–22 by explaining that when Jared and his brother became old, the Jaredites asked for a king. Ask students to search Ether 6:23 to identify what the brother of Jared warned would happen if they chose a king.

Conclude with your testimony of the principles in this lesson.

Commentary and Background Information

Ether 6:1–12. The Jaredites safely cross the ocean

President Thomas S. Monson taught how we can be prepared for the challenges that face us:

“We live at a time when many in the world have slipped from the moorings of safety found in compliance with the commandments. It is a time of permissiveness, with society in general routinely disregarding and breaking the laws of God. We often find ourselves swimming against the current, and sometimes it seems as though the current could carry us away.

“I am reminded of the words of the Lord found in the book of Ether in the Book of Mormon. Said the Lord, ‘Ye cannot cross this great deep save I prepare you against the waves of the sea, and the winds which have gone forth, and the floods which shall come.’ [Ether 2:25.] My brothers and sisters, He has prepared us. If we heed His words and live the commandments, we will survive this time of permissiveness and wickedness—a time which can be compared with the waves and the winds and the

floods that can destroy. He is ever mindful of us. He loves us and will bless us as we do what is right” (“Closing Remarks,” *Ensign or Liahona*, Nov. 2009, 109).

Ether 6:22–24. The Jaredites select a king

Throughout the scriptures, prophets have warned against the dangers of having kings. Consider the following examples:

1. The brother of Jared warned his people that having a king would lead them into captivity (see Ether 6:23).
2. King Mosiah warned his people about the dangers of being led by an unrighteous king. He suggested that they establish a system of judges instead. (See Mosiah 29.)
3. The Old Testament prophet Samuel warned of the problems of kingly rule when his people wanted to have a king that they may be “like all the nations” (see 1 Samuel 8).

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 to 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 and Kib rule in righteousness; Corihor rebels and seizes the kingdom, and his 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.

Explain that when the brother of Jared learned that the people wanted a king, he warned 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 students to read Ether 7:3–7 silently, 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 have you seen 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.**)

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. Shule was taken into captivity. Shule’s sons were able to kill Noah and free Shule, and

Shule returned to his own kingdom as king. However, Noah’s son Cohor maintained the kingdom where Noah had ruled. The country was divided between two kings and two peoples until a battle in which Shule killed Cohor. Cohor’s son Nimrod gave Cohor’s part of the kingdom to Shule.

Explain that after Shule regained the kingdom, prophets came among the people. Ask students to read Ether 7:23–25 silently, identifying what the prophets said and how the people reacted. After students report what they have found, ask:

- 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. As students report what they have found, make sure they identify the following principle: **As we follow the counsel of prophets and remember the Lord, we begin to prosper.**

- How have you been blessed because you have obeyed the counsel of prophets?

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 died, 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 friends to kill Omer the king.

Point out that because of this plan, secret combinations began among the Jaredites and eventually caused their destruction. Explain that 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). The Gadianton robbers are an example of an organization in the Book of Mormon that used secret combinations to accomplish its evil purposes.

Invite students to read Ether 8:15–19 silently, looking for what Akish did to establish a secret combination. Ask students to look 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? (As students express their ideas, make sure they identify the following truth: **Supporting secret combinations leads to the destruction of societies.**)

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 Akish’s son. 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 24 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 reign of Com and Shiblom). Ask both groups to look for evidence of this principle. Invite students to briefly report what they find.

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.

Commentary and Background Information

Ether 7:23–27; 9:28–31. Prophets and their messages are frequently rejected

Why do prophets proclaim messages that are unpopular with many people in the world? Elder Robert D. Hales of the Quorum of the Twelve Apostles explained:

“Prophets must often warn of the consequences of violating God’s laws. They do not preach that which is popular with the world. . . . Why do prophets proclaim unpopular commandments and call society to repentance for rejecting, modifying, and even ignoring the commandments? The reason is very simple. Upon receiving revelation, prophets have no choice but to

proclaim and reaffirm that which God has given them to tell the world” (“If Thou Wilt Enter into Life, Keep the Commandments,” *Ensign*, May 1996, 37).

Elder L. Aldin Porter of the Presidency of the Seventy taught:

“Some complain that when the prophets speak with clarity and firmness that they are taking our agency away. We are still free to choose. But we must accept the consequences of those decisions. The prophets do not take away our agency. They simply warn us of what the consequences of our choices will be. How foolish to fault the prophets for their warnings” (“Our Destiny,” *Ensign*, Nov. 1999, 66).

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? (You may want to suggest that students read Mormon 5:17–18 to help them answer this question.)
- What are some things the Lord has provided that can act as spiritual anchors in our lives? (Students may give a variety of answers. Many aspects of the gospel could be likened to 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 students to read Ether 12:1–3 silently, identifying anything that impresses them about Ether's actions. Have them report what they find.

Invite a student to read Ether 12:4 aloud. Ask the class to follow along, identifying what those who believe in God can "hope for" despite being surrounded by difficulties and wickedness. As students 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*.

- According to Ether 12:4, what happens when someone has 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.**)
- What do you think it means to "abound" in good works? (To do many good things.)

- What are some good works that “glorify God”? (Answers might include prayer, scripture study, serving others, and developing talents.)
- 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?

Invite students to ponder times when it has been difficult for them to be steady and to abound in good works. To help students prepare for similar situations throughout their lives, encourage them to look for ways they can increase their faith and hope as they continue to study Ether 12.

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 doctrines 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 for 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 students to read Ether 12:5–6 silently, looking for how these verses relate to this attitude. Point out that Ether 12:6 is a scripture mastery passage. You may want to suggest that students mark this passage in a distinctive way so they will be able to find it easily.

- According to Ether 12:6, what must happen before we can receive a witness?
- What thoughts do you have as you think about the phrase “trial of your faith”?

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 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” (“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?

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 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 students report what they have found, invite them to summarize what the Lord provides after we demonstrate faith in Jesus Christ. Though students may use different words, they should express a truth similar to the following: **If we desire a spiritual witness, then we must first exercise faith in Jesus Christ.** Explain that much like spiritual witnesses, miracles do not come until after we have exercised our faith.

Present the following situations to the class. Invite students to explain how the individual in each situation might demonstrate faith in the Lord.

 **Ether 12:6** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

1. A young woman wants to receive a witness of the truthfulness of the Book of Mormon.
2. A young man has a strong desire to help his loved ones accept the gospel.

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.

Invite students to recall the gospel truth of which they would like to receive a spiritual witness. Invite them to write in notebooks or scripture study journals something they might do to exercise more faith in the Lord.

Scripture Mastery—Ether 12:6

To help students memorize Ether 12:6, invite each student to write the verse on a piece of paper, leaving out key words or phrases and inserting blank spaces in their place. Once they are done, give students a minute to try to memorize the verse, mentally filling in the blanks on their papers.

Ask students to exchange papers with someone close to them. Each student should read his or her new paper aloud, trying to fill in the blank spaces from memory. Time permitting, have students repeat the activity by exchanging papers again.

Invite students to take their papers home and use them to recite Ether 12:6 to a parent. Encourage them to ask their parents about a time when they showed faith in Jesus Christ and received a witness or miracle they had been seeking.

Conclude with your testimony of the principles taught in this lesson.

Commentary and Background Information

Ether 12:4–6. What is hope?

In Ether 12, Moroni’s teachings about the principles of hope and faith reveal that the two are closely linked. He defined faith as “things which are hoped for and not seen” (Ether 12:6) and taught that our hope for salvation “cometh of faith” in Jesus Christ (Ether 12:4). The booklet *True to the Faith* teaches the following about hope:

“When we have hope, we trust God’s promises. We have a quiet assurance that if we do ‘the works of righteousness,’ we ‘shall receive [our] reward, even peace in this world, and eternal life in the world to come’ (D&C 59:23). . . . The principle of hope extends into the eternities, but it also can sustain you through the everyday challenges of life” (*True to the Faith: A Gospel Reference* [2004], 85–86).

President Dieter F. Uchtdorf defined hope as follows:

“Hope is a gift of the Spirit. [See Moroni 8:26.] It is a hope that through the Atonement of Jesus Christ and the power of His Resurrection, we shall be raised unto life eternal and this because of our faith in the Savior. [See Moroni 7:41.] This kind of hope is both a principle of promise as well as a commandment [see Colossians 1:21–23], and, as with all commandments, we have the responsibility to make it an active part of our lives and overcome the temptation to lose hope. Hope in our Heavenly Father’s merciful plan of happiness leads to peace [see Romans 15:13], mercy [see Psalm 33:22], rejoicing [see Romans 12:12], and gladness. [See Proverbs 10:28.] The hope of salvation is like a protective helmet [see 1 Thessalonians 5:8]; it is the foundation of our faith [see Hebrews 11:1; Moroni 7:40] and an anchor to our souls. [See Hebrews 6:19; Ether 12:4.]” (“The Infinite Power of Hope,” *Ensign or Liahona*, Nov. 2008, 21–22).

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 faith, hope, and charity are essential to salvation

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 them to raise their hands if they would like their weaknesses changed into strengths. 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, identifying 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 the people who would live in Gentile nations in the latter days.

- What did Moroni worry would happen because of the weakness of those who wrote the Book of Mormon?

Invite students to read silently the Lord’s answer to Moroni’s concern in Ether 12:26–27. Ask them to look for a reason why God gives us weaknesses. Point out that Ether 12:27 is a scripture mastery passage. You might encourage students to mark this passage in a distinctive way so they will be able to find it easily.

To help students better understand the term *weakness* as it is used in these verses, ask a student to read the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles. Before the statement is read, ask the class to listen for the two kinds of weakness Elder Maxwell identified.



“When we read in the scriptures of man’s ‘weakness,’ this term includes the . . . weakness inherent in the general human condition in which the flesh has such an incessant [or constant] impact upon the spirit (see Ether 12:28–29). Weakness likewise includes, however, our specific, individual weaknesses, which we are expected to overcome (see D&C 66:3; Jacob 4:7). Life has a way of exposing these weaknesses” (*Lord, Increase Our Faith* [1994], 84).

- According to Elder Maxwell, what two kinds of human weakness do we read about in the scriptures? (You may need to explain that the phrase “general human condition” refers to the weakness that resulted from the Fall of Adam and Eve or, in other words, the weaknesses associated with the “natural man” spoken of in Mosiah 3:19.)

Remind students that the scriptures sometimes indicate a principle by using the words *if* and *then*. The word *if* introduces something we must do, and *then* introduces an explanation of what will happen as a result of our actions. Invite students to review Ether 12:27 silently, looking for “if-then” principles taught in this verse. Students should identify the following principles (write them on the board):

If we come unto Jesus Christ, then He will show us our weakness.

If we humble ourselves and exercise faith in the Lord, then He will make weak things become strong unto us.

- Why do you think it is important for us to recognize our weaknesses?

Ether 12:27

is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

- Point out the phrase “come unto Jesus Christ” in the first principle. 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. You may want to point out that in most instances, overcoming a weakness means that in addition to seeking the Lord’s help, we must do our part.)
- What does the second principle imply will happen if we choose *not* to humble ourselves and exercise faith in Jesus Christ? (Our weaknesses will remain because we have refused the Lord’s grace to help us overcome them.)
- What do you think is meant by the phrase “my grace is sufficient for all . . . that humble themselves before me”? (To help students answer this question, 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” and made possible by the Atonement [Bible Dictionary, “Grace”]. This enabling power, or assistance, will never run out—no matter how many people draw upon it.)

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 an experience of your own.

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 notebooks or scripture study journals. Under the appropriate phrases, invite them to write (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. Assure 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 students to read Ether 12:26, 28 silently, looking for how the Lord further responded to Moroni’s concerns about his weakness.

Point out the statement “Fools mock, but they shall mourn” (Ether 12:26).

- Based on what we have studied today, why do you think it is foolish to mock the weaknesses of others?

Point out that Ether 12:26 mentions meekness. (You may want to explain that to be meek is to be humble and teachable and to be patient in times of suffering.)

- Why do you think we need to be meek in order to overlook the weaknesses of others?

Before continuing, emphasize that **if we are meek, we can receive the Lord’s grace to help us overlook the weaknesses of others.**

Summarize Ether 12:29–32 by explaining that Moroni taught about the importance of exercising faith and having hope and charity. You may want to explain that “charity is the pure love of Christ” (Moroni 7:47).

Invite students to read Ether 12:33–35 silently, looking for reasons why it is important to exercise charity when confronted with the weaknesses of others.

- According to Ether 12:34, what is a consequence we will face if we do not have charity?

To conclude, invite students to read Ether 12:38–41 silently. Ask them to write in notebooks or scripture study journals about what they are doing to respond to the invitation recorded in Ether 12:41—“Seek this Jesus of whom the prophets and apostles have written.”

Testify that as we humble ourselves and exercise faith in Jesus Christ, He will “make weak things become strong unto [us]” (Ether 12:27). Encourage students to follow through with the plans they have written. You might also encourage them to seek the Lord’s help in exercising charity when they are confronted with the weaknesses of others.

Encourage students to share spiritual experiences

You can trust that your students will have spiritual experiences to share. President J. Reuben Clark Jr. of the First Presidency observed, “There is scarcely a youth that comes through your seminary . . . door who has not been the conscious beneficiary of spiritual blessings, . . . seen the efficacy of prayer, . . . witnessed the power of faith to heal the sick, or . . . beheld spiritual outpourings of which the world at large is today ignorant” (*The Charted Course of the Church in Education*, rev. ed. [1994], 6; see also si.lds.org).

Scripture Mastery—Ether 12:27

To help students memorize Ether 12:27, write the following words on the board and invite students to copy them on a piece of paper:

If . . . come . . . show . . . weakness . . . give . . . weakness . . . humble . . . grace . . . all men . . . humble . . . if . . . humble . . . faith . . . weak . . . strong.

Ask students to read Ether 12:27 silently, noticing these words. Then invite them to recite as much of the verse as they can, looking only at the words on their papers. Encourage students to put the piece of paper somewhere they will find it later today or tomorrow (for example, in a pocket or in their scriptures). Invite them to review Ether 12:27 whenever they see the piece of paper until they have the passage memorized.

Commentary and Background Information

Ether 12:27. “I will show unto them their weakness”

Elder Bruce C. Hafen of the Seventy indicated that our struggle to overcome weakness is central to our purpose here on earth:

“Our Father’s plan subjects us to temptation and misery in this fallen world. . . .

“So if you have problems in your life, don’t assume there is something wrong with you. Struggling with those problems is at the very core of life’s purpose. As we draw close to God, He will show us our weaknesses and through them make us wiser, stronger. If you’re seeing more of your weaknesses, that just might mean you’re moving nearer to God, not farther away” (“The Atonement: All for All,” *Ensign* or *Liahona*, May 2004, 97).

The following story is about a young man who experienced a fulfillment of the Lord’s promise in Ether 12:27:

All young men in the Church are encouraged to accomplish goals through the Duty to God program and, in some areas, the Scouting program. Jonathan Perez’s parents were busy providing for his large family, and his friends ridiculed his efforts to achieve the rank of Eagle in the Scouting program. Despite these difficulties, Jonathan set a goal and went to work. Over time, and with the help and support of his Young Men leaders, he achieved his goal. He wrote, “This experience taught me that no matter what obstacles or challenges come my way, the Lord will help me overcome my shortcomings and weakness (Ether 12:27). It doesn’t matter what background we come from or if we are rich or poor. We can achieve our goals because we have the Lord by our side” (Jonathan Perez, “An Honor Earned,” *New Era*, Nov. 2007, 45).

Supplemental Teaching Idea

Ether 12:26. Overlooking the weaknesses of others

Point out that one weakness many people struggle with is an inability to be humble and exercise faith when they encounter the weaknesses of others. Read aloud two or three of the following situations. Pause after each one and invite students to explain how having faith in Jesus Christ, having hope in obtaining eternal blessings, or acting with charity could help someone to act appropriately in the given situation.

1. An acquaintance or friend has traits that you find annoying.
2. A member of your ward gives a talk or lesson that you feel is boring.
3. Someone speaks critically about you.
4. A family member has a flaw that sometimes makes life challenging for you.

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 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 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 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 should 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, and ask the class to identify the weakness Moroni felt he and other Book of Mormon writers had. Then ask students the following questions:

- 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 and look 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 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" (*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. **(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 taught in Ether 12:27, 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 to find out 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.

Ask: 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 wish 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–Moroni 7)

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

The prophet Ether's record of the Jaredite civilization serves as a witness that those who reject the Lord and His prophets will not prosper. 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. These chapters are also a fulfillment of God's decree that "whatsoever nation shall possess [the land of promise] shall serve God, or they shall be swept off" (Ether 2:9).

Suggestions for Teaching

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 students to read Ether 13:4–8 silently, looking for the names of the cities mentioned in these verses.

- What are the names of these cities? (Jerusalem and 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 students to read Ether 13:10–11 silently, 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 the 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.)

Explain that another name for New Jerusalem is *Zion* (see Moses 7:62; Articles of Faith 1:10). While the New Jerusalem and the city of Jerusalem will be established in the future, all members of the Church can seek now to establish Zion wherever they live (see D&C 6:6; 14:6). In the most basic sense, Zion is "the pure in heart" (D&C 97:21). Share the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles:



"Zion is Zion because of the character, attributes, and faithfulness of her citizens [see Moses 7:18]. Remember, 'the Lord called his people Zion, because they were of one heart and one mind, and dwelt in righteousness; and there was no poor among them' (Moses 7:18). If we would establish Zion in our homes, branches, wards, and stakes, we must rise to this standard. It will be necessary (1) to become unified in one heart and one

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.

mind; (2) to become, individually and collectively, a holy people; and (3) to care for the poor and needy” (“Come to Zion,” *Ensign* or *Liahona*, Nov. 2008, 38).

Give students a moment to ponder what they can do to help establish a higher standard in their homes and in their branches or wards. You may want to give them time to write their thoughts in notebooks or scripture study journals.

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.

Invite students to read Ether 13:15–19 silently, 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 13:20–22 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.)
- 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. “All the people upon the face of the land were shedding blood, and there was none to restrain them” (Ether 13:31). Coriantumr’s final foe was a man named Shiz.

Ask students to read Ether 14:21–25, 30–31 and 15:1–2 silently, looking for the extent of the destruction caused by these wars. Then invite a student to read Ether 15:3–5 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.)
- How did Shiz respond to Coriantumr’s offer? (He said that he would spare the people if he could be allowed to kill Coriantumr. See also Ether 14:24.)

Summarize Ether 15:6–11 by explaining that the people of Coriantumr and the people of Shiz continued to battle one another. You may also want to explain that this battle, in which the Jaredite nation was destroyed, was fought near a hill called Ramah. Hundreds of years later, the Nephite civilization was destroyed in a battle near the same hill, which was then called Cumorah. (See Ether 15:11; Mormon 6:6.)

Invite students to read Ether 15:12–17 silently. Before they read, ask them to look for details about the Jaredites’ situation and to identify one thing in this account that is particularly sad. When they have had time to read, ask several students to report on what they have identified.

Remind students that Ether had spent many years warning the people to repent (see Ether 12:2–3; 13:20). 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—inheriting 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.

Point out that the history of the Jaredites is an extreme example of what happens to people when they reject God’s repeated invitations to repent. Even though it is an extreme example, we can identify principles in the account that can help us. Explain that like the Jaredites, many people today reject God’s invitations to repent, thereby losing the Spirit of the Lord. These people often rationalize their refusal to repent. Read the following rationalizations, and invite students to explain what they would say in response to someone who said these things. As students share their responses, encourage them to refer to principles they have learned in Ether 13–15.

1. “I know the movies I watch do not meet Church standards, but they don’t seem to have any bad effects on me.”
2. “Drinking alcohol with my friends isn’t that bad—we’re just having fun.”
3. “I only cheat because everyone else in my class does. It would be impossible to get a good grade if I didn’t cheat.”
4. “It is just a little pornography. It is not like I am going out and being immoral. Besides, I can stop anytime I feel like it.”
5. “I don’t have to repent now. I can wait until I’m about to go on a mission or get married in the temple.”

Make sure students understand that when people sin and do not repent, they always face the consequences of those sins. Reassure students that if they have sinned, they can repent of their sins and regain the Spirit of the Lord in their lives. Read the following statement by Elder Neil L. Andersen of the Quorum of the Twelve Apostles:



“I testify that the Savior is able and eager to forgive our sins. Except for the sins of those few who choose perdition after having known a fulness, there is no sin that cannot be forgiven. What a marvelous privilege for each of us to turn away from our sins and to come unto Christ. Divine forgiveness is one of the sweetest fruits of the gospel, removing guilt and pain from our hearts and replacing them with joy and peace of conscience” (“Repent . . . That I May Heal You,” *Ensign* or *Liahona*, Nov. 2009, 40–41).

Invite students to examine their lives for any sins that are interfering with their having the constant companionship of the Holy Ghost. Encourage them to draw upon the power of the Atonement to make the changes that will help them keep the companionship of the Spirit and resist the power of Satan.

To help students understand another principle taught in Ether 13–15, ask them to read the following passages silently: Ether 13:27; 14:24; 15:6, 22, 28. Before they read, ask them to look for words and phrases that emphasize the Jaredites’ feelings of anger and desires for revenge. You may want to suggest that students mark these words and phrases.

- Based on your study of Ether 13–15, what were the consequences of the Jaredites’ anger and desires for revenge?
- What principles about anger and revenge can we learn from the final episodes of Jaredite history? (Students may share a few different principles. Ensure that their answers reflect that **anger and vengeance lead people to make choices that hurt themselves and others.**)
- What consequences can anger have for an individual or a family?

Testify that we can overcome feelings of anger and desires for revenge as we turn to Jesus Christ and receive forgiveness and comfort through His Atonement. Encourage students to turn to the Lord in prayer for the help they need if they feel anger toward another person.

Ether Review

Take some time to help students review the book of Ether. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. If needed, invite them to briefly review some of the chapter summaries in Ether to help them remember. After sufficient time, invite a few students to share something from Ether that was inspiring to them or that has helped them have greater faith in Jesus Christ.

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 A.D. 401 and A.D. 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 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" ("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 will 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.

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

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. 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,” *New Era*, Feb. 2012, 11).

Invite students to read Moroni 1:1–3 silently, looking for how Moroni stood alone in his faith. Ask them to report what they find. Consider asking the following questions:

- What does it mean to you to “not deny the Christ?”
- When have you or someone you know shown a determination to follow Jesus Christ while in the midst of adversity?

Explain that although the examples of Moroni and the young woman in the story are great examples of not denying Jesus Christ, each of us can make little decisions every day that demonstrate the same faith, obedience, and desire to “not deny the Christ.”

- What are some ways you can follow Moroni’s example? (Students may suggest that they can be unashamed of the gospel and its standards, obey the commandments, set a righteous example, and remain firm in the testimony of Jesus Christ even when others are not.)

Invite a student to read Moroni 1:4 aloud. Ask the class to follow along, looking for reasons why Moroni chose to continue to write. After students report what they have found, point out that Moroni wrote for the benefit of the descendants of those who sought to take his life.

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).

- What can we learn from Moroni’s desire to help the Lamanites? (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). Invite students to consider how Moroni 2–3 might be of worth to them as they study these chapters.

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.

1. What the person performing the ordinance should do to prepare
2. How the ordinance is to be performed

After students read the verses, ask some or all of the following questions:

- 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.”)
- 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. Full-time missionaries are given small handbooks with instructions on how to perform priesthood ordinances and blessings.)

You may want to summarize what students have learned so far by writing 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

A day or two before teaching this lesson, you might consider asking a young man to prepare to read his priesthood line of authority to the class. (Or you could prepare to read your line of authority or the line of authority of a family member or a priesthood leader in your ward or branch.) 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 by contacting Church headquarters or the administrative office in their area. 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.)

Ask the student to read his line of authority to the class (or read the line of authority you have brought to class). Invite him to share what it means to him to know that he can trace his priesthood authority directly to Jesus Christ (or share your own feelings about priesthood holders being able to trace their authority to the Savior).

To help students understand that the authority to perform all priesthood duties comes from Jesus Christ and Heavenly Father, invite a student to read 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. . . .

“. . . We in the restored Church of Jesus Christ can trace the priesthood line of authority exercised by the newest deacon in the ward, the bishop who presides over him, and the prophet who presides over all of us. That line goes back in an unbroken chain to angelic ministers who came from the Son of God Himself, bearing this incomparable gift from heaven” (“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?

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? (**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?

Ask priesthood holders in the class to briefly explain their priesthood duties. Ask the class:

- When have you been blessed because a priesthood holder fulfilled his responsibilities?

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.

Scripture Mastery Review

Give students a list of all 25 Book of Mormon scripture mastery references and a half sheet of paper. Ask students to write the numbers 1, 2, and 3 on their papers. Then read the examples below (or prepare some of your own that might relate more to the needs and interests of the students you teach). Next to each number on their papers, have students write the scripture mastery passage they think is the best match for the example you read. Then ask them to share their answers. Since there may be more than one possible match, invite students to explain why they have selected particular passages.

1. You are seeking strength to overcome a particularly difficult temptation. (Possible answers: Helaman 5:12 and 3 Nephi 18:15, 20–21.)
2. While you were studying the scriptures and thinking about a challenge in your life, you received direction about what to do. (Possible answer: 2 Nephi 32:3.)
3. You have felt pressure from some friends to participate in activities that are contrary to the commandments of God. They tell you that these activities are part of being young and having fun. (Possible answers: Mosiah 4:30; Alma 37:35; 41:10.)

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.

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.

Suggestions for Teaching

Moroni 4–5

Moroni explains how the sacrament is to be administered

If possible, display a sacramental bread tray and a sacramental water tray. (While it may be appropriate to display these items, you should not attempt to replicate in any way the ordinance of the sacrament.) Give students a piece of paper and ask them to write from memory, as best they can, one of the sacrament prayers. After students have had sufficient time, explain that as part of his record, Moroni included these prayers as given by the Lord for the administration of the sacrament. Have them turn to Moroni 4:3 or Moroni 5:2 and check their answers. Then ask:

- If a friend of another faith decided to attend sacrament meeting with you, how would you explain the meaning of the sacrament and its importance to you?

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. Invite students to identify the phrases in Moroni 4:3 and Moroni 5:2 that explain what the sacramental bread and water represent. You may want to suggest that students mark 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.)
- Why are the Savior’s body and blood significant to us? (As students answer this question, they should 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.)

Write the following incomplete statement on the board: *The emblems of the sacrament help us remember . . .* Ask students how they would summarize this important purpose of the sacrament. Then complete the truth on the board as follows: ***The emblems of the sacrament help us remember the Atonement of Jesus Christ.***



Invite students to ponder the following question asked by Elder David B. Haight of the Quorum of the Twelve Apostles:

“How are we doing as members of the Church in remembering our Lord and Savior, His sacrifice, and our indebtedness to Him?” (“Remembering the Savior’s Atonement,” *Ensign*, Apr. 1988, 7).

- What can we do to focus on remembering the Atonement during the sacrament?
- What have you experienced when you have sincerely pondered the Savior’s Atonement during the sacrament?

After students share their insights, invite them to write in notebooks or scripture study journals one way they can focus their thoughts on the 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 before class, leaving out the answers in parentheses. Invite students to copy the chart in notebooks or scripture study journals.

What I covenant to do	What I think it means to keep this part of my covenant	What I can do to keep this part of my covenant
1. (Be willing to take upon myself the Lord's name)		
2. (Always remember Him)		
3. (Keep His commandments)		

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. Then invite them to fill in the second column 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 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” (“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 the following statement by Elder D. Todd Christofferson of the Quorum of the Twelve Apostles. Ask the class to listen for and identify 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” (“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?
- Why do you think it is important for us to partake of the sacrament weekly?

To emphasize our promise to keep the commandments, invite a student to read 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* [2011], 2).

- What do you do each day to help yourself keep God’s commandments?

After students have discussed the promises we renew through the sacrament each week, ask them 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).

Explain that as we keep the covenants we make with the Lord, He promises to bless us (see D&C 82:10). Invite students to search Moroni 4:3 and Moroni 5:2, looking for what the Lord promises us if we keep the promises we renew when we partake of the sacrament. Write the following incomplete statement on the board under the chart: *As we faithfully keep the covenant 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 of 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” (“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?

Encourage students to ponder the Savior’s Atonement as they partake of the sacrament. Invite them to review their charts and follow through on their ideas for keeping the covenant of the sacrament more fully. Remind students of the Lord’s promise to us when we keep this covenant: we will always have His Spirit with us. 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.

Scripture Mastery Review

You may want to schedule a final scripture mastery test or review activity to help students solidify their mastery of the selected Book of Mormon passages. Decide how you would like to test their knowledge, and plan an activity that fits that purpose. You could create a matching or fill-in-the-blank test with references and key words or scenarios, or you could test students on how well they have memorized certain passages. Another approach would be to assign each student to teach a short lesson or give a talk using the scripture mastery passages as the main resource. However you decide to format a concluding experience with the scripture mastery passages, give students time to study and prepare. The length of today’s lesson might provide time to begin this preparation.

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. Invite students to read Moroni 6:1–3 silently, looking for the requirements for baptism. Then invite students to share what they have found. Consider asking the following questions:

- 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. List their responses on the board.

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 word of God.** They may also say that **we should help each other be continually watchful unto prayer** and that **we should help each other rely on the Savior and His Atonement.**)

- How can we fulfill our responsibility to remember each other?
- How do we nourish each other with “the good word of God”?

- What blessings come from being nourished by the word of God?

Read 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” (“A Teacher Come from God,” *Ensign*, May 1998, 26).

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. You might consider giving students time to write letters 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 notebooks or scripture 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.

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.

Elder Dallin H. Oaks of the Quorum of the Twelve Apostles shared a portion of a letter from a friend who learned how to find joy in 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” (quoted in “Unselfish Service,” *Ensign* or *Liahona*, May 2009, 96).

As you think about the needs of the students in your class, consider asking some or all of the following questions to help them analyze and apply the principles they identified from Moroni 6:5–6:

- What experiences have taught you the importance of praying and fasting with members of your ward or branch?

- What do you think it means that we are to “speak one with another concerning the welfare of [our] souls”? (Moroni 6:5). How do we do this at church?
- How might our experience at church be influenced if we attend with the desire to strengthen others spiritually?
- What are some things we can remember about the Savior when we partake of the sacrament? How can partaking of the sacrament help us remember Him throughout each week?
- How can going to church for the purposes we have discussed help to “keep [us] in the right way”? (Moroni 6:4). What can you do to encourage other youth to attend Church meetings?

Read aloud the following statement by President Joseph Fielding Smith:



“There is no place in Zion for the wilful sinner. There is a place for the repentant sinner, for the man who turns away from iniquity and seeks for life eternal and the light of the Gospel” (in Conference Report, Apr. 1915, 120).

Then invite students to read Moroni 6:7–8 silently, looking for what Church leaders in Moroni’s day were “strict to observe.” Invite students to report what they learn. You may want to explain that in this verse, the phrase “blotted out” refers to excommunication. 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.

- What are some things Church leaders do today to help us avoid iniquity?
- According to Moroni 6:8, what promise is given to us if we sincerely repent of our sins?
(**As often as we repent and seek forgiveness with real intent, we will be forgiven.**)

Ask students to consider the opportunities they have to feel the Holy Ghost during their regular Church meetings on Sunday (for example, during the prayers, during the sacrament, while members are giving talks or teaching, while singing the hymns, or while pondering a scripture during a lesson). Invite a student to read Moroni 6:9 aloud. Ask the class to follow along and identify what role the Holy Ghost should have in our meetings.

- What truth do we learn from Moroni 6:9 about how Church meetings should be conducted? (**Church meetings are to be conducted by the power of the Holy Ghost.**)
- When have you felt that a Church meeting was directed by the power of the Holy Ghost?

To help students understand how this truth applies to all aspects of our Church meetings, ask them to imagine themselves in the position of the individuals in the following situations. (You may want to write these on the board before class or prepare them as a hand-out.) Invite students to explain how the principle they identified in Moroni 6:9 could be applied in each of these situations.

1. You have been asked to give a talk in sacrament meeting about the Atonement of Jesus Christ.
2. You have been asked to plan a musical presentation for an upcoming sacrament meeting.
3. You are sitting in a testimony meeting and feel the prompting to share your testimony, but you are unsure of what you should say.

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.

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.

Follow the promptings of the Holy Ghost

As you decide which principles and doctrines to emphasize, continually seek direction from the Holy Ghost.

Suggestions for Teaching

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 Moroni recorded the words of his father, Mormon, about the importance of being righteous in our hearts as well as doing righteous works. Invite a student to read Moroni 7:2–3 aloud, and ask the class to identify the group Mormon was speaking to. (He was speaking to members of the Church.)

After students report what they have learned, ask a student to read Moroni 7:4–5 aloud. Invite the class to follow along and determine how Mormon knew these people were “peaceable followers of Christ” (Moroni 7:3).

Write the phrase *real intent* on the board.

- What do you think this phrase means?

As students discuss this question, you may want to ask one of them to read 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” (*Pure in Heart* [1988], 15).

Invite students to search Moroni 7:6–10 silently, looking for the Lord’s warnings to people who do good works without real intent.

- What warnings did the Lord 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.)
- What principles can we learn from these verses? (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.**)
- In addition to desiring blessings from the Lord, 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?



Point out that Mormon encouraged us to pray with real intent (see Moroni 7:9). Invite a student to read the following counsel from President Brigham Young:

“It matters not whether you or I feel like praying, when the time comes to pray, pray. If we do not feel like it, we should pray till we do” (*Teachings of Presidents of the Church: Brigham Young* [1997], 45).

- How can choosing to pray even when we do not feel like it help us eventually to pray with real intent?
- How might President Brigham Young’s counsel relate to obeying other commandments besides prayer? (If students have difficulty answering this question, 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.)

To help students apply Mormon’s teachings on doing good works with real intent, prepare the following activity before class: Prepare several small pieces of paper. 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. Share how they have felt blessed when they have obeyed that commandment with real intent.
2. Suggest ways to obey that commandment with real intent.

You may want to repeat this activity a few times.

After this activity, consider sharing an experience you have had when you have obeyed a commandment of God with real intent.

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; 2 Nephi 15:20).

- 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 and identify principles that can help us judge good from evil. You may want to encourage them to mark phrases that are especially meaningful to them. To help students report on what they have found, ask the following questions:

- How can we know that something comes from God? (Be sure 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? (Be sure 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?

To prepare students to apply Mormon’s teachings on judging between good and evil, invite them 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.) After students have had sufficient time to write, ask them to set aside their lists. Tell them they will have an opportunity to think more about their lists in a few minutes.

- 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, read the following statement by President Boyd K. Packer 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” (“The Light of Christ,” *Ensign*, Apr. 2005, 8–10).

- How might a person subdue or silence the Light of Christ within himself or herself?

Invite students to read Moroni 7:18–19 silently and identify 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”?
- What principles can we learn from Moroni 7:19? (Students should identify the following principles: **As we search diligently in the Light of Christ, we can discern between good and evil. If we lay hold upon every good thing, we will be children of Christ.** If students need help understanding the phrase “child of Christ,” you may want to refer to lesson 55 in this manual.)
- When have you sought to know if something was good or appropriate? What did you do to “search diligently” to learn if it was good or appropriate?

Ask students to refer to the lists they made earlier. 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, affirm 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.

Commentary and Background Information

Moroni 7:17. The devil persuades no one to do good

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught:

“Satan, or Lucifer, or the father of lies—call him what you will—is real, the very personification of evil. His motives are in every case malicious. . . . He is eternally

opposed to the love of God, the Atonement of Jesus Christ, and the work of peace and salvation. He will fight against these whenever and wherever he can. He knows he will be defeated and cast out in the end, but he is determined to take down with him as many others as he possibly can” (“We Are All Enlisted,” *Ensign* or *Liahona*, Nov. 2011, 44).

Home-Study Lesson

Ether 13–Moroni 7:19 (Unit 31)

Preparation Material for the Home-Study Teacher

Summary of Daily Home-Study Lessons

The following summary of the doctrines and principles students learned as they studied Ether 13–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 ourselves 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 those works with real intent. 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 in 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 as the class reviews 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.

Ask: 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 will withdraw and Satan will gain power over our hearts.** (2) **Anger and vengeance lead people to make choices that hurt themselves and others.**

Ask: 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. Then ask the class the following questions:

- 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 scripture 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).

Ask: 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 choose at least one phrase that stands out to them 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, and ask the class to look for what Mormon said we should do in order to know good from evil.

Ask: 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.

Ask students the following questions:

- 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 to the Father with all the energy of heart for the gift of charity, “the pure love of Christ” (Moroni 7:47).

Suggestions for Teaching

Moroni 7:20–39

Mormon teaches that through faith in Jesus Christ, we can lay hold on every good thing

Before class, write the following question on the board:

What are some good things that Heavenly Father has blessed you with?

At the beginning of class, give students one or two minutes to answer this question in notebooks or scripture study journals. Then invite them to read some of the things they have listed.

Read Moroni 7:24 aloud. Ask the class to follow along, looking for the source of all the good things that have come to them.

- Who is the source of all the good things that have come to you? (Students’ responses may vary, but they should express the following truth: **All good things come because of Jesus Christ.**)

To help students further understand the doctrine taught in Moroni 7:24, explain that as descendants of Adam and Eve, we are “fallen” and unable to receive any blessings on our own (see also Alma 22:14; Ether 3:2; Articles of Faith 1:3). Without Jesus Christ and His Atonement, “there could no good thing come unto [us].” Everything good that we have ever received from our Heavenly Father has come through the Savior and His Atonement.

Explain that Heavenly Father has many blessings in store for us. He wants us to “lay hold upon every good thing” (Moroni 7:19), and He wants to give us all that He has (see D&C 84:38).

Invite a student to read aloud Mormon’s question in Moroni 7:20. Then invite students to read Moroni 7:21–24 silently, looking for what these verses teach about how we can lay hold on every good thing.

- Based on what you have read Moroni 7:21–24, 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.**)

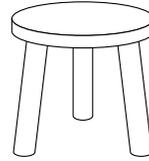
To help students understand how they can “lay hold upon every good thing,” ask a few of them to take turns reading aloud from Moroni 7:25–26, 32–38. Invite half of the class to identify ways we should show our faith in Jesus Christ. Invite the other half to look for good things that come to us as a result. (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.)

After students report what they have found, consider asking them 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. Share your testimony that great blessings come through the Savior, His gospel, and His Atonement. Encourage students to exercise greater faith in Him.

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).



Read 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” (“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. . . .

“Hope is not knowledge, 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. It is believing and expecting that our prayers will be answered. It is manifest in confidence, optimism, enthusiasm, and patient perseverance” (“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 for Eternal Life*.

Point out that Moroni 7:41 is a scripture mastery passage. You may want to suggest that students mark this verse in a distinctive way so they will be able to locate it easily.

- 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.**)

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 scripture study journals:

- How does your faith in Jesus Christ and His Atonement give you hope that you will receive eternal life?

 **Moroni 7:41** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

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.

Invite a student to read Moroni 7:45–47 aloud. Ask the class to follow along, looking for how Mormon described and defined 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?
- Why do you think we are nothing if we do not have 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 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.

Invite a student to read Moroni 7:48 aloud. Ask the class to follow along and identify what we need to do to be blessed with the gift of charity. As students offer answers, make sure the following principle is clear: **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.**

Point out that Moroni 7:45, 47–48 is a scripture mastery passage. You may want to suggest that students mark these verses in a distinctive way so they will be able to locate them easily.

- Why do you think we need to pray for the gift of charity with all the energy of heart?
- When have you witnessed examples of charity? (Invite a few students to share experiences. 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?

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. Testify of the influence that faith, hope, and charity have had in your life.

Scripture Mastery—Moroni 7:41

Help students memorize Moroni 7:41. Consider using one of the methods explained in the appendix at the end of this manual.

Scripture Mastery—Moroni 7:45, 47–48

Invite students to choose from the following list an individual for whom they would like to have more charity: a family member, a quorum or class member, a classmate at school, a friend, or a neighbor. Encourage them to think about the person they have chosen as they read Moroni 7:45 and consider ways they could show the person more Christlike love. Invite them to write in notebooks or scripture study journals one or two ways they will show charity for the person they have chosen. Invite them to make this effort a part of their prayers in the coming week. You might consider giving students an opportunity to share their experiences in the coming days.

Note: Because of the length of this lesson, you might want to use this activity on another day, when you have extra time.

 **Moroni 7:45, 47–48** is a scripture mastery passage. Refer to the teaching idea at the end of the lesson to help students with their mastery of this passage.

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.

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.



Suggestions for Teaching

Moroni 8:1–24

Mormon teaches that little children are alive in Christ

Before class, display the picture *Girl Being Baptized* (*Gospel Art Book* [2009], no. 104) or another picture of an eight-year-old child at his or her baptismal service. Write the following question on the board:

Why are children not baptized until they are eight years old?

As students arrive, invite them to look at the picture and ponder the question on the board.

When class begins, tell students that in a letter to his son Moroni, Mormon taught about the salvation of little children. Invite a student to read Moroni 8:4–6 aloud, and ask the class to look for what Mormon was concerned about. (You may need to explain that in verse 6, the word *gross* means serious, shameful, or grievous.)

After students report what they have found, invite them to read Moroni 8:7 silently and identify 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. 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.

Write the following incomplete statement on the board: *Repentance and baptism are necessary for all who are . . .*

Ask students to read Moroni 8:10 silently, looking for words and phrases that complete the statement on the board. After students report their answers, complete the statement as follows: ***Repentance and baptism are necessary for all who are accountable and capable of committing sin.*** You may want to encourage students to mark phrases in Moroni 8:10 that teach this truth.

It may help to clarify that sin is "willful disobedience to God's commandments" (Guide to the Scriptures, "Sin," scriptures.lds.org). Read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles:



"We understand from our doctrine that before the age of accountability a child is 'not capable of committing sin' (Moro. 8:8). During that time, children can commit mistakes, even very serious and damaging ones that must be corrected, but their acts are not accounted as sins" ("Sins and Mistakes," *Ensign*, Oct. 1996, 65).

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 identify what

Mormon taught about the baptism of little children. When students have had enough time to read, invite a few from each group to report what they have found. You might use some of the following questions to help students think further about Mormon's teachings:

- What do you think it means that little children are "alive in Christ"? (Moroni 8:12, 22). (They are redeemed through the Atonement of Jesus Christ. They cannot sin, for power is not given unto Satan to tempt little children. See also Moroni 8:10; D&C 29:46–47.)
- What do we need to do to become alive in Christ? (See 2 Nephi 25:23–26; Moroni 8:10.)
- What can we learn from these verses about how little children are saved? (Students may use different words, but they should identify the following truth: **Little children are saved through the Atonement of Jesus Christ.** Students may also point out that **little children are alive in Christ**, that **God is not a partial God**, and that **God is unchangeable.**)

Write the following examples on the board or provide them on a handout. Invite each student to choose one of them. Then ask students to choose one or two verses from Moroni 8:8–23 and explain how the truths in those verses address the concern expressed in the example they have chosen.

Example 1: As a missionary, you meet a husband and wife who are terribly sad because their two-month-old daughter has died. The leader of their church has told them that little children are born sinful because of Adam's transgression. He says that because their daughter was not baptized before she died, she cannot be saved.

Example 2: You have a friend who has been meeting with the missionaries and attending church with you. She decides that she wants to join the Church, but she is hesitant to be baptized. "I was baptized when I was a baby," she explains. "Isn't that good enough?"

As students share their thoughts about the second example, you may need to remind them that repentance and baptism are for "those who are accountable and capable of committing sin" (Moroni 8:10). 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.

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 did you see in these verses? (As students report what they have found, you may want to 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.)

As students list blessings they see in Moroni 8:25–26, you may want to ask these follow-up questions:

- Why do you think receiving a remission of our sins leads to meekness and lowliness of heart?
- How can being meek and lowly of heart invite the Holy Ghost into our lives?
- Why does the Holy Ghost help us prepare to live with God?
- Why do you think we need to be diligent and prayerful in order for perfect love to endure in our lives?

Write the following incomplete statement on the board: *Through faithful obedience to the commandments, we can receive the Holy Ghost, which prepares us to . . .*

Invite students to identify a phrase from Moroni 8:25–26 that completes this principle: ***Through faithful obedience to the commandments, we can receive the Holy Ghost, which prepares us to dwell with God.***

Invite a student to read Moroni 8:27 aloud, and ask the class to look for the result of the Nephites' pride. Then ask students to review Moroni 8:26 and Moroni 8:27 silently, contrasting the results of meekness and lowliness of heart with the result of pride.

Invite another student to read Moroni 8:28 aloud. Point out that after Mormon expressed concern about the Nephites, he said, "Pray for them, my son, that repentance may come unto them." Remind students of the power that can come into people's lives when others pray for them.

To conclude the lesson, invite students to share their feelings about the power of the Atonement to save little children and to save all of us as we strive to be faithful to our covenants.

Commentary and Background Information

Moroni 8:8. "The curse of Adam is taken from them in me"

Some people believe that because of the Fall of Adam and Eve, newborn babies come into the world tainted with sin. President Joseph Fielding Smith explained that this teaching is false:

"All those who believe that man, yes, even newly born infants, are tainted with 'original sin,' (in other words the transgression of Adam,) deny the mercies of the atoning blood of Jesus Christ. The Bible (as well as our modern scripture) teaches that Jesus Christ is in very deed, the Redeemer of mankind from the fall. He paid the debt that mankind became heir to through Adam's transgression. The mortgage upon our souls was fully paid. It left no hangover penalty which required some act by, or in behalf of, any living creature, to free him from 'original sin.' The doctrine that infants come into this world under the curse of 'original sin,' is an abominable doctrine in the sight of God, and denies the greatness and mercy of the atonement. (See Moroni Chapter 8.)" (*Church History and Modern Revelation: A Course of Study for the Melchizedek Priesthood Quorums*, 4 vols. [1949], 4:99).

Moroni 8:8–24. Infant baptism

The Prophet Joseph Smith taught that little children do not need baptism:

"Do [we] believe in the baptism of infants? . . . No. . . . Because it is nowhere written in the Bible. . . . Baptism is for remission of sins. Children have no sins. . . . Children are all made alive in Christ, and those of riper years through faith and repentance" (*History of the Church*, 5:499).

President Boyd K. Packer of the Quorum of the Twelve Apostles told of full-time missionaries who were able

to comfort a mother who grieved at the death of her young son:

"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.' As the sobbing parents listened, the two elders read from the revelations and bore their testimony of the restoration of the keys for the redemption of both the living and the dead.

"I have some sympathy for that preacher. He was doing the best he could with such light and knowledge as he had. But there is more that he should have been able to offer. There is the fulness of the gospel.

"The elders came as comforters, as teachers, as servants of the Lord, as authorized ministers of the gospel of Jesus Christ" ("And a Little Child Shall Lead Them," *Ensign or Liahona*, May 2012, 7).

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

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. Invite them to look for how Mormon encouraged his son.

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 9:16–19*. Divide students into three 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. (If the students assigned Moroni 9:2–5 do not mention anger, you may want to mention the role anger played in the terrible events Mormon described.)

Invite a few students to take turns reading aloud from Moroni 9:11–15, 20. Ask students to look for reasons why Mormon was grieved by the situation of his people. Ask the following questions to help students analyze these verses:

- What do you think it means to be “without civilization”? (Moroni 9:11). (To act uncivilized—without refinement or restraint; to have no respect for other individuals; to disregard laws that govern society.)
- What do you think it means to be “without principle”? (Moroni 9:20). (To live without standards and without honoring and keeping the commandments of God.)
- What do you think it means to be “past feeling”? (Moroni 9:20). (To be hard-hearted against the Spirit of the Lord and the Light of Christ and to not distinguish between right and wrong.)
- What evidence do you see in the world today that some people are without civilization, are without principle, and are past feeling?

You may want to point out that Mormon said that his people fell into this state of wickedness in a matter of only a few years (see Moroni 9:12).

Explain that much like the prophet Ether of the Jaredite nation, Mormon witnessed the anger and wickedness that had overcome his people. Invite a student to read Moroni 9:4 aloud. Ask the class to follow along and listen for what Moroni feared regarding the Nephites. (He feared that “the Spirit of the Lord [had] ceased striving with them.”)

- Mormon mentioned that he was “laboring with [his people] continually.” Why might Mormon, or a Church leader today, continue to labor among people who get angry or harden their hearts against the word of God?

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.

Write the following truth on the board: ***We are to labor diligently in God's service, even if those we serve do not respond positively.*** Explain that this is true even when the people we serve are guilty of serious sin. Invite a student to read Moroni 9:6 aloud. Ask students to follow along, looking for reasons why we are to labor diligently in God's service, even if those we serve do not respond positively. After students report what they have found, present the following situations to them (or create a few of your own) to help them consider how this truth might apply in their lives. Invite one or more students to explain how they might apply the truth on the board in 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.

Share the following statement by President Henry B. Eyring of the First Presidency, who encouraged us to persevere in our efforts to labor among God's children. Ask students to listen for anything that motivates them to labor diligently to help others.



"It is a covenant we make with God to keep all His commandments and give service as He would give it if He were personally present. Living up to that standard as best we can builds the strength we will need to endure to the end.

"Great priesthood trainers have shown me how to build that strength: it is to form a habit of pushing on through the fatigue and fear that might make you think of quitting. The Lord's great mentors have shown me that spiritual staying power comes from working past the point when others would have taken a rest. . . .
 ". . . I promise you if you do all that you can, God will magnify your strength and your wisdom" ("Preparation in the Priesthood: 'I Need Your Help,'" *Ensign* or *Liahona*, Nov. 2011, 58–59).

- What did President Eyring teach that motivates you to labor diligently in your service to the Lord, regardless of how your efforts are received?

Read the following story from Elder Mervyn B. Arnold of the Seventy about a priesthood leader who labored diligently with a young man even though he was repeatedly rejected. 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!" I appealed to my agency, but he said, "We can talk about that later."

"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." When I argued that I didn't have any clothes to wear, he replied, "They are in the car."

"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’” (“Strengthen Thy Brethren,” *Ensign* or *Liahona*, May 2004, 46–47).

Explain that as members of the Church, we all have important labors to perform in this life. The examples of Mormon, Moroni, and Brother Marques can encourage us in those labors when we are discouraged or find ourselves rejected by those we are to serve.

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:

- In these verses, which words and phrases indicate how Mormon felt toward his son Moroni?
- 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 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 experiences in your life or in the lives of those close to you demonstrate that this principle is true?

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. Testify of the strength you have received from being faithful in Jesus Christ.

Moroni 10:1–7, 27–29

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. Moroni also declared that he would meet us before the judgment bar

of God, where the Lord Himself would confirm the truth of Moroni's words. (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.)

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.

Suggestions for Teaching

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 a picture of an arch with a keystone (you may want to refer to the illustration used in lesson 4). Begin the lesson by referring to the picture.

- What is the purpose of the keystone in an arch?
- How does a keystone relate to the Book of Mormon? (If students need help answering this question, you may want to suggest that they read the statement by the Prophet Joseph Smith in the sixth paragraph of the introduction to the Book of Mormon.)

Invite students to silently read the last paragraph of the introduction to the Book of Mormon. Before they read, ask them to look for three truths a person can come to know by obtaining a testimony of the Book of Mormon.

- Just as an arch is held together by a keystone, what other parts of our testimonies are strengthened by gaining a testimony of the Book of Mormon?
- Why is it important for each individual to gain his or her own testimony of the Book of Mormon?

Summarize Moroni 10:1–2 by explaining that about 1,400 years before the Prophet Joseph Smith received the gold 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 students to read Moroni 10:3–4 silently, looking for phrases that describe the requirements for obtaining a testimony of the Book of Mormon through the Holy Ghost. You might want to suggest that they mark these phrases as they discover them. 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"

"Ponder it in your hearts"

"Ask with a sincere heart, with real intent, having faith in Christ"

To help students better understand what someone must 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 requirements Moroni taught.

1. “Read these things”

Moroni invited us to “read these things,” or read the Book of Mormon. Invite a student to read aloud the following story told by Elder Tad R. Callister of the Quorum of the Seventy about how one young woman benefited from having read the Book of Mormon:

“A 14-year-old girl . . . said that she had been discussing religion with one of her friends at school. Her friend said to her, ‘What religion do you belong to?’

“She replied, ‘The Church of Jesus Christ of Latter-day Saints, or Mormons.’

“Her friend replied, ‘I know that church, and I know it’s not true.’

“‘How do you know?’ came the reply.

“‘Because,’ said her friend, ‘I have researched it.’

“‘Have you read the Book of Mormon?’

“‘No,’ came the answer. ‘I haven’t.’

“Then this sweet young girl responded, ‘Then you haven’t researched my church, because I have read every page of the Book of Mormon and I know it’s true’” (“The Book of Mormon—a Book from God,” *Ensign* or *Liahona*, Nov. 2011, 76).

- Why is reading the Book of Mormon key to obtaining a testimony of its truthfulness?
- How has reading the Book of Mormon this year strengthened your testimony of it and the truths it teaches?

2. “Remember how merciful the Lord hath been”

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” (Moroni 10:3). Explain that recognizing and remembering instances of the Lord’s mercy can soften our hearts and prepare us to feel the influence of the Holy Ghost. One meaning of the word *merciful* is compassionate. 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.

Invite students to share examples of the Lord’s mercy in the Book of Mormon that have been meaningful to them.

- How do you think remembering the Lord’s mercy can help someone be receptive to the Holy Ghost and receive a testimony of the Book of Mormon?
- What evidence of the Lord’s mercy have you witnessed in your life?
- What feelings do you have as you remember the mercy of the Lord in your life?

3. “Ponder [the Lord’s mercy] in your hearts”

Moroni taught that we must ponder the Lord’s mercy in our hearts. Explain that pondering ways the Lord has been merciful to others and ourselves prepares us to receive the influence of the Holy Ghost. To help students understand how this is so, invite a student to read the following explanation by Elder Marvin J. Ashton 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. . . .

“Pondering is a progressive mental pursuit. It is a great gift to those who have learned to use it. We find understanding, insight, and practical application if we will use the gift of pondering” (“There Are Many Gifts,” *Ensign*, Nov. 1987, 20).

- As you have studied the Book of Mormon, when has pondering helped you feel the influence of the Holy Ghost?
- What can we do to more consistently ponder as we study the scriptures?

4. “Ask with a sincere heart, with real intent, having faith in [Jesus] Christ”

Moroni taught that if we want to receive a witness of the truthfulness of the Book of Mormon, we must ask God “with a sincere heart, with real intent, having faith in [Jesus]

Christ.” Explain 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). Consider sharing the following story, 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 will 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 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).

Invite students to search Moroni 10:4 and identify what God will do for those who follow the process Moroni outlined.

- What did Moroni promise to those who seek a testimony of the Book of Mormon in the way he prescribed?
- 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.)

Invite a student to read Moroni 10:5–7 aloud. Ask the class to follow along and identify what else Moroni promised that we can know through the Holy Ghost. Point out that Moroni 10:4–5 is a scripture mastery passage. You might want to encourage students to mark this passage in a distinctive way so they will be able to locate it easily.

- What can we learn from Moroni 10:3–7? (Students may use different words, but they should identify the following principle: **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.**)

Invite students to write in notebooks or scripture study journals a goal concerning what they will do to obtain or strengthen their testimonies of the Book of Mormon. Encourage them to apply the principle taught by Moroni 10:4.

Moroni 10:27–29

Moroni testifies that he will meet us at the judgment bar of God

Invite a student to read Moroni 10:27–29 aloud. Ask the class to think about how they might answer the question found in Moroni 10:27. Testify that **those who have received the Book of Mormon will be accountable to God for how they respond to it.**

Allow sufficient time at the end of this lesson to invite students to share their testimonies of the Book of Mormon. Consider bearing your own testimony of the Book of Mormon. 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.

Scripture Mastery—Moroni 10:4–5

Students who memorize Moroni 10:4–5 will be better prepared to share the message of the Book of Mormon with others. Write the passage on the board, and ask students to read it aloud as a class. Erase six words, and then have the class read it again, filling in the missing words as they read. Continue this process until most or all of the passage is erased.

Moroni 10:4–5

is a scripture mastery passage. Refer to the scripture mastery teaching idea at the end of the lesson to help students with their mastery of this passage.

LESSON 160

Moroni 10:8–26, 30–34

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

Moroni 10:8–26

Moroni teaches about gifts of the Spirit and their purpose in the Lord's work

Invite students to think of a time when Heavenly Father helped them do something that they could not have done on their own. Ask students to read Moroni 10:8 silently, looking for the phrase that describes 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.

- According to Moroni 10:8, why does God give 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.)

Ask students to read Moroni 10:9–16 silently, looking for the gifts of God that Moroni described in these verses. You may want to suggest that students mark what they find.

- Which gifts of the Spirit did you identify in these verses? (As students respond, you may want to write their answers on the board.)
- What examples of these gifts have you seen in the Church?
- 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.)
- How can gifts of the Spirit profit the person who receives them?

Invite a student to read Moroni 10:19, 24 aloud. Ask the class to follow along, looking for a barrier to receiving and recognizing spiritual gifts.

- What barrier to receiving and recognizing spiritual gifts did you discover?
- Why do you think people in a condition of unbelief cannot recognize or receive the power and gifts of God?

Invite students to read Moroni 10:25–26 silently, looking for what will happen to those who reject the gifts and power of God. Ask them to report what they find.

Invite a few students to take turns reading aloud from Moroni 10:20–23. Ask the class to follow along, looking for the blessings of having faith, hope, and charity. (Before students read, you may want to explain that the phrase “expedient unto me” in Moroni 10:23 refers to things that are in harmony with God’s will.)

- What blessings did Moroni teach would come to those who have faith, hope, and charity?

As students respond, write the following principle on the board: ***If we have faith, we will be able to do what the Savior wants us to do.*** You may want to suggest that they mark this principle in Moroni 10:23.

- How do you think the two principles on the board might relate to each other? (If we have faith, God will give us the gifts that we need in order to do the work He has for us to do.)
- How can knowing these two principles help you now and in the future?

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.

Write the following incomplete statements on the board. To help students see how the promise found in Moroni 10:23 has been fulfilled or could be fulfilled in their lives, give them a few minutes to complete one of the statements in notebooks or scripture study journals:

I experienced the promise in Moroni 10:23 when . . .

The promise found in Moroni 10:23 can help me when . . .

After sufficient time, invite students to share what they have written with a partner.

Moroni 10:30–34

Moroni invites all to come unto Jesus Christ and be perfected in Him

Write the word *Perfection* on the board. Underneath it, write *Possible or impossible?*

Invite students to share their thoughts concerning the question on the board. 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.) How is this possible?

After students share their insights, invite a student to read the following explanation by President James E. Faust of the First Presidency:



“Perfection is an eternal goal. While we cannot be perfect in mortality, striving for it is a commandment, which ultimately, through the Atonement, we can keep” (“This Is Our Day,” *Ensign*, May 1999, 19).

Explain that although perfection is not attainable in this life, we can eventually become perfected. Moroni taught what we can do to become perfected through the Atonement of Jesus Christ. 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 students to search Moroni 10:30–33 for phrases that 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 the Atonement of Jesus Christ.

- What statement would you write underneath this chart to summarize what Moroni teaches about becoming pure and perfect? (Students may use different words, but their answers should reflect the following truth: **As we come unto Jesus Christ, we can be purified and perfected through His Atonement.**)

If possible, provide students with a copy of the following statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles. Invite a student to read the statement aloud as the rest of the class follows along. Before the student reads, encourage the class to listen carefully, considering what they can do to come unto Jesus Christ as a result of studying the Book of Mormon this year.



“That final, last, lonely appeal of the keystone of our religion and the most correct book ever written is to touch not the unclean thing; it is to be holy and without spot; it is to be pure. And that purity can come only through the blood of that Lamb who bore our griefs and carried our sorrows, the Lamb who was wounded for our transgressions and bruised for our iniquities, the Lamb who was despised and afflicted, but whom we esteemed not (see Mosiah 14). . . .

“Purity—through the blood of the Lamb. That is what this book pleads for” (“A Standard unto My People” [address to CES religious educators, Aug. 9, 1994], 13–14, si.lds.org).

Ask students to identify phrases in Moroni 10:32–33 that emphasize that we can be perfect only “in Christ,” or through the cleansing power and grace of His Atonement.

- Why do we need the Atonement of Jesus Christ to become pure and perfect?
- What phrases in Moroni 10:32–33 do you find encouraging as you strive for purity and the eternal goal of perfection?

Invite students to choose one or two of the phrases from the first column of the chart on the board. Give them a few minutes to write in notebooks or scripture 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 evidence that Moroni had faith and hope in Jesus Christ. After they report what they have found, 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 His Atonement. Encourage students to make their study of the Book of Mormon a lifelong pursuit.

Moroni Review

Take some time to help students review the book of Moroni. Ask them to think about what they have learned from this book, both in seminary and in their personal scripture study. If needed, invite them to briefly review some of the chapter summaries in Moroni to help them remember. After sufficient time, invite a few students to share something from Moroni that was inspiring to them or that has helped them have greater faith in Jesus Christ.

Commentary and Background Information

Moroni 10:8–19. Gifts of the Spirit

Elder Bruce R. McConkie described the purposes and reasons for obtaining spiritual gifts:

“[The purpose of spiritual gifts] is to enlighten, encourage, and edify the faithful so that they will inherit peace in this life and be guided toward eternal life in the world to come. Their presence is proof of the divinity of the Lord’s work; where they are not found, there the Church and kingdom of God is not. The promise is that they shall never be done away as long as the earth continues in its present state, except for unbelief (Moro. 10:19), but when the perfect day comes and the saints obtain exaltation, there will be no more need for them. As Paul expressed it, ‘When that which is perfect is come, then that which is in part shall be done away.’ (1 Cor. 13.)

“Faithful persons are expected to seek the gifts of the Spirit with all their hearts. They are to ‘covet earnestly the best gifts’ (1 Cor. 12:31; D. & C. 46:8), to ‘desire spiritual gifts’ (1 Cor. 14:1), ‘to ask of God, who giveth liberally.’ (D. & C. 46:7; Matt. 7:7–8). To some will be given one gift; to others, another; and ‘unto some it may be given to have all those gifts, that there may be a head, in order that every member may be profited

thereby.’ (D. & C. 46:29.)” (*Mormon Doctrine*, 2nd ed. [1966], 314).

Elder Marvin J. Ashton of the Quorum of the Twelve Apostles taught:

“One of the great tragedies of life, it seems to me, is when a person classifies himself as someone who has no talents or gifts. . . .

“From Doctrine and Covenants 46:11–12, we have this truth: ‘For all have not every gift given unto them; for there are many gifts, and to every man is given a gift by the Spirit of God.’

“‘To some is given one, and to some is given another, that all may be profited thereby.’

“God has given each of us one or more special talents. . . . It is up to each of us to search for and build upon the gifts which God has given. . . .

“God does live. He does bless us with gifts. As we develop and share our God-given gifts and benefit from the gifts of those around us, the world can be a better place and God’s work will move forward at a more rapid pace” (“There Are Many Gifts,” *Ensign*, Nov. 1987, 20, 23).

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 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 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 will 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 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. 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 the Savior 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 and look for what Mormon said we should lay hold upon. Then ask the following questions:

- 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 look 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.*

Ask: 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.

Ask the following questions:

- 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. Ask students 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, and then ask: 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.”)

Invite a student to read Moroni 10:6–7, and then ask: 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. Ask a student to read

his invitation, which is found in Moroni 10:30, 32–33. Ask class members to look for ways that we can “come unto Christ.” (You may want to suggest that they mark what they find.) Then ask the following questions:

- 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

We help fulfill the Objective of Seminaries and Institutes of Religion as we encourage students to (1) read and study the scriptures daily and (2) read the scriptures for the course of study. You may want to give

students charts like those shown below to help them keep track of their progress. If you would like to report students' daily reading of the scriptures, follow the directions in the Scripture Reading Reporting

Instructions. Search for these instructions on si.lds.org using the phrase "scripture reading reporting instructions."

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	

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	Scripture Block to Be Taught	Reading Block	Week	Scripture Block to Be Taught	Reading Block
1	Day 1: Lesson 1 The Role of the Learner Day 2: Lesson 2 Studying the Scriptures Day 3: Lesson 3 The Plan of Salvation Day 4: Lesson 4 Title Page, Introduction, and Testimonies of Witnesses Day 5: Lesson 5 Overview of the Book of Mormon	Title page, Introduction to the Book of Mormon, Testimonies of Witnesses, Testimony of the Prophet Joseph Smith, and A Brief Explanation about the Book of Mormon	10	Day 1: Lesson 41 2 Nephi 32 Day 2: Lesson 42 2 Nephi 33 Day 3: Flexible day (see suggestions for flexible days) Day 4: Lesson 43 Jacob 1–2:11 Day 5: Lesson 44 Jacob 2:12–35	2 Nephi 32–Jacob 2
2	Day 1: Lesson 6 1 Nephi 1 Day 2: Lesson 7 1 Nephi 2 Day 3: Lesson 8 1 Nephi 3–4 Day 4: Flexible day (see suggestions for flexible days) Day 5: Lesson 9 1 Nephi 5	1 Nephi 1–5	11	Day 1: Lesson 45 Jacob 3–4 Day 2: Lesson 46 Jacob 5:1–51 Day 3: Lesson 47 Jacob 5:52–77; Jacob 6 Day 4: Lesson 48 Jacob 7 Day 5: Flexible day (see suggestions for flexible days)	Jacob 3–7
3	Day 1: Lesson 10 1 Nephi 6 and 9 Day 2: Lesson 11 1 Nephi 7 Day 3: Lesson 12 1 Nephi 8 Day 4: Lesson 13 1 Nephi 10–11 Day 5: Lesson 14 1 Nephi 12–13	1 Nephi 6–13	12	Day 1: Lesson 49 Enos Day 2: Lesson 50 Jarom and Omni Day 3: Lesson 51 Words of Mormon–Mosiah 1 Day 4: Lesson 52 Mosiah 2 Day 5: Lesson 53 Mosiah 3	Enos–Mosiah 3
4	Day 1: Lesson 15 1 Nephi 14 Day 2: Flexible day (see suggestions for flexible days) Day 3: Lesson 16 1 Nephi 15 Day 4: Lesson 17 1 Nephi 16 Day 5: Lesson 18 1 Nephi 17	1 Nephi 14–17	13	Day 1: Lesson 54 Mosiah 4 Day 2: Lesson 55 Mosiah 5–6 Day 3: Flexible day (see suggestions for flexible days) Day 4: Lesson 56 Mosiah 7–8 Day 5: Lesson 57 Mosiah 9–10	Mosiah 4–10
5	Day 1: Lesson 19 1 Nephi 18 Day 2: Lesson 20 1 Nephi 19 Day 3: Lesson 21 1 Nephi 20–22 Day 4: Flexible day (see suggestions for flexible days) Day 5: Lesson 22 2 Nephi 1	1 Nephi 18–2 Nephi 1	14	Day 1: Lesson 58 Mosiah 11–12:17 Day 2: Lesson 59 Mosiah 12:18–14:12 Day 3: Lesson 60 Mosiah 15–17 Day 4: Lesson 61 Mosiah 18 Day 5: Lesson 62 Mosiah 19–20	Mosiah 11–20
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	15	Day 1: Lesson 63 Mosiah 21–22 Day 2: Lesson 64 Mosiah 23–24 Day 3: Lesson 65 Mosiah 25 Day 4: Lesson 66 Mosiah 26 Day 5: Lesson 67 Mosiah 27	Mosiah 21–27
7	Day 1: Lesson 28 2 Nephi 6–8 Day 2: Lesson 29 2 Nephi 9:1–26 Day 3: Lesson 30 2 Nephi 9:27–54 and 2 Nephi 10 Day 4: Flexible day (see suggestions for flexible days) Day 5: Lesson 31 2 Nephi 11 and 16	2 Nephi 6–11; 16	16	Day 1: Lesson 68 Mosiah 28–29 Day 2: Flexible day (see suggestions for flexible days) Day 3: Lesson 69 Alma 1–2 Day 4: Lesson 70 Alma 3–4 Day 5: Lesson 71 Alma 5:1–36	Mosiah 28–Alma 5:36
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 12–15; 17–25	17	Day 1: Lesson 72 Alma 5:37–62 Day 2: Lesson 73 Alma 6–7 Day 3: Lesson 74 Alma 8 Day 4: Lesson 75 Alma 9–10 Day 5: Lesson 76 Alma 11	Alma 5:37–11:46
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	18	Day 1: Lesson 77 Alma 12 Day 2: Lesson 78 Alma 13 Day 3: Lesson 79 Alma 14 Day 4: Lesson 80 Alma 15–16 Day 5: Flexible day (see suggestions for flexible days)	Alma 12–16

Week	Scripture Block to Be Taught	Reading Block
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
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: Lesson 97 Alma 40 Day 4: Lesson 98 Alma 41 Day 5: Lesson 99 Alma 42	Alma 38–42
23	Day 1: Flexible day (see suggestions for flexible days) Day 2: Lesson 100 Alma 43–44 Day 3: Lesson 101 Alma 45–48 Day 4: Lesson 102 Alma 49–51 Day 5: Lesson 103 Alma 52–55	Alma 43–55
24	Day 1: Lesson 104 Alma 56–58 Day 2: Lesson 105 Alma 59–63 Day 3: Flexible day (see suggestions for flexible days) Day 4: Lesson 106 Helaman 1–2 Day 5: Lesson 107 Helaman 3–4	Alma 56–Helaman 4
25	Day 1: Lesson 108 Helaman 5 Day 2: Lesson 109 Helaman 6–7 Day 3: Lesson 110 Helaman 8–9 Day 4: Lesson 111 Helaman 10 Day 5: Lesson 112 Helaman 11–12	Helaman 5–12
26	Day 1: Lesson 113 Helaman 13 Day 2: Lesson 114 Helaman 14 Day 3: Lesson 115 Helaman 15–16 Day 4: Flexible day (see suggestions for flexible days) Day 5: Lesson 116 3 Nephi 1	Helaman 13–3 Nephi 1
27	Day 1: Lesson 117 3 Nephi 2–5 Day 2: Lesson 118 3 Nephi 6–7 Day 3: Lesson 119 3 Nephi 8–10 Day 4: Lesson 120 3 Nephi 11:1–17 Day 5: Lesson 121 3 Nephi 11:18–41	3 Nephi 2–11

Week	Scripture Block to Be Taught	Reading Block
28	Day 1: Lesson 122 3 Nephi 12 Day 2: Lesson 123 3 Nephi 13 Day 3: Lesson 124 3 Nephi 14 Day 4: Lesson 125 3 Nephi 15–16 Day 5: Lesson 126 3 Nephi 17	3 Nephi 12–17
29	Day 1: Lesson 127 3 Nephi 18 Day 2: Flexible day (see suggestions for flexible days) Day 3: Lesson 128 3 Nephi 19 Day 4: Lesson 129 3 Nephi 20 Day 5: Lesson 130 3 Nephi 21–22	3 Nephi 18–22
30	Day 1: Lesson 131 3 Nephi 23 Day 2: Lesson 132 3 Nephi 24–26 Day 3: Lesson 133 3 Nephi 27 Day 4: Lesson 134 3 Nephi 28 Day 5: Lesson 135 3 Nephi 29–30	3 Nephi 23–30
31	Day 1: Flexible day (see suggestions for flexible days) Day 2: Lesson 136 4 Nephi Day 3: Lesson 137 Mormon 1–2 Day 4: Lesson 138 Mormon 3–4 Day 5: Lesson 139 Mormon 5–6	4 Nephi–Mormon 6
32	Day 1: Lesson 140 Mormon 7–8:11 Day 2: Lesson 141 Mormon 8:12–41 Day 3: Lesson 142 Mormon 9 Day 4: Flexible day (see suggestions for flexible days) Day 5: Lesson 143 Ether 1	Mormon 7–Ether 1
33	Day 1: Lesson 144 Ether 2 Day 2: Lesson 145 Ether 3 Day 3: Lesson 146 Ether 4–5 Day 4: Lesson 147 Ether 6 Day 5: Lesson 148 Ether 7–11	Ether 2–11
34	Day 1: Flexible day (see suggestions for flexible days) 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 12–Moroni 3
35	Day 1: Lesson 153 Moroni 4–5 Day 2: Lesson 154 Moroni 6 Day 3: Flexible day (see suggestions for flexible days) Day 4: Lesson 155 Moroni 7:1–19 Day 5: Lesson 156 Moroni 7:20–48	Moroni 4–7
36	Day 1: Lesson 157 Moroni 8 Day 2: Lesson 158 Moroni 9 Day 3: Lesson 159 Moroni 10:1–7, 27–29 Day 4: Lesson 160 Moroni 10:8–26, 30–34 Day 5: Flexible day (see suggestions for flexible days)	Moroni 8–10

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. **Adapting the daily lessons.** You may want to spend extra time on a lesson that takes longer to effectively teach. You may also want to use the supplemental teaching ideas that appear at the end of some lessons 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.
2. **Mastering key scripture passages and Basic Doctrines.** You may want to use the review activities for scripture mastery passages that are found throughout the manual and in the appendix. You could create additional scripture mastery review activities that meet the specific needs and interests of the students in your class. You could also use part of a flexible day for activities that help students review and deepen their understanding of the Basic Doctrines. Early in the year, you could use a flexible day to administer a Basic Doctrines Assessment (BDA) that has been designed to help teachers assess the extent to which students understand, believe, know how to apply, and are able to explain some basic doctrines of the Church. To find the Basic Doctrines Assessment and other assessments on the S&I website (si.lds.org), search using the keyword *assessment*.
3. **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.
4. **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 allow for such interruptions.

The BDA reports help teachers who have administered the assessment to analyze their students’ needs and adapt teaching to better meet those needs.

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 may adapt the lessons and pacing as needed for the number of weeks you have to teach your class.

Unit	Home-Study Lesson	Unit	Home-Study Lesson	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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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>	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 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 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 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–Mormon 8:11</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 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 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</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 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 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 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 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 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 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 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>

Introduction to Scripture Mastery

Seminaries and Institutes of Religion has selected 25 scripture mastery passages for each of the four seminary courses. These passages provide an important scriptural foundation for understanding and sharing the gospel and for strengthening faith. The scripture mastery passages for the Book of Mormon are as follows:

1 Nephi 3:7
 2 Nephi 2:25
 2 Nephi 2:27
 2 Nephi 9:28–29
 2 Nephi 25:23, 26
 2 Nephi 28:7–9
 2 Nephi 31:19–20
 2 Nephi 32:3
 2 Nephi 32:8–9
 Mosiah 2:17
 Mosiah 3:19
 Mosiah 4:30
 Alma 7:11–13
 Alma 32:21
 Alma 37:35
 Alma 39:9
 Alma 41:10
 Helaman 5:12
 3 Nephi 12:48
 3 Nephi 18:15, 20–21
 Ether 12:6
 Ether 12:27
 Moroni 7:41
 Moroni 7:45, 47–48
 Moroni 10:4–5

Seminary students are encouraged to develop a “mastery” of these passages. You will be better able to help your students if you master these passages as well. Mastery of scripture passages includes the following:

- **Locating** the verses by knowing the associated scripture references
- **Understanding** the context and content of the scripture passages
- **Applying** the gospel principles and doctrines taught in the scripture passages
- **Memorizing** the passages

Consistency, Expectations, and Methods

As you plan to help students master scripture passages, you will be more successful if you refer to scripture mastery passages with consistency, maintain appropriate expectations, and use methods that appeal to different learning styles.

Consistency and repetition in teaching scripture mastery will help students place truths in their long-term memories for future use. It may be helpful to outline the course of study for the year and create a plan to consistently provide opportunities in the classroom for students to master scripture passages. Be wise in determining how often and how much time to spend helping students learn the scripture mastery passages. Ensure that scripture mastery activities do not overshadow daily sequential study of the scriptures. You could decide to spend a few minutes each day reviewing scripture mastery passages with your students. Or you might decide to provide a short mastery activity once or twice each week for 10 to 15 minutes. No matter how you plan to help students learn scripture mastery passages, be consistent and appropriate in your efforts.

Base your expectations for scripture mastery on each student’s abilities. Mastering scripture passages takes effort on the part of the learner. Communicate to students that their success with scripture mastery depends largely on their attitudes and willingness to work. Encourage them to set goals that push their abilities to higher levels. Be sensitive to students who may have difficulty memorizing, and be willing to adapt your expectations and teaching methods according to the needs of your students.

To appeal to a wider range of personality and learning styles, vary the methods you use to help students master scripture passages. As in all gospel teaching and learning, be wise in your choice of activities so that the Holy Ghost can support students’ scriptural and doctrinal mastery. You will find a number of appropriate scripture mastery teaching methods in the lessons in this manual. For additional scripture mastery teaching methods, see the scripture mastery activities listed below.

Scripture Mastery in the Curriculum

Scripture mastery is written into the curriculum in a number of ways. A scripture mastery icon  identifies the treatment of scripture mastery passages in the lesson material. Scripture mastery passages are introduced and discussed in the context of the chapter where they are located. Additional teaching ideas for scripture mastery passages appear at the end of the lessons in which they are located. These additional teaching ideas help balance the four elements of scripture mastery (locating, understanding, applying, memorizing) with regard to each passage. For example, if the lesson helps students to understand and apply the scripture mastery passage, then the additional teaching idea will help them with locating or memorizing the passage.

The curriculum also regularly provides scripture mastery review activities that can be used as time allows and in harmony with the scripture mastery goals of your class. These reviews can be supplemented with scripture mastery activities listed below. You might use extra time at the beginning or end of a shorter lesson to do one of these review activities.

Suggested Approaches for Scripture Mastery

To aid students with **locating** skills, you could plan to introduce the 25 mastery passages near the beginning of the course and then work on deepening mastery throughout the course. Or you could introduce a few passages each month and focus on mastering those passages during that month. Such introductions could include suggesting that students mark scripture mastery passages in their individual copies of the scriptures, helping students think of ways to remember key words and references, and explaining doctrines and principles contained in each passage. You could also involve students in introducing scripture mastery passages by assigning them to use passages in their devotionals or by inviting them to teach each other how to remember and locate the passages. Provide accountability for remembering scripture mastery passages with periodic quizzes and locating activities

(see the scripture mastery activities below for examples). A list of the 25 mastery passages for this course of study can be found on the student bookmarks and scripture mastery cards.

To assist students in their **understanding** of scripture mastery passages, emphasize these passages as they come up in your daily lessons. You might also use the scripture mastery activities below to increase students' knowledge of and ability to explain the truths contained in the passages. Give students opportunities in devotionals or during class to explain how the truths in scripture mastery passages help them better understand the Basic Doctrines.

To support students in their **application** of truths found in scripture mastery passages, encourage them to follow the promptings of the Holy Ghost to

understand how the truths in the passages apply in their lives. To help students act on the truths they learn, you could occasionally post on a bulletin board in class a challenge related to a scripture mastery passage. Or you could give students opportunities in class to practice teaching doctrines and principles of the gospel using the scripture mastery passages (see the scripture mastery activities below for ideas). You might also invite students to apply the principles they learn in the lessons where scripture mastery passages appear. Provide students with opportunities, in devotionals or at other times, to report their experiences. This will help them to increase their witness of the truths they have learned from the scripture mastery passages.

To help students **memorize** the 25 scripture mastery passages, you could plan to

commit to memory two or three passages each month in class. You could also challenge students to memorize certain passages at home (they could do this with their families or recite passages to a parent or family member). You could make memorization a part of daily devotionals by asking the class to recite a passage or by providing time for students to memorize in pairs. Giving students opportunities to recite scripture mastery passages in pairs or small groups or in front of the class can help them be accountable for their efforts. The scripture mastery activities below include a variety of memorization methods. Take care to tailor memorization expectations to each student's abilities and circumstances. Students should not be made to feel embarrassed or overwhelmed if they are unable to memorize.

Scripture Mastery Activities

Introduction

This section provides some ideas you can use to assist students in mastering key scripture passages. As you assist and encourage students to develop these skills, you are helping them to become self-reliant in their study of the scriptures. Students can use these mastery skills throughout their lives to better locate, understand, apply, and memorize passages in the scriptures. Teaching ideas for each element of scripture mastery are listed below. Using a variety of these types of activities can help students to more successfully master scripture passages.

Activities That Help Students Locate Scripture Mastery Passages

Marking Passages

Marking scripture mastery passages can help students remember these passages and locate them more quickly. Consider encouraging students to mark these key passages in their scriptures in a way that sets them apart from other passages they mark.

Knowing the Books

Memorizing the names and order of the books in the Book of Mormon can help students locate scripture mastery passages

more quickly. The following are examples of activities that can help students become familiar with the books in the Book of Mormon:

- **Find the Table of Contents**—Help students find the table of contents in the Book of Mormon, which is titled “Names and Order of Books in the Book of Mormon.”
- **Sing a Song**—Teach students the song “The Books in the Book of Mormon” (*Children’s Songbook*, 119). Have them sing it periodically throughout the year to help them remember the names and order of the books in the Book of Mormon.
- **Use First Letters**—Write the first letters of the books in the Book of Mormon on the board (1N, 2N, J, E, and so on). Have students practice saying the names of the books that correspond with each letter. Repeat this activity until they can recite the names of the books from memory.
- **Book Chase**—Call out one of the books in which a scripture mastery passage is located, and have students open their scriptures to any page in that book. Time how long it takes the entire class to find each of the books. This activity could be repeated to allow students to become more proficient at

remembering and finding the books in the Book of Mormon.

Remembering References and Content

As students learn the location and content of scripture mastery passages, the Holy Ghost can help them recall scripture references as needed (see John 14:26). Key words or phrases, such as “I will go and do” (1 Nephi 3:7) and “free to choose” (2 Nephi 2:27) can help students remember the content and doctrinal teachings of each passage. The following methods can help students associate scripture mastery references with their content or key words. (You may want to save activities that involve competition, racing, or being timed for later in the year, after students have demonstrated that they know where the scripture mastery passages are located. Such activities will then help reinforce what they have learned.)

- **References and Key Words**—Encourage students to memorize the references and key words of each scripture mastery passage listed on the scripture mastery cards. (Scripture mastery cards can be ordered online at store.lds.org. You could also have students create their own sets of scripture mastery cards.) Give students time to study the cards with a partner and then quiz each

other. Encourage students to be creative in the ways they study together and quiz each other. As they become more proficient with the scripture mastery passages, you might invite them to use clues that involve context or application of doctrines and principles from the passages. The person being quizzed could respond verbally or in writing.

- **Scripture Mastery Cards**—This activity could be used to introduce or review a set of scripture mastery passages. Select a number of the scripture mastery cards, and prepare to distribute them among your students. (Be sure to have multiple copies of each card so more than one student receives the same scripture mastery passage. You may want to have enough cards for each student to have two or three different passages.) Pass them out to the class. Allow students time to study the scripture mastery passage, the reference, the key words, the context statement, the doctrine or principle, and the application ideas on each card. Call out some clues from the cards (for example, words from the scripture mastery passage or the key words, context, doctrine or principle, or application). Students who have the associated card should stand and say the scripture mastery reference aloud.
- **Scripture Chase**—Use clues to help students practice quickly locating passages in their scriptures. For clues, you could use key words, context statements, doctrines and principles, and application ideas from the scripture mastery cards. You could also make up your own clues. Scripture chase activities in which students race to locate passages can help them actively engage in learning scripture mastery passages. When using scripture chase activities to help with scripture mastery, do it in a way that does not cause hurt feelings or offend the Spirit. Help students avoid treating their scriptures irreverently or being overly competitive. Also consider having students compete against a standard rather than each other. For example, students could race against the teacher, or you could have them race to see if a certain percentage of the class can find a particular passage in a specified amount of time.

- **Story Chase**—Give clues by making up scenarios that demonstrate the relevance of scripture mastery passages to everyday life. For example, as a clue for 1 Nephi 3:7, you could say, “John knows that the Lord commands all worthy young men to serve missions, but he worries that his shyness will prevent him from serving effectively. Then he remembers how Nephi responded to the difficult task of retrieving the brass plates. John takes courage that the Lord will provide a way for him to become an able missionary.” As students listen to the scenarios, have them locate relevant scripture mastery passages in their scriptures.
- **Quizzes and Tests**—Provide students with opportunities to test their memory of scripture mastery passages. Clues could include key words or scripture references, quotations from passages, or scenarios that illustrate the truths taught in passages. Quizzes and tests could be given verbally, on the board, or on paper. After students have taken a quiz or test, consider pairing high-scoring students with students who have lower scores. The higher-scoring student could act as a teacher to help the student with the lower score study and improve. As part of this effort, the pair could also set a goal to achieve a higher combined score on the next test. Consider creating a chart or bulletin board to display students’ goals and recognize their progress.

Activities That Help Students Understand Scripture Mastery Passages

Defining Words and Phrases

Defining words and phrases in scripture mastery passages (or helping students to define them) will help students understand the meaning of the entire passage. When such definitions are critical to understanding the doctrines and principles in a passage, you may want to encourage students to write these definitions in their scriptures. Review meanings of words and phrases as you review scripture mastery passages.

Identifying Context

Identifying the context of a scripture passage can help students better understand the meaning of the passage. Context includes information concerning who is speaking to whom and why, the setting of the passage (historical, cultural, and geographical), and the question or situation from which the content of the scripture passage arose. For example, the context of 1 Nephi 3:7 includes the fact that Nephi had been asked by his father, Lehi, who was a prophet, to return to Jerusalem and secure the brass plates. Knowing this information can help students understand more clearly why Nephi says, “I will go and do the things which the Lord hath commanded.” As you teach lessons that include scripture mastery passages, emphasize the context surrounding those passages. Additional activities like the one below can also help students understand these key passages.

- **Identify Context**—Write the following headings across the top of the board: *Speaker, Audience, Purpose, Other Helpful Insights*. Divide students into groups, and assign each group a scripture mastery passage. Invite them to discover the context of their assigned passages by identifying information that corresponds to the headings on the board. Have them write their findings on the board. Then ask each group to explain the context of their assigned passages and how this information affects their understanding of the truths in each passage. To add another dimension to this activity, you might want to challenge the class to guess the scripture mastery references based on the descriptions on the board before each group explains what they have written.

Analyzing

Analyzing involves identifying doctrines and principles found in scripture passages. It also includes helping students understand how these truths are relevant to them. This can lead to deeper application of doctrines and principles in their lives. The following activity can help students analyze scripture mastery passages:

- **Write Clues**—As students become more familiar with scripture mastery passages, invite them to create questions, scenarios, or other clues that

illustrate the doctrines and principles taught in the passages. These could be used to quiz the class.

Explaining

Having students explain scripture passages deepens their understanding and improves their ability to teach doctrines and principles from the scriptures. The following are two methods that can help students learn to explain scripture mastery passages:

- **Key Words and Phrases**—Invite students to read the same scripture mastery passage on their own and identify a word or phrase they think is especially important to the meaning of the passage. Then invite a student to read the passage to the class and give emphasis to the word or phrase he or she has chosen. Ask the student to explain why that word or phrase is important to understanding the passage. Invite a few other students to do the same. Students may choose different words or phrases for the same passage. As class members hear these different points of view, they can gain deeper understanding of the passage.
- **Prepare a Devotional**—Give students opportunities to use scripture mastery passages as they prepare and present devotionals at the beginning of class. Help them prepare to summarize context, explain doctrines and principles, share meaningful experiences or examples, and testify of the doctrines and principles in the passages. You might also suggest that students consider using an object lesson to explain the ideas in the passages.

Feeling the Importance of Doctrines and Principles

Help students understand and gain a spiritual witness of the doctrines and principles taught in the scripture mastery passages. Elder Robert D. Hales explained, “A true teacher, once he has taught the facts [of the gospel] . . . , takes [the students] a step further to gain the spiritual witness and the understanding in their hearts that brings about the action and the doing” (“Teaching by Faith” [address to CES religious educators, Feb. 1, 2002], 5, si.lds.org). When students feel the truth, importance, and urgency of a doctrine or principle through the influence of the Holy Spirit, their desire to apply that truth

in their lives grows. Teachers can help students invite and nurture these feelings of the Holy Spirit by giving them opportunities to share experiences they have had with living the gospel principles found in scripture mastery passages. This will help students better understand the truths taught in the scripture mastery passages and ensure that these truths are written in students’ hearts. The following activity can help students feel the importance of the doctrines and principles taught by scripture mastery passages:

- **Listening for Scripture Passages**—Invite students to listen for scripture mastery passages in talks and lessons at church, in general conference addresses, and in discussions with family and friends. Periodically invite students to report on which passages they have heard, how the passages were used, what truths were taught, and what experiences they or others have had with the truths that were taught. Look for opportunities to testify (and invite students to testify) of the truths taught by scripture mastery passages.

Activities That Help Students Apply Scripture Mastery Passages

Teaching

The scripture mastery passages and the Basic Doctrines were developed together and intentionally aligned for the benefit of students. (Scripture mastery passages are shown throughout the Basic Doctrines document.) When students learn and express the doctrines and principles contained in scripture mastery passages, they will also be learning and expressing the Basic Doctrines. And as students learn to express the Basic Doctrines in their own words, they may rely on memorized scripture mastery passages to help them. Giving students opportunities to teach doctrines and principles of the gospel using scripture mastery passages can increase their confidence in themselves and in their knowledge of the scriptures. When students teach and testify of the doctrines and principles found in scripture mastery passages, they can also strengthen their testimonies. Encourage students to use scripture mastery passages to teach and explain the gospel in class and in conversations with friends, family, and others.

- **Present a Message**—Assign students to prepare 3- to 5-minute talks or lessons based on scripture mastery passages. Have them prepare in class or at home. In addition to the scripture mastery passages, they could use other resources to help them prepare, such as scripture mastery cards, the Topical Guide, the Guide to the Scriptures, or *True to the Faith: A Gospel Reference*. Each talk or lesson should include an introduction, the scripture mastery passage, a story about or an example of the principle being taught, and the student’s testimony. Students could volunteer to present their messages in class, in a family home evening, or to their quorums or classes as part of their Duty to God or Personal Progress efforts. If students present their talks or lessons outside of class, consider inviting them to report on their experiences.
- **Missionary Role Play**—Prepare a number of cards with questions an investigator might ask that can be answered with the help of scripture mastery passages (for example, “What do members of your church believe about Jesus Christ?”). Invite pairs of students to come to the front of the class to answer a question chosen from the cards. To help students understand how missionaries might answer similar questions, you could suggest a few effective teaching methods, such as (1) stating the context of the scripture passage, (2) explaining a doctrine or principle, (3) asking questions to find out if those they teach understand or believe what has been taught, (4) sharing experiences and testimony, and (5) inviting those they teach to act on the truth that was taught. Ask the class to give feedback on what they liked about how each companionship answered their question.
- **Testify**—Invite students to look through the scripture mastery passages and choose one that contains a doctrine or principle of which they can testify. Invite them to testify of the truth they have selected and share experiences that led them to be able to testify of it. As students share their testimonies, the Holy Ghost will confirm the truth of the doctrines or principles of which they are testifying. Their testimonies may also inspire others to act in faith.

Note: Opportunities for students to share their testimonies should be voluntary. Students should never be forced to share their testimonies or be made to feel that they must profess knowledge they don't feel they have. In addition, some students are reluctant to share their testimonies because they mistakenly think that they need to open with "I want to bear my testimony . . ." or that their expression of testimony must be accompanied by a display of emotion. Help students understand that when they testify, they can simply share doctrines or principles they know to be true. Sharing testimony can be as simple as saying "I believe this to be true" or "I know this is true" or "I believe this with all my heart."

Living

Suggesting ways that students may apply the doctrines and principles contained in scripture passages (or inviting students to think of ways) gives them the opportunity to learn by exercising faith. Elder David A. Bednar of the Quorum of the Twelve Apostles said:

"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. It is in the sincerity and consistency of our faith-inspired action that we indicate to our Heavenly Father and His Son, Jesus Christ, our willingness to learn and receive instruction from the Holy Ghost" ("Seek Learning by Faith," *Ensign*, Sept. 2007, 64).

Give students opportunities to share and testify of the experiences they have had with applying doctrines and principles. The following is one way to encourage

students to apply scripture mastery passages in their lives:

- **Set Goals**—Based on the application section of the scripture mastery cards, invite students to set specific goals to better live the principles found in scripture mastery passages. Have them write their goals on a piece of paper to carry with them as a reminder. When appropriate, invite students to report on their successes.

Activities That Help Students Memorize Scripture Mastery Passages

Memorizing

Memorization of scripture passages can deepen understanding and enhance a student's ability to teach the gospel. When students memorize scriptures, the Holy Ghost can bring phrases and ideas back to their memory in times of need (see John 14:26; D&C 11:21). Remember to adapt memorization activities to the abilities of your students. Elder Richard G. Scott of the Quorum of the Twelve Apostles encouraged the memorization of scriptures when he said:

"Great power can come from memorizing scriptures. To memorize a scripture is to forge a new friendship. It is like discovering a new individual who can help in time of need, give inspiration and comfort, and be a source of motivation for needed change" ("The Power of Scripture," *Ensign* or *Liahona*, Nov. 2011, 6).

Each of the following activities could be repeated several days in a row at the beginning or end of class to help students achieve long-term memorization:

- **One-Word Race**—Challenge the class to say a scripture mastery passage one word per student at a time. For

example, when helping students memorize Alma 39:9, the first student would say the word *now*, the second student would say *my*, the third student would say *son*, and so forth until the entire verse is completed. Time the class, and give them multiple tries to achieve a target time. As you repeat this activity, consider shifting the order of students so they have to say different words.

- **First Letters**—Write on the board the first letters of each word in a scripture mastery passage. Point to the letters as the class repeats the passage with you, using their scriptures as needed. Repeat this activity until students feel confident in their ability to recite a passage with only the help of the first letters. You may want to erase a few of the letters each time students recite the passage. This will gradually increase the challenge until students can repeat the passage without using the first letters.
- **Wordstrip Puzzles**—Write, or have students write, the words of a scripture mastery passage on a lined piece of paper. Cut the paper in strips, leaving lines of the scripture intact. Cut some of the strips shorter to include just a few words of the passage on each. Mix up the paper strips and give them to pairs or small groups of students. Challenge students to arrange the paper strips in order, using their scriptures as a guide. Have them practice until they no longer need to use their scriptures. After they have finished, ask them to recite the passage aloud. You could also time students to see which group can put the strips in the correct order the fastest. Or you could time the entire class to see how long it takes for all of the groups to complete the puzzle (as the first groups finish, let them assist the slower groups).

100 Scripture Mastery Passages

Old Testament	New Testament	Book of Mormon	Doctrine and Covenants
Moses 1:39	Matthew 5:14–16	1 Nephi 3:7	D&C 1:37–38
Moses 7:18	Matthew 11:28–30	2 Nephi 2:25	D&C 6:36
Abraham 3:22–23	Matthew 16:15–19	2 Nephi 2:27	D&C 8:2–3
Genesis 1:26–27	Matthew 22:36–39	2 Nephi 9:28–29	D&C 10:5
Genesis 2:24	Matthew 28:19–20	2 Nephi 25:23, 26	D&C 13:1
Genesis 39:9	Luke 24:36–39	2 Nephi 28:7–9	D&C 18:10–11
Exodus 19:5–6	John 3:5	2 Nephi 31:19–20	D&C 18:15–16
Exodus 20:3–17	John 14:6	2 Nephi 32:3	D&C 19:16–19
Joshua 24:15	John 14:15	2 Nephi 32:8–9	D&C 19:23
1 Samuel 16:7	John 17:3	Mosiah 2:17	D&C 25:13
Psalms 24:3–4	Acts 2:36–38	Mosiah 3:19	D&C 46:33
Psalms 119:105	Acts 3:19–21	Mosiah 4:30	D&C 58:27
Psalms 127:3	1 Corinthians 6:19–20	Alma 7:11–13	D&C 58:42–43
Proverbs 3:5–6	1 Corinthians 15:20–22	Alma 32:21	D&C 64:9–11
Isaiah 1:18	1 Corinthians 15:40–42	Alma 37:35	D&C 76:22–24
Isaiah 5:20	Galatians 5:22–23	Alma 39:9	D&C 76:40–41
Isaiah 29:13–14	Ephesians 4:11–14	Alma 41:10	D&C 78:19
Isaiah 53:3–5	Philippians 4:13	Helaman 5:12	D&C 82:10
Isaiah 58:6–7	2 Thessalonians 2:1–3	3 Nephi 12:48	D&C 88:124
Isaiah 58:13–14	2 Timothy 3:15–17	3 Nephi 18:15, 20–21	D&C 89:18–21
Jeremiah 1:4–5	Hebrews 12:9	Ether 12:6	D&C 107:8
Ezekiel 37:15–17	James 1:5–6	Ether 12:27	D&C 121:36, 41–42
Amos 3:7	James 2:17–18	Moroni 7:41	D&C 130:22–23
Malachi 3:8–10	1 Peter 4:6	Moroni 7:45, 47–48	D&C 131:1–4
Malachi 4:5–6	Revelation 20:12	Moroni 10:4–5	JS—H 1:15–20

Introduction to Basic Doctrines

The following Basic Doctrines should be highlighted in seminary:

- Godhead
- Plan of salvation
- Atonement of Jesus Christ
- Dispensation, Apostasy, and Restoration
- Prophets and revelation
- Priesthood and priesthood keys
- Ordinances and covenants
- Marriage and family
- Commandments

Teachers are to help students identify, understand, believe, explain, and apply these basic doctrines of the gospel as they study the scriptures. Doing so will help students strengthen their testimonies and increase their appreciation for the restored gospel of Jesus Christ. Learning the Basic Doctrines will also help students be better prepared to live the gospel and teach these important truths to others. The lessons in this manual were created with the Basic Doctrines in mind. It is important to recognize that other significant doctrines of the gospel will also be emphasized in this manual, even though they are not listed among the Basic Doctrines.

The teaching of basic doctrines of the gospel occurs as you study the scriptures daily with students and as you help them master key scripture passages. You should not divert from sequential scripture study to focus on these doctrines. Rather, you should give attention to them as they naturally arise in the course of study and as you help students master key scripture passages. For example, as you teach the truth that “prophets warn against sin and teach salvation through Jesus Christ” in 1 Nephi 1, you might want to point out to students that this truth can help them understand the Basic Doctrine of “prophets and revelation.” You might ask students to explain what else they know about prophets and revelation. Also, as students learn the scripture mastery passage 2 Nephi 25:23, 26, you could help them see that the passage illustrates one way that prophets fulfill their duty to teach salvation through Jesus Christ. Growth in understanding, believing, and living the Basic Doctrines is a process that occurs over the four years of seminary and continues for the rest of a student’s life.

You may want to provide students with a list of the Basic Doctrines.

Basic Doctrines Assessment

A Basic Doctrines Assessment has been designed to provide teachers with information they can use to better bless the lives of their students. We recommend that teachers administer this assessment during the first week of class and again toward the end of the year. To find the Basic Doctrines Assessment and other assessments on the S&I website (si.lds.org), search using the keyword *assessment*.

Teachers who send their students’ assessment results to the S&I Office of Research will receive a report that will help them adapt their teaching to better meet the needs of their students. For example, if results indicate that students did not understand the doctrine of repentance, several lessons in the yearly curriculum would be identified that may help students better understand this doctrine. As teachers prayerfully use this information in their sequential scripture teaching, our youth and young adults will be better prepared to accomplish the Objective of Seminaries and Institutes of Religion.

Basic Doctrines

The Basic Doctrines should be highlighted in both seminary and institute classes. Teachers are to help students identify, understand, believe, explain, and apply these doctrines of the gospel. Doing so will help students strengthen their testimonies and increase their appreciation for the restored gospel of Jesus Christ. A study of these doctrines will also help students be better prepared to teach these important truths to others.

The 100 scripture mastery passages selected by Seminaries and Institutes of Religion were chosen to support students' understanding of the Basic Doctrines. Most of the scripture references listed below refer to scripture mastery passages. They have been included to show how they relate to the Basic Doctrines.

1. Godhead

There are three separate personages in the Godhead: God, the Eternal Father; His Son, Jesus Christ; and the Holy Ghost (see Joseph Smith—History 1:15–20). The Father and the Son have tangible bodies of flesh and bone, and the Holy Ghost is a personage of spirit (see D&C 130:22–23). They are one in purpose and doctrine. They are perfectly united in bringing to pass Heavenly Father's divine plan of salvation.

God the Father

God the Father is the Supreme Ruler of the universe. He is the Father of our spirits (see Hebrews 12:9). He is perfect, has all power, and knows all things. He is also a God of perfect mercy, kindness, and charity.

Jesus Christ

Jesus Christ is the Firstborn of the Father in the spirit and is the Only Begotten of the Father in the flesh. He is Jehovah of the Old Testament and the Messiah of the New Testament.

Jesus Christ lived a sinless life and made a perfect Atonement for the sins of all mankind (see Alma 7:11–13). His life is the perfect example of how all mankind should live (see John 14:6; 3 Nephi 12:48). He was the first person on this earth to be resurrected (see 1 Corinthians 15:20–22). He will come again in power and glory

and will reign on the earth during the Millennium.

All prayers, blessings, and priesthood ordinances should be done in the name of Jesus Christ (see 3 Nephi 18:15, 20–21).

Related references: Helaman 5:12; D&C 19:23; D&C 76:22–24

The Holy Ghost

The Holy Ghost is the third member of the Godhead. He is a personage of spirit without a body of flesh and bones. He is often referred to as the Spirit, the Holy Spirit, the Spirit of God, the Spirit of the Lord, and the Comforter.

The Holy Ghost bears witness of the Father and the Son, reveals the truth of all things, and sanctifies those who repent and are baptized (see Moroni 10:4–5).

Related references: Galatians 5:22–23; D&C 8:2–3

2. Plan of Salvation

In the premortal existence, Heavenly Father introduced a plan to enable us to become like Him and obtain immortality and eternal life (see Moses 1:39). The scriptures refer to this plan as the plan of salvation, the great plan of happiness, the plan of redemption, and the plan of mercy.

The plan of salvation includes the Creation, the Fall, the Atonement of Jesus Christ, and all of the laws, ordinances, and doctrines of the gospel. Moral agency—the ability to choose and act for ourselves—is also essential in Heavenly Father's plan (see 2 Nephi 2:27). Because of this plan, we can be perfected through the Atonement, receive a fulness of joy, and live forever in the presence of God (see 3 Nephi 12:48). Our family relationships can last throughout the eternities.

Related references: John 17:3; D&C 58:27

Premortal Life

Before we were born on the earth, we lived in the presence of our Heavenly Father as His spirit children (see Abraham 3:22–23). In this premortal existence we participated in a council with Heavenly Father's other spirit children. During that council, Heavenly Father presented His

plan and the premortal Jesus Christ covenanted to be the Savior.

We used our agency to follow Heavenly Father's plan. We prepared to come to earth, where we could continue to progress.

Those who followed Heavenly Father and Jesus Christ were permitted to come to the earth to experience mortality and progress toward eternal life. Lucifer, another spirit son of God, rebelled against the plan. He became Satan, and he and his followers were cast out of heaven and denied the privileges of receiving a physical body and experiencing mortality.

Related reference: Jeremiah 1:4–5

The Creation

Jesus Christ created the heavens and the earth under the direction of the Father. The earth was not created from nothing; it was organized from existing matter. Jesus Christ has created worlds without number (see D&C 76:22–24).

The Creation of the earth was essential to God's plan. It provided a place where we could gain a physical body, be tested and tried, and develop divine attributes.

We are to use the earth's resources with wisdom, judgment, and thanksgiving (see D&C 78:19).

Adam was the first man created on the earth. God created Adam and Eve in His own image. All human beings—male and female—are created in the image of God (see Genesis 1:26–27).

The Fall

In the Garden of Eden, God commanded Adam and Eve not to partake of the fruit of the tree of knowledge of good and evil; the consequence of doing so would be spiritual and physical death. Spiritual death is separation from God. Physical death is the separation of the spirit from the mortal body. Because Adam and Eve transgressed God's command, they were cast out from His presence and became mortal. Adam and Eve's transgression and the resultant changes they experienced, including spiritual and physical death, are called the Fall.

As a result of the Fall, Adam and Eve and their posterity could experience joy and

sorrow, know good and evil, and have children (see 2 Nephi 2:25). As descendants of Adam and Eve, we inherit a fallen condition during mortality. We are separated from the presence of the Lord and subject to physical death. We are also tested by the difficulties of life and the temptations of the adversary. (See Mosiah 3:19.)

The Fall is an integral part of Heavenly Father's plan of salvation. It has a two-fold direction—downward yet forward. In addition to introducing physical and spiritual death, it gave us the opportunity to be born on the earth and to learn and progress.

Mortal Life

Mortal life is a time of learning when we can prepare for eternal life and prove that we will use our agency to do all that the Lord has commanded. During this mortal life, we are to love and serve others (see Mosiah 2:17; Moroni 7:45, 47–48).

In mortality, our spirits are united with our physical bodies, giving us opportunities to grow and develop in ways that were not possible in the premortal life. Our bodies are an important part of the plan of salvation and should be respected as a gift from our Heavenly Father (see 1 Corinthians 6:19–20).

Related references: Joshua 24:15; Matthew 22:36–39; 2 Nephi 28:7–9; Alma 41:10; D&C 58:27

Life after Death

When we die, our spirits enter the spirit world and await the Resurrection. The spirits of the righteous are received into a state of happiness, which is called paradise. Many of the faithful will preach the gospel to those in spirit prison.

Spirit prison is a temporary place in the postmortal world for those who die without knowledge of the truth and those who are disobedient in mortality. There, spirits are taught the gospel and have the opportunity to repent and accept ordinances of salvation that are performed for them in temples (see 1 Peter 4:6). Those who accept the gospel will dwell in paradise until the Resurrection.

Resurrection is the reuniting of our spirit bodies with our perfected physical bodies of flesh and bones (see Luke 24:36–39). After resurrection, the spirit and body will

never again be separated and we will be immortal. Every person born on earth will be resurrected because Jesus Christ overcame death (see 1 Corinthians 15:20–22). The righteous will be resurrected before the wicked and will come forth in the First Resurrection.

The Final Judgment will occur after the Resurrection. Jesus Christ will judge each person to determine the eternal glory that he or she will receive. This judgment will be based on each person's obedience to God's commands (see Revelation 20:12; Mosiah 4:30).

There are three kingdoms of glory (see 1 Corinthians 15:40–42). The highest of these is the celestial kingdom. Those who are valiant in the testimony of Jesus and obedient to the principles of the gospel will dwell in the celestial kingdom in the presence of God the Father and His Son, Jesus Christ (see D&C 131:1–4).

The second of the three kingdoms of glory is the terrestrial kingdom. Those who dwell in this kingdom will be the honorable men and women of the earth who were not valiant in the testimony of Jesus.

The telestial kingdom is the lowest of the three kingdoms of glory. Those who inherit this kingdom will be those who chose wickedness rather than righteousness during their mortal lives. These individuals will receive their glory after being redeemed from spirit prison.

Related reference: John 17:3

3. Atonement of Jesus Christ

To atone is to suffer the penalty for sin, thereby removing the effects of sin from the repentant sinner and allowing him or her to be reconciled to God. Jesus Christ was the only one capable of making a perfect atonement for all mankind. His Atonement included His suffering for the sins of mankind in the Garden of Gethsemane, the shedding of His blood, His suffering and death on the cross, and His Resurrection from the tomb (see Luke 24:36–39; D&C 19:16–19). The Savior was able to carry out the Atonement because He kept Himself free from sin and had power over death. From His mortal mother, He inherited the ability to die. From His immortal Father, He inherited the power to take up His life again.

Through grace, made available by the Savior's atoning sacrifice, all people will be resurrected and receive immortality. The Atonement of Jesus Christ also makes it possible for us to receive eternal life (see Moroni 7:41). To receive this gift, we must live the gospel of Jesus Christ, which includes having faith in Him, repenting of our sins, being baptized, receiving the gift of the Holy Ghost, and enduring faithfully to the end (see John 3:5).

As part of His Atonement, Jesus Christ not only suffered for our sins but also took upon Himself the pains, sicknesses, and infirmities of all people (see Alma 7:11–13). He understands our suffering because He has experienced it. His grace, or enabling power, strengthens us to bear burdens and accomplish tasks that we could not do on our own (see Matthew 11:28–30; Philippians 4:13; Ether 12:27).

Related references: John 3:5; Acts 3:19–21

Faith in Jesus Christ

Faith is a "hope for things which are not seen, which are true" (Alma 32:21; see also Ether 12:6). It is a gift from God.

Faith must be centered in Jesus Christ in order for it to lead a person to salvation. Having faith in Jesus Christ means relying completely on Him and trusting in His infinite Atonement, power, and love. It includes believing His teachings and believing that even though we do not understand all things, He does (see Proverbs 3:5–6; D&C 6:36).

More than passive belief, faith is expressed by the way we live (see James 2:17–18). Faith can increase as we pray, study the scriptures, and obey God's commandments.

Latter-day Saints also have faith in God the Father, the Holy Ghost, and priesthood power as well as other important aspects of the restored gospel. Faith helps us receive spiritual and physical healing and strength to press forward, face our hardships, and overcome temptation (see 2 Nephi 31:19–20). The Lord will work mighty miracles in our lives according to our faith.

Through faith in Jesus Christ, a person may obtain a remission of sins and eventually be able to dwell in God's presence.

Related reference: Matthew 11:28–30

Repentance

Repentance is a change of mind and heart that gives us a fresh view about God, about ourselves, and about the world. It includes turning away from sin and turning to God for forgiveness. It is motivated by love for God and the sincere desire to obey His commandments.

Our sins make us unclean—unworthy to return to and dwell in the presence of our Heavenly Father. Through the Atonement of Jesus Christ, our Father in Heaven has provided the only way for us to be forgiven of our sins (see Isaiah 1:18).

Repentance also includes feeling sorrow for committing sin, confessing to Heavenly Father and to others if necessary, forsaking sin, seeking to restore as far as possible all that has been damaged by one's sins, and living a life of obedience to God's commandments (see D&C 58:42–43).

Related references: Isaiah 53:3–5; John 14:6; 2 Nephi 25:23, 26; D&C 18:10–11; D&C 19:23; D&C 76:40–41

4. Dispensation, Apostasy, and Restoration

Dispensation

A dispensation is a period of time when the Lord reveals His doctrines, ordinances, and priesthood. It is a period in which the Lord has at least one authorized servant on the earth who bears the holy priesthood and who has a divine commission to dispense the gospel and to administer the ordinances thereof. Today we are living in the last dispensation—the dispensation of the fulness of times, which began with the revelation of the gospel to Joseph Smith.

Previous dispensations are identified with Adam, Enoch, Noah, Abraham, Moses, and Jesus Christ. In addition, there have been other dispensations, including those among the Nephites and the Jaredites. The plan of salvation and the gospel of Jesus Christ have been revealed and taught in every dispensation.

Apostasy

When people turn away from the principles of the gospel and do not have priesthood keys, they are in a state of apostasy.

Periods of general apostasy have occurred throughout the history of the world. One example is the Great Apostasy, which occurred after the Savior established

His Church (see 2 Thessalonians 2:1–3). Following the deaths of the Savior's Apostles, the principles of the gospel were corrupted and unauthorized changes were made in Church organization and priesthood ordinances. Because of this widespread wickedness, the Lord withdrew the authority and keys of the priesthood from the earth.

During the Great Apostasy, people were without divine direction from living prophets. Many churches were established, but they did not have the authority to confer the gift of the Holy Ghost or perform other priesthood ordinances. Parts of the holy scriptures were corrupted or lost, and the people no longer had an accurate understanding of God.

This apostasy lasted until Heavenly Father and His Beloved Son appeared to Joseph Smith and initiated the Restoration of the fulness of the gospel.

Restoration

The Restoration is God's reestablishment of the truths and ordinances of His gospel among His children on the earth (see Acts 3:19–21).

In preparation for the Restoration, the Lord raised up noble men during what is called the Reformation. They attempted to return religious doctrine, practices, and organization to the way the Savior had established them. They did not, however, have the priesthood or the fulness of the gospel.

The Restoration began in 1820 when God the Father and His Son, Jesus Christ, appeared to Joseph Smith in response to his prayer (see Joseph Smith—History 1:15–20). Some of the key events of the Restoration were the translation of the Book of Mormon, the restoration of the Aaronic and Melchizedek Priesthoods, and the organization of the Church on April 6, 1830.

The Aaronic Priesthood was restored to Joseph Smith and Oliver Cowdery by John the Baptist on May 15, 1829. The Melchizedek Priesthood and keys of the kingdom were also restored in 1829, when the Apostles Peter, James, and John conferred them upon Joseph Smith and Oliver Cowdery.

The fulness of the gospel has been restored, and The Church of Jesus Christ of Latter-day Saints is “the only true and living church upon the face of the whole

earth” (D&C 1:30). The Church will eventually fill the whole earth and stand forever.

Related references: Isaiah 29:13–14; Ezekiel 37:15–17; Ephesians 4:11–14; James 1:5–6

5. Prophets and Revelation

A prophet is a person who has been called by God to speak for Him (see Amos 3:7). Prophets testify of Jesus Christ and teach His gospel. They make known God's will and true character. They denounce sin and warn of its consequences. At times, they prophesy of future events (see D&C 1:37–38). Many teachings of prophets are found in the scriptures. As we study the words of prophets, we can learn truth and receive guidance (see 2 Nephi 32:3).

We sustain the President of the Church as a prophet, seer, and revelator and the only person on the earth who receives revelation to guide the entire Church. We also sustain the counselors in the First Presidency and the members of the Quorum of the Twelve Apostles as prophets, seers, and revelators.

Revelation is communication from God to His children. When the Lord reveals His will to the Church, He speaks through His prophet. The scriptures—the Bible, Book of Mormon, Doctrine and Covenants, and Pearl of Great Price—contain revelations given through ancient and latter-day prophets. The President of The Church of Jesus Christ of Latter-day Saints is God's prophet on the earth today.

Individuals can receive revelation to help them with their specific needs, responsibilities, and questions and to help strengthen their testimonies. Most revelations to leaders and members of the Church come through impressions and thoughts from the Holy Ghost. The Holy Ghost speaks to our minds and hearts in a still, small voice (see D&C 8:2–3). Revelation can also come through visions, dreams, and visitations by angels.

Related references: Psalm 119:105; Ephesians 4:11–14; 2 Timothy 3:15–17; James 1:5–6; Moroni 10:4–5

6. Priesthood and Priesthood Keys

The priesthood is the eternal power and authority of God. Through the priesthood, God created and governs the heavens and the earth. Through this power He redeems

and exalts His children, bringing to pass “the immortality and eternal life of man” (Moses 1:39).

God gives priesthood authority to worthy male members of the Church so they can act in His name for the salvation of His children. The keys of the priesthood are the rights of presidency, or the power given to man by God to govern and direct the kingdom of God on the earth (see Matthew 16:15–19). Through these keys, priesthood holders can be authorized to preach the gospel and administer the ordinances of salvation. All who serve in the Church are called under the direction of one who holds priesthood keys. Thus, they are entitled to the power needed to serve and fulfill the responsibilities of their callings.

Related reference: D&C 121:36, 41–42

Aaronic Priesthood

The Aaronic Priesthood is often called the preparatory priesthood. The offices of the Aaronic Priesthood are deacon, teacher, priest, and bishop. In the Church today, worthy male members may receive the Aaronic Priesthood beginning at age 12.

The Aaronic Priesthood “holds the keys of the ministering of angels, and of the gospel of repentance, and of baptism” (D&C 13:1).

Melchizedek Priesthood

The Melchizedek Priesthood is the higher, or greater, priesthood and administers in spiritual things (see D&C 107:8). This greater priesthood was given to Adam and has been on the earth whenever the Lord has revealed His gospel.

It was first called “the Holy Priesthood, after the Order of the Son of God” (D&C 107:3). It later became known as the Melchizedek Priesthood, named after a great high priest who lived during the time of the prophet Abraham.

Within the Melchizedek Priesthood are the offices of elder, high priest, patriarch, Seventy, and Apostle. The President of the Melchizedek Priesthood is the President of the Church.

Related reference: Ephesians 4:11–14

7. Ordinances and Covenants

Ordinances

In The Church of Jesus Christ of Latter-day Saints, an ordinance is a sacred, formal act that has spiritual meaning. Each ordinance was designed by God to teach spiritual truths. The ordinances of salvation are performed by the authority of the priesthood and under the direction of those who hold priesthood keys. Some ordinances are essential to exaltation and are called saving ordinances.

The first saving ordinance of the gospel is baptism by immersion in water by one having authority. Baptism is necessary for an individual to become a member of the Church and to enter the celestial kingdom (see John 3:5).

The word *baptism* comes from a Greek word meaning to dip or immerse. Immersion is symbolic of the death of a person’s sinful life and his or her rebirth into a spiritual life, dedicated to the service of God and His children. It is also symbolic of death and resurrection.

After a person is baptized, one or more Melchizedek Priesthood holders lay their hands on the person’s head and confirm him or her a member of the Church. As part of this ordinance, called confirmation, the person is given the gift of the Holy Ghost.

The gift of the Holy Ghost is different from the influence of the Holy Ghost. Before baptism, a person can feel the influence of the Holy Ghost from time to time and through that influence can receive a testimony of the truth (see Moroni 10:4–5). After receiving the gift of the Holy Ghost, a person has the right to His constant companionship if he or she keeps the commandments.

Other saving ordinances include ordination to the Melchizedek Priesthood (for men), the temple endowment, and the marriage sealing (see D&C 131:1–4). All saving ordinances of the priesthood are accompanied by covenants. In the temple, these saving ordinances can also be performed vicariously for the dead. Vicarious ordinances become effective only when the deceased persons accept them in the spirit world and honor the related covenants.

Other ordinances, such as administering to the sick and the naming and blessing of children, are also important to our spiritual development.

Related reference: Acts 2:36–38

Covenants

A covenant is a sacred agreement between God and man. God gives the conditions for the covenant, and we agree to do what He asks us to do; God then promises us certain blessings for our obedience (see D&C 82:10).

All the saving ordinances of the priesthood are accompanied by covenants. We covenant with the Lord at baptism and renew those covenants by partaking of the sacrament. Brethren who receive the Melchizedek Priesthood enter into the oath and covenant of the priesthood. We make further covenants in the temple.

Related references: Exodus 19:5–6; Psalm 24:3–4; 2 Nephi 31:19–20; D&C 25:13

8. Marriage and Family

Marriage between a man and a woman is ordained of God, and the family is central to His plan of salvation and to our happiness. Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ.

The sacred powers of procreation are to be employed only between a man and a woman, lawfully wedded as husband and wife. Parents are to multiply and replenish the earth, rear their children in love and righteousness, and provide for the physical and spiritual needs of their children.

Husband and wife have a solemn responsibility to love and care for each other. Fathers are to preside over their families in love and righteousness and provide the necessities of life. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners.

The divine plan of happiness enables family relationships to continue beyond the grave. The earth was created and the gospel was revealed so that families could be formed, sealed, and exalted eternally. (Adapted from “The Family:

A Proclamation to the World," *Ensign*, Nov. 2010, 129.)

Related references: Genesis 2:24; Psalm 127:3; Malachi 4:5–6; D&C 131:1–4

9. Commandments

Commandments are the laws and requirements that God gives to mankind. We manifest our love for Him by keeping His commandments (see John 14:15). Keeping the commandments will bring blessings from the Lord (see D&C 82:10).

The two most basic commandments are "love the Lord thy God with all thy heart,

and with all thy soul, and with all thy mind. . . . And . . . love thy neighbour as thyself" (Matthew 22:36–39).

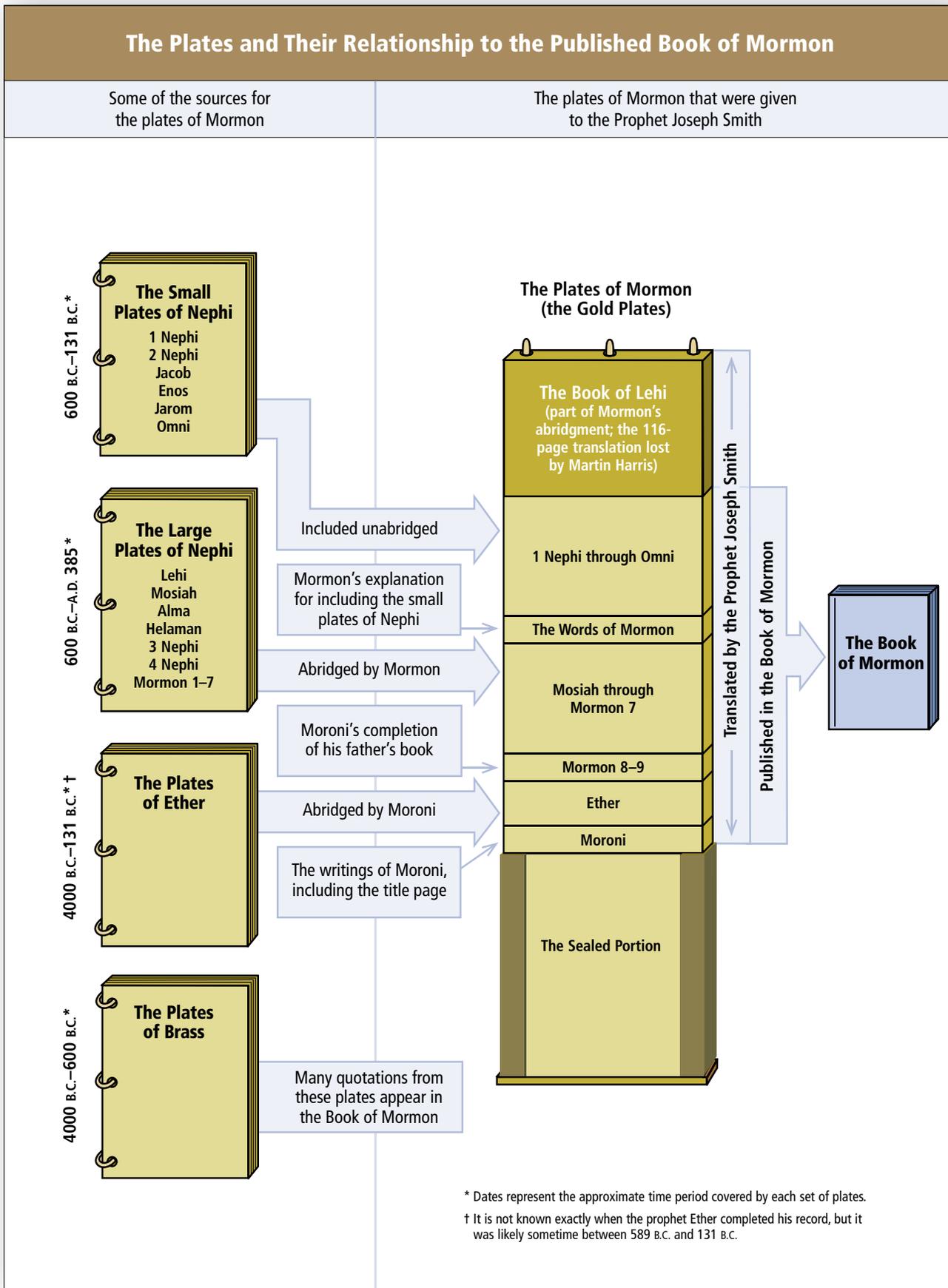
The Ten Commandments are a vital part of the gospel and are eternal principles that are necessary for our exaltation (see Exodus 20:3–17). The Lord revealed them to Moses in ancient times, and He has restated them in latter-day revelations.

Other commandments include praying daily (see 2 Nephi 32:8–9), teaching the gospel to others (see Matthew 28:19–20), keeping the law of chastity (see D&C 46:33), paying a full tithe (see Malachi 3:8–10), fasting (see Isaiah 58:6–7),

forgiving others (see D&C 64:9–11), having a spirit of gratitude (see D&C 78:19), and observing the Word of Wisdom (see D&C 89:18–21).

Related references: Genesis 39:9; Isaiah 58:13–14; 1 Nephi 3:7; Mosiah 4:30; Alma 37:35; Alma 39:9; D&C 18:15–16; D&C 88:124

For more information on these topics, go to LDS.org, Teachings, Gospel Topics; or see *True to the Faith: A Gospel Reference* (2004).



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.)

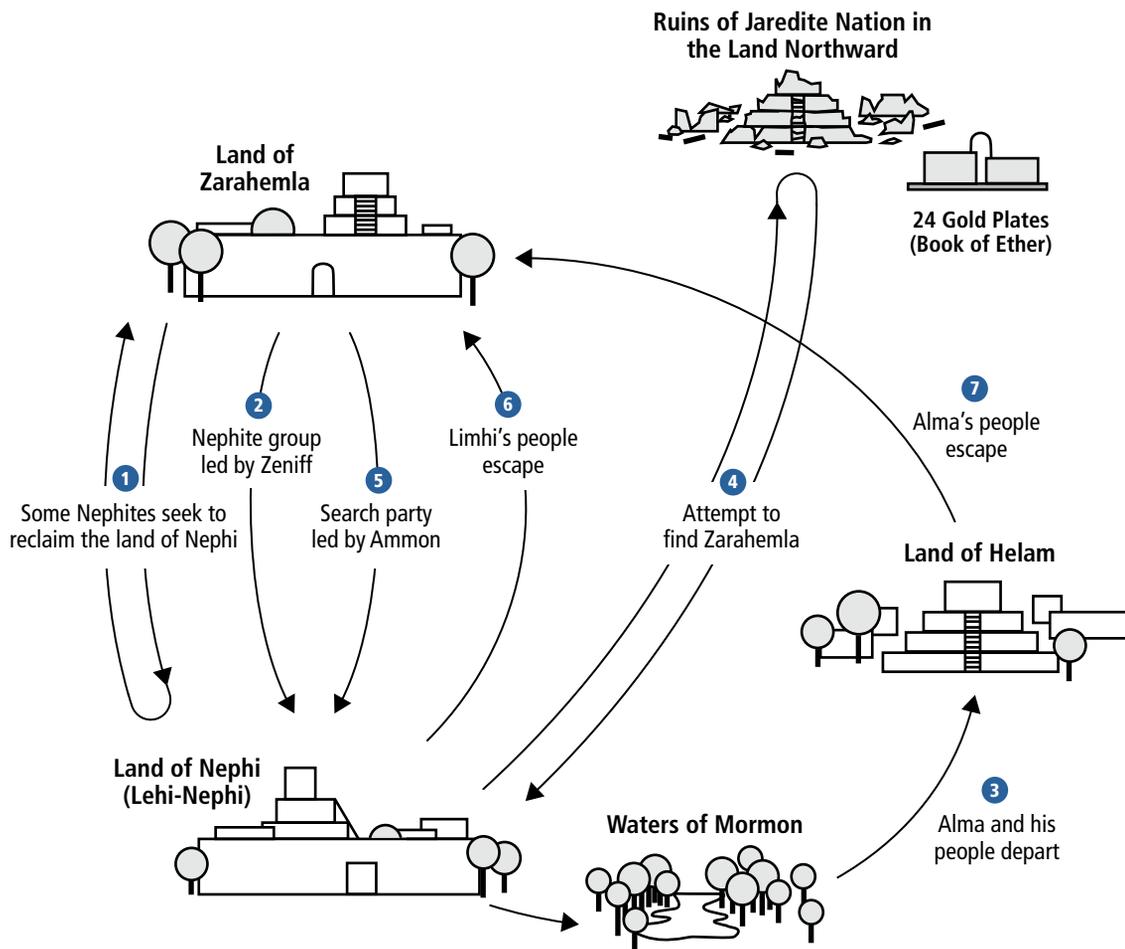
4 Attempt to find Zarahemla: Limhi sends a group to find Zarahemla and get help. The group discovers the ruins of a destroyed nation and 24 gold plates. (See Mosiah 8:7–9; 21:25–27.)

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).







SEMINARIES AND
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